

MCKENDREE
UNIVERSITY



MAKE YOUR MARK



2019 ♦ 2020 UNDERGRADUATE CATALOG



2019 ♦ 2020
UNDERGRADUATE CATALOG

701 College Road
Lebanon, IL 62254
618-537-4481
1-800-BEARCAT

www.mckendree.edu



MCKENDREE
UNIVERSITY



ACCREDITATIONS

Higher Learning Commission
230 South LaSalle St.
Suite 7-500
Chicago, IL 60604-1413
800-621-7440

Commission on Accreditation of Athletic Training Education (CAATE)
2201 Double Creek Drive
Suite 5006
Round Rock, TX 78664
512-733-9700

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW
Suite 750
Washington, DC 20001
202-887-6791

International Accreditation Council Business Education (IACBE)
P.O. Box 3960
Olathe, KS 66063
913-631-3009

APPROVALS AND LICENSES

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, IL 62701-1404
217-782-2551

Illinois Department of Veterans' Affairs
833 South Spring Street
P.O. Box 19432
Springfield, IL 62794-9432
217-782-6641

Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777
866-262-6663

Kentucky Approving Agency for Veterans' Education
300 North Main Street
Versailles, KY 40383
859-256-3235

Kentucky Council on Postsecondary Education
1024 Capital Center Drive
Suite 320
Frankfort, KY 40601
502-573-1555

McKendree University complies with all applicable anti-discrimination laws and regulations, including but not limited to: Title IV of the Higher Education Act of 1965, as amended; Title IX of the Education Amendments of 1972, as amended; Title VI of the 1964 Civil Rights Act, as amended; Title VII of the 1964 Civil Rights Act, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act, as amended; and, all other federal, state, and local anti-discrimination and equal opportunity laws and regulations including the Illinois Human Rights Act. McKendree University will not discriminate or retaliate on the basis of race, religion, gender, color, national origin, ethnicity, age, disability, sexual orientation, or gender expression and identification in any phase of its admissions, financial aid, educational, athletic, or other programs or activities or, with respect to its employment practices. McKendree University is also committed to enhancing the cultural and gender diversity of the University.

Students and employees, including applicants, who believe they may have been discriminated against, may contact the University's Compliance Officer at the University's address or by telephone at (618) 537-6533 or they may contact the Equal Employment Opportunity Commission or the Illinois Department of Human Rights. McKendree University is also authorized under federal law to enroll non-immigrant alien students. McKendree University supports the "Eight Keys and the Principles of Excellence for Serving Veterans" published by the U.S. Department of Education and complies with the Uniformed Services Employment and Reemployment Rights Act.

Policies stated in this catalog are subject to change as required and as the institution deems appropriate.

The statements contained herein are not to be regarded as an offer to contract.

The University Mission5

Admission 13

Student Services 23

Academic Policies 25

General Education Program 53

Courses of Study

College of Arts and Sciences..... 61

Art • Art History • Biology •
Biopsychology • Chemistry •
Communication Studies • Computing
(Computer Science, Computer
Information Systems, Computational
Science, Cybersecurity, and
Management Information Systems)
• Creative Writing • Dance • Data
Analytics • Economics • English •
Environmental Studies • Ethnic Studies
• Forensic Studies • Gender Studies •
Gerontology • Global Studies • History
• Journalism • 3+3 Law Program •
Legal Studies • Mathematics • Music •
Music Education • Music Marketing •
Occupational Therapy • Organizational
Communication • Philosophy • Political
Science/International Relations •
Pre-professional Studies • Professional
Writing • Psychology • Public Relations
Studies • Religious Studies • Sociology •
BA/MACJ 4+1 Option • Spanish • Sport
Psychology • Theatre • Musical Theatre

School of Business 143

Accounting • Business Administration
• Business and Professional Writing •
Cyber Defense • Economics • Economics
and Finance • Entrepreneurship •
Human Resource Management •
Leadership Studies • Management
• Marketing • Sport Management •
Supply Chain Management • BBA/MBA
4+1 Option

School of Education..... 169

Initial Teacher Licensure • Elementary
Education • Special Education/
Elementary Education • Middle School
Education • Secondary Education •
Science Education • Social Science
Education • Special Areas K-12
Education • Educational Studies

**School of Nursing
and Health Professions 185**

Exercise Science and Sports
Performance • BS/MSAT 3+2 Option •
Health and Wellness • Nursing • Physical
Education • Sports Performance

Additional Course Offerings ... 201

Aerospace Studies • Army ROTC •
Domestic Study and Travel • Honors
Program • McKendree Student Success
Center • Study Abroad • University
Courses

Course Descriptions 207

Board of Trustees 282

Board Members 282

**Current Honorary
and Trustee Emeritus..... 283**

Alumni Board 283

University Administration..... 284

**Current Emeriti Administrators
and Faculty..... 286**

Faculty 286

**Endowed Scholarships
and Funds..... 291**

Index 296

**Lebanon Campus
Majors/Minors/Tracks 298**

CONTENTS





While maintaining its reputation for delivering a high quality undergraduate education, McKendree has expanded its academic course offerings to include graduate degree programs in business administration, criminal justice, education, nursing, and professional counseling. In 2013, McKendree became a member of the NCAA Division II, a move that has provided exciting opportunities for student-athletes to compete at a high level.

An enhanced academic reputation for the university has accompanied its growth. The university has become more selective, attracting more academically talented students, and the student body is more diverse.

McKendree offers a wide variety of co-curricular opportunities, including music, band, athletic teams, debate teams, honor societies, student research opportunities and academic programs that have resulted in a robust university environment. The Russel E. and Fern M. Hettenhausen Center for the Arts, known as the "Hett," is home to the music and theatre programs. It offers the campus community a state-of-the-art facility in which to enjoy a wide variety of performances and special events. Within the last 10 years, McKendree has opened "1828," a café to serve commuter students, evening students, and the campus community. Most recently, two new residence halls were constructed to better serve a growing residential student population.

Along with the many advances at the institution, one thing remains constant: McKendree University continues to provide a nurturing environment, offering students opportunities and challenges that lead to unmatched personal and professional growth.

A LETTER FROM THE PRESIDENT

**Congratulations on your decision
to enroll at McKendree University.**



Our faculty and staff are here to help you create your own, unique McKendree Experience. Our Mission Statement calls for providing excellent students with a broad-based, liberal arts education that will help you develop the critical thinking, leadership, problem-solving, and communication skills necessary to succeed in today's world. While you will shape your time and experiences here, the values of our Mission are integral to each student's McKendree Experience.

This catalog is designed to effectively communicate an enormous amount of information about our courses of study, policies, and procedures. It is an excellent reference that will help you maximize your time here. If you have any questions or concerns, please feel free to ask any member of our faculty or staff for help.

We are pleased that you have chosen to study here, and are ready to support and inspire you on your journey. Welcome, and best wishes for a successful McKendree Experience.

Sincerely,

A handwritten signature in black ink that reads "James M. Dennis". The signature is written in a cursive, flowing style.

James M. Dennis
President
McKendree University

The University Mission

The mission of McKendree University is to provide a high quality educational experience to outstanding students.

We guide our students in the pursuit of academic excellence, which will prepare them for leadership roles in our society. To achieve this end we encourage broader vision, enriched purpose, engagement with community, commitment to responsible citizenship, openness to new ideas and dedication to lifelong learning. In keeping with our history and traditions, we provide our students with a rigorous, broadly based liberal arts curriculum joined with specialization in a specific discipline.

We cherish our historical relationship with the United Methodist Church and its tradition of Judeo-Christian ideals. Therefore, we encourage an atmosphere of open dialogue, free inquiry, and mutual respect, conducted among students from diverse backgrounds.

Purposes

1. To offer undergraduate, graduate, and professional programs to develop our students' knowledge, analytical abilities, research capabilities, creativity, and sense of identity.
2. To help our students develop an appreciation and understanding of human diversity by providing knowledge of and opportunity for experience with multiple ethnicities, cultures, and societies.
3. To create an intellectual and technological environment supportive of innovative and effective teaching, research, assessment and communication, excellent writing and oral skills, and decision making.
4. To attract and maintain an excellent faculty and staff committed to teaching, to research, and to service to McKendree and the greater community while also attracting and retaining an outstanding student body.
5. To create a culture of campus life that includes experiences beyond the classroom that allow for the development of the whole person.

The Tradition

Established in 1828 by pioneer Methodists, McKendree is the oldest university in Illinois, and the oldest in the nation with continuous ties to the United Methodist Church. First called Lebanon Seminary, the school opened in two rented sheds for 72 students. In 1830, Bishop William McKendree, the first American-born bishop of the Methodist Church, permitted the Board of Trustees to change the institution's name to McKendree College. Later Bishop McKendree deeded 480 acres of rich land in Shiloh Valley, Illinois, to help support the College.

Reverend Peter Akers, in 1833, was the first president of the newly named college. He was three times president of McKendree College and received its first degree, an honorary Doctorate of Divinity.

In 1835, the College received one of the first charters granted to independent church colleges by the Illinois legislature. The institution still operates under the provisions of a second, more liberal charter obtained in 1839.



McKendree's students have included many who were in industry and business, who became senators and governors and career public servants, who were distinguished military leaders, and who filled pulpits and teaching appointments across the land.

McKendree University



Since 1828, McKendree University has provided a high quality undergraduate and graduate education in a friendly, nurturing environment. Total enrollment is over 2,700, with a 236-acre campus in Lebanon, Illinois near downtown St. Louis, a campus in Radcliff, Kentucky, and online programs.

McKendree University offers students many ways to make their mark on the world, with more than 50 undergraduate academic majors and graduate programs in education, clinical mental health counseling, business administration, nursing, and criminal justice. Students may take part in a wide variety of co-curricular

activities including music, debate, community service, Greek life, and study abroad. The McKendree Bearcats' student-athletes compete in 33 men's and women's sports as a member of NCAA Division II. The Hettenhausen Center for the Arts is Southern Illinois' premier performing arts venue, presenting world class dance, drama, classical music and jazz.

www.mckendree.edu





We guide our students in the pursuit of academic excellence which will prepare them for leadership roles in our society.



Kentucky Centers

The McKendree University Kentucky Centers are located in Radcliff and Shepherdsville. Online courses and programs are also available to students living in Kentucky. Courses are in an accelerated four-week or eight-week format designed for the busy adult student.

The following degrees are offered at the Kentucky Centers:

- **Associate of Science in Business Administration**
- **Bachelor of Business Administration in Business Administration**
- **Bachelor of Business Administration in Management**
- **Bachelor of Business Administration in Human Resources Management**

The Kentucky Centers are licensed by the Kentucky Council on Postsecondary Education, and the programs offered are approved by the Kentucky State Approving Agency for Veterans Educational Benefits. All courses offered at the Kentucky Centers are approved for veterans' education benefits and military and company tuition assistance. Financial aid benefits are also available to those who qualify.

For additional information, call (270) 351-5003 or email kentuckyadmission@mckendree.edu

The Center at Scott AFB

McKendree's Center at Scott AFB is located on Scott Air Force Base, Illinois.

The following degrees may be earned through the Center at Scott AFB:

- **Bachelor of Business Administration in Accounting**
- **Bachelor of Business Administration in Business Administration**
- **Bachelor of Business Administration in Management**
- **Bachelor of Business Administration in Marketing**
- **Bachelor of Science in Computer Science**
- **Bachelor of Science in Computer Information Systems**

The Center at Scott AFB is designed to meet the needs of working adults. Most courses are offered in an accelerated one-month format and meet two evenings per week each month. Most computer science classes are offered in an eight-week format.

All courses offered at the Center at Scott AFB are approved for veterans' education benefits and military and company tuition assistance. Financial aid benefits are also available to those who qualify.

For additional information, call the McKendree at Scott office at (618) 744-9321 or (618) 744-0426 or email safb@mckendree.edu.

McKendree Online

McKendree University offers bachelor's degrees in an online format.

The following degrees may be earned online:

- **Associate of Science in Business Administration**
- **Bachelor of Arts in Psychology**
- **Bachelor of Arts in Sociology/Criminal Justice**
- **Bachelor of Business Administration in Accounting**
- **Bachelor of Business Administration in Business Administration**
- **Bachelor of Business Administration in Business and Professional Writing**
- **Bachelor of Business Administration in Cyber Defense**
- **Bachelor of Business Administration in Entrepreneurship**
- **Bachelor of Business Administration in Human Resource Management**
- **Bachelor of Business Administration in Management**
- **Bachelor of Business Administration in Marketing**
- **Bachelor of Business Administration in Sport Management**
- **Bachelor of Science in Computer Information Systems**
- **Bachelor of Science in Nursing**

These programs are offered in an accelerated format to accommodate the adult learner. Most classes are delivered in an eight-week format. Financial assistance is available to those who qualify. Additional information is available by contacting the McKendree Worldwide Office, (618) 537-6576, or online@mckendree.edu.

F-1 international students are limited to take only one online class per semester (up to three credits).

The Curriculum

A thorough education includes a broad exposure to the classical and modern disciplines which are the foundation stones upon which all specialized career training is built. McKendree's curriculum builds this foundation with its required general education of liberal arts studies. General education courses strengthen reasoning and quantitative skills, develop oral and written communication, and open students to new perspectives by exposing them to numerous disciplines. The variety of courses in the general education program provides students with many perspectives on their choices of careers and major concentrations for more advanced study.



Honor Societies

McKendree University believes in recognizing students for their scholastic achievements. Below is the list of honor societies with chapters at McKendree.

Alpha Kappa Delta – international sociology honor society.

Alpha Psi Omega – national theatre honor society.

Iota Tau Alpha – national athletic training honor society

Kappa Delta Pi – international education honor society.

Kappa Pi – international art honor society.

- Lambda Pi Eta** – national communication honor society.
Phi Alpha Theta – international history honor society.
Phi Eta Sigma – national honor society for first-year college and university students in all disciplines.
Phi Kappa Phi – national all-discipline honor society.
Pi Gamma Mu – international social science honor society.
Pi Kappa Delta – national forensic honor society.
Pi Mu Epsilon – national mathematics honor society.
Pi Sigma Alpha – national political science and government honor society.
Psi Chi – national psychology honor society.
SALUTE Veterans National Honor Society – national honor society for student veterans.
Sigma Alpha Pi – national honor society of leadership and success
Sigma Beta Delta – national business, management, and administration honor society.
Sigma Tau Delta – international English honor society.
Sigma Theta Tau – international nursing honor society.
Sigma Zeta – national science and mathematics honor society.
Tau Sigma – national honor society for transfer students.
Theta Alpha Kappa – national religious studies honor society.
Upsilon Pi Epsilon – national computing honor society.

Domestic Study and Travel

Certain special topics courses include on-campus study and travel within the United States. During the spring semester, students meet in a classroom setting to gain context and knowledge on a topic. In May, following graduation, they travel with the course instructors within the United States to a site or sites that provide first-hand experience to enhance what was learned in the classroom.

Study Abroad

McKendree University encourages students to deepen and broaden their cultural knowledge by studying in other countries. Students from all disciplines can have this enriching adventure, where learning extends far beyond the classroom. The study abroad program is open to any student who has earned a minimum of 45 credit hours and has achieved a 2.75 GPA (unless otherwise noted).

Institute for Study Abroad – Butler University

McKendree University, in partnership with the IFSA, offers students study abroad opportunities at more than 90 colleges and universities in 15 countries. The McKendree Study Abroad Coordinator in the Office of Academic Records works in conjunction with IFSA staff to prepare students for the academic and cultural changes that await them. With offices around the world, IFSA provides onsite support to help students make the most of their study experiences, academic and personal services, and assistance from the time students apply until they return.

International Studies Abroad

McKendree University, in partnership with International Studies Abroad (ISA), offers a wide variety of study abroad programs at accredited schools and universities in

over 20 countries. The programs are designed to maximize learning abroad, offering internships and a variety of other experiences to support students' academic and cultural goals.

Irish American Scholars Program

This program offers students an opportunity to study abroad at the following participating institutions in Northern Ireland: Queens University, University of Ulster, Stranmillis College of Queens University, St. Mary's College, and Belfast Metropolitan College. Students are usually juniors or seniors at the time of their study abroad experience and must have a minimum 3.2 GPA.

Paris Graduate School of Management

McKendree University and École Supérieur de Gestion et Commerce International, a school of business located in Paris, France, have offered students an exchange opportunity since 2001. McKendree students may live and study in Paris during the spring semester during their junior year. Through the cooperation of both institutions, students are assured that the classes they take abroad will satisfy requirements for their degrees.

STA 380 Study Abroad (Faculty-led)

Unlike our semester-long study abroad programs, this course combines both on-campus study and one- to two-week international experiences led by McKendree University faculty members. Students fulfill a cross-cultural general education requirement with this spring semester class. Travel occurs after the semester ends in May. Advantages include small-group settings and familiar faculty. Prior trips have included travel to Ecuador, Amsterdam, London, and Paris.

STA 380 provides an excellent introduction to the study abroad experience.

Technos International Week

Technos International Week was created by Dr. Kenji Tanaka, founder of the Tanaka Ikueikai Educational Trust, to strengthen the ties between the United States and Japan. Each year, since 1992, McKendree and the Tanaka Foundation have worked together to select two students and a McKendree faculty member to participate in a two-week summer educational exchange with the Technos International College in Tokyo, Japan. Participating students must have earned no more than 60 credit hours by the end of the previous fall semester and must have a minimum 3.0 GPA.

For more information on study abroad opportunities, contact the Study Abroad Coordinator in the Office of Academic Records.



McKendree University encourages students to deepen and broaden their cultural knowledge by studying in other countries.



Lyn Huxford Center for Community Service

The Center for Public Service on the Lebanon campus supports the development of curricular programs that link community service to academic coursework. The goals of the Center are to contribute to the intellectual development, sense of social responsibility, and active citizenship of students. These goals are pursued by engaging students in meaningful and academically sound service experiences which enhance the understanding of each discipline, provide an opportunity to practice skills specific to the various disciplines, foster personal growth as an active member of a community of learners, and cultivate the intellect and spirit of persons who care for one another and for the world in which they live and work.

The goals of the Lyn Huxford Center are to contribute to the intellectual development, sense of social responsibility, and active citizenship of students.

ADMISSION

McKendree University welcomes applications from students who seek a challenging university experience in a stimulating and friendly environment. Academic opportunities exist for emphasis in the liberal arts as well as for professional studies. All courses of study provide a foundation for a well-rounded education. Applicants are considered on an individual basis without regard to sex, race, disability, nationality, or religion.

MCKENDREE



NEW STUDENT



General Information

High school students may apply for admission at the completion of their junior year. Transfer students may apply at any time prior to the semester in which they plan to enroll. The same admission requirements apply to all degree-seeking applicants, whether full or part-time. Students may apply to take individual courses without becoming candidates for a degree. Such students may be admitted with non-degree status and may take up to 21 hours. Any student who wishes to take more than 21 hours must apply for admission to a degree seeking program, except students who are attending McKendree as part of a foreign student exchange program. The university may require an interview as part of the admission process.

Application Procedure

Students seeking admission to McKendree University Lebanon campus must apply through the Office of Admission.

To be considered for admission, an applicant must:

1. Complete and return the application for admission. Students are encouraged to complete the application online at www.mckendree.edu;
2. Submit an official high school or GED transcript and official scores on the American College Testing (ACT) examination or the Scholastic Aptitude Test (SAT) if not posted on the official high school transcript; *and*
3. Submit official copies of transcripts for all post-secondary institutions attended.

Admission to McKendree is selective. Decisions are based on high school records, including rigor of curriculum, test scores, recommendations and evidence of student leadership. McKendree selects students who demonstrate potential and desire to succeed in a rigorous academic environment.

Application for Re-admission

Students who previously attended McKendree University and are seeking re-admission must complete an application for admission and supply up-to-date transcripts if they have been out of school for one year or have attended another institution since they were last enrolled at McKendree University.

Transfer Students

To be considered for admission as a transfer student, a student must have a minimum cumulative grade point average of 2.0 for all university classes taken. (Credit awarded in transfer for post-secondary work completed elsewhere is determined by the Registrar according to policies stated in the Academic Programs and Policies section of this catalog under Transfer Credit.)

Enrolling for Classes

To enroll for classes, a student must:

1. Be admitted to the university;
2. Complete all admission procedures;
3. Lebanon campus students submit the required immunizations before registration;

This applies to all first year students and transfer students taking more than five credit hours per semester at the Lebanon campus. A state public health law requires that the immunization portion of the physical be completed and signed by a physician and that all updates of necessary immunizations be noted. The law does not apply to students born before 1957. Students will not be permitted to attend classes until this requirement is met.

Students may obtain their immunization records from their physician, high school, or university/college previously attended. If immunization records are not available then students must receive the titer blood test which shows proof of immunity to MMR and show proof of the DT booster received within the last 10 years.

4. Submit non-refundable deposits as follows: Commuter: \$200 tuition deposit
Resident: \$400 tuition and housing damage deposit. (The deposit may be paid on-line via the Admissions link.)

Students who have been re-admitted to the university must meet these same requirements.

Students admitted for the Fall Semester may enroll for classes for the preceding Summer Semester at McKendree University. The Office of Admission must be notified prior to summer enrollment.

No student will be permitted to enroll for classes for a second term unless admission and academic files are complete, including the final official high school transcript verifying graduation from that institution, official GED transcripts if applicable, official transcripts from all post-secondary institutions attended if applicable, and required immunization records. (Please note that official transcripts are those that are mailed from institution to institution.)

Admission to Specific Programs

McKendree University reserves the right to restrict enrollment in classes designed for certain academic populations to members of those populations. Undergraduate students attending the Lebanon campus may take only one online course per semester.

Nursing Program

McKendree University offers an upper level BSN program for registered nurses. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the National League for Nursing Accrediting Commission. Admission to the university does not automatically guarantee admission to the Nursing Program. Details regarding admission to the Nursing Program are discussed in the courses of study section of this catalog under Nursing.

Teacher Education Program

McKendree University offers a teacher education program in elementary, special education/elementary education, middle school, and secondary education. Admission to the university does not automatically guarantee admission to the teacher education program. Requirements for admission to the various programs in teacher education are stated in the courses of study section of this catalog under School of Education. For teacher licensure purposes, no individual may present more than 9 semester hours of professional education credit from junior and community colleges.

Honors Program

McKendree University offers an honors program for students with exceptional academic talents. Requirements for admission to this program are presented in the Additional Course Offerings section of this catalog under Honors Program.

International Student Admission

McKendree University welcomes applications for admission by international students. We believe that these students contribute positively to the campus environment.

A student applying for admission as an international student must submit the following documents:

- 1. Application for admission;** \$40.00 application fee. This fee is required for completed paper applications. There is no fee if application is made at www.mckendree.edu;
- 2. Supplemental Application for International Students.** This application is needed for proper issuance of I-20 documents;
- 3. All official secondary transcripts.** If you have attended any secondary school or high school, official secondary transcripts are required. All transcripts must be translated into English;
- 4. All postsecondary transcripts.** If you have attended any college or university after completing your secondary school education, official postsecondary transcripts are required. All transcripts must be translated into English. Postsecondary transcripts from institutions within the United States will be evaluated for credit by McKendree University. All postsecondary transcripts from international institutions must be evaluated by a credential evaluation agency in order for the admissions process to be completed. Please contact Educational Credential Evaluators, Inc. at www.ece.org or (414) 289-3400 or World Education Services at www.wes.org or (800) 937-3895 for more information. Fees may range from \$0-\$200 for a complete credential evaluation. Please allow three to six weeks for the evaluation;
- 5. An official TOEFL score report (Test of English as a Foreign Language).** This exam is required for all students whose native language is not English. Exceptions may be made for those whose native language is not English, yet have completed secondary studies in English. Students may learn more about registering for this test at www.act.org or by calling (609) 771-7100;
- 6. An official SAT I or ACT score report (Scholastic Aptitude Test/ American College Testing).** Only one of these exams is required of all first-year international students. You may learn more about registering for these tests by visiting www.act.org or by calling (319) 337-1270 for the ACT, and www.collegeboard.com or by calling (609) 771-7600 for the SAT;
- 7. A letter from your bank.** This document will verify that the student has the financial ability to fund his or her education for one year. An amount equal to the cost of attendance, less any institutional aid awarded to the student, must be provided in the letter. The cost of attendance for a campus resident is \$32,140 for the academic year. This letter must be on official bank letterhead;
- 8. A completed medical form.** This document must be filled out by the applicant and his or her medical doctor. Required information is needed from the student's medical history which should include the required immunizations;

9. Letters of recommendation from teachers and coaches. These letters are not required but are encouraged from all students.

This school is authorized under Federal law to enroll nonimmigrant alien students.

In addition to these documents, F-1 transfer students from other U.S. colleges must also provide a copy of their current I-20 form. Please send all required materials to:

**McKendree University
Office of Admission
701 College Road
Lebanon, Illinois 62254-1229**

For more information about International Admission, please contact: Josie Blasdel, International Student Counselor, jlblasdel@mckendree.edu, (800) 232-7228, ext. 6836. For more information about International Student Services, please contact Brent Reeves, Director of Multicultural Affairs and International Student Services, breeves@mckendree.edu, (800) 232-7228, ext. 6938.

Academic Placement

Academic placement is provided for all McKendree students. The goal of this placement is to promote students' success in achieving academic and career goals by identifying their skill levels in such areas as writing, reading and mathematics. Based on placement results, advisors assist students to schedule appropriate courses. Students are required to complete the courses into which they are placed.

Dual Enrollment/Dual Credit Program

"Dual Enrollment": Student is enrolled in high school and simultaneously enrolled in courses at McKendree University. Student receives college credit for courses taken at McKendree University.

"Dual Credit": Student is enrolled in high school and simultaneously enrolled in courses at McKendree University. Student receives college credit for courses taken at McKendree University AND high school credit for the same McKendree courses. Dual credit courses are subject to agreement between McKendree University and the particular high school in which the student is enrolled.

The "dual enrollment/dual credit" program enables academically talented high school students to enroll in McKendree University classes during their junior or senior year in high school and accrue college credit. Some courses in the dual enrollment program may also count for dual high school credit, depending upon the high school in which the student is dually enrolled. Dually enrolled students may take 100- or 200-level face-to-face or online classes during their junior and senior years of high school and the summer between their junior and senior years. The fee per credit hour for dual enrollment/dual credit courses is posted on the McKendree University website.

Students who are in the upper 25% of their high school class will be considered for admission to the dual enrollment/dual credit program upon submission to the Office of Admission of an application to the admissions office, a high school transcript, and a letter of recommendation from the high school principal. Upon graduation from high school, students are welcome to apply for regular admission to McKendree University.

Concurrent Admissions Program (ConAp)

ConAp is a joint program of the Army and participating colleges to admit new soldiers to college at the time of enlistment. McKendree admits eligible soldiers on a full or provisional basis and defers enrollment until completion of active military service. The agreement is in effect for two years following completion of the initial enlistment for active duty soldiers or, for Army Reserve soldiers, two years after completing initial active duty for training.

Home Schooling Admission Policy

McKendree University welcomes applications from home-schooled students.

If students are completing their high school education under the aegis of a diploma-granting organization, they will need to submit evidence of the coursework completed and performance evaluation. For those not completing their diploma with an organization, we require a detailed portfolio of the work you have completed to assess your level of preparation for college-level work at McKendree. This portfolio should include descriptions of books and other curricular material used and mastered in preparation for college-level courses, transcripts from community colleges or other courses, scores from Advanced Placement tests, recommendations from qualified tutors or teachers, examples of independent research, or evidence of completed units in science, English or other academic subjects. We also strongly encourage home-schooled students to provide a sample of their writing.

All McKendree applicants must submit either an ACT or SAT score with their application. These tests are administered independently of school systems and are open to anyone.

Letters of recommendation are particularly important for applicants. Recommenders should be qualified to evaluate you not only as a student but also as an individual and member of the community.

Additional questions about the McKendree University admissions process should be directed to the Office of Admission at 1-800-BEARCAT, extension 6831.

Financial Information

Payment of Financial Obligations

Prior to the commencement of classes, McKendree University students must pay all tuition, fees, and room and board charges. No student with an unpaid account will be permitted to enroll until the account is paid in full or satisfactory arrangements have been made with the Business Office.

Payment may be made by personal check, debit card, American Express, MasterCard, Discover, or Visa. Grants and scholarship awards may also be applied toward payment of financial obligations. Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans, Federal Direct Parent (PLUS) Loans, or Perkins Loans may be applied, provided the student has submitted the completed loan application before registration. Students expecting Veterans Administration (VA) benefits or Military Tuition Assistance (TA) should consult with the advisor for military assistance programs to make necessary financial arrangements for enrollment.

McKendree University cooperates fully with banks and other financial institutions that provide student financing. In addition, the university provides an option for interest-free payments on a monthly basis. This option is available through Tuition

Management Systems. Payment may be spread over ten months from August 1 to May 1. The enrollment fee is \$85.

For students who register for less than a full semester or for a single one-month session, the same minimum registration payment and requirements as set forth above will apply. In this case, however, payment of the balance is due at the beginning of the session for which the student has registered.

If payment is not made by the last day of registration, the university will charge interest at a rate of one and one-half percent (1.5%) per month from that day, and reserves the right to bar the student from classes, residence halls, the dining hall, and examinations until such payment is made. Furthermore, the university reserves the right to withhold grades or transcripts if the account is not paid in full by the end of the session for which the student has registered. The university will not allow students to participate in the graduation ceremony or have their degree posted or verified in any way until their account is paid in full. Students with delinquent accounts are responsible to reimburse the university for all interest charges, late payment fees, collection fees and court costs resulting from any delinquency.

The Offices of Administration and Finance and Financial Aid will work with students in the event of problems associated with payment of financial obligations. Students anticipating a payment problem should make an appointment with the Business Office to ensure that the requirements of the payment policy are met.

McKendree University reserves the right to change tuition, fees, and room and board charges at any time.

Check Policy

Any check negotiated with the university which is not honored by the individual's bank will be subject to a penalty charge. The student must make payment in cash for the unredeemed check and the penalty charge within five (5) days of receipt of a bad check from the bank by the university.

Financial Aid

McKendree University offers financial aid in the form of grants, scholarships, work-study, loans, or some combination of these. Aid is awarded according to each individual's need in relation to educational costs. Specific awards include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Illinois Student Assistance Commission Monetary Award Program (MAP) grants, Federal Work-Study (FWS), Federal Direct Student Loans, Federal Direct PLUS Loans, and McKendree institutional scholarships. In addition, McKendree University is a Post-9/11 GI Bill Yellow Ribbon participant.

Applying for Financial Aid

An application for financial aid cannot be considered until a student is admitted to the university and enrolled in a degree-seeking program. To apply for all federal and state financial aid funds, an admitted student must file a Free Application for Federal Student Aid (FAFSA) annually. This form is available online at <https://fafsa.gov>. When the FAFSA has been processed, the student will receive a Student Aid Report (SAR) from the Federal Processor. McKendree University (Title IV code number 001722) will receive the SAR electronically if McKendree University is listed as one of the schools on the FAFSA. Once the Office of Financial Aid receives this information, the student will be notified of aid eligibility in a timely manner. A student may be selected for

verification by the Federal government. This requires the student to submit additional documentation to verify the FAFSA information. The Office of Financial Aid will notify students of the required documents needed to complete the verification process. Verification must be completed before any financial aid is finalized and disbursed.

Grants

Federal Pell Grant

The Federal Pell Grant is a federally funded financial aid program which usually does not have to be repaid. It is designed to help students pay for their college education. The amount of aid a student may receive from a Federal Pell Grant is based upon financial eligibility, enrollment status (full-time, three-quarter, half-time, or less than half-time), and the level of federal funding. Students apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid (FAFSA) annually as discussed above under Applying for Financial Aid.

Federal Supplemental Educational Opportunity Grants (FSEOG)

The Federal Supplemental Educational Opportunity Grant provides funds to students who have extreme financial need as determined by the FAFSA. FSEOG is gift aid and usually does not have to be repaid. Since funds are limited, priority is given to full-time campus students applying early who have the greatest need and receive a Federal Pell Grant.

ISAC Monetary Award Program (MAP)

The Illinois Student Assistance Commission Monetary Award Program (MAP) provides grants to eligible Illinois residents attending Illinois colleges. Illinois residents automatically apply for the Illinois Student Assistance Commission Monetary Award Program by filing the FAFSA annually. Filing deadlines are printed on the FAFSA.

Loans

Federal Perkins Loan

This is a 5% interest federal student loan. Students must complete the FAFSA annually to determine eligibility. Funds are awarded based upon the financial need of the student and the availability of funds. Priority is given to full-time campus students.

Federal Direct Student Loan (Subsidized and Unsubsidized)

This loan is made available from the government. Students must complete the FAFSA annually to determine eligibility. Loans are only offered to those enrolled at least half-time. The interest rate will not exceed 8.25%. Contact the Office of Financial Aid Office for current interest rates.

Federal Direct PLUS Loan

This loan allows parents to borrow up to the cost of attendance less other financial aid. Students must file their FAFSA annually to determine eligibility. The interest rate will not exceed 9%. Contact the Office of Financial Aid for current interest rate.

Repeat/Delete

A course taken at McKendree University may be repeated at McKendree University. No course may be taken under the repeat/delete provisions except at McKendree

University. Please contact the Financial Aid Office for impact on level of aid received when repeating courses in which a passing grade was recorded.

Scholarships

Academic Scholarships may be awarded to qualified first year students and only apply to tuition costs. Students must be enrolled full-time to receive their award. The university uses endowed and gift scholarships to help fund these awards. Any student receiving the ISAC MAP Grant as well as an Academic Scholarship may not in combination receive more than the dollar value of tuition and mandatory fees per semester.

Transfer Scholarships are available for qualified students with a minimum of 30 transfer hours.

Athletic Scholarships may be awarded in varying amounts to selected men and women participating in intercollegiate athletics. The individual coaches select recipients.

The Bothwell Scholarship provides tuition assistance during the student's junior and senior year for men and women preparing for various forms of Christian ministry. Applications are available in the Office of Financial Aid.

McKendree University scholarships can only be used for direct costs incurred while enrolled. Information about other outside scholarships may be obtained from the Office of Financial Aid.

Satisfactory Academic Progress Policy

According to the United States Department of Education regulations, all students applying for federal and/or state financial assistance must maintain satisfactory academic progress in his/her course of study to receive these funds. These standards stipulate, but are not limited to, maintaining acceptable grades, completing a sufficient number of credit hours per semester, and completing the first bachelor's degree within a reasonable time frame. A student who does not meet these standards is not eligible to receive federally and/or state funded financial aid including institutional aid. All semesters of attendance are considered for satisfactory progress regardless of whether the student received aid. Adherence to these standards will be necessary for continued financial aid eligibility. Copies of McKendree University's satisfactory academic progress policy are available in the Office of Financial Aid or online.

Withdrawals and Refunds

No student who is suspended or dismissed from the university by university authorities shall be entitled to any refund of tuition, room rent or board. Any student who desires a change in course or withdrawal from one or more classes must sign and date a Change of Course form and have the form signed by the student's Faculty Advisor, the Office of Financial Aid and the Office of Administration and Finance. This form must then be returned to and be validated by the Office of Academic Records. In the case of complete withdrawal from the university, the student must fill out a withdrawal form and must have this form approved by the Provost, the student's Faculty Advisor, the Office of Student Affairs, the Library, the Office of Financial Aid, the Office of Administration and Finance, and the Office of Academic Records. The date on which such written approval is received by the Office of Academic Records determines the amount of refund. Failure by the student to obtain written approval makes the student ineligible for any refund.

Withdrawing from one or more classes should be carefully considered in terms of graduation requirements as well as financial aid. Financial aid programs have varying rules, and students need to consult the Office of Financial Aid before adding or dropping courses once a term has begun, particularly courses offered in a one-month, six-week, or eight-week format. It is recommended that a student seek counsel from an academic advisor and the Office of Financial Aid before changing courses or withdrawing from one or more courses.

Tuition Refunds

Return of Title IV Funds Policy

The Higher Education Amendments of 1998 changed substantially the way funds paid toward a student's education are to be handled when a recipient of Title IV funds withdraws from school. Further details regarding the Return of Funds Policy are available in the Office of Financial Aid.

Semester courses

To the end of the fifth business day of class sessions, 100% of the tuition is refundable. From the sixth business day to the end of the tenth business day, 75% of the tuition is refundable. From the eleventh business day to the end of the twentieth day, 50% of the tuition is refundable. After the twentieth business day, tuition is no longer refundable.

Half-semester courses

To the end of the fifth business day of the half-semester session, 100% of the tuition is refundable. From the sixth business day to the end of the tenth business day of the half-semester session, 75% of the tuition is refundable. From the eleventh business day to the end of the fifteenth business day of the half-semester session, 50% of the tuition is refundable. After the fifteenth business day, tuition is no longer refundable.

One month or six-week courses

Prior to the third class, 100% of the tuition is refundable. After the third class and prior to the fourth class, 50% of the tuition is refundable. After the fourth class, tuition is no longer refundable.

Room Rent Refunds

Once a student has registered and is assigned to a room, payment of the full room rent is required. Consequently, there is no refund for withdrawal.

Board Refunds

There is no refund for temporary absence from the dining hall, including absence for disciplinary reasons. Students who are required to be off campus for athletic participation or instructional purposes such as student teaching or internships are not entitled to any meal refund but will receive box meals upon request for such food service when advance notice is received.

STUDENT SERVICES

McKendree University is dedicated to helping all students achieve success. To that end, the University offers numerous services designed to address different aspects of each student's educational journey.

Holman Library

Holman Library is home to more than 55,000 books, DVDs, CDs, and government documents. The library offers both quiet and collaborative study space and over 35 computer workstations, including a Mac lab and Windows lab. Students have access to group study rooms and collaborative workstations for up to four laptop computers.

Holman library is a member of the CARLI consortium, which provides access to over 38 million items from 86 academic libraries in Illinois. Items are delivered to the library free of charge. Electronic holdings are available through over 50 research databases, and students can access interlibrary loan services to acquire items not available in the library's holdings. Expert research assistance and instruction is available from our dedicated librarians.



Student Success and Advising Center

The mission of the Student Success and Advising Center, located at 521 Stanton Street on the Lebanon campus, is to support a successful transition for undergraduate students into the intellectual, social, and cultural community of McKendree University. The Success Center offers disability services, academic tutoring, and help structuring class schedules, among a variety of other services. Center staff can also help students with time management skills, study techniques, and navigating campus policies and procedures. More information on the Center's hours, services offered, and scheduling appointments can be found at www.mckendree.edu/offices/student-success-advising-center or by calling (618) 537-6584.

Disability Services

In accordance with the Americans with Disabilities Act (ADA), McKendree University provides services, auxiliary aids, and accommodations to meet the unique learning needs of students with disabilities.

The Coordinator for Disability Services at McKendree is Jennifer Miller, Assistant Dean for Student Success. Her office is located in the Student Success and Advising Center, located at 521 Stanton Street on the Lebanon campus. The Success Center is open year-round, including summer months.

Students with disabilities who need services, auxiliary aids, or accommodations to participate in McKendree University academic or co-curricular activities must contact the Coordinator for Disability Services and self-report their disability and specific needs. All documentation and consultation will be kept confidential. The Coordinator can be contacted at (618) 537-6572 or jrmiller@mckendree.edu.

Writing Center

Peer and faculty writing consultants are available to assist current students, staff, and faculty members with all aspects of the writing process, including documenting resources in various documentation styles. Online and in-person appointments may be made by scheduling an appointment online at www.mckendree.edu.

Career Services

The Office of Career Services on the Lebanon campus provides a variety of services to assist students with career options. Individual career counseling, interest and personality assessment, and career exploration workshops offer students the opportunity to examine possible majors and careers. This office also provides access to books and other information dealing with career planning, the job search, and graduate school. Career Services teaches a one credit hour course, Careers, the Job Search, and Beyond, each fall so that students are well prepared for their job search and life after graduation. This office also coordinates the internship program for academic credit that is available to qualifying junior and senior level students. Career Services provides workshops and individual counseling to offer assistance with resume preparation, job search correspondence, and interview skills. There are job fairs, a career conference, and dining etiquette seminar to introduce students to available fields of work and to prospective employers. Students and alumni are encouraged to register with College Central Network, the McKendree University online job board, and to participate in campus interviews.

ACADEMIC POLICIES



Academic Calendar

McKendree University offers classes at a variety of sites in Illinois and Kentucky, as well as in an online format. Classes are offered in the typical semester length (16 weeks) or a four, six, or eight-week accelerated format.

Semester Courses (16 weeks):

- Fall semester courses begin late in August and end in mid-December
- Spring semester courses begin in mid-January and end in mid-May

Accelerated programs:

- Fall semester courses begin August 1 and end December 31, during which time five four-week terms and two eight-week terms are offered
- Spring semester courses begin January 1 and end May 31, during which time five four-week terms and two eight-week terms are offered
- Summer semester begins June 1 and ends July 31, during which time two four-week terms, one six-week term and one eight-week term are offered

Academic Honesty

In order to benefit fully from the McKendree Experience, students must exercise integrity and honesty in all aspects of their academic work. Some examples of academic dishonesty are cheating, sabotage, duplicate submission, and plagiarism.

- Cheating** involves many forms of misrepresentation such as sharing exam answers, copying another student's answers, presenting another's work as one's own, changing work which has been graded when the work is going to be reevaluated, having a stand-in take an exam, and using unauthorized examination aids.
- Sabotage** involves the destruction or deliberate inhibition of another student's academic work or the destruction of materials relied upon by other students such as library materials, computer software and hardware, and computer files.
- Duplicate submission** means the submission of the same work in two different courses. This is not permitted except when permission has been given by the instructors in the courses involved.
- Plagiarism** consists of presenting the words or ideas of another without proper acknowledgement. This applies to direct quotations, paraphrases, or summarized ideas.

The Violation and Initial Report

When a faculty member suspects or learns of an alleged instance of academic dishonesty on the part of a student, the faculty member will contact the student.

When the faculty member confirms an incident of dishonesty, the faculty member may take any of the following steps:

- Allow the student to resubmit the assignment or re-take the exam, test, or quiz for full credit;
- Reduce the grade earned by the student for the specific assignment, exam, test, or quiz by whatever factor the faculty member deems appropriate;
- Fail the student on the particular assignment, exam, test, or quiz;
- Reduce the grade earned by the student for the course;
- Fail the student for the course;

- f. In particularly egregious cases, the faculty member may request that the Academic Integrity Committee conduct a hearing.

In all confirmed cases, the faculty member must submit an Incident/Referral Reporting Form via WebAdvisor.

Evidence

Within two weeks of receipt of the reporting form, and on the basis of the evidence presented, the Associate Dean for Curriculum will determine the appropriate procedure for the disposition of the case and take one of the following actions:

- a. **Dismiss the case** if there is insufficient evidence.
- b. **Send a disciplinary warning letter** to the student if evidence of dishonesty is uncovered and it is a first offense.
- c. **Convene a hearing of the Academic Integrity Committee** if it is a second or subsequent offense.

The Academic Integrity Committee Hearing

The student is contacted in writing by the Associate Dean for Curriculum.

This notice will include the following:

- a. Specification of charges.
- b. Hearing date, time, and location.
- c. Rights of the accused.
- d. Invitation to submit a response to the charges in writing or to attend the hearing in person (or remotely via phone or computer). If attending the hearing in person, the student must also submit the names of persons, if any, who will attend the hearing with him or her.

The hearing should be presented in a forum where both parties have a fair opportunity to present whatever they contend is important. Every effort should be made to avoid an adversarial confrontation. The institution is the complaining party, not an individual professor, staff member, or student. These individuals may participate as witnesses, but they should not be cast in the role of prosecutor. Formal hearing procedures are designed to protect the student's rights.

The following rules should be observed:

- a. The institution should present its case. It has the burden of demonstrating that a rule or rules have been violated. The standard of proof should be clear and convincing evidence. The other extremes – proof beyond a reasonable doubt or proof by a mere preponderance of evidence – should be avoided. One is not possible, and the other may not be fair.
- b. The accused student has a right to hear all the evidence and testimony considered by the Academic Integrity Committee.
- c. The accused student has a right to present evidence and testimony or to remain silent, with no inference of guilt being drawn from the silence.
- d. The student has a right to assistance in the preparation and presentation of evidence and witnesses.
- e. If a member of the Academic Integrity Committee is involved in the incident, he/she must recuse him/herself from the hearing process.

- f. The Associate Dean for Curriculum will not attend the hearing or cast a vote about actions to be taken.

Counsel

The accused is entitled to have the assistance of counsel, who may act as an advisor, during the hearing process, but the student must represent him/herself.

- a. Counsel is limited to a single individual.
- b. Counsel may be any member of the McKendree University community or a legal representative. If the student invites a legal representative, the university's legal representative also will attend the hearing.

Records

A record of the hearing must be maintained. Such a record becomes extremely important in the event of an appeal. The physical evidence should be received by the Academic Integrity Committee and kept with copies of all documents related to the hearing. The simplest way to preserve the testimony is with a tape recorder. The tape and evidence can then be passed along during the appeal process and is available for use before the appellate body.

Possible Sanctions Following an Academic Integrity Committee Hearing

The Academic Integrity Committee may elect to impose any of the following sanctions:

- a. A disciplinary warning letter from the Associate Dean for Curriculum.
- b. Administrative removal from the class with an automatic "F" grade for the class.
- c. Academic probation for one full academic semester following the adjudication of the student as academically dishonest.
- d. Suspension from the university for at least one full academic semester following the adjudication of the student as academically dishonest.
- e. Expulsion from the university.

In the event that a student does not respond to the charges nor attend the hearing in person or remotely, any of these actions can be taken without the student present.

The Provost's Office will notify the student in writing about actions taken by the Academic Integrity Committee.

Appeals

The Provost will consider appeals of sanctions imposed by the Academic Integrity Committee. The student must file an appeal in the Provost's Office within one week after the student has received formal notification of actions taken and must indicate which of the following are grounds for the appeal.

- a. **Questions of Fact:** An appellant may appeal on questions of fact by introducing new evidence which would significantly affect the outcome of the case. Evidence which was known to the appellant at the time of the original hearing, but was withheld, shall not constitute a question of fact, nor is it to be considered on appeal.
- b. **Questions of Procedure:** Appeals will be considered on the basis of question of procedure. The appellant must demonstrate that procedural guidelines established in this Academic Honesty Policy were breached, and that these errors affected the outcome of the case.

- c. Severity of Sanction:** Appeals based on the severity of the sanction shall be considered only when the penalty imposed exceeds the recommended range of sanctions for the specific violation as described in this document. The accused can request leniency in cases where it is clearly demonstrable that the imposition of a sanction is inconsistent with previous judicial practice, even though it may be within the range of acceptable action. Mere dissatisfaction with the sanction is not grounds for appeal.

After the student has filed an appropriate request for an appeal, the Provost may take any of the following actions:

- a.** Deny the appeal,
- b.** Change a finding of guilt to a finding of innocence,
- c.** Modify the penalty,
- d.** Order a new hearing to be held wherein new evidence, testimony, etc. not available at the previous hearing is to be presented and is regarded as being of sufficient importance that it might alter the initial decision. Appeal hearings must be recorded.

The Provost will notify the student within one week of the outcome of the appeal.

Subsequent Violations

If the student commits another violation(s) while the appeal is pending, the additional violation(s) cannot be entered into the existing appeal. The additional violation(s) must be treated as separate charge(s) from the appeal. However, previously upheld charges and sanctions in the student's file are compiled as a record, and can be used as a basis to decide future charges and sanctions.

Adding or Dropping Classes

- Students may add or drop courses according to the schedules posted by the Academic Records Office for each semester.
- A course may not be added after one week from the first class meeting.
- Drops and adds are not effective until recorded by the Academic Records Office:
 - Courses may be dropped online until the last day to add a class (5th business day of the term).
 - After the last day to add a course, a form must be submitted with the required signatures.

Additional Minor or Major after Graduation

Students who wish to complete the requirements for a minor or another major *after graduating from McKendree may do so and have that fact noted on their transcript if they:*

- Take all additional coursework after graduation applied to the minor or major from McKendree. A graduate wishing to complete an additional minor or major must reapply as a non-degree seeking student.
- Meet the major and/or minor requirements of the catalog for the year in which the additional course work begins.

Administrative Withdrawal Policy

This Administrative Withdrawal Policy is effective for all students enrolled in undergraduate level courses.

- Within the first five business days of the term, if a student does not participate in an online course or attend a blended or face-to-face course, the student may be administratively withdrawn and will receive a full refund.
- To initiate an administrative withdrawal, administrative personnel must attempt to verify the student's intent to continue or discontinue enrollment in the course. The student must be given at least 24 hours to respond to the communication.
- If the student does not reply, or confirms intent to discontinue enrollment, the administrator may request that the student be withdrawn by completing the administrative withdrawal eform.
- The Office of Academic Records will process the withdrawal and notify the student.

Undergraduate students may be administratively withdrawn regardless of class level. Administrative withdrawals may affect a student's financial aid awards, residential status, and/or student visa status when the withdrawal results in a full-time student losing full-time status or a residential student losing residential status.

Advising

McKendree places the relationship between advisors and students at the heart of the university experience, and students seek the guidance of their advisors frequently as they plan course and career choices. However, the ultimate responsibility for proper completion of all academic requirements rests with the student, not the advisor.

Each student is assigned a faculty or staff advisor to provide guidance in developing a course plan that meets curriculum requirements and nurtures the student's own interests and goals.

For first-year students, this advisor may or may not be from the field of a student's declared interest; but as a major focus develops, students are assigned a new advisor from among faculty members in the appropriate division or school.

Students may also choose a particular faculty member from their division or school. A change of advisors is accomplished by completing the appropriate eform on the Office of Academic Records web page.

Attendance

Each instructor has the responsibility of making clear to the students in writing what the attendance policy will be in each course.

Student Absences for Official University Functions

Students shall be excused without penalty from class to participate in official university sanctioned student activities, including intercollegiate athletic competitions, debate meets, band and choir performances, university field trips, and other events approved by the Provost. Students are not to be excused from class to attend practices or conditioning sessions.

Faculty or staff in charge of such activities shall file with the Provost's Office at least one week in advance, if possible, a list of students and dates they request the students to be excused from class. The Provost shall ensure that notification about approved student activities is communicated to the faculty in a timely manner. In addition, students must give satisfactory notice to their instructors prior to scheduled absences.

Students are responsible for all content and assignments missed while absent from class to attend university sanctioned student activities. Any deviation from this policy must be approved by the Provost.

VA Policy on Class Attendance

According to the “Veterans Education and Employment Assistance Act of 1976,” veterans who are absent from a class for an excessive amount of time must be reported for non-attendance to the Veterans Administration. The veteran’s last date of attendance is determined by the instructor’s roll book.

Auditing Courses

A student may elect to audit a course according to the following guidelines:

- The student must pay one-half the current tuition rate per hour;
- The student is not required to do any of the work for the course;
- The student is awarded no credit for auditing a course;
- The student will receive a grade of AU, which does not affect GPA in any way;
- A student who is eligible to receive VA benefits will receive no benefits for auditing a course.

Challenges to Academic Decisions

Students who think that their work has been improperly evaluated or who think that they have been unfairly treated in any academic decision may use the following grievance procedures:

1. A student must first contact and hold a personal conference with the appropriate faculty member, administrator, or decision-making unit involved no later than twenty-one (21) calendar days after the first class day of the next semester (at the off-campus centers, ten (10) days after grades are received) to see if the problem(s) can be resolved.
2. If the problem cannot be resolved through action 1, and if the student wishes to proceed further, he or she must submit a written explanation of the problem to the chair of the appropriate division or school, who will attempt to assist the student and the faculty member, administrator, or decision-making unit in bringing the problem to a satisfactory conclusion. If the chair of the division or school is being named in the petition, the student shall proceed to step 3 of the process. This step shall be completed within fifteen (15) calendar days following the completion of step 1.
3. If the problem cannot be resolved through action 2, and if the student wishes to proceed further, he or she must submit a written petition to the Provost, who will attempt to assist the student, the faculty member, administrator, or decision-making unit, and the chair of the division or school in bringing the problem to a satisfactory conclusion. This step shall be completed within fifteen (15) calendar days following completion of step 1 and/or step 2 as appropriate.
4. If the problem cannot be resolved through action 3, and if the student wishes to proceed further, he or she must submit a written petition to the Undergraduate Council through its chairperson, the Associate Dean for Curriculum. The student submitting the petition has a right to appear before the Committee, as does the faculty member, administrator, or decision-making unit. The Undergraduate Council will designate the time and place for the meeting. The student has the right of counsel at the hearing, including legal counsel, to act as an advisor, but the

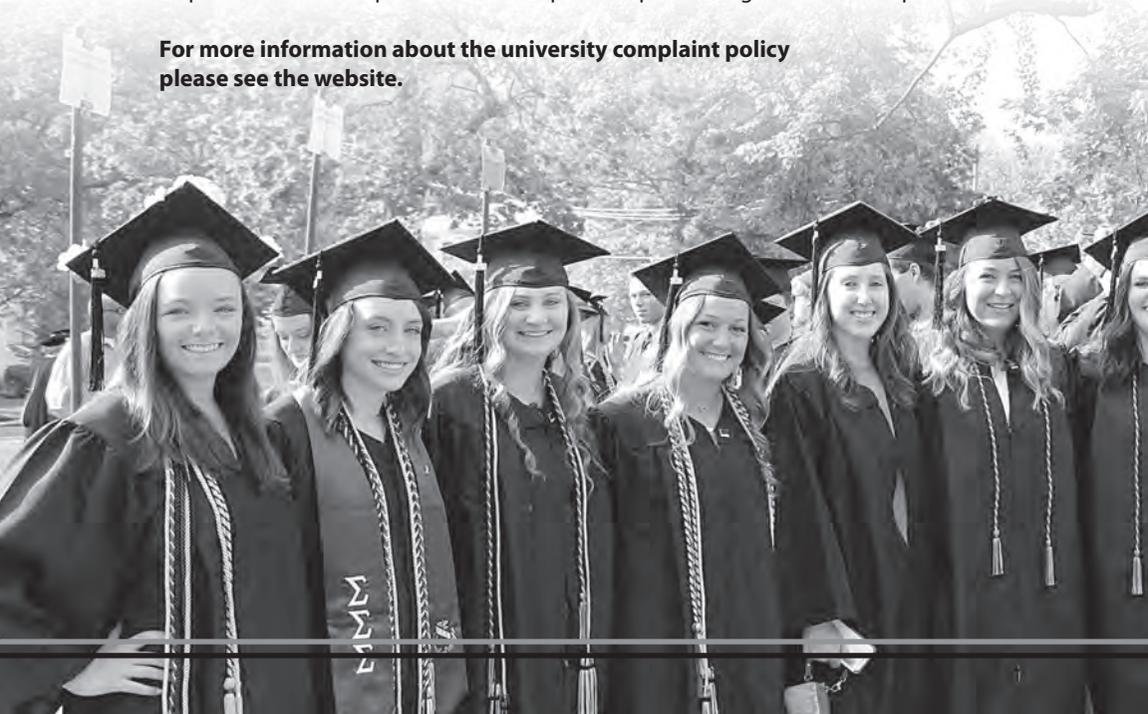
student must represent himself/herself. (An education major appealing a matter pertaining to the teacher education program may, however, be represented by legal counsel speaking on behalf of the student.) This step shall be completed within thirty (30) calendar days following the completion of step 3. Records of these proceedings will be recorded as provided by the provisions stipulated in the McKendree University Student Handbook, section 2.00 Records.

A simple majority vote of the Undergraduate Council will constitute a decision. The voting will be by secret ballot. The Associate Dean for Curriculum, who serves as Chairperson of the Undergraduate Council, chair of the division or school, and any member of the Undergraduate Council who is named in the petition, shall not be entitled to vote on the matter. Parties involved in the dispute may not be in attendance whenever the Undergraduate Council discusses and votes on the complaint. Within five (5) calendar days of the meeting, the parties involved in the dispute shall receive written notification of the decision of the Undergraduate Council.

Within fourteen (14) calendar days from the date that the parties involved are informed of the committee's decision, either party may appeal the committee's decision to the President of the university. The President has the authority to rule in favor of the appealing party or accept the committee's decision. However, if the President decides to rule in favor of the appealing party, the President shall schedule a meeting with the Undergraduate Council to discuss the rationale for the ruling. The appealing party may be present at this meeting. This meeting shall take place before official notification of the President's decision is provided in writing to the parties involved. Within fourteen (14) calendar days the President shall provide the parties involved with official notification of the decision.

Every effort shall be made to expedite and complete this process according to the time frames established by this policy. In all cases, students must await written response from the respective action step before proceeding to the next step.

For more information about the university complaint policy please see the website.



Class and Status

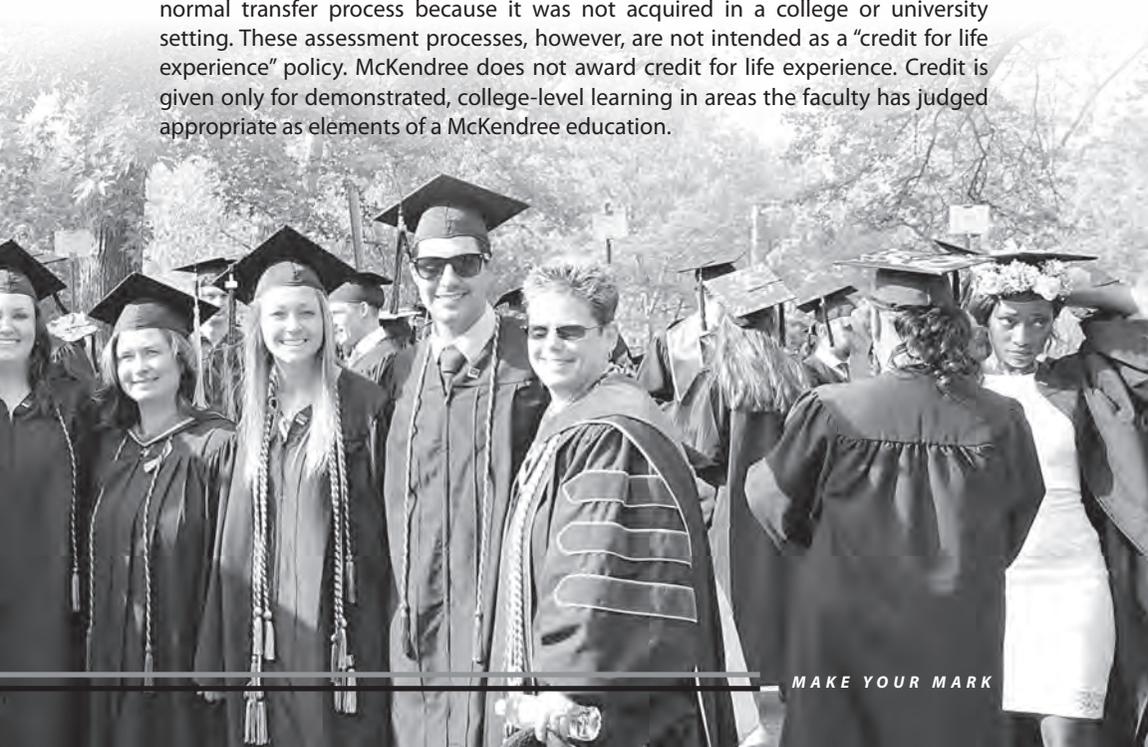
First Year	0 – 29.9 hours
Sophomore	30 – 59.9 hours
Junior	60 – 89.9 hours
Senior	90 hours and above

Fall and spring terms	
Less than half-time	0 – 5 hours
Part-time	6 – 11 hours
Full-time	12 – 18 hours
Overload	18 hours and above

Summer term	
Less than half-time	0 – 2 hours
Part-time	3 – 5 hours
Full-time	6 – 12 hours
Overload	13 hours and above

Credit for Prior Learning

Credit is awarded for prior learning when such learning can be directly equated to specific subject areas that are regularly offered as part of the McKendree degree programs. The assessment processes described below are intended for use when students claim prior college-level learning that cannot be credited through the normal transfer process because it was not acquired in a college or university setting. These assessment processes, however, are not intended as a “credit for life experience” policy. McKendree does not award credit for life experience. Credit is given only for demonstrated, college-level learning in areas the faculty has judged appropriate as elements of a McKendree education.



Credit by standardized examination

The university recognizes several nationally accepted college level achievement examinations, including:

1. Advanced Placement Examinations of the College Board;
2. The College Level Examination Program (CLEP) of the Educational Testing Service;
3. The Proficiency Examination Program (PEP) of American College Testing; *and*
4. The Defense Activity for Nontraditional Education Support (DANTES) examinations.

With the exception of Advanced Placement Examinations, McKendree University accepts the American Council on Education's recommended scores.

For most examinations, the faculty has approved the awarding of credit toward major and general education requirements, as well as elective credit.

Credit for approved training programs

Learning gained through military training and experience may be credited when the training experience for which the student seeks credit has been evaluated by the American Council on Education and listed in the Council's Guide to the Evaluation of Educational Experience in the Armed Services. Similarly, learning gained through training and experience in civilian work is creditable if it is listed by the Council's Program on Non-Collegiate Sponsored Instruction (PONSI). McKendree also grants up to 32 hours of credit for successful completion of the Certified Professional Secretary examination, provided that credit awarded for this certification is not duplicated by other academic credit the student may receive for study at McKendree or elsewhere.

Dean's List and President's List

During any term, students demonstrating outstanding academic achievement may qualify for the Dean's List or President's List; the criteria are:

- Completion of at least 12 letter-graded hours (courses taken using the Credit/No Credit option are not letter-graded)
- Achievement of the required minimum grade point average
 - Minimum 3.600 for the Dean's List
 - 4.000 for the President's List

Declaration of Major

- Students must officially declare a major area of study no later than the beginning of their Junior year; they should do so by submitting a Change of Major/Minor eform.
- Students transferring to McKendree University are advised to declare a major during their first semester so that an academic advisor within their major area of study may be assigned.
- Students wishing to change a major or minor may do so by submitting a Change of Major/Minor eform.

Degrees Offered

McKendree University awards the following baccalaureate degrees: BA – Bachelor of Arts, BS – Bachelor of Science, BBA – Bachelor of Business Administration, BME – Bachelor of Music Education, BSEd – Bachelor of Science in Education, and BSN – Bachelor of Science in Nursing. (For a list of majors associated with each undergraduate degree, please refer to the end pages of this catalog.)

In addition, McKendree University offers an Associate in Science Degree in Business Administration at the Kentucky centers and online. McKendree University also offers the following master's degrees: MAEd – Master of Arts in Education, MAT – Master of Arts in Teaching, MBA – Master of Business Administration, MSN – Master of Science in Nursing, MS – Master of Science (Athletic Training), and MA – Master of Arts (Clinical Mental Health Counseling; Criminal Justice). It offers one Specialist in Education degree and two doctoral degrees: EdS – Specialist in Education, EdD – Doctor of Education, and DNP – Doctor of Nursing Practice.

Email

Every student is issued a McKendree email account, which is one of the major means of communication from offices such as the Office of Academic Records, Student Affairs and the Business Office. All students are responsible for checking their McKendree email accounts regularly and are accountable for information disseminated to their email accounts. Failure to read university communications sent to McKendree email accounts does not absolve students from knowing and complying with the content of these communications.

Family Educational Rights and Privacy

McKendree University Notification of Rights under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, or chair of the academic division [or appropriate official] written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected.

If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading.

They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University may disclose education records in the following circumstances:

- A.** to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;
- B.** to comply with a judicial order or a lawfully issued subpoena;
- C.** to appropriate parties in a health or safety emergency;
- D.** in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- E.** to certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- F.** to accrediting organizations to carry out their functions;
- G.** to organizations conducting certain studies for or on behalf of the University;
- H.** the results of an institutional disciplinary proceeding against the alleged of a crime of violence may be released to the alleged victim of that crime with respect to that crime.
- I.** *As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to student education records and PII without the student's consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent PII from a student's education records, and they may track participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.*

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605**

5. The University may disclose Directory Information without a student's prior written consent. The University designates the following as Directory Information:

Name	Degrees and awards received
Address (local and home)	Most recent educational institution attended
Telephone Number (local and home)	Participation in activities and sports
Date and place of birth	Weight and height of members of athletic teams
Major field of study	Photos which may be published on the McKendree website or social media sites, magazines, brochures, or press releases
Dates of attendance	

Please note: McKendree University does not release lists of students to any outside entity except to branches of the armed forces in compliance with the Solomon Amendment.

6. Students may restrict the release of Directory Information, except to others as indicated in point #3 above. Requests of non-disclosure of Directory Information must be submitted annually **within two weeks of the start of an academic term (fall, spring or summer)** and will be valid for the remainder of the academic year (fall through summer). Please note: non-disclosure means the University will not release *any* information about the student to any third party. University personnel will respond with the statement "we have no information on this individual" if a request is made. This may affect the student's ability to receive financial aid, so careful consideration should be given before requesting non-disclosure. A non-disclosure form is available for your use from the Office of Academic Records. You may reach us by visiting the first floor of Old Main on the Lebanon Campus or by calling (618) 537-6819.
7. Students may allow other individuals access to both academic and financial information by completing the FERPA Release eForm found on the Academic Records Office web page. The form has two parts, the first for release of financial information and the second for academic information. Students may complete both or only one part of the form.
8. For purposes of compliance with FERPA, McKendree University considers *all* students independent. Parents who wish to have access to the academic records of a student should ask the student to submit a FERPA Release eForm.
9. If a FERPA release form has been submitted, parents or other individuals granted access may:
- Make a request to discuss the grades of the student after mid-term and final grades have been posted;
 - Make a request to speak to the instructors of the student regarding attendance, class participation, and grades the student has earned in the class;
 - Make a request to have a meeting with the student and the student's academic advisor, instructors, the Registrar or another member of the Academic Records Office, or the Provost.

Please note: The only disclosure requirement that is a “must” under FERPA is to the student. All other disclosures, even with a student’s release form, are a “may.” The decision to engage in dialogue with a parent is up to the discretion of the faculty member or department personnel to whom the request is made.

10. A FERPA release form does not grant the right to:
 - A. Receive written information about the student’s academic records, such as grade cards or transcripts;
 - B. Speak for the student in regard to academic decisions;
 - C. Enroll or withdraw the student from classes;
 - D. Order a transcript on behalf of the student;
 - E. Have a meeting with University personnel without the knowledge and presence of the student.

Foreign Language Requirements

Students pursuing a major that requires a foreign language must complete a minimum of two semesters of a single foreign language or equivalent. Transcripts from an institution of higher learning can be used to fulfill this requirement. Tests can also be used for that purpose and must follow McKendree’s Testing Policy. Please see the McKendree website for acceptable scores on appropriate examinations (CLEP, PEP, NLN, APT, IB, and DANTES). If a student has earned credit for completing an AP, CLEP, or DANTES exam, the student must request an official transcript be sent to the McKendree Office of Academic Records for evaluation purposes. Credit for exams that appear on a high school or another institution’s transcript will not be accepted. Before taking a CLEP or DANTES exam, students currently enrolled at McKendree must complete an Application for Transfer Credit form available via the Office of Academic Records webpage. Note that students may still be required to take a placement test at McKendree if they need additional credits in their foreign language.

If a student wishes to use course-work completed before enrollment at McKendree University in order to meet part of the foreign language requirement, the requirement may be completed by taking any needed additional hours in a different foreign language if the courses taken previously are in a language not offered at McKendree. The total semester hours (or the equivalent as stated above) of the requirement would in such a case remain the same, but the stipulation that the work be in a single foreign language would be waived for such a student.

College-level foreign language study showing a grade of C or better being transferred is acceptable in full or partial satisfaction of the foreign language requirement.

Grade Changes

- No grade may be changed more than sixty (60) days after the end of the grading period in which that grade was assigned.
- A grade may be changed if, and only if, an error was made in the calculation or in the recording of that grade, or as a result of a grade challenge.
- A student has the right to challenge a grade; please see the Challenges to Academic Decisions portion of this catalog.

Grading System

McKendree University uses the following grading system:

A	4 quality points per credit hr.
A-	3.7 quality points per credit hr.
B+	3.3 quality points per credit hr.
B	3 quality points per credit hr.
B-	2.7 quality points per credit hr.
C+	2.3 quality points per credit hr.
C	2 quality points per credit hr.
C-	1.7 quality points per credit hr.
D	1 quality point per credit hr.
F	0 quality points per credit hr.

I – Incomplete	0 quality points per credit hr.
W – Withdrawal without attempted credit	0 quality points per credit hr.
CR – Credit (D or better)	0 quality points per credit hr.
NC – No Credit (less than D)	0 quality points per credit hr.
AU – Audit	0 quality points per credit hr.
WW – Withdrew without permission	0 quality points per credit hr.
NS – Not submitted by instructor	0 quality points per credit hr.

Credit/No Credit Option:

- A grade of CR (credit) will be awarded for a letter grade of D or better. A grade of NC (no credit) will be awarded for a letter grade of F. CR and NC grades will not be calculated in the student's grade point average.
- Students may choose a Credit/No Credit grading system for courses other than the following: (1) ENG 111, (2) ENG 112, (3) any course taken to fulfill the requirements for a major or a minor, and (4) any course with a catalog description specifying that this system is not applicable.
- A student may take a maximum of three (3) courses using the Credit/No Credit option during the course of their studies at McKendree. Courses for zero (0) or one (1) hour of credit are exempt from the three course limit.
- Application for the Credit/No Credit grading option must be made prior to the last day of the add period and is irrevocable.

Incomplete Grades:

- A student who will not complete course requirements by the end of the semester may request a grade of Incomplete from the instructor prior to the final examination. Instructors are not required to approve any incomplete grade request, but may do so based on the following criteria:
 1. The student should have completed at least 75% of the coursework for the class.
 2. The student must be able to complete the course without re-attending the class; he/she may not sit in the class the following semester in order to complete the work.

- A student receiving an incomplete has until the end of the next semester (spring or fall), or until an earlier date specified by the instructor to the student in writing, to finish the required work and to have a grade assigned.
- If no grade is assigned at the end of the next semester, the incomplete will revert to a grade of F.
- Any student with an incomplete who has applied for graduation will have one month from the date of graduation to complete the course requirements and receive a grade. If an extension is required, the date of graduation will be changed to the next date of graduation.
- The final decision to grant an incomplete grade rests with the instructor.

W Grade:

- A student who officially withdraws from a course after the fifth day of classes and before the last date to drop receives a grade of W. To officially withdraw, a student must complete an Add/Drop form, obtain the necessary signatures and take/send the form to the Academic Records Office for processing.
- A grade of W is not included in computation of the grade point average.

WW Grade:

A grade of WW indicates the student did not officially withdraw from the course and the grade is included in the computation of the grade point average; it affects the GPA the same as a grade of F. A grade of WW should be assigned when:

1. A student has attended or participated in at least one class session; *and*
2. At some point in the course, the student stops attending a face-to-face course or participating in an online course but no official withdrawal form has been submitted.

If a student has attended or participated in at least one class session and misses two consecutive class sessions without notifying the instructor, the instructor should:

1. Submit an early alert via the Incident/Referral Reporting form; *and*
2. Note the last date the student attended or participated in class.

Graduation Dates

- *McKendree University officially confers degrees three times a year:*
 - May 31
 - July 31
 - December 31
- Although a student may complete requirements for a degree prior to those dates, the degree will not be posted to the student's academic record until the actual graduation date.
- Diplomas will be mailed after the degree is posted, providing the student has no outstanding financial obligations to the university.
- Participation in the Commencement Ceremony is not a guarantee of graduation. Degrees for May graduates are conferred on May 31 and for July graduates are conferred on July 31 provided all requirements for the degree are met.

Honors at Graduation

Students graduating from McKendree University may be awarded Latin honors; the criteria are:

- Completion of 60 or more letter-graded hours at McKendree (courses taken using the Credit/No Credit option are not letter-graded) *and*
- Achievement of the required minimum cumulative grade point average
 - 3.600 for cum laude
 - 3.750 for magna cum laude
 - 3.950 for summa cum laude

Illinois Articulation Initiative (IAI)

McKendree University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed general education curriculum between participating institutions. Completion of the general education curriculum at any participating college or university in Illinois assures transferring students that general education requirements for an associate or bachelor's degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as a first-time student in summer 1998 and thereafter.

Students should be aware that individual colleges have specific courses within general classifications needed for satisfying requirements for graduation. In keeping with the McKendree University mission and its status as a liberal arts college, these requirements are the following: Literature (3 hours), Computer Literacy (3 hours), Philosophy or Religion (3 hours), Cross Cultural Studies (3 hours), and History (3 hours). Students must also take two writing intensive (W) courses.

Additionally, while McKendree will accept grades of D in transfer provided the student has completed the IAI core, certain majors require a grade of C or better. Courses that may fulfill a general education requirement under the IAI agreement will not satisfy the major requirement if a grade of D is earned and the student is pursuing those majors.

McKendree University strongly recommends that students use its general education curriculum as a guide when selecting courses in social science and fine arts. (See the general education curriculum requirements in this catalog.) Students seeking licensure in education should see state requirements listed under Education in this catalog.

Please contact the Kentucky centers for information about Kentucky Articulation agreements.

Independent and Directed Study

Independent Study:

- In order to enroll for independent study, a student must have completed 15 credit hours of study in the subject area and have an overall cumulative GPA and subject area GPA of 3.0.
- Outstanding underclassmen who may wish to pursue independent study must apply through their faculty advisor, the faculty mentor of the study, and the division or school chairperson.

- In addition to the forms required for registration in independent study, an application form which will state the nature of the project for reading, a tentative outline, and bibliography will be required.
- The request form must be submitted at the time of registration.
- The approval of the faculty advisor, faculty mentor of the study, the division or school chairperson, and the Provost is required.
- No more than nine hours may be taken in independent study.
- A rather extensive research paper or its equivalent will be required for independent study.
- Students enrolled in independent study must meet with the faculty on a regular basis for a discussion of their study.

Directed Study:

- Directed Study is an option by which students can petition a qualified instructor to teach a standing course that is not offered in the schedule of classes in the current semester.
- Such an option is intended to be used very sparingly and only in cases of a dire need to graduate on time, and every effort should be made by advisors to place students into the courses they need when they are offered.
- A student may not opt for more than one Directed Study (up to 4 hours) to count toward graduation.
- Directed Studies require the approval of the faculty member offering the course, the chair of the division or school in which the course is housed, and the Provost.

Individually Designed Majors

A student may elect to participate in planning those courses which shall constitute his or her major field of concentration. The selection of these courses would reflect the student's educational and vocational objectives.

It will be guided by the following policy.

1. A student who feels that his or her goals can be more adequately served through an individually designed major rather than one of the standing majors will request his/her academic advisor to assist in the planning of that major.
2. The student, in consultation with the academic advisor and the Provost, will select another professor who will also assist in the planning of that major. At least one of the academic advisors must be from the core subject area.
3. Once the major has been planned by the student and academic advisors, the Provost and the academic advisors will meet as a group to grant or deny approval to the tentative program.
4. The major will constitute a total of not fewer than 40 hours with a core of 24 hours in a given subject area. At least 50% of the coursework applied to the major must be taken at McKendree University.
5. The proposal of what constitutes the major must be submitted for final approval to the Provost not later than one year prior to anticipated graduation. Any amendments or changes in the proposal must have the approval of the academic advisors and the Provost.
6. Although students are encouraged to complete the procedures outlined above as early in the university career as possible, the individually designed major must be submitted prior to the accumulation of 92 hours either in residence or transfer.

Internships

The internship program links academic life to the challenges of the world of work. The internship experience complements traditional coursework by providing students the opportunity to apply classroom theory and knowledge in the work environment.

Through the Office of Career Services, students may begin the internship process if they meet the following criteria:

- have junior level status (60 credit hours)
- have completed at least 12 credit hours in the major
- currently hold a minimum overall GPA of 2.0
- have a major GPA consistent with graduation requirements
- and not have been on academic probation in the last academic year

Students must work a total of 45 hours per credit hour during the semester and complete required assignments for each credit hour granted. Student interns work with the close supervision of faculty members, on-site supervisors, and Career Services.

Internship credit applied to a major or minor may not exceed the equivalent of one course (three to four semester hours).

Interruption of Studies

If a student interrupts attendance at McKendree University for a period equaling or exceeding three consecutive calendar years, the student must re-enroll under the provisions of the catalog which is current at the time of his or her re-enrollment.

Students reentering McKendree after an absence of ten or more years may elect one of the following options:

1. Treat all previous course work as transfer credit and retain only those courses with grades of C or better. The previous grade point average would not then be considered in determining academic standing.
2. Retain all previous course work along with the grade point average. The repeat/delete option may be used to improve the grade point average.

Maximum Course Load

- 18 credit hours is the maximum course load for the Fall and Spring terms.
- 12 credit hours is the maximum course load for the Summer term.
- Students may not register for more than the maximum course load without the written permission of his or her academic advisor.
- Students may not register for more than 22 credit hours unless he or she obtains approval from the Provost.
- Undergraduate students attending the Lebanon campus may take only one online course per semester.
- For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken online or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An online or distance education course is a course that is

offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no online or distance education classes may be considered to count toward a student's full course of study requirement.

Permission to Register

Students may register for subsequent terms during regular registration periods provided they have done the following:

- Completed their Admission file, including obtaining final, official copies of transcripts from their high school, any other institutions they have attended, and AP and CLEP scores.
- Submitted a medical examination form and proof of required vaccinations.
- Paid their account balance or made arrangements with the Business Office to do so.
- Met and discussed future coursework with their academic advisor.
- Met the conditions of any other registration hold on their account.

Probation, Suspension, Dismissal

A student may be placed on probation, suspended, or dismissed from the university for either academic or non-academic reasons.

Probation

The measure of the student's academic performance will be reported to the Provost upon the completion of the Fall and Spring Semesters.

A student will be placed on academic probation when he or she fails to meet the minimum academic standards stated in the following schedule:

12 – 29.9 credit hours attempted	2.0 cumulative grade point average
30 – 59.9 credit hours attempted	2.0 cumulative grade point average
60 – 89.9 credit hours attempted	2.0 cumulative grade point average
90 or above cr. hrs. attempted	2.0 cumulative grade point average

- No student will be placed on probation who has attempted fewer than 12 hours at McKendree University.
- Any student whose semester grade point average for one reporting period is less than 1.0 may be subject to review and to action by the Academic Standing Committee.
- Students will be notified of their probationary status by letter.
- During the probationary term a maximum course load of 15 hours may be attempted.
- Probationary students are required to enroll for a study skills class or participate in other programs through the Student Success Center.

Suspension

- A student will be placed on academic suspension if he or she fails to meet a minimum semester GPA of 2.0 while on probation.
- Suspensions may not be served during the Summer Term.
- Students will be notified of their suspension status by letter.

- Students may appeal their suspension by submitting a letter to the Provost by the date indicated in the suspension letter.

Dismissal

- Students will be notified of their dismissal status by letter.

Repeat/Delete

A course taken at McKendree University may be repeated at McKendree University. No course may be taken under the repeat/delete provisions except at McKendree University. Refer to the section on financial aid for impact on level of aid received when repeating courses in which a passing grade was recorded.

The following conditions apply:

1. A student may repeat any course one time (unless the course is deemed not repeatable by the department).
2. A student may repeat a course twice only if the student failed the course (F) both times it was taken before.
3. All grades will appear on the permanent record.
4. For the purpose of computing grade point average and total hours earned, the student taking a repeat/delete will be credited with the highest grade earned for all attempts.
5. If a course has dropped in credit level (for instance from 4 to 3 hours), the residue credit not covered by the repeat will be reflected on the transcript at the grade originally awarded and will be computed in the grade point average, unless extended credit is earned and awarded.

Research Institutional Review Board

The Institutional Review Board (IRB) at McKendree University has been established to review research involving human participants in order to assure adequate safeguards for those who voluntarily choose to engage in research projects. Any faculty members or students who conduct research using human participants should consult the IRB website for more information on the ethical use of human participants and applying for IRB approval.

Residence Requirement

Degree-seeking students must earn their final 30 hours in residence (at McKendree University). Hours earned in study abroad programs, courses approved by consortial or other institutional agreements, and approved dual-degree program courses are considered to be taken in residence. All upper-division hours required for the major and minor should be earned in residence. Students wishing to take general education, general elective, or lower level major and minor courses out of residence must complete an Application for Transfer Credit eForm prior to taking those courses.

Restrictions on Enrollment

McKendree University reserves the right to restrict enrollment in classes designed for certain academic populations to members of those populations. Undergraduate students attending the Lebanon campus may take only one online course per semester.

Second Degree

Students seeking two baccalaureate degrees during a single period of attendance at McKendree University must:

- Complete all the requirements of each degree *and*
- Accumulate an additional 30 McKendree University credits beyond the work taken to earn one degree (a minimum of 150 total credit hours).

Students who have earned baccalaureate or master's degree(s) from any other regionally accredited institution of higher education may earn another baccalaureate degree from McKendree University; the student must:

- Complete all general education curriculum and major requirements in effect at the time of matriculation.
- Earn a minimum of 30 hours at McKendree.

Severe Weather Policy

- Under severe weather conditions, university officials will announce whether the university is open, closed, or on a snow schedule.
- Announcements for the Lebanon Campus will be posted on the McKendree website, KMOX radio (1120 AM), and KMOV television (Ch. 4).

Snow schedule:

- Lebanon classes beginning at 8:00 a.m. and 9:00 a.m. are canceled.
- 9:30 a.m. classes will begin at 10:00 a.m.
- Normal class schedule resumes beginning with 10:00 a.m. classes.
- All offices open at 10:00 a.m.

For severe weather schedules at off-campus sites, if the site is open, then classes will be held.

State Seal of Biliteracy Credit

McKendree University accepts the State Seal of Biliteracy as equivalent to 101 in language courses offered at the university. When the seal is granted in a language not offered at McKendree, three (3) credit hours in a lower division foreign language studies course (FLS) will be awarded. Please note: Students who wish to pursue a major or minor in Spanish at McKendree must still take McKendree's placement exam.

Students Transferring from Another Institution

A student transferring to McKendree, who has received an associate's or a bachelor's degree from a regionally accredited institution, is considered to have met all general education requirements, provided the prior degree is not considered vocational. What constitutes a vocational degree will be decided by the academic division in question.

Students who have met the Illinois Articulation Initiative (IAI) general education core curriculum (GECC) will also be considered to have met all general education requirements.

Transfer of Credit

The general criteria by which McKendree University evaluates transfer courses presented for degree credit at McKendree are: (1) the educational quality of the sending institution and of the courses themselves; (2) the comparability of the credit and of the courses themselves to be transferred to McKendree; and (3) the appropriateness and applicability of the courses and credits in relation to programs offered at McKendree University.

In general, McKendree University accepts transfer courses from regionally accredited institutions provided that these courses are intended to meet degree requirements at the sending institution. In cases where the quality, comparability, or applicability of a course is in question, before rendering a decision on granting transfer credit, the University reserves the right to request additional information (see next paragraph). In cases where a student presents transfer work from institutions lacking regional accreditation the University requires the student to present convincing documentation about the quality, comparability, and applicability of the course(s) in question (see next paragraph).

The “additional information” or “convincing documentation” requested or required may include such items as a course syllabus, credentials of the faculty member, and/or a portfolio of work completed for the course. In evaluating the quality and comparability of a course applicable to a McKendree degree, factors such as the following will be considered: comparability of expected student outcomes for the course, evidence of comparable rigor, and the nature of the course experiences (e.g., reading, writing, and research requirements, laboratories, hands-on work, physical education activities).

All transfer credits must meet the following criteria:

1. The student must have earned a grade equivalent to C or better (2.0 on a 4.0 scale) in every course requested for transfer. Courses taken pass/fail are not accepted in transfer. McKendree University does not give credit for life experience.
2. Credit may be awarded for prior learning (please see Credit for Prior Learning section of this catalog).
3. No more than 90 credit hours will be accepted toward a degree from any combination of transfer credit (junior and community colleges and four-year institutions) and prior learning assessment. (CLEP, PEP, NLN, APT, IB, and DANTE examination programs; and ACE-approved training programs, military or civilian). No more than 36 hours will be accepted from examination programs (CLEP, PEP, NLN, APT, IB, and DANTE).
4. Please see the McKendree website for acceptable scores for examination programs (CLEP, PEP, NLN, APT, IB, and DANTE).
5. Following matriculation, students are expected to take their coursework at McKendree. A student desiring to take a course at another institution for transfer to McKendree must request to do so by completing the appropriate form supplied by the Office of Academic Records. If the request is approved, the course may be transferred to McKendree within the limits of the university’s normal transfer policies (see 1–4 above).
6. All types of transfer credit earned more than 10 years prior to matriculation at McKendree University will be subject to divisional or school evaluation to determine acceptability.
7. A student must complete 60 letter-graded hours at McKendree to be considered for Latin honors at graduation.

8. All postsecondary transcripts from international institutions (excluding institutions with which McKendree has an established study abroad program) must be evaluated by a credential evaluation agency. Please contact Educational Credential Evaluators, Inc. at www.ece.org or (414) 289-3400 or World Educational Services at www.wes.org or (800) 937-3895 for more information. Fees may range from \$0-\$200 for a complete credential evaluation. Please allow three to six weeks for the evaluation.
9. Quarter hours transferred to McKendree University will be converted to semester hours by multiplying by a factor of .67.
10. Letter grades earned at other institutions are not used in calculating a student's grade point average at McKendree University.

Undergraduate Students Enrolled in Graduate Level Credit

McKendree undergraduate students may enroll in up to 6 graduate level hours provided they meet the following criteria:

- Completed 90 credit hours toward the completion of a baccalaureate degree.
- Have an overall cumulative GPA of 3.0.
- Be enrolled in at least 12 undergraduate credit hours.
- Pay the undergraduate tuition rate (either flat rate or per credit hour, depending upon on the course load).
- Obtain approval from the student's advisor, Academic Records Office, financial aid director, program director, and provost.

Please Note:

- Enrollment is contingent upon seat availability in the course and may be dropped if space is needed for graduate students.
- Permission to take courses does not imply acceptance into the graduate program; the admission process must be followed.
- Graduate level coursework from McKendree University or any other institution of higher education may not be applied towards an undergraduate degree at McKendree University unless the student is enrolled in an approved 3+2 or 4+1 undergraduate/graduate program.
- Students who are enrolled in approved 3+2 or 4+1 programs may apply only designated graduate courses to their undergraduate degree and the total number of credit hours applied to both programs may not exceed 30. Credits from courses applied to both programs will be considered upper-level (300-level or above) in the undergraduate program.
- Undergraduate students who are not enrolled in approved 3+2 or 4+1 programs may take up to two graduate-level courses while enrolled as undergraduate students, but those courses may not count toward an undergraduate degree, nor will the credits from courses be considered upper-level (300-level or above) in the undergraduate program. The credit from such courses will count only as graduate credit hours.

Withdrawals

Withdrawal from a course is not official until the student has dropped via WebAdvisor or a drop/add form has been received by the Registrar. The university reserves the right to administratively withdraw students for non-attendance. Students may withdraw from courses according to the following schedule.

Full semesters

1. Up to the end of the 5th business day of class sessions, students may withdraw from a class without any notation appearing on the permanent record.
2. From the 6th day to the end of the 60th day, a grade of W will be recorded.
3. After the 60th day, a student may not drop a course unless circumstances merit special consideration by the Provost of the university.

Eight-week courses

1. Up to the end of the 5th business day of class sessions, students may withdraw from a class without any notation appearing on the permanent record.
2. From the 6th day to the end of the 30th day, a grade of W will be recorded.
3. After the 30th day, a student may not drop a course unless circumstances merit special consideration by the Provost of the university.

One month to six-week courses

1. Up to the end of the 5th business day of class sessions, students may withdraw from a class without any notation appearing on the permanent record.
2. From the 6th day to the end of the 15th day, a grade of W will be recorded.
3. After the 15th day, a student may not drop a course unless circumstances merit special consideration by the Provost of the university.

Path to Graduation

Below are the requirements every student must complete in order to earn a baccalaureate degree from McKendree University.

Degree Requirements

1. Complete a minimum of 120 credit hours;
2. Complete a minimum of 40 upper level credits (300 or 400 level);
3. Complete a minimum of the final 30 hours in residence;
4. Attain a minimum cumulative grade point average (GPA) of 2.00;
5. Complete all general education curriculum requirements as contained in the catalog effective at the time of matriculation* (These requirements are listed in the section of this catalog titled "General Education Program.");
6. Meet all requirements and performance standards for the major** as contained in the catalog effective at the time of matriculation (These requirements are listed under each major.);
7. Complete all degree requirements within 8 years of matriculation; *and*
8. Declare the intent to graduate by completing a Degree Application (available on the Academic Records Office web page) according to the following deadline schedule:
 - May applications are due by the previous October 31.
 - July applications are due by the previous October 31.
 - December applications are due by the previous March 31.

* *Students have the option to change to a subsequent catalog governing their degree requirements but must meet all requirements of the new catalog (both general education and major requirements).*

*** Any course applied toward the completion of one major or minor may not also be applied toward the fulfillment of elective requirements in another major or minor. The minimum number of credit hours for a minor is 18. A maximum of nine duplicated hours may be applied toward both a major and a minor. A maximum of nine duplicated credit hours may be applied toward two different minors.*

Additionally

- Any outstanding transfer work must be received in the form of an official transcript by the university within 30 days of graduation. If the transcript is received after 30 days, the date of graduation will be changed to the next date of graduation following receipt of all outstanding transcripts.
- No course taken to satisfy a major or minor requirement may be taken using the Credit/No Credit grading option.

A Smooth Path

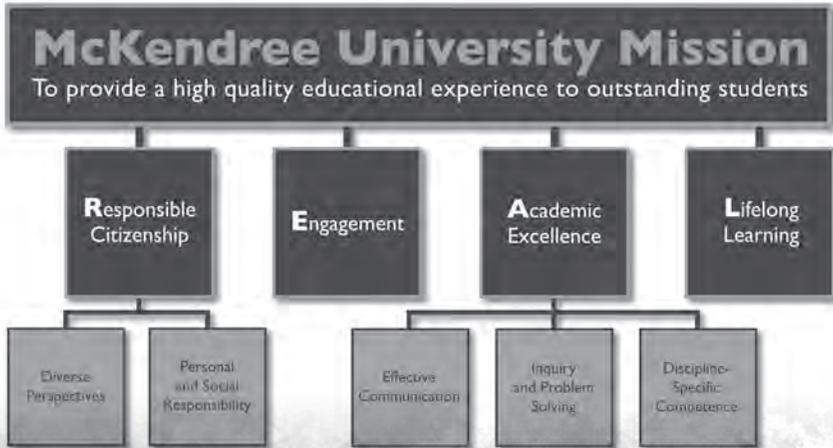
Below are some guidelines to help students along the path to graduation. As a student, you should:

1. Take charge of your academic career and become your own advocate.
2. Become familiar with this catalog; especially the sections on academic programs and policies, general education program, and major(s) and minor(s).
3. Consult your online Program Evaluation before registration each semester.
4. Print and consult the Four-Year Planning sheet associated with your major(s).
5. Consult the Course Descriptions section of the catalog as you make academic plans to make sure the course is offered when you want to take. Not all courses are offered every term, or even every year.
6. Visit your Academic Advisor to discuss which courses you should take and when you should take them.
7. Ask questions and seek advice from your Academic Advisor, personnel in the Academic Records Office, or personnel in the Student Success and Advising Center if you do not understand information contained in the Undergraduate Catalog or in your Program Evaluation.

The McKendree Experience

The mission of McKendree University is to provide a high quality educational experience to outstanding students. We guide our students in the pursuit of academic excellence which will prepare them for leadership roles in our society. To achieve this end, we encourage broader vision, enriched purpose, engagement with community, commitment to responsible citizenship, openness to new ideas, and dedication to lifelong learning.

This McKendree University mission has four integrated components: Responsible Citizenship, Engagement, Academic Excellence, and Lifelong Learning.



Student learning outcomes stem directly from the mission and include the following:

1. Diverse Perspectives

Students will understand human and cultural differences, engage with diverse individuals, and embrace variety in viewpoints.

2. Personal and Social Responsibility

Students will exhibit personal and social responsibility.

3. Engagement

Students will participate actively in classroom, co-curricular, and community experiences to enhance learning.

4. Effective Communication

Students will communicate effectively in oral, written, and creative forms.

5. Inquiry and Problem Solving

Students will develop and apply analytical, critical thinking, and problem solving skills.

6. Discipline-Specific Competence

Students will demonstrate the knowledge, skills, and attitudes required of their chosen discipline.

7. Lifelong Learning

Students will develop dispositions and skills for lifelong learning.

As part of their formative McKendree Experience, all first-year Lebanon-campus students are required to enroll in University 101 during their first semester.

GENERAL EDUCATION PROGRAM

McKendree University's required general education curriculum is grounded in the liberal arts and is designed to provide students with skills that are essential to effective learning and scholarship. It aims to stimulate them to examine their own values and the values of society through a variety of subjects outside their major program of study.



Students must complete the general education requirements by taking the specified number of courses in each of the four areas listed below. Any course applied toward the completion of one general education requirement may not be used to fulfill another general education requirement, but may be used to fulfill major or minor requirements. In addition to these general education requirements, prior to graduation all students must successfully complete two “writing-intensive” courses (marked with a “W” in the course listings). School or Division Chairs, or their designees, in consultation with the Registrar and the Program Directors, maintain authority to articulate transfer courses and to issue waivers where exceptions are deemed appropriate.

General Education Areas of Study



I. DIVERSE PERSPECTIVES

a. **Philosophy or Religion: Three credit hours of Philosophy or Religious Studies**

Students who take a course in Philosophy or Religious Studies will learn more about the diverse beliefs and value systems held by individuals and societies. Students will come to understand why others hold beliefs or values different from their own, and will be encouraged to evaluate their own beliefs and values. Students will also become familiar with the methods used by modern scholars to investigate human beliefs and values. Finally, students will have numerous opportunities to improve their skills in reading, writing, and critical thinking.

Approved Courses

Any PHI or REL course except PHI and REL courses which satisfy the ethics requirement, PHI 410, PHI 480, PHI 490, REL 233/333, REL 280-289, REL 350, REL 367, REL 470, REL 480, and REL 490.

b. **History: Three credit hours of History**

Students will develop skills in using historical methodologies to understand historical developments. By studying History students will be able to think chronologically, and use historical categories (political, economic, social, cultural), in analyzing causes or outcomes of historical events. Students will develop skills in interpreting primary source documents, and in interpreting historical problems from multiple perspectives, while developing sensitivity to human values in their own and other cultures.

Approved Courses

HIS 161	WORLD CIVILIZATION TO 1450
HIS 162	WORLD CIVILIZATION SINCE 1450
HIS 163	TWENTIETH CENTURY WORLD HISTORY
HIS 261	UNITED STATES HISTORY TO 1865
HIS 262	UNITED STATES HISTORY SINCE 1865
HIS	
271/371	UNITED STATES WOMEN'S HISTORY
HIS	
276/376	MINORITIES IN THE AMERICAN EXPERIENCE
HIS	
277/377	AFRICAN AMERICAN HISTORY
HIS 311	ANCIENT CIVILIZATIONS (W)

c. Cross Cultural Studies: Three credit hours of Cross Cultural Studies

Cross Cultural Studies provide students with an opportunity to investigate non-Western cultures and societies in a comparative manner with either other non-Western societies or with Western society. Students will examine either historical or contemporary cultural diversity in order to better understand our increasingly interdependent world. A McKendree-approved study abroad experience fulfills the cross-cultural course requirement. The Cross Cultural Studies requirement will be waived automatically for international students.

Approved Courses

EDU 205	MULTICULTURAL EDUCATION
ENG 309	WORLD LITERATURE I
ENG 310	WORLD LITERATURE II
FRE 101	FRENCH LANGUAGE AND FRANCOPHONE CULTURES I
FRE 102	FRENCH LANGUAGE AND FRANCOPHONE CULTURES II
FRE 201	FRENCH LANGUAGE AND FRANCOPHONE CULTURES III
FRE 202	FRENCH LANGUAGE AND FRANCOPHONE CULTURES IV
GLS 101	INTRODUCTION TO GLOBAL STUDIES
HIS 161	WORLD CIVILIZATION TO 1450
HIS 162	WORLD CIVILIZATION SINCE 1450
HIS 163	TWENTIETH CENTURY WORLD HISTORY
MGT 340	INTERNATIONAL BUSINESS
MKT 340	INTERNATIONAL BUSINESS
MUS 265	MUSIC AND WORLD CULTURES
NSG 404	DIVERSITY IN HEALTHCARE DELIVERY
PHI 202	INTRODUCTION TO PHILOSOPHIES OF ASIA, AFRICA AND LATIN AMERICA
PSI 210	INTRODUCTION TO WORLD POLITICS
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS
PSY 304	CROSS CULTURAL PSYCHOLOGY
REL 210	LIVING RELIGIONS OF THE EAST
REL 250	RELIGIONS OF THE WORLD
SOC 240	CROSS CULTURAL PRACTICUM
SPA 101	SPANISH LANGUAGE AND CULTURES I
SPA 102	SPANISH LANGUAGE AND CULTURES II
SPA 220	SPANISH LANGUAGE AND CULTURES III

SPA 300	SPANISH/LATIN AMERICAN CULTURES AND BEGINNING CONVERSATION
SPA 302	ADVANCED CONVERSATION
SPA 303	ADVANCED GRAMMAR AND COMPOSITION II
SPA 310	SPANISH/LATIN AMERICAN HISTORIES AND CIVILIZATIONS
SPA 311	SPANISH/LATIN AMERICAN FILMS
SPA 312	LATIN AMERICANS IN THE U.S.
SPA 320	SPANISH/LATIN AMERICAN LITERATURES AND CULTURES
SPA 350	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY I
SPA	
380-389	TOPICS IN SPANISH/LATIN AMERICAN LANGUAGES AND CULTURES
COM 353	INTERCULTURAL COMMUNICATION
STA 380	STUDY ABROAD

d. Literature: Three credit hours of Literature

The study of literature speaks to the knowledge and understanding of multiple perspectives within the Western tradition, global awareness, or the understanding of other cultures. In addition, literature courses focus on critical analysis and reasoning. All literature courses at the 300 level or higher require a prerequisite of ENG 111 and 112 (or equivalents).

Approved Courses

ENG 201	SHAKESPEARE
ENG 235	GENDER IN LITERATURE
ENG 237	COMING-OF-AGE LITERATURE
ENG 238	THE AMERICAN DREAM IN LITERATURE
ENG 250	DRAMATIC LITERATURE
ENG 252	ETHNIC LITERATURE
ENG 254	AFRICAN AMERICAN LITERATURE
ENG 255	LITERATURE AND THE ENVIRONMENT
ENG 261	POETRY
ENG 272	FICTION
ENG 273	FILM AND LITERATURE
ENG 303	AMERICAN LITERATURE TO 1900
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT
ENG 309	WORLD LITERATURE I
ENG 310	WORLD LITERATURE II
ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE
ENG 312	ENGLISH RENAISSANCE AND EIGHTEENTH CENTURY ENGLISH LITERATURE
ENG 313	TOPICS IN SHAKESPEARE
ENG 317	ROMANTIC ENGLISH LITERATURE
ENG 318	VICTORIAN ENGLISH LITERATURE
ENG 319	TWENTIETH CENTURY ENGLISH LITERATURE
ENG	
274/374	AMERICAN LITERATURE AND CULTURE
ENG	
280-289	TOPICS IN LITERATURE
ENG	
380-389	TOPICS IN LITERATURE



R E S P O N S I B I L I T Y

II. PERSONAL AND SOCIAL RESPONSIBILITY

a. Health and Wellness: Three credit hours of health and wellness

Approved Course

HPE 158 HEALTH AND WELLNESS

b. Ethics: Three credit hours of Ethics

Students who take a course in Ethics can expect to become more sensitive to the ethical implications of human actions. Students will learn to recognize the diversity of approaches to moral decision-making, including the similarities and differences among these approaches, and to apply ethical theories to a variety of practical problems.

Students will also be challenged to critically evaluate their own approaches to moral and ethical issues. Finally, students will have numerous opportunities to improve their skills in reading, writing, and critical thinking.

Approved Courses

BUS 324 BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)
 CSI 369 SOCIAL, LEGAL AND ETHICAL ISSUES OF COMPUTING
 NSG 405 ETHICAL/LEGAL ISSUES IN NURSING
 PHI 206 INTRODUCTION TO ETHICS
 PHI 208 ENVIRONMENTAL ETHICS
 PHI 390 ETHICS AND PUBLIC POLICY (W)
 PHI 391 MEDICAL ETHICS (W)
 REL 335 CHRISTIAN ETHICS

c. Economics/Psychology/Sociology/Political Science: Nine credit hours divided among three of the four disciplines Economics, Political Science, Psychology, and Sociology

By completing this section, students will become more aware of how they influence and are influenced by other individuals and the larger society. Students will also develop the skills to critically analyze themselves and the society of which they are a part.

Approved Courses

ECO 211 PRINCIPLES OF MICROECONOMICS
 ECO 212 PRINCIPLES OF MACROECONOMICS
 NSG 355 HEALTH POLICIES AND ECONOMICS
 PSI 101 AMERICAN POLITICS
 PSI 102 STATE AND LOCAL GOVERNMENT

PSY 153	INTRODUCTION TO PSYCHOLOGY
SOC 150	INTRODUCTION TO SOCIOLOGY
SOC 270	SOCIAL PROBLEMS

Only students seeking initial teacher licensure who leave the Education program may substitute EDU 210–Introduction to Teaching for one of the above.



C O M M U N I C A T I O N

III. EFFECTIVE COMMUNICATION

a. Requirements: Six to eight credit hours of First Year English

All students must demonstrate achievement of general goals for ENG 111 and 112 regardless of where First Year English is taken.

b. Speech: Three credit hours of Speech

Students will develop public speaking skills, applying critical thinking to the processes of researching, organizing and delivering speeches.

Approved Courses

COM 100	FUNDAMENTALS OF SPEECH COMMUNICATION
COM 210	ARGUMENTATIVE COMMUNICATION
COM 220	PUBLIC SPEAKING
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS
COM 391	PERSUASION

c. Aesthetic Expression: Three credit-hours of Art, Music, Theatre, Fine Arts, Dance, or Creative Writing

Students will develop an appreciation of the processes and be able to apply aesthetic principles of artistic creation either through the study of historic developments in an arts discipline or through acquiring the creative skills of an arts discipline. Students will understand and use the basic vocabulary of art, music, theatre or creative writing. Students will exercise individual perception and judgment in evaluating creative works, either their own or those of recognized masters. Finally, students will demonstrate an awareness of the role of creative expression in the social development of individuals and cultural groups.

Approved Courses

Any ART *except* ART 280-299, ART 301-303, ART 320-499

ENG 205	INTRODUCTION TO WRITING POETRY
ENG 206	INTRODUCTION TO WRITING FICTION (W)
ENG 305	ADVANCED WRITING OF POETRY

ENG 306	ADVANCED WRITING OF FICTION (W)
DAN 110	BEGINNING MODERN DANCE
DAN 120	BEGINNING BALLET
DAN 130	BEGINNING JAZZ DANCE
FA 202	INTRODUCTION TO THE FINE ARTS
Any MUE	
Any MUL	
MUS 101	CLASS PIANO I
MUS 104	CLASS VOICE
MUS 110	FUNDAMENTALS OF MUSIC
MUS 165	MUSIC APPRECIATION
MUS 265	MUSIC AND WORLD CULTURES
MUS 269	JAZZ APPRECIATION
MUS	
275/375	HISTORY OF THE AMERICAN MUSICAL
THE 100	INTRODUCTION TO THEATRE
THE 111	ACTING I
THE 215	THEATRE PRACTICUM
THE 219	PLAY PRODUCTION – SETS AND LIGHTING
THE 221	PLAY PRODUCTION – COSTUME AND MAKEUP



I N Q U I R Y

IV. INQUIRY AND PROBLEM SOLVING

a. **Mathematical Reasoning: Three credit hours of Mathematics**

Students will gain quantitative literacy by solving quantitative problems based on plausible numerical data and communicating effective arguments in a variety of formats.

Approved Courses

MTH 150	QUANTITATIVE LITERACY
MTH 170	STATISTICS
MTH 210	CALCULUS I

b. **Computer Competency: Three credit hours**

Students will gain familiarity with the basics of computer terminology and operation.

Approved Courses

CSI 120	INTRODUCTION TO COMPUTERS
CSI 130	INTRODUCTION TO COMPUTING I

**c. Science and Nature: Seven credit hours of Science
(preferably from two different departments),
including at least one course with a laboratory requirement**

Students will use the scientific method to evaluate the validity of information.

Approved Courses

Lab Sciences

BIO 101	INTRODUCTORY BIOLOGY
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY*
ES 105	EARTH SCIENCE
PHY 211	GENERAL PHYSICS I*
PHY 212	GENERAL PHYSICS II*

Non-Lab Sciences

BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE
CHE 100	CHEMISTRY IN THE MODERN WORLD
ES 110	EARTH AND ASTRONOMICAL SCIENCE
PHY 101	ASTRONOMY
PHY 110	INTRODUCTION TO PHYSICAL SCIENCE

** Students considering these courses towards fulfillment of the general education requirement are cautioned that these courses are intended for students majoring in science and are therefore more comprehensive.*

**Writing-Intensive Courses (designated with a “W”):
Two courses required**

Writing-intensive courses are taken after successful completion of six hours of first-year English. Each writing-intensive course provides opportunity for students to practice the writing, reading, and critical thinking skills they learned in first-year composition courses and to develop these skills by learning and demonstrating adherence to the conventions of written discourse in a specific academic discipline.

To be deemed writing-intensive, a course must meet the following criteria:

- Writing must be an integral part of the course and constitute a substantial part of the final course grade. Instructors may use their professional judgment in defining “substantial” within the context of their course and academic discipline.
- The course must include a process-oriented approach to writing. This process must include instruction about writing in the course’s academic discipline, written or oral feedback to students during their writing process, and emphasis on revision of written work.
- Students must complete assignments totaling a minimum of 5,000 words (approximately 20 double-spaced pages) of writing over the course of the semester.

The College of Arts and Sciences offers the following programs:

- Art
- Biology
- Biopsychology
- Chemistry
- Clinical and Counseling Psychology
- Communication Studies
- Computing (Computer Science, Computer Information Systems, Computational Science, Cybersecurity, and Management Information Systems)
- Creative Writing
- Dance
- Data Analytics
- Economics
- English
- Environmental Studies
- Ethnic Studies
- Forensic Studies
- Gender Studies
- Gerontology
- Global Studies
- History
- Journalism
- 3+3 Law Program
- Legal Studies
- Mathematics
- Music
- Music Education
- Music Marketing
- Occupational Therapy
- Organizational Communication
- Philosophy
- Professional Writing and Rhetoric
- Political Science/International Relations
- Pre-professional studies
- Psychology
- Public Relations Studies
- Religious Studies
- Sociology
- BA/MACJ 4+1 Option
- Spanish
- Sport Psychology
- Theatre
- Musical Theatre



**COLLEGE OF
ARTS AND
SCIENCES**



Art (ART)

Division of Visual and Performing Arts

■ Major: 48-52 credit hours

■ Minor: 18-20 credit hours

All courses for the major/minor must be completed with a grade of a C or better.

PROGRAM REQUIREMENTS:

■ 2 semesters of Gallery Practicum I (ART 290)

■ 2 semesters of Gallery Practicum II (ART 390)

■ Sophomore Portfolio Review (ART 299)

■ Research & Capstone: Senior Studio I and II (ART 498 and 499)

Description of Major: The art major is focused on the development of a breadth of skill sets and concepts in visual art and design, encouraging students to think and communicate critically through their work. Emphasis is placed on the fundamentals of art and design, art history, and art theory. Through an array of studio electives, the major allows a freedom of exploration in a variety of mediums. This empowers students to develop a personal expressive voice, which culminates in a senior presentation and art exhibition.

Student Learning Outcomes

Students will:

- Demonstrate a proficiency of the language of visual art and design.
- Understand and apply the skills and techniques required to create compelling art in a range of art forms.
- Foster a personal expressive voice through critical problem solving skills.
- Identify major historical genres, artists, and artworks in context to culture, technology, and contemporary practices.
- Develop the professionalism required to produce and defend an art exhibition reflecting a coherent set of artistic and intellectual goals.
- Exhibit an enthusiasm, curiosity and receptivity to art, building towards a life-long interest in visual art and design.

Degree Preparation: An art degree prepares students for a variety of careers within the arts, including, but not limited to, graphic design, illustration, photography, studio arts, arts administration, and teaching. Students interested in pursuing a graduate degree in art should seek the advice of the full-time faculty in the department.

ART MAJOR REQUIREMENTS

48-52 crs.

ART 101	DRAWING I	(3)
ART 102	TWO-DIMENSIONAL DESIGN AND LAYOUT	(3)
ART 103	THREE-DIMENSIONAL DESIGN	(3)
ART 210	WESTERN ART HISTORY I (PREHISTORIC – HIGH GOTHIC) (W)	(3)
ART 211	WESTERN ART HISTORY II (RENAISSANCE – MODERN) (W)	(3)
ART 310	20TH and 21ST CENTURY ART: AFTER MODERN ART (W)	(3)
<i>or</i>		

Courses of Study

ART 312	AESTHETICS OF FILM (W)	(3)
<i>or</i>		
ART 314	AMERICAN ART (W)	(3)
PHI 334	PHILOSOPHY OF ART (W)	(3)
ART 299	SOPHOMORE REVIEW	(0)
ART 290	GALLERY PRACTICUM I (2 semesters)	(0-1)
ART 390	GALLERY PRACTICUM II (2 semesters)	(0-1)
ART 498	SENIOR STUDIO I	(3)
ART 499	SENIOR STUDIO II	(3)

FOUR COURSES FROM THE FOLLOWING

ART 202	LIFE DRAWING I	(3)
ART 220	PHOTOGRAPHY I	(3)
ART 230	CERAMICS I	(3)
ART 240	SCULPTURE I	(3)
ART 250	PAINTING I	(3)
ART 270	COMPUTER GRAPHICS I	(3)

THREE COURSES FROM THE FOLLOWING

ART 301	DRAWING II	(3)
ART 302	LIFE DRAWING II	(3)
ART 303	COLOR AND DESIGN	(3)
ART 320	PHOTOGRAPHY II	(3)
ART 330	CERAMICS II	(3)
ART 340	SCULPTURE II	(3)
ART 350	PAINTING II	(3)
ART 360	PRINTMAKING I	(3)
ART 361	PRINTMAKING II	(3)
ART 370	COMPUTER GRAPHIC DESIGN II	(3)
ART 371	DIGITAL ILLUSTRATION	(3)

ART MINOR REQUIREMENTS

18-20 crs.

ART 101	DRAWING I	(3)
<i>or</i>		
ART 102	TWO-DIMENSIONAL DESIGN AND LAYOUT	(3)
ART 210	WESTERN ART HISTORY I (PREHISTORIC – HIGH GOTHIC) (W)	(3)
ART 211	WESTERN ART HISTORY II (RENAISSANCE – MODERN) (W)	(3)
ART 290	GALLERY PRACTICUM I	(0-1)
ART 390	GALLERY PRACTICUM II	(0-1)
	PLUS A MINIMUM OF 9 ADDITIONAL CREDITS IN ART STUDIO COURSES, 6 OF WHICH MUST BE UPPER LEVEL	(9)

Biology (BIO)

Division of Science and Mathematics

- BA: 49 hours
- BS, General Track: 66 credit hours
- BS, Pre-professional Track: 70 credit hours
- Minor: 19 hours
- Major/minor GPA required for graduation: 2.50

PROGRAM REQUIREMENTS:

- Capstone: Biology Research Methods (BIO 455)
- Research: Biology Research Methods (BIO 455)

Other Requirements: Complete Biology Core and Additional Requirements for specific degrees

Description of Major: Biology is the scientific study of living organisms at all levels of organization. Through observation and the use of the scientific method, scientists test hypotheses and develop theories that explain natural phenomena.

Student Learning Outcomes

Students will:

- Practice biological inquiry using the scientific method.
- Demonstrate proficiency in scientific language and basic laboratory skills, including the use of modern technology.
- Communicate their findings to a broad audience, including individuals with scientific and non-scientific backgrounds.
- Develop an action plan tailored for their career goals.

Degree Preparation: The degree prepares students for immediate employment in a variety of areas, including conservation, wildlife biology, education, research (government, business, or academic settings), laboratory work in medicine, or work in biotechnology. Graduates are equally prepared to enter graduate or professional school in preparation for careers in research, teaching, or fields such as medicine (Medical Doctor, Physician's Assistant, Doctor of Osteopathic Medicine), physical therapy, nursing, pharmacy, dentistry, optometry, or veterinary science.

Students wishing to teach biology in a public school setting must fulfill all of the requirements in the Science Education: Biology Emphasis section of the catalog under "School of Education."

A maximum of 20 credit hours from lower division courses in biology may be applied toward the credit hour total in the major.

BIOLOGY MAJOR CORE REQUIREMENTS

49 crs.

All students majoring in biology must complete the following:

BIO 108	BIOLOGY CORNERSTONE	(1)
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)

Courses of Study

BIO 211	GENETICS	(4)
BIO 220	EVOLUTION (W)	(3)
BIO 300	BIOMEASUREMENT	(3)
BIO 303	ECOLOGY (W)	(5)
BIO 313	CELLULAR BIOLOGY	(4)
BIO 455	BIOLOGY RESEARCH METHODS	(2)
CHE 105	GENERAL CHEMISTRY I	(4)
CHE 106	GENERAL CHEMISTRY II	(4)
	BIOLOGY ELECTIVES	(11)

Courses that can be taken to fulfill the elective requirement in biology are listed below, organized according to elective area. Students must take at least one course from each elective area and accumulate a minimum of 11 hours of elective credit. The same course cannot be used to satisfy more than one elective area requirement. Students are free to take additional elective courses as long as the minimum requirements for elective area are met.

Cellular/Molecular:

BIO 311	MICROBIOLOGY	(5)
BIO 340	DEVELOPMENTAL BIOLOGY	(3)
BIO 410	ANIMAL PHYSIOLOGY	(4)
BIO 430	BIOTECHNOLOGY	(4)

Ecology/Evolution:

BIO 250	ENVIRONMENTAL SCIENCE	(3)
BIO 320	CONSERVATION BIOLOGY	(3)
BIO 325	FIELD BOTANY	(4)
BIO 340	DEVELOPMENTAL BIOLOGY	(3)
BIO 350	ANIMAL BEHAVIOR	(3)
BIO 420	COMPARATIVE VERTEBRATE ANATOMY	(5)

Organismal:

BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
BIO 311	MICROBIOLOGY	(5)
BIO 325	FIELD BOTANY	(4)
BIO 350	ANIMAL BEHAVIOR	(3)
BIO 410	ANIMAL PHYSIOLOGY	(4)
BIO 420	COMPARATIVE VERTEBRATE ANATOMY	(5)

BACHELOR OF ARTS**49 crs.**

Complete the core requirements,

BACHELOR OF SCIENCE: GENERAL TRACK**66 crs.**

Complete the core requirements, plus the following:

CHE 150	PRINCIPLES OF ORGANIC CHEMISTRY	(4)
CHE 151	PRINCIPLES OF ORGANIC CHEMISTRY LAB	(1)

CHE 303	PRINCIPLES OF BIOCHEMISTRY	(4)
MTH 210	CALCULUS I	(4)
PHY 211	GENERAL PHYSICS I	(4)

BACHELOR OF SCIENCE: PRE-PROFESSIONAL TRACK **70 crs.**

Complete the core requirements, plus the following:

CHE 150	PRINCIPLES OF ORGANIC CHEMISTRY	(4)
CHE 151	PRINCIPLES OF ORGANIC CHEMISTRY LAB	(1)
CHE 303	PRINCIPLES OF BIOCHEMISTRY	(4)
MTH 210	CALCULUS I	(4)
PHY 211	GENERAL PHYSICS I	(4)
PHY 212	GENERAL PHYSICS II	(4)

Please note: For students who wish to attend a graduate or professional programs, CHE 205 and CHE 206 may be required instead of CHE 150 and CHE 151. In these cases, CHE 205 will be used to satisfy the CHE 150 and CHE 151 requirement. Students should speak with their advisor and identify the requirements and prerequisites for their desired programs early enough to ensure that additional coursework can be added, if needed.

To complete a minor in biology, students must complete the requirements listed below.

BIOLOGY MINOR REQUIREMENTS **19 crs.**

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)
BIO 211	GENETICS	(4)
BIO 220	EVOLUTION (W)	(3)
	BIO ELECTIVES (300 or 400 LEVEL)	(4)

Biopsychology (Bachelor of Arts)

Division of Social Sciences

- **BA: 41 credit hours**
- **Major GPA required for graduation: 2.00**
- **All courses for the major must be completed with a grade of C- or better.**

PROGRAM REQUIREMENTS:

- **Capstone: BIO 492/PSY 492 Biopsychology Capstone**
- **Research: PSY 496 or BIO 445**

Description of Major: The biopsychology major blends the disciplines of psychology and biology. This major prepares students interested in helping careers, accelerated nursing programs, or graduate programs in psychology, occupational therapy, physical therapy, speech therapy, etc.

Please note, students wishing to pursue graduate work or advanced study should research the requirements and prerequisites for their desired programs early enough

to ensure that additional coursework can be added, if needed. This major is intended to provide a solid foundation, but additional courses may be required for admission to specific programs.

Student Learning Outcomes

Students will:

- Synthesize the content areas of psychology and biology.
- Conduct independent research in psychology or biology.
- Prepare for a career in the helping professions or graduate programs.

BIOPSYCHOLOGY CORE REQUIREMENTS 32 crs.

PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY 201	PSYCHOLOGY CORNERSTONE	(1)
PSY 275	BIOPSYCHOLOGY	(3)
PSY 315	ABNORMAL PSYCHOLOGY	(3)
PSY 498	SENIOR SURVEY IN PSYCHOLOGY	(3)
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
MTH 170	STATISTICS	(4)
BIO 492/ PSY 492	BIOPSYCHOLOGY CAPSTONE	(1)

BACHELOR OF ARTS 41 crs.

Complete the core requirements, plus the following:

PSY 301	PSYCHOLOGICAL STATISTICS	(3)
PSY 396	RESEARCH METHODS	(3)
PSY 496	SENIOR THESIS (W)	(3)

RECOMMENDED ELECTIVES

BIO 211	GENETICS	(4)
BIO 450	INDEPENDENT STUDY	(1-4)
CHE 105	GENERAL CHEMISTRY I	(5)

Biopsychology (Bachelor of Science)

Division of Science and Mathematics

- **BS: 37 credit hours**
- **Major GPA required for graduation: 2.00**
- **All courses for the major must be completed with a grade of C- or better.**

PROGRAM REQUIREMENTS:

- **Capstone: BIO 492/PSY 492 Biopsychology Capstone**
- **Research: PSY 496 or BIO 445**

Description of Major: The biopsychology major blends the disciplines of psychology and biology. This major prepares students interested in helping careers, accelerated nursing programs, or graduate programs in psychology, occupational therapy, physical therapy, speech therapy, etc.

Please note, students wishing to pursue graduate work or advanced study should research the requirements and prerequisites for their desired programs early enough to ensure that additional coursework can be added, if needed. This major is intended to provide a solid foundation, but additional courses may be required for admission to specific programs.

Student Learning Outcomes

Students will:

- Synthesize the content areas of psychology and biology.
- Conduct independent research in psychology or biology.
- Prepare for a career in the helping professions or graduate programs.

BIOPSYCHOLOGY MAJOR CORE REQUIREMENTS 32 crs.

PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY 201	PSYCHOLOGY CORNERSTONE	(1)
PSY 275	BIOPSYCHOLOGY	(3)
PSY 315	ABNORMAL PSYCHOLOGY	(3)
PSY 498	SENIOR SURVEY IN PSYCHOLOGY	(3)
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
MTH 170	STATISTICS	(4)
BIO 492/ PSY 492	BIOPSYCHOLOGY CAPSTONE	(1)

BACHELOR OF SCIENCE 37 crs.

Complete the core requirements, plus the following:

BIO 300	BIOMEASUREMENT	(3)
BIO 455	BIOLOGY RESEARCH METHODS	(2)

RECOMMENDED ELECTIVES

BIO 211	GENETICS	(4)
BIO 450	INDEPENDENT STUDY	(1-4)
CHE 105	GENERAL CHEMISTRY I	(5)

Chemistry (CHE)

Division of Science and Mathematics

- Major: 55 credit hours
- Pre-professional Track: 64 credit hours
- Minor: 30 credit hours

- Major/Minor GPA required for graduation: 2.50
- All courses for the major and minor must be completed with a grade of C- or better.

PROGRAM REQUIREMENTS:

- Capstone: Chemistry Research Methods (W) (CHE 455)
- Research: Chemistry Research Methods (W) (CHE 455)

Mission: The mission of this program is to prepare students with complete core knowledge and skills in chemistry and with supplementary applicable skills in mathematics and physics for success in graduate school, professional school, or an employment in chemical industry or technology.

Description of Major: Courses in the program are designed to make students competent in the areas of content, critical thinking, laboratory work, and research. Chemistry content courses span the five major fields of general chemistry, organic chemistry, analytical chemistry, physical chemistry, and biochemistry. Supplementary courses establish a strong background in physics and mathematics.

Student Learning Outcomes

Students will:

- Mastery the core concepts of chemistry and integrate them across the major areas of chemistry.
- Develop and practice critical thinking skills in scientific problem solving.
- Comprehend the process of scientific inquiry and develop the ability to conduct original research in chemistry.
- Promote appreciation of the role of chemistry in our society.

Degree Preparation: The degree prepares students to enter graduate school in specialized fields of chemistry such as organic chemistry, physical chemistry, analytical chemistry, biochemistry, materials chemistry, computational chemistry, polymer chemistry, environmental chemistry, atmospheric chemistry, medicinal chemistry, and nuclear chemistry. Chemistry majors may also choose employment in chemical and biochemical research and technology upon graduation. The pre-professional track prepares students interested in pursuing professional studies in fields such as medicine, pharmacy, dentistry, optometry, or veterinary science upon graduation.

CHEMISTRY MAJOR REQUIREMENTS		55 crs.
CHE 105	GENERAL CHEMISTRY I	(4)
CHE 106	GENERAL CHEMISTRY II	(4)
CHE 205	ORGANIC CHEMISTRY I	(4)
CHE 206	ORGANIC CHEMISTRY II	(4)
CHE 300	ANALYTICAL CHEMISTRY	(4)
CHE 303	PRINCIPLES OF BIOCHEMISTRY	(4)
CHE 305	PHYSICAL CHEMISTRY I	(4)
CHE 306	PHYSICAL CHEMISTRY II	(4)
CHE 455	CHEMISTRY RESEARCH METHODS	(3)

MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
MTH 212	CALCULUS III	(4)
PHY 211	GENERAL PHYSICS I	(4)
PHY 212	GENERAL PHYSICS II	(4)

RECOMMENDED ELECTIVES

CHE 310	INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS	(2)
CHE 380-389	SPECIAL TOPICS IN CHEMISTRY	(1-3)

CHEMISTRY MAJOR REQUIREMENTS: PRE-PROFESSIONAL TRACK

Students who are interested in pursuing professional studies in fields such as medicine, pharmacy, dentistry, optometry, or veterinary science upon graduation are strongly advised to enroll in the pre-professional track program. Students majoring in chemistry who are enrolled in the pre-professional track program should complete the required courses listed below. Students majoring in biology should refer to the pre-professional track program of study in the biology section of this catalog.

**PRE-PROFESSIONAL TRACK MAJOR REQUIREMENTS
(SAME AS CHEMISTRY MAJOR REQUIREMENTS)****64 crs.**

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)
BIO 313L	CELLULAR BIOLOGY LAB	(1)

PRE-PROFESSIONAL TRACK RECOMMENDED ELECTIVES

CHE 310	INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS	(2)
CHE 380	SPECIAL TOPICS IN BIOCHEMISTRY	(2-3)
BIO 410	ANIMAL PHYSIOLOGY	(4)

CHEMISTRY MINOR REQUIREMENTS**30 crs.**

CHE 105	GENERAL CHEMISTRY I	(4)
CHE 106	GENERAL CHEMISTRY II	(4)
CHE 205	ORGANIC CHEMISTRY I	(4)
CHE 206	ORGANIC CHEMISTRY II	(4)
CHE 300	ANALYTICAL CHEMISTRY	(4)
CHE 303	PRINCIPLES OF BIOCHEMISTRY	(4)
CHE 310	INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS	(2)
MTH 210	CALCULUS I	(4)

Clinical and Counseling Psychology (PSY)

Division of Social Sciences

The clinical and counseling psychology minor prepares students to investigate, appreciate, and therapeutically address the psychological needs of a diverse population of individuals, families, groups and communities. This minor will provide rigorous undergraduate training in clinical science and interventions with a focus on preparing students for entrance into a graduate program in clinical, counseling or school psychology.

Students in this minor are trained to become knowledgeable and proficient in the psychological theories of personality, life-span development, and basic psychological measurement techniques.

CLINICAL AND COUNSELING PSYCHOLOGY MINOR REQUIREMENTS **23 crs.**

PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(3)
PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)
PSY 315	ABNORMAL PSYCHOLOGY	(3)
PSY 375	PSYCHOLOGICAL TESTING AND MEASUREMENT	(3)
PSY 417	THEORIES OF PERSONALITY	(4)
PSY 450	CLINICAL AND COUNSELING PSYCHOLOGY	(4)

Communication Studies (COM)

Division of Humanities

- **Major: 36 credit hours**
- **Minor: 18 credit hours**
- **Major/Minor GPA required for graduation: 2.25**

PROGRAM REQUIREMENTS:

- **Capstone: Seminar in Communication (COM 490)**
- **Research: Communication Research Methods (COM 460)**
- **Service: Small Group Communication (COM 200)**

Mission: The communication studies program at McKendree University is designed to develop students' ability to understand the principles and skills of forming and preserving relationships in the workplace, community, and with family and friends. Students will critically analyze and apply issues of human communication to their personal and professional relationships through the use of theory, scholarship, and application.

Description of Major: To major in communication studies, a student must complete at least 12 hours at the 300 level or above. The major includes a core of six courses that emphasize the essential learning outcomes associated with the major. Students in this program will explore the process of human communication as it relates to a variety of personal and professional relationships. The communication studies also

offers a minor, which is complementary to a variety of other majors at McKendree University. To minor in communication studies, students must complete a total of 18 credit hours, six hours from two core courses and an additional six credit hours from electives at the 300 level or above. At least 24 credits for the major must be earned at McKendree University.

Student Learning Outcomes

Students will:

- Employ communication theories, perspectives, principles, and concepts to professional and personal relationships.
- Engage in communication inquiry through communication scholarship.
- Utilize communication to embrace cultural diversity.
- Demonstrate self-efficacy through written communication, oral communication, and critical thinking skills.

Degree Preparation: Communication studies is a program for those who enjoy understanding the process by which people communicate. Students explore a wide range of communication topics and theories considered essential for competing successfully in today's world including small group communication, interpersonal communication, and intercultural communication. Students will develop skills in verbal, nonverbal, and written communication making them successful candidates in private, government, and non-profit sectors of the workplace and in their communities.

COMMUNICATION STUDIES MAJOR REQUIREMENTS		36 crs.
COM 100	FUNDAMENTALS OF COMMUNICATION	(3)
<i>or</i>		
COM 220	PUBLIC SPEAKING	(3)
COM 200	SMALL GROUP COMMUNICATION	(3)
COM 252	INTERPERSONAL COMMUNICATION (W)	(3)
COM 300	COMMUNICATION THEORY	(3)
COM 460	COMMUNICATION RESEARCH METHODS	(3)
COM 490	SEMINAR IN COMMUNICATION	(3)
	FOREIGN LANGUAGE	(6)
	ADDITIONAL COMMUNICATION STUDIES ELECTIVES	(12)
ELECTIVES		(12)
COM 300	COMMUNICATION THEORY	(3)
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)
COM 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
COM 353	INTERCULTURAL COMMUNICATION	(3)
COM 370	TRAINING AND DEVELOPMENT	(3)
COM 375	GENDER AND COMMUNICATION	(3)
COM 360	HEALTH COMMUNICATION	(3)
COM 365	NONVERBAL COMMUNICATION	(3)
COM 367	FAMILY COMMUNICATION	(3)
COM		
380-389	TOPICS IN COMMUNICATION STUDIES	(3)

Courses of Study

COM 470	INTERNSHIP IN COMMUNICATION STUDIES	(3-8)
COM 480	INDEPENDENT STUDY IN COMMUNICATION STUDIES	(1-4)

COMMUNICATION STUDIES MINOR REQUIREMENTS	18 crs.
---	----------------

COM 100	FUNDAMENTALS OF COMMUNICATION	(3)
<i>or</i>		
COM 220	PUBLIC SPEAKING	(3)
COM 252	INTERPERSONAL COMMUNICATION (W)	(3)
	ADDITIONAL COMMUNICATION STUDIES ELECTIVES	(12)

Computing (CSI)

Division of Computing

Mission: The mission of the Division of Computing is to provide students with an opportunity to obtain the knowledge of computing necessary to succeed in today's increasingly technical world. The division's curriculum focuses on both theoretical knowledge and practical applications that enrich analytic, creative and research capabilities essential to success in various computing fields. Our curriculum provides students the opportunities to pursue individual interests through special topic courses, internships and projects that further enhance their learning experience outside the traditional classroom setting. Introductory courses in various computer-related topics are offered for non-major students.

Student Learning Outcomes

Students will:

- Understand and be able to demonstrate analytic and critical reasoning ability through algorithmic development and software implementation.
- Communicate effectively utilizing current technology in information systems. This includes the acquisition, summarization and presentation of existing and synthesized knowledge.
- Demonstrate an understanding of computer and communication systems and hardware and software systems, including the design, development, implementation and integration into an organization.

Students may obtain a Bachelor of Science degree with a major in computer science, computer information systems, computational science, cybersecurity, or management information systems. These majors focus on the scientific and business views of computing. Students in these majors develop the skills essential to become quality programmers. In addition, the upper-division requirements available to each of the majors provide the necessary specialized knowledge and skills.

Students within all majors experience a variety of programming environments including many microcomputer systems as well as multi-user environments. Students are exposed to a number of modern programming languages appropriate to their selected majors and gain valuable experience with a wide-selection of computer hardware and resources. This variety of resources coupled with elective courses allows students to personalize the specialized knowledge they wish to obtain.

Students with majors in computer science, computer information systems, computational science, cybersecurity, or management information systems must complete all courses required for the major with a minimum of a 2.25 cumulative grade-point average. All courses must have a grade of C- or better to fulfill the prerequisite requirement. In addition, all courses for the major and minor must be completed with a grade of C- or better.

The division also offers minors in both computer science and computer information systems. Students who complete the required courses for the minor can expect to obtain programming skills and general computing knowledge.

COMPUTER SCIENCE

■ **Major: 59 credit hours**

■ **Minor: 20 credit hours**

PROGRAM REQUIREMENTS:

■ **Major/Minor GPA required for graduation: 2.25.**

■ **Must take any two science courses with a laboratory requirement.**

■ **All courses for the major and minor must be completed with a grade of C- or better.**

Description of Major: Computer science majors are provided with the systems programming and problem solving skills commonly expected in technical positions at employers that require strong analytical and interpersonal skills. In addition, they obtain the necessary theoretical background required to pursue further education and advanced degrees. Majors in computer science should expect employment in both the industrial sector and scientific lab environments.

COMPUTER SCIENCE MAJOR REQUIREMENTS		59 crs.
REQUIRED COURSES		50 crs.
CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 235	MATHEMATICS OF COMPUTING	(3)
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	(3)
CSI 330	DATA STRUCTURES AND ALGORITHMS	(3)
CSI 335	ANALYSIS OF ALGORITHMS	(3)
CSI 345	THE STRUCTURE OF OPERATING SYSTEMS	(3)
CSI 410	SOFTWARE ENGINEERING	(3)
CSI 450	COMPUTER NETWORKING AND COMMUNICATIONS	(3)
CSI 465	COMPILER DESIGN	(3)
CSI 497	SENIOR SEMINAR I	(1)
CSI 498	SENIOR SEMINAR II	(2)
MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
MTH 170	STATISTICS	(4)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

THREE COURSES FROM THE FOLLOWING **9 crs.**

CSI 366	NUMERICAL ANALYSIS	(3)
CSI 369	SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W)	(3)
CSI		
380-389	SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS	(3)
CSI 415	DATABASE MANAGEMENT SYSTEMS	(3)
CSI 420	THEORY OF PROGRAMMING LANGUAGES	(3)
CSI 430	COMPUTER GRAPHICS AND USER INTERFACE DESIGN	(3)
CSI 435	FORMAL LANGUAGES AND AUTOMATA (W)	(3)
CSI 440	ARTIFICIAL INTELLIGENCE	(3)
CSI 470	INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE	(3)
CSI 480	INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE	(3)
CSI 337	INFORMATION SECURITY	(3)
CSI 445	DATA MINING	(3)

COMPUTER SCIENCE MINOR REQUIREMENTS **20 crs.**

CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	(3)
CSI 330	DATA STRUCTURES AND ALGORITHMS	(3)
	TWO UPPER LEVEL CSI ELECTIVES	(6)

COMPUTER INFORMATION SYSTEMS

- Major: 69 credit hours
- Minor: 20 credit hours

PROGRAM REQUIREMENTS:

- Major/Minor GPA required for graduation: 2.25
- All courses for the major and minor must be completed with a grade of C- or better.

Description of Major: Computer information systems majors study a variety of business-related topics in addition to their programming skills and formal course work in database management, networking, and systems analysis. The course work ensures that the students obtain a thorough view of the modern business world and the impact of information technology on modern business practices. Computer information systems majors are prepared for further education in a graduate program or for employment in one of many jobs such as database administration, network administration, or applications programming.

COMPUTER INFORMATION SYSTEMS MAJOR REQUIREMENTS **66 crs.****REQUIRED COURSES** **60 crs.**

CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 215	INTRODUCTION TO DATABASES	(3)
CSI 230	INTRODUCTION TO COMPUTING II	(4)

CSI 235	MATHEMATICS OF COMPUTING	(3)
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	(3)
CSI 315	SYSTEMS ANALYSIS AND DESIGN	(3)
CSI 320	INFORMATION TECHNOLOGY MANAGEMENT (W)	(3)
CSI 330	DATA STRUCTURES AND ALGORITHMS	(3)
CSI 415	ADVANCED DATABASE CONCEPTS	(3)
CSI 417	PROJECT MANAGEMENT	(3)
CSI 450	COMPUTER NETWORKING AND COMMUNICATIONS	(3)
CSI 497	SENIOR SEMINAR I	(1)
CSI 498	SENIOR SEMINAR II	(2)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
MTH 170	STATISTICS	(4)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

TWO COURSES FROM THE FOLLOWING**6 crs.**

CSI 325	ELECTRONIC COMMERCE	(3)
CSI 345	THE STRUCTURE OF OPERATING SYSTEMS	(3)
CSI 369	SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W)	(3)
CSI 380-389	SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS	(3)
CSI 425	WEB PROGRAMMING	(3)
CSI 337	INFORMATION SECURITY	(3)
CSI 445	DATA MINING	(3)
CSI 470	INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE	(3)
CSI 480	INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE	(3)

COMPUTER INFORMATION SYSTEMS MINOR REQUIREMENTS**20 crs.**

CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 215	INTRODUCTION TO DATABASE	(3)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 315	SYSTEMS ANALYSIS AND DESIGN	(3)
CSI 417	PROJECT MANAGEMENT	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)

COMPUTATIONAL SCIENCE

■ Major: 60-65 credit hours

TRACKS:

- Economics and Finance
- Biology
- Chemistry

- Mathematics
- Physics

PROGRAM REQUIREMENTS:

- Major/Minor GPA required for graduation: 2.25
- All courses for the major and minor must be completed with a grade of C- or better.

Description of Major: The computational science major emphasizes the use of computers and mathematics in the development of solutions to complex problems. Students majoring in computational science take a variety of mathematics and computer science courses that provide the needed theoretical foundation. Additionally, students take courses in a field of specialization, which provides an application area. Students may specialize in economics and finance, biology, chemistry, mathematics, or physics. Students in consultation with a faculty member may also develop a field of specialization that meets individual interests. Computational science majors are prepared for variety of careers in industry, research labs and engineering facilities.

COMPUTATIONAL SCIENCE MAJOR REQUIREMENTS **60-65 crs.**

REQUIRED COURSES **40 crs.**

CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 235	MATHEMATICS OF COMPUTING	(3)
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	(3)
CSI 330	DATA STRUCTURES AND ALGORITHMS	(3)
CSI 335	ANALYSIS OF ALGORITHMS	(3)
CSI 366	NUMERICAL ANALYSIS	(3)
CSI 450	COMPUTER NETWORKING AND COMMUNICATIONS	(3)
CSI 497	SENIOR SEMINAR I	(1)
CSI 498	SENIOR SEMINAR II	(2)
MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

ONE COURSE FROM THE FOLLOWING **3 crs.**

CSI 345	THE STRUCTURE OF OPERATING SYSTEMS	(3)
CSI 369	SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W)	(3)
CSI 380-389	SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS	(3)
CSI 410	SOFTWARE ENGINEERING (W)	(3)
CSI 415	ADVANCED DATABASE CONCEPTS	(3)
CSI 440	ARTIFICIAL INTELLIGENCE	(3)
CSI 445	DATA MINING	(3)
CSI 465	COMPILER DESIGN	(3)
CSI 470	INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE	(3)
CSI 480	INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE	(3)

ECONOMICS AND FINANCE TRACK REQUIRED COURSES **18-19 crs.**

MTH 170	STATISTICS	(4)
<i>or</i>		
MTH 340	INTRODUCTION TO PROBABILITY AND STATISTICS	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
FIN 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)

BIOLOGY TRACK REQUIRED COURSES **22 crs.**

BIO 110	PRINCIPLES OF BIOLOGY I	(4)
BIO 111	PRINCIPLES OF BIOLOGY II	(4)
BIO 211	GENETICS	(4)
CHE 105	GENERAL CHEMISTRY I	(5)
CHE 106	GENERAL CHEMISTRY II	(5)

CHEMISTRY TRACK REQUIRED COURSES **19 crs.**

CHE 105	GENERAL CHEMISTRY I	(5)
CHE 106	GENERAL CHEMISTRY II	(5)
CHE 150	PRINCIPLES OF ORGANIC CHEMISTRY	(4)
CHE 300	ANALYTICAL CHEMISTRY	(5)

MATHEMATICS TRACK REQUIRED COURSES **17 crs.**

MTH 212	CALCULUS III	(4)
MTH 340	PROBABILITY	(3)
MTH 341	APPLIED STATISTICS	(4)
MTH 370	DIFFERENTIAL EQUATIONS AND MODELING	(3)
MTH 376	GRAPH THEORY	(3)

PHYSICS TRACK REQUIRED COURSES **19 crs.**

PHY 221	UNIVERSITY PHYSICS I: MECHANICAL AND THERMAL PHYSICS	(5)
PHY 222	UNIVERSITY PHYSICS II: ELECTRICITY, MAGNETISM, AND QUANTUM PHYSICS	(5)
PHY 301	ENGINEERING MECHANICS I: STATICS	(3)
PHY 302	ENGINEERING MECHANICS II: DYNAMICS	(3)
PHY 303	ELECTRONIC CIRCUITS	(3)

CYBERSECURITY

■ Major: 60 credits

PROGRAM REQUIREMENTS:

■ Major GPA required for graduation: 2.25.

■ All courses for the major must be completed with a grade of C- or better.

Mission: The mission of this program is to educate students in technology and in securing cyber systems with both technical and non-technical methods.

Student Learning Outcomes

Students will:

- Demonstrate analytic and critical reasoning ability through the analysis, development, and implementation security solutions to cyber systems.
- Communicate effectively utilizing current technology in information systems, which includes the acquisition, summarization, and presentation of existing and synthesized knowledge.
- Demonstrate an understanding of security issues in regards to computer and communication systems. This includes both hardware and software systems, including the design, development, implementation, and integration of security systems into an organization's Infrastructure.

Description of Major: Students majoring in cybersecurity are provided with analytical and problem solving skills to evaluate and summarize fundamental cybersecurity concepts, theories, and strategies. Additionally, they are prepared to recommend technical and non-technical security solutions on various cyber systems, interpret and apply cyber incident response plans, and assess risks, vulnerabilities and threats to cyber systems. They obtain the necessary theoretical background required to pursue further education and advanced degrees. With a major in cybersecurity, students should expect employment in both the industrial sector and in government agencies.

CYBERSECURITY MAJOR REQUIREMENTS		60 crs.
CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 215	INTRODUCTION TO DATABASES	(3)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 235	MATHEMATICS OF COMPUTING	(3)
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	(3)
CSI 330	DATA STRUCTURES AND ALGORITHMS	(3)
CSI 337	INFORMATION SECURITY	(3)
CSI 345	THE STRUCTURE OF OPERATING SYSTEMS	(3)
CSI 355	INFORMATION SECURITY POLICY AND LAW	(3)
CSI 357	ETHICAL HACKING	(3)
CSI 377	SECURE SOFTWARE DEVELOPMENT	(3)
CSI 434	INTRODUCTION TO CRYPTOGRAPHY	(3)
CSI 445	DATA MINING	(3)
CSI 450	COMPUTER NETWORKING AND COMMUNICATIONS	(3)
CSI 457	NETWORK SECURITY	(3)
CSI 467	DIGITAL FORENSICS	(3)
CSI 497	SENIOR SEMINAR I	(1)
CSI 498	SENIOR SEMINAR II	(2)
MTH 170	STATISTICS	(4)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

MANAGEMENT INFORMATION SYSTEMS (MIS)

■ Major: 57 credits

PROGRAM REQUIREMENTS:

- Major GPA required for graduation: 2.25.
- All courses for the major must be completed with a grade of C- or better.
- Capstone: Senior Seminar I (CSI 497) and Senior Seminar II (CSI 498)

Description of Major: Management information systems majors complete coursework in computing and business. They are prepared for graduate study; for employment as information technology managers, systems analysts, or tech consultants; or for other positions requiring an understanding of information technology in a business setting.

MANAGEMENT INFORMATION SYSTEMS MAJOR REQUIREMENTS		57 crs.
CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 215	INTRODUCTION TO DATABASES	(3)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 315	SYSTEMS ANALYSIS AN DESIGN	(3)
CSI 320	INFORMATION TECHNOLOGY MANAGEMENT (W)	(3)
CSI 337	INFORMATION SECURITY	(3)
CSI 417	PROJECT MANAGEMENT	(3)
CSI 497	SENIOR SEMINAR I	(1)
CSI 498	SENIOR SEMINAR II	(2)
CSI 369	SOCIAL, LEGAL AND ETHICAL ISSUES OF COMPUTING (W)	(3)
<i>or</i>		
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 303	BUSINESS LAW I	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MGT 376	OPERATIONS MANAGEMENT	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
MTH 170	STATISTICS	(4)

Creative Writing (ENG)

Division of Humanities

The creative writing minor benefits students who wish to develop their own voices of writers of poetry and/or fiction. Students pursuing a creative writing minor will undertake intensive study of the forms and techniques of writing genres, emerging as writers of poetry or fiction that shows increasing originality, interest, technique, and confidence. Through their coursework, students will gain greater understanding

Courses of Study

of the literary history and practices of poetry and fiction, while also learning to develop their own distinct writer's voice by producing a body of work of their own.

Students enrolled in the creative writing minor will take courses that introduce them to the aesthetic standards by which poetry and fiction are read, written, and evaluated. Coursework in the minor includes study of the work of major writers of poetry and fiction; classes focusing on discussion, development, and improvement of student-written work; and classes that develop understanding of the forms and history of language, the writer's medium. Students pursuing a creative writing minor must complete a senior thesis containing a substantial, polished sample of their own poetry or fiction. Students must earn a minimum cumulative G.P.A. of 2.25 in courses applied to the minor.

The creative writing minor promotes individual creativity while building strengths in writing, critical thinking, editing and revising, and sensitivity to language. While particularly beneficial to those who wish to pursue graduate study and careers as writers of poetry or fiction, the Creative writing minor is invaluable for students interested in pursuing careers in a variety of fields. Many employers value creative thinkers highly, and creative writing students find work in such fields areas as the fine arts, teaching, publishing, communications, and law.

CREATIVE WRITING MINOR REQUIREMENTS		19 crs.
REQUIRED COURSES		7 crs.
ENG 205	INTRODUCTION TO WRITING POETRY	(3)
ENG 206	INTRODUCTION TO WRITING FICTION (W)	(3)
ENG 460	CREATIVE WRITING THESIS	(1)
TWO COURSES FROM THE FOLLOWING		6 crs.
ENG 261	POETRY	(3)
<i>or</i>		
ENG 272	FICTION	(3)
ENG 305	ADVANCED WRITING OF POETRY	(3)
<i>or</i>		
ENG 306	ADVANCED WRITING OF FICTION (W)	(3)
ELECTIVES		6 crs.
TWO 300-LEVEL LITERATURE COURSES		

Dance (DAN)

Division of Visual and Performing Arts

- Minor: 18-22 credit hours
- All courses for the minor must be completed with a minimum GPA of 2.25.

PROGRAM REQUIREMENTS:

- Participation in the dance ensemble for four semesters.

Description of minor: Dance courses are available to all students and are particularly useful to students majoring in theatre or music. The minor is primarily performance oriented with a secondary emphasis on the history and theory of dance.

DANCE MINOR REQUIREMENTS		18-22 crs.
DAN 110	BEGINNING MODERN DANCE	(3)
DAN 120	BEGINNING BALLET	(3)
DAN 130	BEGINNING JAZZ DANCE	(3)
DAN 200	DANCE ENSEMBLE (FOUR SEMESTERS)	(0-1)
DAN 210	INTERMEDIATE / ADVANCED MODERN DANCE	(3)
DAN 220	INTERMEDIATE / ADVANCED BALLET	(3)
DAN 350	DANCE COMPOSITION	(3)

Data Analytics

Division of Science and Mathematics

- **BA or BS: 59 credit hours**
- **Major GPA required for graduation: 2.25**
- **All courses for the major must be completed with a grade of C- or better.**

PROGRAM REQUIREMENTS:

- **Complete core requirements**
- **Capstone: Internship in Mathematics (MTH 470) or Data Analytics Capstone (MTH 485)**

Description of Major: Data analytics is a major that focuses on the analysis of large, complex data sets. Students utilize skills from the areas of mathematics, statistics, and computer science to analyze large data sets. They will use specific subject domain knowledge and professional writing skills to present their analysis to a broad audience.

Student Learning Outcomes

Students will:

- Effectively manage and organize data sets and create solutions to analytical problems.
- Communicate analytics problems, methods, and findings: orally, visually, and in writing.
- Critically evaluate solutions to analytical problems.
- Develop subject area knowledge in a selected area.

Degree Preparation: The data analytics degree builds a broad base in the areas of mathematics and data management. Students will also develop their communication skills and subject knowledge in a selected area. Students will be prepared for a position in industry.

To major in data analytics, students must complete the core requirements, plus additional requirements in one of the following tracks: social science or business.

DATA ANALYTICS MAJOR CORE REQUIREMENTS **38 crs.**

MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
MTH 340	PROBABILITY	(3)
MTH 341	APPLIED STATISTICS	(4)
MTH 344	STATISTICAL LEARNING	(3)
MTH 360	LINEAR ALGEBRA	(3)
MTH 470	INTERNSHIP IN MATHEMATICS	(3)
<i>or</i>		
MTH 485	DATA ANALYTICS CAPSTONE	(3)
CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 330	DATA STRUCTURES AND ALGORITHMS	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

BACHELOR OF ARTS: SOCIAL SCIENCE TRACK **21 crs.**

Complete the core requirements, plus the following:

PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY 301	PSYCHOLOGICAL STATISTICS	(3)
PSY 396	RESEARCH METHODS	(3)
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 400	SOCIOLOGICAL THEORY	(3)
SOC 496	METHODS OF SOCIAL RESEARCH	(3)
PWR 210	INTRODUCTION TO PROFESSIONAL WRITING (W)	(3)

BACHELOR OF SCIENCE: BUSINESS TRACK **21 crs.**

Complete the core requirements, plus the following:

BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)

Economics (ECO)

Division of Social Sciences

- Major: 40 credit hours
- Minor: 22 credit hours
- Major GPA required for graduation: 2.25 for courses applied to the major

PROGRAM REQUIREMENTS:

- Capstone: Current Economic Issues (W) (ECO 450)
- Research: Econometrics (ECO 410)

Description of Major: Economics students focus on the study of the allocation of resources with an emphasis on personal, business, and public sector decision making. Students will be able to use economic tools like opportunity costs, supply, demand, marginal analysis, the equation of exchange, and the theory of trade. To be effective in these activities, students will develop their oral and written communication skills, their critical thinking skills, and their numerical skills.

Student Learning Outcomes

Students will:

- Apply critical thought regarding the environment of business.
- Demonstrate an understanding of the major concepts in the functional areas of business.
- Identify and apply economic analyses in professional situations.
- Assess the reliability of data and sources.
- Perform and communicate econometric analysis.

Degree Preparation: The major in economics provides a solid academic base and opens up a number of career options. These include positions in commercial banking, the securities business, financial planning, governmental agencies and consulting. The economics major also provides a sound foundation for post-graduate studies in economics, business administration, law, and public policy. Students interested in graduate studies in economics are advised to complete a number of upper level mathematics courses beyond calculus or complete an undergraduate major in mathematics.

ECONOMICS MAJOR REQUIREMENTS 40 crs.

REQUIRED COURSES 22 crs.

ECO 211	MICROECONOMICS	(3)
ECO 212	MACROECONOMICS	(3)
ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
ECO 410	ECONOMETRICS (MTH 170 IS A PREREQUISITE FOR ECO 410)	(3)
ECO 450	CURRENT ECONOMIC ISSUES (W)	(3)
MTH 170	STATISTICS	(4)

SIX COURSES FROM THE FOLLOWING 18 crs.

ECO 320	ECONOMICS OF SPORT	(3)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
ECO 352	LABOR ECONOMICS	(3)
ECO 380	TOPICS IN ECONOMICS	(3)
ECO 470	INTERNSHIP IN ECONOMICS	(3)
ECO 480	INDEPENDENT STUDY IN ECONOMICS	(3)
HIST 372	AMERICAN ECONOMIC HISTORY	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)
BUS 310	QUANTITATIVE METHODS IN BUSINESS	(3)

Courses of Study

ECONOMICS MINOR		22 crs.
ECO 211	MICROECONOMICS	(3)
ECO 212	MACROECONOMICS	(3)
ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
MTH 170	STATISTICS	(4)
	TWO ADDITIONAL UPPER LEVEL COURSES LISTED IN THE ECONOMICS MAJOR	(6)

English (ENG)

Division of Humanities

- Major, Literature Track: 47 credit hours
- Major, Literature and Writing Track: 47 credit hours
- Major, Secondary Education Track: 40 credit hours
- Minor: 18 Credit hours
- Major/Minor GPA required for graduation: 2.25
- All courses for the major or minor must be completed with a grade of C- or better.

PROGRAM REQUIREMENTS:

- Capstone: Seminar in English (ENG 490)
- Foreign Language: Two semesters of college-level foreign language.

Mission: The mission of the English program is to offer a wide range of courses in literature and writing to prepare students for graduate study and careers in teaching and other professions.

Description of Major: In an increasingly information-based economy, McKendree University's English faculty teach students, both through its general education requirements and its English major, to read closely, think critically, and write well. As students pursue an English major, they develop a better understanding of the cultural, historical, ethical, aesthetic, and linguistic dimensions that shape all of us. Students refine their analytical and research skills as they learn to write with clarity, coherence, creativity, and precision. As the English major progresses from introductory surveys to its capstone course, students complete increasingly more challenging assignments and perform more in-depth analysis of literary texts and genres.

Through class discussions, lectures, events and student groups such as Sigma Tau Delta and the Literary Interest Society, the English department faculty and students strive to create and nourish a rich intellectual environment. In addition, publications such as *The McKendree Review* and *Montage* offer venues for students to publish their work.

To major in English a student must complete at least 24 credit hours of English courses at McKendree. At least 21 hours of the English major (literature and writing track) must be taken from courses numbered 300 or above.

In addition to the courses required for the English/secondary education track, it is also recommended that students in secondary education take one or more journalism courses. In addition, it is recommended that secondary education English majors with an interest in teaching drama and theatre take Dramatic Literature and/or any theatre (THE) course as electives as well as participate in the university's theatre productions. General education and professional education requirements must also be met for licensure. These are listed in the section titled "Initial Secondary License" in the courses of study section of this catalog under Education.

Students who are considering graduate school in English should make an effort to take as many of the following courses as possible: ENG 303, ENG 304, ENG 311, ENG 317, ENG 318, and ENG 319. These courses should enhance students' performance on the English Graduate Record Examination.

Students should check the general education portion of the catalog to determine which English courses will satisfy the general education literature requirement and the general education cross cultural requirement.

Student Learning Outcomes

Students will:

- Enhance their skills in oral and written communication.
- Develop the ability to read and interpret literature critically.
- Develop the ability to appreciate literature and respond to it intellectually, aesthetically, and effectively.
- Understand their own cultural heritage as well as the cultural heritage of others.
- Enhance their sensitivity to and understanding of language.
- Improve their skills in written communication: invention, drafting, revising, editing, and polishing.

Degree Preparation: English is recognized as an excellent pre-professional major in such fields as law, medicine, business, federal service, and publishing. The skills in writing, critical thinking, and analysis learned by the English major provide a solid preparation for the prospective writer, editor, lawyer, teacher, public relations worker, and advertising or business executive.

Unless otherwise noted, ENG 111 and 112, or instructor consent, are prerequisites for all English courses numbered 300 and higher.

ENGLISH MAJOR REQUIREMENTS: Literature Track		44 crs.
ENG 290	WAYS OF READING (W)	(3)
ENG 303	AMERICAN LITERATURE TO 1900	(3)
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT	(3)
ENG 307	APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)	(3)
ENG 313	TOPICS IN SHAKESPEARE	(3)
ENG 374	AMERICAN LITERATURE AND CULTURE	(3)
ENG 470	INTERNSHIP IN ENGLISH	(3)
ENG 490	SEMINAR IN ENGLISH (W)	(4)
HUM 221	CAREERS IN THE HUMANITIES	(1)
	FOREIGN LANGUAGE	(6)

FOUR COURSES FROM THE FOLLOWING

ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE	(3)
ENG 312	RENAISSANCE BRITISH LITERATURE	(3)
ENG 317	BRITISH ROMANTICISM	(3)
ENG 318	VICTORIAN LITERATURE	(3)
ENG 319	MODERN AND CONTEMPORARY BRITISH LITERATURE	(3)
	ADDITIONAL ENGLISH ELECTIVES AS NEEDED	

ENGLISH MAJOR REQUIREMENTS: LITERATURE AND WRITING TRACK 41 crs.

ENG 290	WAYS OF READING (W)	(3)
ENG 307	APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)	(3)
ENG 313	TOPICS IN SHAKESPEARE	(3)
ENG 470	INTERNSHIP IN ENGLISH	(3)
ENG 490	SEMINAR IN ENGLISH (W)	(4)
HUM 221	CAREERS IN THE HUMANITIES	(1)
	FOREIGN LANGUAGE	(6)

ONE COURSE FROM THE FOLLOWING

ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE	(3)
ENG 312	RENAISSANCE BRITISH LITERATURE	(3)

ONE COURSE FROM THE FOLLOWING

ENG 317	BRITISH ROMANTICISM	(3)
ENG 318	VICTORIAN LITERATURE	(3)
ENG 319	MODERN AND CONTEMPORARY BRITISH LITERATURE	(3)

WRITING REQUIREMENTS: FOUR COURSES FROM THE FOLLOWING

ENG 205	INTRODUCTION TO WRITING POETRY	(3)
ENG 206	INTRODUCTION TO WRITING FICTION (W)	(3)
ENG 220-229	TOPICS IN WRITING, LANGUAGE AND RHETORIC	(3)
ENG 305	ADVANCED WRITING OF POETRY	(3)
ENG 306	ADVANCED WRITING OF FICTION (W)	(3)
ENG 307	APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)	(3)
ENG 320-329	TOPICS IN WRITING, LANGUAGE AND RHETORIC (W)	(3)
JRN 351	WRITING FOR THE NEWS MEDIA (W)	(3)
JRN 353	FEATURE WRITING (W)	(3)
PWR 210	INTRODUCTION TO PROFESSIONAL WRITING (W)	(3)
PWR 340	EDITING FOR PUBLICATION	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
	ADDITIONAL ENGLISH ELECTIVES AS NEEDED	

ENGLISH MAJOR REQUIREMENTS: SECONDARY EDUCATION TRACK 37 crs.

ENG 290	WAYS OF READING (W)	(3)
ENG 303	AMERICAN LITERATURE TO 1900	(3)
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT	(3)
ENG 307	APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)	(3)
ENG 309	WORLD LITERATURE I	(3)
<i>or</i>		
ENG 310	WORLD LITERATURE II	(3)
ENG 313	TOPICS IN SHAKESPEARE	(3)
ENG 490	SEMINAR IN ENGLISH (W)	(4)
	FOREIGN LANGUAGE	(6)

ONE COURSE FROM THE FOLLOWING

ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE	(3)
ENG 312	RENAISSANCE BRITISH LITERATURE	(3)

ONE COURSE FROM THE FOLLOWING

ENG 317	BRITISH ROMANTICISM	(3)
ENG 318	VICTORIAN LITERATURE	(3)
ENG 319	MODERN AND CONTEMPORARY BRITISH LITERATURE	(3)

MULTICULTURAL REQUIREMENT: ONE COURSE FROM THE FOLLOWING

ENG 252	AMERICAN ETHNIC LITERATURE	(3)
ENG 254	AFRICAN AMERICAN LITERATURE	(3)

For a list of professional education program requirements, see the secondary education section under "School of Education."

ENGLISH MINOR REQUIREMENTS: 18 crs.**ONE COURSE FROM THE FOLLOWING**

ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE	(3)
ENG 312	RENAISSANCE BRITISH LITERATURE	(3)
ENG 317	BRITISH ROMANTICISM	(3)
ENG 318	VICTORIAN LITERATURE	(3)
ENG 319	MODERN AND CONTEMPORARY BRITISH LITERATURE	

ONE COURSE FROM THE FOLLOWING

ENG 303	AMERICAN LITERATURE TO 1900	(3)
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT	(3)
ENG 374	AMERICAN LITERATURE AND CULTURE	(3)

ONE COURSE FROM THE FOLLOWING

ENG 309	WORLD LITERATURE I	(3)
ENG 310	WORLD LITERATURE II	(3)
	ADDITIONAL ENGLISH ELECTIVES AS NEEDED	

Environmental Studies (ENS)

Division of Science and Mathematics

- **B.A. Major: 48-50 hours**
- **Minor: 26-27 hours**
- **Major/minor GPA required for graduation: 2.25**

PROGRAM REQUIREMENTS:

- **Capstone: Seminar in Environmental Studies (ENS 490)**
- **Research: Seminar in Environmental Studies (ENS 490)**
- **Service: Seminar in Environmental Studies (ENS 490)**
- **Other Requirements: Complete core, additional, and elective requirements**

Description of Major: Environmental studies is a field that integrates the natural sciences with other disciplines. Through critical thinking and the use of the scientific method, environmental studies evaluates the complex relationships between humans and the environment.

Student Learning Outcomes

Students will:

- Practice scientific inquiry using the scientific method
- Effectively communicate to broad audiences, including individuals with scientific and non-scientific backgrounds.
- Integrate historical, ethical, sociological, economical, and scientific knowledge as it applies to current environmental issues and propose solutions.
- Develop professional skills associated with their career goals.

Degree Preparation: The environmental studies program prepares students to enter careers or pursue graduate work in a variety of fields, including those in environmental science, business, policy, law, and public health.

Students must earn a C- or better and must maintain a minimum cumulative GPA of 2.25 in all courses applied to the major or minor. No more than four credit hours of internship may be applied towards the major.

BACHELOR OF ARTS MAJOR REQUIREMENTS 48-50 crs.

CORE REQUIREMENTS 30 crs.

BIO 101	INTRODUCTORY BIOLOGY	(4)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
CHE 100	CHEMISTRY IN THE MODERN WORLD	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ENS 490	SEMINAR IN ENVIRONMENTAL STUDIES (W)	(3)
ES 105	EARTH SCIENCE	(4)
MTH 170	STATISTICS	(4)
PHI 208	ENVIRONMENTAL ETHICS	(3)
PSI 309	PUBLIC POLICY	(3)

FOUR COURSES FROM THE FOLLOWING **12-13 crs.**

Students may take all of these courses and use the additional course as an elective.

BIO 320	CONSERVATION BIOLOGY	(3)
BIO 325	FIELD BOTANY	(4)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
ENG 255	LITERATURE AND THE ENVIRONMENT	(3)
HIS		
275/375	UNITED STATES ENVIRONMENTAL HISTORY	(3)
REL 355	RELIGION AND CONCERN FOR THE NATURAL ENVIRONMENT (W)	(3)

TWO COURSES FROM THE FOLLOWING **6-7 crs.**

One course must be upper-level.

BIO 303	ECOLOGY (W)	(5)
BIO 350	ANIMAL BEHAVIOR	(3)
BIO 430	BIOTECHNOLOGY	(4)
GLS 101	INTRODUCTION TO GLOBAL STUDIES	(3)
SOC 356	POPULATION AND DEMOGRAPHY	(3)
ENS		
280-289	SPECIAL TOPICS IN ENVIRONMENTAL STUDIES	(3)
ENS		
380-389	SPECIAL TOPICS IN ENVIRONMENTAL STUDIES	(3)
ENS 470	INTERNSHIP	(3-4)
ENS 480	INDEPENDENT STUDY	(1-4)

ENVIRONMENTAL STUDIES MINOR REQUIREMENTS **26-27 crs.****CORE REQUIREMENTS** **20 crs.**

BIO 101	INTRODUCTORY BIOLOGY	(4)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ES 105	EARTH SCIENCE	(4)
PHI 208	ENVIRONMENTAL ETHICS	(3)
PSI 309	PUBLIC POLICY	(3)

TWO COURSES FROM THE FOLLOWING **6-7 crs.**

BIO 320	CONSERVATION BIOLOGY	(3)
BIO 325	FIELD BOTANY	(4)
ENG 255	LITERATURE AND THE ENVIRONMENT	(3)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
HIS		
275/375	UNITED STATES ENVIRONMENTAL HISTORY	(3)
REL 355	RELIGION AND CONCERN FOR THE NATURAL ENVIRONMENT (W)	(3)
ENS		
280-289	SPECIAL TOPICS IN ENVIRONMENTAL STUDIES	(3)
ENS		
380-389	SPECIAL TOPICS IN ENVIRONMENTAL STUDIES	(3)
ENS 470	INTERNSHIP	(3-4)
ENS 480	INDEPENDENT STUDY	(1-4)
ENS 490	SEMINAR IN ENVIRONMENTAL STUDIES (W)	(3)

Ethnic Studies

Division of Social Sciences

The ethnic studies minor complements McKendree's more traditional liberal arts majors as well as its professional courses of study. This minor benefits students in professional programs seeking knowledge to enhance a selected career path just as much as students in traditional liberal arts contemplating graduate study in their fields. Students from all majors would thrive with an ethnic studies minor. Individuals who complete this program will gain comparative insight into how scholars from different disciplines—including history, religion, sociology, literature, writing, communication, and psychology—pose and answer questions about race and ethnicity.

Students who minor in ethnic studies will enroll in a variety of courses designed to help them understand the construction and functioning of ethnicity both in the United States and in a global context. By the end of their studies, students should be able to (a) analyze diverse ethnic communities in a sympathetic and even-handed manner; (b) explain how racial/ethnic heritage can influence the way people understand and relate to the world around them; (c) discuss the effects of racial or ethnic prejudice in American society, including their own lives; (d) function more effectively as citizens in our increasingly pluralistic society; and (e) relate more empathetically to people from diverse racial or ethnic backgrounds.

To minor in ethnic studies:

1. Students must take six courses for a total of eighteen credit hours. Students must also earn a minimum cumulative GPA of 2.25 in courses applied to the minor.
2. Students can take no more than six hours from any one discipline.
3. At least six hours must be at the upper division level.
4. Relevant internship hours may be substituted for three hours of the minor requirements.

ETHNIC STUDIES MINOR REQUIREMENTS 18 crs.

HIS 276	MINORITIES IN THE AMERICAN EXPERIENCE	(3)
<i>or</i>		
HIS 376	MINORITIES IN THE AMERICAN EXPERIENCE	(3)

FIVE COURSES FROM THE FOLLOWING

ANT 149	CULTURAL ANTHROPOLOGY	(3)
ENG 252	ETHNIC LITERATURE	(3)
HIS 277/377	AFRICAN-AMERICAN HISTORY	(3)
MGT/ MKT 340	INTERNATIONAL BUSINESS	(3)
MUS 265	MUSIC AND WORLD CULTURES	(3)
PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
PSI 220	COMPARATIVE GOVERNMENT	(3)
REL 240	RELIGION AND RACE	(3)
REL 250	RELIGIONS OF THE WORLD	(3)
SOC 360	RACE AND ETHNIC RELATIONS	(3)

Forensic Studies (FOR)

Division of Social Sciences

The forensic studies minor can be focused in chemistry, psychology, sociology, or other disciplines. The forensic studies minor would be beneficial to students in any major interested in graduate work or careers related to forensics or crime.

Please note, students wishing to pursue graduate work or advanced study should research the requirements and prerequisites for their desired programs early enough to ensure that additional coursework can be added, if needed. This minor is intended to provide an introduction, but additional courses will be required for admission to specific graduate programs.

To obtain a minor in forensic studies, students must earn a cumulative GPA of at least 2.50 in all courses applied to the minor. Relevant internship hours may be substituted for three credit hours of the minor, and no more than six credit hours can be taken from any one discipline for the additional nine required hours.

FORENSIC STUDIES MINOR REQUIREMENTS		22 crs.
CHE 100	CHEMISTRY IN THE MODERN WORLD	(3)
FOR 101	FORENSIC STUDIES CORNERSTONE	(1)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY 305	FORENSIC PSYCHOLOGY	(3)
SOC 170	INTRODUCTION TO CRIMINAL JUSTICE	(3)

THREE COURSES FROM THE FOLLOWING

CSI 369	SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W)	(3)
PSY 275	BIOPSYCHOLOGY	(3)
PSY 315	ABNORMAL PSYCHOLOGY	(3)
PSY 370	PSYCHOLOGY OF HUMAN SEXUALITY	(3)
PSY/		
SOC 401	SOCIAL PSYCHOLOGY	(3)
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 220	JUVENILE DELINQUENCY	(3)
SOC 230	POLICE AND URBAN SOCIETY	(3)
SOC 250	CHILD WELFARE	(3)
SOC 371	SOCIOLOGY OF DEVIANCE	(3)

Gender Studies

Division of Social Sciences

The gender studies minor complements McKendree's more traditional liberal arts majors as well as its professional courses of study. This minor benefits students in professional programs seeking knowledge to enhance a selected career path just as much as students in traditional liberal arts contemplating graduate study in their fields. Students from all majors would thrive with a gender studies minor. Individuals who complete this program will gain comparative insight into how scholars from

different disciplines – including history, sociology, literature, writing, communication, and psychology – pose and answer questions about gender.

Students who minor in gender studies will enroll in a variety of courses designed to help them understand the multiple experiences and viewpoints of women and men in contemporary society and in history, the gendered constructions of power in America and in the world, the representations of gender in literature, and the psychology and sociology of gender. As a result of this focused study, students should be able to (a) describe the varied and complex relations among social ideology, social structures/hierarchies, gender roles, and sexuality in various cultures; (b) identify the presence and effects of gender discrimination in the United States and other societies; (c) analyze cultural artifacts and texts using the interdisciplinary methods of gender criticism; (d) summarize the basic elements of a feminist critique of Western society, including its political implications; (e) evaluate various theories about the inherent similarities and differences among and between women and men; (f) recover the long-neglected history and viewpoints of women in various cultures around the world; and (g) relate more effectively to individuals of the other gender in their social and professional lives.

To minor in gender studies:

1. Students must take six courses for a total of eighteen credit hours. Students must also earn a minimum cumulative GPA of 2.25 in courses applied to the minor.
2. No more than six (6) hours can be taken from any one discipline.
3. Six hours must be at the upper division level.
4. Relevant internship hours may be substituted for three hours of the minor requirements.

GENDER STUDIES MINOR REQUIREMENTS

18 crs.

HIS 271

or

HIS 371 U.S. WOMEN'S HISTORY (3)

FIVE COURSES FROM THE FOLLOWING

SOC 320 SOCIOLOGY OF FAMILIES (3)

SOC 350 SOCIOLOGY OF GENDER (3)

ENG 235 GENDER IN LITERATURE (3)

PSI 315 GENDER AND INTERNATIONAL RELATIONS (3)

PSY 265 PSYCHOLOGY OF GENDER (3)

PSY 370 PSYCHOLOGY OF HUMAN SEXUALITY (3)

REL 235 RELIGION AND GENDER (3)

COM 375 GENDER AND COMMUNICATION (3)

Gerontology (GRN)

Division of Social Sciences

Gerontology is the study of the psychological, sociological, and physiological facets of human aging. The minor in gerontology is designed to give a background and context for those who wish to enter positions that deal with meeting the needs

of the elderly. To minor in gerontology, a student must complete 21 hours in gerontology courses. If PSY 321, PSY 322 and PSY 302 are used toward a psychology major or psychology minor, they may not also be counted toward meeting the 21-hour requirement for the gerontology minor.

All courses for the minor must be completed with a grade of C- or better.

GERONTOLOGY MINOR REQUIREMENTS **19 crs.**

PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY/		
GRN 322	PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING	(4)
PSY 321	PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING	(3)
GRN 495	SENIOR ESSAY IN GERONTOLOGY (W)	(3)

TWO COURSES FROM THE FOLLOWING

PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)
SOC 260	SOCIOLOGY OF THE FAMILY	(3)
SOC 270	SOCIAL PROBLEMS	(3)

Global Studies (GLS)

Division of Social Sciences

- **Major: 39 credit hours**
- **Minor: 24 credit hours**
- **All major and minor courses must be completed with a grade of C- or better.**

PROGRAM REQUIREMENTS:

- **Capstone: Senior Survey in Global Studies (GLS 498)**
- **Research: Research Methods (PSI 296)**
- **Foreign Language (6 credit hours)**

Description of Major: Global studies is a major that studies the world as an interacting human community, including the movement of goods, the migration of people, the spread of technologies, and the mixing of cultures. Today's global world leads to such interdependence that the greatest issues faced by humanity – climate change, economic stability, disease, terrorism, hunger, poverty, war and conflict, etc. – require global solutions. The global studies program focuses on these processes and problems.

Student Learning Outcomes

Students will:

- Understand how various theories describe globalization and explain its causes and consequences.
- Understand globalization policy debates, particularly regarding the environment and human rights.
- Understand the ethical implications of global citizenship.
- Acquire skills in a foreign language in order to communicate effectively in other societies.

Degree Preparation: Career opportunities for students with global studies degrees include international organizations, international business, economic development, international law, human rights, humanitarian groups, health, the environment, mass communication and a wide variety of government agencies.

GLOBAL STUDIES MAJOR REQUIREMENTS **39 crs.**

GLS 101	INTRODUCTION TO GLOBAL STUDIES	(3)
GLS 498	SENIOR SEMINAR IN GLOBAL STUDIES (W)	(3)
PSI 296	RESEARCH METHODS	(3)
	FOREIGN LANGUAGE	(6)

THREE COURSES FROM THE FOLLOWING

PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
GLS 240	CROSS CULTURAL PRACTICUM	(3)
HIS 163	20TH CENTURY WORLD HISTORY	(3)
REL 210	RELIGIONS OF THE EAST	(3)
PHI 202	INTRODUCTION TO PHILOSOPHIES OF ASIA, AFRICA, AND LATIN-AMERICA	(3)

FIVE COURSES FROM THE FOLLOWING

SOC 354	URBAN SOCIOLOGY	(3)
SOC 356	POPULATION AND DEMOGRAPHY	(3)
SOC 357	INEQUALITY AND ENVIRONMENTAL SOCIOLOGY	(3)
PSI 311	INTERNATIONAL ORGANIZATIONS (W)	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)
PHI 325	PHILOSOPHY OF RELIGION (W)	(3)
COM 353	INTERCULTURAL COMMUNICATION	(3)

GLOBAL STUDIES MINOR REQUIREMENTS **24 crs.**

GLS 101	INTRODUCTION TO GLOBAL STUDIES	(3)
	FOREIGN LANGUAGE	(6)

TWO COURSES FROM THE FOLLOWING

PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
HIS 163	TWENTIETH CENTURY WORLD HISTORY	(3)
GLS 240	CROSS CULTURAL PRACTICUM	(3)

THREE COURSES FROM THE FOLLOWING

COM 353	INTERCULTURAL COMMUNICATION	(3)
SOC 354	URBAN SOCIOLOGY	(3)
SOC 356	POPULATION AND DEMOGRAPHY	(3)
SOC 357	INEQUALITY AND ENVIRONMENTAL SOCIOLOGY	(3)

PSI 311	INTERNATIONAL ORGANIZATIONS (W)	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)

History (HIS)

Division of Social Sciences

- **BA Major in History: 41 credit hours**
- **BS Major in History Education: 37 credit hours**
- **Minor: 18 credit hours**
- **Major/Minor GPA required for graduation: 2.5 cumulative GPA and all major courses completed with a C- or better. For students pursuing an initial licensure in secondary education, all coursework taken towards licensure must be completed with a C or better.**

PROGRAM REQUIREMENTS:

- **Capstone in History: Senior Thesis in History (HIS 410)**
- **Capstone in History Education: Student Teaching**
- **Research: Historical Methods (HIS 110) and Seminar In Historical Research (HIS 310)**
- **Foreign Language: 6 credit hours for the BA in History**

Description of Major: The study of history is a solid preparation for life in an increasingly unpredictable modern world. Its study sharpens abilities to analyze and evaluate information critically, to interpret relationships, to translate ideas into different forms, to apply concepts to varying situations, to synthesize new concepts from given information, and to evaluate alternate courses of action or interpretations of historical data. A history major will develop strong writing and research capabilities, culminating in a major original research paper based on primary source materials.

Student Learning Outcomes:

Students will:

- Build historical knowledge.
- Interpret primary and secondary sources to make historical arguments.
- Apply historical methods and the research process using discipline-specific standards, i.e., the Chicago Manual of Style.
- Create historical arguments and narratives to answer research questions.

Degree Preparation: History has proven to be an outstanding preparation for successful careers in law, teaching, business, writing, and other fields. Social science secondary education students who are interested in procuring a history concentration may pursue a Bachelor of Science in history education. This degree, while not as comprehensive as the traditional history major, will nevertheless enable the holder to compete for teaching positions within the state of Illinois, seek a variety of business and non-profit professional careers in which the traditional liberal arts are valued, and pursue graduate studies in history.

Courses of Study

HISTORY MAJOR REQUIREMENTS **41 crs.**

HIS 110	HISTORICAL METHODS	(1)
HIS 161	WORLD CIVILIZATION TO 1450	(3)
HIS 162	WORLD CIVILIZATION SINCE 1450	(3)
HIS 163	TWENTIETH CENTURY WORLD HISTORY	(3)
HIS 261	UNITED STATES HISTORY TO 1865	(3)
HIS 262	UNITED STATES HISTORY SINCE 1865	(3)
HIS 310	SEMINAR IN HISTORICAL RESEARCH	(1)
HIS 410	SENIOR THESIS IN HISTORY (W)	(3)
	FOREIGN LANGUAGE	(6)
	ADDITIONAL HISTORY ELECTIVES	(15)
	(6 MUST BE 300-LEVEL US AND 6 MUST BE 300-LEVEL NON-US)	

HISTORY EDUCATION MAJOR REQUIREMENTS**REQUIRED HISTORY COURSES** **37 crs.**

HIS 110	HISTORICAL METHODS	(1)
HIS 161	WORLD CIVILIZATION TO 1450	(3)
HIS 162	WORLD CIVILIZATION SINCE 1450	(3)
HIS 163	TWENTIETH CENTURY WORLD HISTORY	(3)
HIS 261	UNITED STATES HISTORY TO 1865	(3)
HIS 262	UNITED STATES HISTORY SINCE 1865	(3)
HIS 331	ILLINOIS HISTORY	(3)
HIS 372	AMERICAN ECONOMIC HISTORY	(3)
HIS 376	MINORITIES IN THE AMERICAN EXPERIENCE	(3)
	<i>or</i>	
HIS 371	U.S. WOMEN'S HISTORY	(3)
	ADDITIONAL HISTORY ELECTIVES	(12)
	(6 MUST BE 300-LEVEL US AND 6 MUST BE 300-LEVEL NON-US)	

RECOMMENDED ELECTIVES

SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SSC 150	WORLD GEOGRAPHY	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
PSI 101	AMERICAN POLITICS	(3)
PSI 102	STATE AND LOCAL GOVERNMENT	(3)
PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)

For a list of professional education program requirements, see the secondary education section under "School of Education."

RECOMMENDED ELECTIVES

PHI 363	HISTORY OF PHILOSOPHY: GREEK AND MEDIEVAL (W)	(3)
PHI 364	HISTORY OF PHILOSOPHY: RENAISSANCE AND MODERN (W)	(3)
PSI 101	AMERICAN POLITICS	(3)
PSI 230	INTRODUCTION TO POLITICAL THEORY	(3)
ANT 149	INTRODUCTION TO CULTURAL ANTHROPOLOGY	(3)

HISTORY MINOR REQUIREMENTS		18 crs.
HIS 161	WORLD CIVILIZATION TO 1450	(3)
<i>and</i>		
HIS 162	WORLD CIVILIZATION SINCE 1450	(3)
<i>or</i>		
HIS 261	UNITED STATES HISTORY TO 1865	(3)
<i>and</i>		
HIS 262	UNITED STATES HISTORY SINCE 1865	(3)
	ADDITIONAL HISTORY ELECTIVES	(12)
	(9 CREDITS MUST BE AT THE 300 LEVEL OR ABOVE.)	

Journalism (JRN)

Division of Humanities

- **Minor: 21 credit hours**
- **Minor GPA required for graduation: 2.50**

PROGRAM REQUIREMENTS:

- **Five course courses (as listed below)**
- **Capstone: Internship in Journalism (JRN 470)**

Description of Minor: The journalism minor provides students with the classroom and real-world experience to work as professional journalists. Despite radical transformations, writing and researching skills remain the two most important skills required to create excellent journalism and therefore why they lie at the heart of the minor. By selecting appropriate electives, students can create a deeper focus on particular skill and study areas. The minor's core courses develop strong reporting and editing skills, as well as a solid understanding of media ethics and the legal issues that arise when covering the news. All journalism minors also receive training in media design. The required internship ensures that students practice journalism skills in a professional context. Involvement with the student newspaper, online radio outlet, university communications operations, and other on-campus media opportunities significantly broaden classroom-based learning.

Student Learning Outcomes

Students will:

- Write well-developed articles.
- Supplement articles with appropriate photos and graphical materials.
- Edit their own writing as well as other writers' work.
- Handle the ethical dilemmas and legal issues that arise when doing journalism.
- Design editorial content for print and online outlets.
- Perform editorial duties in a professional context.
- Create an occupationally-relevant portfolio.

Degree Preparation: The journalism minor prepares students to be proficient and ethical professionals in a wide variety of media and related careers. Students

Courses of Study

learn to write well-developed articles for internet, newspaper, magazine, and other outlets. Students also learn the editing, revising, media design, and researching skills required of media professionals.

JOURNALISM MINOR REQUIREMENTS **21 crs.**

JRN 237	INTRODUCTION TO MASS COMMUNICATIONS	(3)
JRN 351	WRITING FOR THE NEWS MEDIA (W)	(3)
JRN 353	FEATURE WRITING (W)	(3)
JRN 372	WEB AND PRINT PUBLICATION DESIGN	(3)
JRN 470	INTERNSHIP IN JOURNALISM	(3)
	ELECTIVES	(6)

ELECTIVES

ART 245	PHOTOGRAPHY	(3)
JRN 215	PRACTICUM I	(1-2)
JRN 216	PRACTICUM II	(1-2)
JRN 375	TRAVEL WRITING (W)	(3)
PSI 102	STATE AND LOCAL GOVERNMENT	(3)
PHI 390	ETHICS AND PUBLIC POLICY (W)	(3)
COM 401	FREEDOM OF SPEECH	(3)
	OTHER ELECTIVES APPROVED BY JOURNALISM FACULTY	

3+3 LAW PROGRAM

Division of Humanities

The 3+3 law program is a partnership between McKendree University and St. Louis University (SLU) School of Law. The program allows students to earn a bachelor's degree from McKendree University and a JD from SLU in a total of six years.

Students who qualify for this program will spend their first three years at McKendree's Lebanon campus completing all general education and major requirements. The last three years will be spent at SLU School of Law. After successful completion of the first year of law school at SLU, students will transfer 30 credit hours from SLU to McKendree University and be awarded an undergraduate degree from McKendree.

Overview

- The 3+3 program does not guarantee admission to SLU School of Law.
- A McKendree University bachelor's degree is earned after a student admitted to the 3+3 program completes the first year of law school at SLU.
- No more than 30 credit hours may be transferred from SLU toward the 120 credit hours needed to complete a bachelor's degree at McKendree. The 30 hours transferred from SLU will be counted as upper-level electives toward the McKendree University degree.

Admission to and Progress Through the 3+3 Law Program

To gain admission to McKendree's 3+3 law program, candidates must:

- Achieve a combined minimum of 1950 on the SAT or a composite of 29 on the ACT.
- Earn a minimum high school GPA of 3.5.
- Apply to the 3 Plus 3 Program when applying to McKendree or during the first year of your McKendree undergraduate experience.
- Interview in person with the McKendree 3+3 program advisor, Dr. Kevin Zanelotti.

To progress through the McKendree phase of the 3+3 program, students must:

- Enroll as a full-time student at McKendree University's Lebanon campus. A minimum of 15 credit hours per semester is highly recommended.
- Declare a major.
- Complete a minimum of 30 credit hours in residence at McKendree University's Lebanon campus with a GPA of at least 3.5.
- Take the Law School Admissions Test (LSAT) at the beginning of their third year at McKendree, complete the SLU School of Law application, and submit a Certificate of Eligibility form from McKendree University.

To progress through the SLU School of Law phase of the 3+3 program, students must:

- Complete a minimum of 2 semesters in residence at SLU School of Law.
- Complete a minimum of 30 credit hours at SLU School of Law.

Legal Studies

Division of Humanities

While obtaining admission into law school is very competitive, McKendree University has an excellent reputation preparing students for taking the LSAT and for gaining admission to prominent law schools.

No single major is required to gain admission into law school. However, law schools look for specific courses in political science, philosophy, sociology, and history on transcripts. Law schools also look for applicants with quantitative courses such as economics, business, mathematics, logic, and finance. Law schools expect excellent writing and research skills.

Law schools require applicants to complete a standardized test, the Law School Admissions Test (LSAT). Logic and other courses that emphasize critical thinking will help performance on the LSAT.

The Legal Studies minor complements many majors. This minor benefits students in their future careers, graduate school aspirations, and personal development.

Students who minor in Legal Studies will enroll in a variety of courses designed to help them understand multiple perspectives and to give them courses that will help prepare them for law school or professions related to the law.

To minor in Legal Studies:

1. Complete 22 credit hours. Students must also earn a minimum cumulative GPA of 2.50 in courses applied to the minor.
2. No more than two courses can be taken from any one discipline.

3. Nine hours must be at the upper division level.
4. Relevant internship hours may be substituted for three hours of the minor requirements.

LEGAL STUDIES MINOR REQUIREMENTS **22 crs.**

PHI 204	LOGIC	(3)
BUS 303	BUSINESS LAW I	(3)

FIVE COURSES FROM THE FOLLOWING **15 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
BUS 304	BUSINESS LAW II	(3)
PSI 101	AMERICAN POLITICS	(3)
PSI 305	CONSTITUTIONAL LAW	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSY/		
SOC 401	SOCIAL PSYCHOLOGY	(3)
SOC 170	INTRODUCTION TO CRIMINAL JUSTICE	(3)
SOC 235	CORRECTIONAL INSTITUTIONS	(3)
COM 115	SPEECH AND DEBATE ACTIVITIES	(.5-3)
COM 391	PERSUASION	(3)

**SUGGESTED COURSES THAT WILL NOT FULFILL THE MINOR
BUT WOULD FULFILL GENERAL EDUCATION REQUIREMENTS**

ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
HIS 261	UNITED STATES HISTORY SINCE 1865	(3)
PHI 201	INTRODUCTION TO PHILOSOPHY	(3)
PHI 390	ETHICS AND PUBLIC POLICY (W)	(3)
PSI 102	STATE AND LOCAL GOVERNMENT	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
COM 210	ARGUMENTATIVE COMMUNICATION	(3)
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)

Mathematics (MTH)

Division of Science and Mathematics

- BA, General Track: 48 credit hours
- BA, Secondary Education Track: 40 credit hours
- BS, Financial and Actuarial Sciences Track: 53-58 credit hours
- BS, General Track: Minimum of 60 credit hours
- Minor: 18 credit hours
- Major/Minor GPA required for graduation: 2.25
- All courses for the major/minor must be completed with a grade of a C- or better.

PROGRAM REQUIREMENTS:

- Complete mathematics core requirements
- Capstone: Seminar in Mathematics (MTH 490) or Internship in Mathematics (MTH 470)

Description of Major: Mathematics is the science of quantity, change, structure, and space. While solving problems culled from a broad body of knowledge, mathematics majors will develop rigorous analytical abilities and sharpen their oral and written communication skills.

Student Learning Outcomes

Students will:

- Use standard mathematical techniques to solve problems.
- Apply standard proof techniques in the verification of mathematical truth.
- Gain proficiency in using analytical software.
- Effectively communicate mathematics in both oral and written forms.

Degree Preparation: The mathematics degree prepares students for a wide variety of careers, including careers in teaching, private industry, government agencies, actuarial science, and law. Students interested in attending graduate school in mathematics or statistics should seek advice from the full-time mathematicians. In addition, upon finishing the financial and actuarial sciences track, a graduate should be prepared to immediately seek employment with a variety of companies and/or to take the first two actuarial exams.

To major in mathematics, students must complete the core requirements, plus additional requirements listed under one of the following tracks: general, secondary education, financial and actuarial sciences.

MATHEMATICS MAJOR CORE REQUIREMENTS **28 crs.**

MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
MTH 212	CALCULUS III	(4)
MTH 300	TRANSITION TO ADVANCED MATHEMATICS	(3)
MTH 340	PROBABILITY	(3)
MTH 341	APPLIED STATISTICS	(4)
MTH 360	LINEAR ALGEBRA	(3)
MTH 490	SEMINAR IN MATHEMATICS	(3)

BACHELOR OF ARTS: GENERAL TRACK **48 crs.**

Complete the core requirements, plus the following:

MTH 392	INTRODUCTION TO ANALYSIS	(3)
MTH 393	MODERN ALGEBRA I	(3)
CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 230	INTRODUCTION TO COMPUTING II	(4)

TWO COURSES FROM THE FOLLOWING

MTH 301	COLLEGE GEOMETRY	(3)
MTH 320	FINANCIAL MATHEMATICS	(3)
MTH 343	NUMBER THEORY	(3)
MTH 366	NUMERICAL ANALYSIS	(3)
MTH 370	DIFFERENTIAL EQUATIONS AND MODELING	(3)
MTH 372	PARTIAL DIFFERENTIAL EQUATIONS	(3)
MTH 375	DISCRETE MODELS	(3)
MTH 376	GRAPH THEORY	(3)
MTH 394	MODERN ALGEBRA II	(3)

RECOMMENDED ELECTIVES

PHI 204	LOGIC	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

BACHELOR OF SCIENCE: GENERAL TRACK**60-68 crs.**

Same as above for Bachelor of Arts in addition to one of the following two options:

1. Four science courses from at least two of the following sciences:
biology, chemistry (except CHE 100) and physics (except PHY 101).
2. Four business courses including ACC 230 and ECO 211,
but not including BUS 310.

BACHELOR OF ARTS: SECONDARY EDUCATION TRACK**40 crs.**

Complete the core requirements, plus the following:

MTH 301	COLLEGE GEOMETRY	(3)
MTH 375	DISCRETE MODELS	(3)
MTH 392	INTRODUCTION TO ANALYSIS	(3)
MTH 393	MODERN ALGEBRA I	(3)

**For a list of professional education program requirements,
see the secondary education section under "School of Education."**

BACHELOR OF SCIENCE:**FINANCIAL AND ACTUARIAL SCIENCES TRACK****53-58 crs.**

Complete the core requirements, plus the following:

MTH 320	FINANCIAL MATHEMATICS	(3)
MTH 375	DISCRETE MODELS	(3)
MTH 470	INTERNSHIP IN MATHEMATICS	(3-8)
<i>or</i>		
MTH 490	SEMINAR IN MATHEMATICS	(3)
CSI 130	INTRODUCTION TO COMPUTING I	(4)
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)

RECOMMENDED ELECTIVES

BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 260	EVENT DRIVEN PROGRAMMING	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

MATHEMATICS MINOR REQUIREMENTS**18 crs.**

MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
MTH 212	CALCULUS III	(4)
	TWO ADDITIONAL UPPER LEVEL MATHEMATICS COURSES	(6)

Music (MUS)

Division of Visual and Performing Arts

- **Major: 46 – 54 credits**
- **Emphases in Classical Performance and Jazz Performance**
- **Minor: 20 credits**
- **All courses for the major must be completed with a grade of C or better.**
- **Minors must complete course work with 2.25 GPA and complete 8 credits of upper level course work**

PROGRAM REQUIREMENTS:

- **Majors participate in an ensemble and performance lab every semester; minors participate in an ensemble and performance lab for 4 semesters.**
- **Capstone, Performance Emphasis: Senior recital**

Mission: The mission of the McKendree University music faculty is to provide students with the skills to appreciate, to evaluate and to perform music from different eras of history and different cultures. Students will be expected to analyze music theoretically and to understand its historical significance. Students will then apply these skills in critiquing and evaluating their own and/or other artists' performances. The acquisition of these skills will enable students to be lifelong participants in artistic, cultural and intellectual life.

Student Learning Outcomes*Students will:*

- Identify and analyze the elements of music: melody, rhythm, harmony, texture, form and timbre/medium.
- Recognize specific characteristics of music from different cultures and different historical eras.
- Perform collegiate repertoire with an understanding of instrument specific performance practices.
- Critique and evaluate performances of musical works.

Degree Preparation: The degree prepares students to enter graduate school in performance, music history, music theory or music therapy. Music majors also may choose to audition for positions in orchestras or bands, or open a private studio.

BACHELOR OF ARTS IN MUSIC REQUIREMENTS **46 crs.**

MUL 198	FIRST YEAR GATE JURY	(0)
MUS 100	PERFORMANCE LAB (Every semester of enrollment)	(0)
MUS 255	MUSIC THEORY I	(3)
MUS 255L	AURAL SKILLS LAB I	(1)
MUS 256	MUSIC THEORY II	(3)
MUS 256L	AURAL SKILLS LAB II	(1)
MUS 265	MUSIC AND WORLD CULTURES	(3)
MUS 322	INTRODUCTION TO CONDUCTING	(2)
MUS 355	MUSIC THEORY III	(3)
MUS 355L	AURAL SKILLS LAB III	(1)
MUS 356	MUSIC THEORY IV	(3)
MUS 356L	AURAL SKILLS LAB IV	(1)
MUS 364	MUSIC HISTORY I (W)	(3)
MUS 365	MUSIC HISTORY II (W)	(3)
MUS 366	MUSIC HISTORY III (W)	(3)
Applied lessons on primary instrument (2 cr. per semester)		(16)
Participation in an ensemble every semester.		(0-1)

REQUIREMENTS FOR EMPHASIS IN JAZZ PERFORMANCE **8 crs.**

MUE 148	JAZZ ENSEMBLE (every semester)	(0)
MUE 248	JAZZ COMBO (four semesters)	(0)
MUL 161	IMPROVISATION	(1)
MUL 261	IMPROVISATION	(1)
MUL 361	IMPROVISATION	(1)
MUL 461	IMPROVISATION	(1)
MUL 398	JUNIOR RECITAL	(0)
MUL 498	SENIOR RECITAL (capstone experience)	(0)
MUS 269	JAZZ APPRECIATION	(3)
MUS 337	JAZZ BAND TECHNIQUES	(1)

Jazz performance majors are strongly encouraged to participate in concert band each semester. All jazz performance majors are required to perform a junior and a senior recital.

REQUIREMENTS FOR EMPHASIS IN CLASSICAL PERFORMANCE
(Available in brass, woodwinds, percussion, organ, piano or voice) **3-4 crs.**

MUE 154	CONCERT CHOIR (every semester)	(0)
<i>or</i>		
MUE 156	CONCERT BAND (every semester)	(0)
MUL 298	PIANO PROFICIENCY GATE (vocal and keyboard majors)	(0)
MUS 324	INTRODUCTION TO DICTION (vocal majors)	(2)
MUS 302	CLASS WOODWINDS AND PEDAGOGY I (clarinet and saxophone majors)	(2)

MUS 303	CLASS WOODWINDS AND PEDAGOGY II (flute, oboe, and bassoon majors)	(2)
MUS 306	CLASS BRASS AND PEDAGOGY (brass majors)	(3)
MUS 308	CLASS PERCUSSION AND PEDAGOGY (percussion majors)	(2)
MUL 369	ACCOMPANYING (keyboard majors)	(1)
MUL 370	ACCOMPANYING (keyboard majors)	(1)
MUL 367	ADVANCED CONDUCTING	(1)
MUL 398	JUNIOR RECITAL	(0)
MUL 498	SENIOR RECITAL (capstone experience)	(0)

All performance majors are required to perform a junior and senior recital. All vocal and keyboard performance majors are also required to pass a piano proficiency exam and must take applied piano lessons every semester until the piano proficiency exam is passed.

MUSIC MINOR		20 crs.
MUS 100	PERFORMANCE LAB (each semester of required applied lessons)	(0)
MUS 255	MUSIC THEORY I	(3)
MUS 255L	THEORY LAB I	(1)
MUS 256	MUSIC THEORY II	(3)
MUS 256L	THEORY LAB II	(1)
MUS 322	INTRODUCTION TO CONDUCTING	(2)
2 CONSECUTIVE SEMESTERS OF MUSIC HISTORY (MUS 364-365-366)		(6)
4 CONSECUTIVE SEMESTERS OF APPLIED LESSONS IN VOICE, PERCUSSION, or ON ONE BRASS, WOODWIND or KEYBOARD INSTRUMENT		(4)

All music minors are required to participate in a performing ensemble for at least four semesters. Minors must take a minimum of 8 music credits at the 300 level or above at McKendree University.

Music Education (MUED)

Division of Visual and Performing Arts

- **Major: 150-157, including general education, music, and professional education classes**
- **Emphases in vocal, instrumental, and general music education**
- **Capstone: Choral Conducting and Secondary Methods (MUED 423), Instrumental Conducting and Secondary Methods (MUED 424), senior recital, and student teaching**

Mission: The mission of the McKendree University music faculty is to provide students with the skills to appreciate, to evaluate and to perform music from different eras of history and different cultures. Students will be expected to analyze music theoretically and to understand its historical significance. Students will then apply these skills in critiquing and evaluating their own and/or other artists' performances. The acquisition of these skills will enable students to be lifelong participants in artistic, cultural and intellectual life.

Student Learning Outcomes*Students will:*

- Teach and perform standard junior high level repertoire on all band instruments.
- Design and implement lessons plans for K – 12 general music classes, choirs, and bands using a backward design curricular model.
- Demonstrate understanding of rehearsal technique, sequencing, and repertoire for concert choir and concert band, from the sight-reading to the performance.
- Use technology specific to music education curriculum and classroom organization.

Degree Preparation: The music education degree prepares students to teach at the K-12 level in Illinois.

A. GENERAL EDUCATION **43-45 crs.****1. Basic Skills** **9-11 crs.**

ENGLISH (ENG 111 and 112)	(6-8)
SPEECH	(3)

2. Mathematics and Science **10 crs.**

MATHEMATICS (MTH 150 recommended)	(3)
SCIENCE (1 laboratory science)	(4)
COMPUTER SCIENCE (MUED 200)	(3)

3. Humanities **9 crs.**

LITERATURE	(3)
ETHICS	(3)
PHILOSOPHY <i>or</i> RELIGION	(3)

4. Social Sciences **12 crs.**

AMERICAN POLITICS (PSI 101)	(3)
PSYCHOLOGY (PSY 153)	(3)
CROSS CULTURAL STUDIES (EDU 205)	(3)
U. S. HISTORY	(3)

5. Health and Physical Development **3 crs.**

HEALTH AND WELLNESS (HPE 158)	(3)
-------------------------------	-----

B. MAJOR REQUIREMENTS FOR MUSIC EDUCATION **49 crs.**

MUS 100	PERFORMANCE LAB (every semester of enrollment)	(0)
MUS 255	MUSIC THEORY I	(3)
MUS 255L	AURAL SKILLS LAB I	(1)
MUS 256	MUSIC THEORY II	(3)
MUS 256L	AURAL SKILLS LAB II	(1)
MUS 322	INTRODUCTION TO CONDUCTING	(2)
MUS 355	MUSIC THEORY III	(3)
MUS 355L	AURAL SKILLS LAB III	(1)
MUS 356	MUSIC THEORY IV	(3)

McKendree University 2019 ♦ 2020 Undergraduate Catalog

MUS 356L	AURAL SKILLS LAB IV	(1)
MUS 364	MUSIC HISTORY I (W)	(3)
MUS 365	MUSIC HISTORY II (W)	(3)
MUS 366	MUSIC HISTORY III (W)	(3)
	Applied lessons on primary instrument (1.5 crs. the first 2 semesters, 2 crs. the 2 semesters preceding MUL 498; 1 credit/remaining semesters)	(10)
MUL 103	APPLIED PIANO	(1)
MUL 104	APPLIED PIANO	(1)
MUL 198	FIRST YEAR GATE JURY	(0)
MUL 203	APPLIED PIANO	(1)
MUL 204	APPLIED PIANO	(1)
MUL 298	PIANO PROFICIENCY GATE	(0)
MUL 498	SENIOR RECITAL	(0)
MUED 298	DISPOSITIONS ASSESSMENT	(0)
MUED 353	METHODS OF TEACHING GENERAL MUSIC	(3)
MUED 350	MIDDLE SCHOOL BAND AND CHOIR METHODS	(3)
MUED 410	BAND AND CHOIR ORGANIZATION	(2)

Music Education students are required to pass a piano proficiency exam and must take applied piano lessons every semester until the piano proficiency exam is passed.

If a Music Education major's primary instrument is piano, the student should follow the choral track with the following revision: the student is required to take 6 credits (semesters) of voice in addition to the required 10 credits (8 semesters) of piano lessons.

ADDITIONAL REQUIREMENTS FOR THE CHORAL TRACK 14 crs.

MUL 303	APPLIED PIANO	(1)
MUL 304	APPLIED PIANO	(1)
MUE 154	CONCERT CHOIR (each semester)	(0)
MUE 254	CHAMBER CHOIR (4 semesters)	(0)
MUED 312	INSTRUMENTAL METHODS FOR VOCAL MAJORS	(3)
MUED 324	DICTION FOR CHORAL MUSIC EDUCATOR	(2)
MUED 340	MUSIC THEATRE, VOCAL JAZZ AND SHOW CHOIR TECHNIQUES	(2)
MUED 341	CHORAL LITERATURE	(2)
MUED 423	CHORAL CONDUCTING AND SECONDARY METHODS	(3)
THE 215	THEATRE PRACTICUM	(0)

(Participation in a McKendree musical theatre production required)

ADDITIONAL REQUIREMENTS FOR THE INSTRUMENTAL TRACK 15 crs.

MUED 302	WOODWIND METHODS AND TECHNIQUES I	(2)
MUED 303	WOODWIND METHODS AND TECHNIQUES II	(2)
MUED 306	BRASS METHODS AND TECHNIQUES	(3)
MUED 308	PERCUSSION METHODS AND TECHNIQUES	(2)
MUE E56	MARCHING BAND (1 semester; concurrent with MUED 335)	(0)
MUE 148	JAZZ ENSEMBLE (1 semester; concurrent with MUED 337)	(0)
MUE 154	CONCERT CHOIR (2 semesters)	(0)
MUE 156	CONCERT BAND (each semester)	(0)

MUED 335	MARCHING BAND TECHNIQUES	(1)
MUED 337	JAZZ BAND TECHNIQUES	(1)
MUL 161	IMPROVISATION	(1)
MUED 424	INSTRUMENTAL CONDUCTING & SECONDARY METHODS	(3)
	Participation in a chamber music ensemble for one semester	(0)

For a list of professional education program requirements, see the secondary education section under “School of Education.”

For the musical theatre major, please see “Musical Theatre” located immediately after the Theatre major.

Music Marketing (MUS/MKT)

Division of Visual and Performing Arts

- **Major: 55 credit hours**
- **All music courses must be completed with a C or better and a minimum 2.5 GPA.**
- **All business courses must be completed with a minimum 2.25 GPA.**

PROGRAM REQUIREMENTS:

- **Majors participate in an ensemble every semester and performance lab for 4 semesters**
- **Capstone: Internship (optional)**

Mission: The mission of the McKendree University music faculty is to provide students with the skills to appreciate, to evaluate and to perform music from different eras of history and different cultures. With the additional knowledge of current music technology, advertising, marketing and management, this degree is designed to prepare the student for a variety of career opportunities in music marketing.

Student Learning Outcomes

Students will:

- Identify and analyze the elements of music: melody, rhythm, harmony, texture, form and timbre/medium.
- Recognize specific characteristics of music from different cultures and different historical eras.
- Play and understand the construction of various instruments.
- Use technology and music technology.
- Obtain the business skills and knowledge to work successfully in music marketing.

Degree Preparation: The music marketing degree prepares students to work for a major music corporation, to work in a music store, or to promote their own performances. Students may also choose to go to graduate school and earn an advanced degree in business, music, or arts management.

MUSIC MARKETING MAJOR REQUIREMENTS **55 crs.****MUSIC COURSES** **31 crs.**

MUS 100	PERFORMANCE LAB (four semesters)	(0)
MUS 200	MUSIC TECHNOLOGY	(3)
MUS 255	MUSIC THEORY I	(3)
MUS 255L	AURAL SKILLS LAB I	(1)
MUS 256	MUSIC THEORY II	(3)
MUS 256L	AURAL SKILLS LAB II	(1)
MUS 265	MUSIC AND WORLD CULTURES	(3)
MUS 312	PEDAGOGY FOR MUSIC MARKETING	(3)
MUS 365	MUSIC HISTORY II (W)	(3)
MUS 366	MUSIC HISTORY III (W)	(3)
MUL 103	APPLIED PIANO	(1)
MUL 104	APPLIED PIANO	(1)
MUL 137	APPLIED GUITAR	(1)
MUL 138	APPLIED GUITAR	(1)
	APPLIED LESSONS ON PRIMARY INSTRUMENT (1 cr. per semester)	(4)
	PARTICIPATION IN AN ENSEMBLE EACH SEMESTER	(0)

JOURNALISM COURSE **3 crs.**

JRN 372	WEB AND PRINT PUBLICATION DESIGN	(3)
---------	----------------------------------	-----

ALL OF THE FOLLOWING **12 crs.**

MKT 205	PRINCIPLES OF MARKETING	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 305	CONSUMER BEHAVIOR	(3)
MKT 354	ADVERTISING AND PROMOTION	(3)

THREE COURSES FROM THE FOLLOWING **9 crs.**

MKT 320	PERSONAL SELLING	(3)
MKT 330	PRINCIPLES OF RETAILING	(3)
MKT 350	SMALL BUSINESS MANAGEMENT	(3)
MKT 410	MARKETING RESEARCH (W) (requires MTH 170)	(3)
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)

Occupational Therapy

Division of Social Sciences

- Major: 43-45 credit hours
- Minor: 36 credit hours
- Major/Minor GPA required for graduation: 2.0

PROGRAM REQUIREMENTS:

- **Capstone: Attending Washington University for the final 32 hours**
- **Research: Attending Washington University for the final 32 hours**
- **Service: Psychology Cornerstone (BIO 201) and Introduction to Occupational Therapy (PSY 255)**

Description of Major: Occupational therapy is an applied social and biological science dedicated to assisting people in developing skills and attitudes to adapt to disabilities to that their lives become more productive and meaningful.

Student Learning Outcomes

Students will:

- Complete at least 30 hours of volunteer time (or shadowing) at an occupational therapy-related setting.
- Be exposed to issues of cultural diversity and abnormal psychology.
- Become more self-aware, reflective, and collaborative individuals as they learn to analyze themselves and the society in which they are a part.

Degree Preparation: McKendree University is affiliated with the Program in Occupational Therapy, Washington University School of Medicine, and offers students the opportunity to complete a Bachelor of Science (BS) degree with a major in occupational therapy from McKendree University, and a Master of Science in occupational therapy from Washington University. The student completes three years at McKendree University and transfers to Washington University for two years of work in occupational therapy. Admission to the Program in Occupational Therapy is competitive, and students pursuing this degree program should work with their McKendree advisor to plan an alternative major in case they are unsuccessful in obtaining admission to Washington University (*see suggested additional courses that students electing to major in either biology or psychology should complete during their first three years).

Students applying to the Program in Occupational Therapy, Washington University School of Medicine, must take the Graduate Record Examination (GRE) and must complete at least 30 hours of volunteer time in an occupational therapy related setting. Proficiency in medical terminology and computers is also required. Applicants must have CPR certification when they apply, which may be obtained by enrolling in First Aid (PED 206) or by enrolling in an American Red Cross Adult CPR class. Transfer students to McKendree University must complete at least 45 credit hours at McKendree before being admitted to the Program in Occupational Therapy. The deadline for application for fall admission to the Program in Occupational Therapy, Washington University School of Medicine, is February 15.

OCCUPATIONAL THERAPY MAJOR REQUIREMENTS**43-45 crs.**

BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
<i>or</i>		

BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II BIO ELECTIVE (any 200-level or higher, BIO 211, 303, 311, 313, 370, 410, 420 recommended)	(5) (3-5)
CHE 100	CHEMISTRY IN THE MODERN WORLD	(3)
<i>or</i>		
CHE 105	GENERAL CHEMISTRY I	(5)
MTH 170	STATISTICS	(4)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(4)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
PSI 101	AMERICAN POLITICS	(3)
<i>or</i>		
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
PHI 206	INTRODUCTION TO ETHICS	(3)
<i>or</i>		
PHI 391	MEDICAL ETHICS (W)	(3)

Successfully complete (and transfer) 30 credit hours in occupational therapy coursework at Washington University. Students must have completed the McKendree University general education requirements and at least 90 credit hours prior to entering the Washington University Program in Occupational Therapy.

STRONGLY RECOMMENDED ELECTIVES

ATH 200	MEDICAL TERMINOLOGY	(3)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
HPE 158	HEALTH AND WELLNESS	(3)
PED 206	FIRST AID	(2)
PED 348	SPECIAL POPULATIONS (W)	(3)
PED 403	KINESIOLOGY (W)	(3)
PHY 211		
<i>or</i>		
PHY 212	GENERAL PHYSICS	(4)

* *Students who wish to complete a four-year degree from McKendree University and then apply to Washington University or other graduate programs in occupational therapy may major in any field (e.g., biopsychology, biology, psychology, health). Students planning to major in biology—if they do not enter the Program in Occupational Therapy, Washington University School of Medicine—should also complete BIO 111, CHE 105, CHE 106, and either BIO 303 or BIO 313 during their first three years. Students planning to major in psychology should complete PSY 301, PSY 396, and PSY 498.*

OCCUPATIONAL THERAPY MINOR REQUIREMENTS

36 crs.

BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		

Courses of Study

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
<i>or</i>		
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
	BIO ELECTIVE (Any 200-level or higher, BIO 211, 303, 311, 313, 370, 410, 420 recommended)	(3)
CHE 100	CHEMISTRY IN THE MODERN WORLD	(3)
MTH 170	STATISTICS	(4)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 255	INTRODUCTION TO OCCUPATIONAL THERAPY	(2)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(4)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)

STRONGLY RECOMMENDED ELECTIVES

BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)

Organizational Communication

Division of Humanities

- **Tracks: Marketing and Sales, Management; Professional Communication, or Human Resources Communication**
- **Major: 51 credit hours**
- **Minor: 21 credit hours**
- **Major/minor GPA required for graduation: 2.50**

PROGRAM REQUIREMENTS:

- **Capstone: Seminar in Speech Communication (COM 490)**
- **Research: Communication Research Methods (COM 460)**
- **Service: Organizational Communication (W) (COM 351)**

Mission: The organizational communication program at McKendree University provides students with the opportunity to gain the understanding, skills, and experience necessary to engage in professional communication in organizational contexts.

Description of Major: The major blends the traditional disciplines of business and speech communication to meet contemporary organizational communication needs. In its exploration of the interrelationship between organizations and communication, organizational communication represents one of the most rapidly expanding fields of study in the twenty-first century. Experience in the classroom is broadened by an internship program that is designed to give “on-the-job” training.

The major consists of a core and a sequence of courses emphasizing marketing, management, professional communication, or human resources, and three elective courses. At least 24 credits for the major must be earned at McKendree University.

Student Learning Outcomes*Students will:*

- Develop and deliver professional presentations.
- Create contextually appropriate messages.
- Critically analyze messages.
- Employ communication theories, perspectives, principles, and concepts.
- Demonstrate the ability to accomplish communicative goals.
- Apply ethical communication principles in order to embrace diversity, influence public discourse, and engage in organizational leadership.

Degree Preparation: One of the most widely sought skills in organizations today is the ability to communicate effectively. Meeting the communication challenges of organizations requires an understanding of an expanded body of knowledge related to individual behaviors, group behaviors, and the organizational context within which these behaviors occur. Research reveals mastery of communication skills contributes to successful job performance. Students will develop a theoretical base on which to build problem-solving, organizational strategies, listening, rhetorical sensitivity, confidence, and presentation skills.

ORGANIZATIONAL COMMUNICATION CORE REQUIREMENTS		33 crs.
COM 252	INTERPERSONAL COMMUNICATION (W)	(3)
COM 300	COMMUNICATION THEORY	(3)
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)
COM 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
COM 490	SEMINAR IN SPEECH COMMUNICATION	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
PRS 460	COMMUNICATION RESEARCH METHODS	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
	FOREIGN LANGUAGE	(6)

Select one of the following sequences: 9 designated + 9 elective hrs.

A. MARKETING AND SALES COMMUNICATION

MKT 305	CONSUMER BEHAVIOR	(3)
MKT 320	PERSONAL SELLING	(3)
<i>or</i>		
MKT 330	PRINCIPLES OF RETAILING	(3)
MKT 354	ADVERTISING AND PROMOTION	(3)
	Electives must include at least two speech communication courses	(9)

B. MANAGEMENT COMMUNICATION

MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MGT 334	HUMAN RESOURCES MANAGEMENT	(3)
MGT 340	INTERNATIONAL BUSINESS	(3)
	Electives must include at least two COM/PRS courses	(9)

C. PROFESSIONAL COMMUNICATION

COM 200	SMALL GROUP COMMUNICATION	(3)
COM 370	TRAINING AND DEVELOPMENT	(3)
COM 391	PERSUASION	(3)
	Electives must include at least two MKT/MGT courses	(9)

D. HUMAN RESOURCES COMMUNICATION

COM 370	TRAINING AND DEVELOPMENT	(3)
MGT 334	HUMAN RESOURCES MANAGEMENT	(3)
MGT 354	BUSINESS COMMUNICATIONS (W)	(3)

Electives: Take three of the four classes listed below

COM 200	SMALL GROUP COMMUNICATION	(3)
PSY 405	INDUSTRIAL PSYCHOLOGY	(3)
ECO 352	LABOR ECONOMICS	(3)
MGT 376	PRODUCTION/OPERATIONS MANAGEMENT	(3)

AS ELECTIVE OPTIONS, THE STUDENT MAY SELECT ANY OF THE ABOVE COURSES NOT PREVIOUSLY CHOSEN AND/OR ANY OF THE FOLLOWING COURSES

COM		
380-390	TOPICS IN SPEECH COMMUNICATION	(3)
COM 470	INTERNSHIP IN SPEECH COMMUNICATION	(3)
MKT 410	MARKETING RESEARCH (W)	(3)
MKT 470	INTERNSHIP IN MARKETING	(3)
MGT 376	PRODUCTION/OPERATIONS MANAGEMENT	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
MGT 354	BUSINESS COMMUNICATIONS (W)	(3)
PRS 200	PRINCIPLES OF PUBLIC RELATIONS	(3)
PRS 210	PUBLIC RELATIONS TECHNIQUES (W)	(3)
PRS 320	CAMPAIGN AND EVENT PLANNING (W)	(3)
PRS 330	CRISIS AND CONFLICT	(3)
PRS 340	SOCIAL MEDIA AND PUBLIC RELATIONS	(3)
PRS 360	INTERNATIONAL PUBLIC RELATIONS	(3)

ORGANIZATIONAL COMMUNICATION MINOR REQUIREMENTS **21 crs.**

COM 252	INTERPERSONAL COMMUNICATION (W)	(3)
COM 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
COM 460	COMMUNICATION RESEARCH METHODS	(3)
	Additional electives to be chosen from the major	(12)

Philosophy (PHI)

Division of Humanities

- Major: 36 credit hours
- Minor: 15 credit hours
- Major/minor GPA required for graduation: 2.25

- All courses for the major/minor must be completed with a grade of a C- or better.

PROGRAM REQUIREMENTS:

- Complete two semesters of a single foreign language or equivalent
- Capstone: Students complete a capstone experience, which includes an independent Study focusing on the profession of philosophy in addition to capstone activities such as leading discussions in 300-level courses.

Description of Major: Studying philosophy helps students confront in a methodical and constructive way fundamental questions and problems, both theoretical and practical, about themselves, their culture, and the natural world. Philosophy addresses the “big questions,” including: What is the meaning of life? What duties do we have to others? What makes a society or law just? Is faith compatible with reason? What is the relation of mind to brain? As the oldest and most basic of the liberal arts disciplines, philosophy provides a foundation for addressing such questions, but also cultivates skills in reasoning and argumentation that are critical to graduate studies, law school, employment, and, indeed, to being an informed and engaged citizen.

Majoring in philosophy allows students to develop familiarity with a basic intellectual vocabulary through which discussion of central questions has occurred, as well as an ability to recognize relationships between past philosophies and basic presuppositions of Western culture today. Philosophy also seeks to develop students' ability to recognize philosophical issues and to assess critically the response of various thinkers to those issues, while developing empathic skills in entering the “mind set” of given thinkers. Majors will emerge with the tools for diagnosing their own intellectual presuppositions and those of their culture, thus moving them to develop and express their own careful thinking about central philosophical questions.

Student Learning Outcomes

Students will:

- Develop the interpretive, critical, and argumentative skills necessary for academic excellence, career success, and civil engagement.
- Know the major figures, issues, and debates in the history of Western philosophy, both ancient and modern.
- Explain, analyze, and evaluate the ethical and social issues that inform our personal and social lives.
- Create a perspective from which students can synthesize all their studies and develop a sense of how philosophy bears on other disciplines.

Degree Preparation: The study of philosophy develops skills essential to success in future education and employment, including: critical thinking, evaluation and construction of sophisticated arguments, consideration of many different perspectives on a single subject, clear written communication on complex topics, and the ability to synthesize and organize complex information. Students majoring in philosophy often enter the fields of law, medicine, journalism, or business, in addition to pursuing graduate studies in philosophy itself. A major or minor in philosophy, in tandem with a major in a narrower professional field or other academic discipline, will serve the student well as career advancement comes to require flexibility of mind, and insight into the essentials of a situation, as well as analytical skills.

It is suggested that the student consider a major or minor in a second field. The following courses, many of which also fulfill core curriculum requirements, are suggested but not required for the major in philosophy: ART 210 and/or 211; ECO 211 and/or 212; HIS 161, 162; PSI 202; PSY 153; REL 250; SOC 149, 150, 407; COM 210.

PHILOSOPHY MAJOR REQUIREMENTS		36 crs.
PHI 201	INTRODUCTION TO PHILOSOPHY	(3)
PHI 204	LOGIC	(3)
PHI 363	HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL (W)	(3)
PHI 364	HISTORY OF PHILOSOPHY: RENAISSANCE AND MODERN (W)	(3)
PHI 410	SENIOR THESIS IN PHILOSOPHY (W)	(3)
	FOREIGN LANGUAGE	(6)

AT LEAST 15 CREDITS FROM AMONG THE FOLLOWING

PHI 206	INTRODUCTION TO ETHICS	(3)
PHI 325	PHILOSOPHY OF RELIGION (W)	(3)
PHI 331	SOCIAL AND POLITICAL PHILOSOPHY (W)	(3)
PHI 333	METAPHYSICS AND HUMAN NATURE (W)	(3)
PHI 334	PHILOSOPHY OF ART (W)	(3)
PHI 336	EXISTENTIALISM (W)	(3)
PHI 345	PHILOSOPHY OF SCIENCE (W)	(3)
PHI 390	ETHICS AND PUBLIC POLICY (W)	(3)
PHI 391	MEDICAL ETHICS (W)	(3)
PHI 480	INDEPENDENT STUDY IN PHILOSOPHY	(1-4)
PHI 490	SEMINAR IN PHILOSOPHY	(1-4)
	ANY PHI TOPICS COURSE	(1-4)

PHILOSOPHY MINOR REQUIREMENTS		15 crs.
PHI 201	INTRODUCTION TO PHILOSOPHY	(3)
	12 credits of electives in Philosophy (Only one course from PHI 390 and 391, and one course from PHI 206 and 332, will count toward the minor.)	(12)

Political Science / International Relations (PSI)

Division of Social Sciences

- Major: 42 credit hours (At least 18 taken at McKendree University.)
- Minor: 21 credit hours (At least 12 take at McKendree University.)
- All courses for the major and minor must be completed with a grade of C- or better.

PROGRAM REQUIREMENTS:

- Capstone: Senior Survey in Political Science (W) (PSI 498)
- Research: Research Methods (PSI 296)

Description of Major: McKendree offers a major in both political science and international relations. These majors provide students with the knowledge, skills, and values necessary to be effective citizens in a globalizing world. Students learn the enduring ideas of political philosophy, multiple theoretical approaches within the discipline, and social science research skills. Students then apply the knowledge and skills of the discipline to both explore the many challenges of our contemporary world and to develop their own values. Both majors culminate with a capstone experience which provides students with the opportunity to do extensive research and present their findings in a seminar setting.

Student Learning Outcomes

In both majors, students will:

- Demonstrate knowledge of the major concepts of the discipline, particularly in the fields of American politics and international relations.
- Demonstrate the writing skills necessary to effectively participate in academic, civic, and political environments.
- Demonstrate the oral presentation skills necessary to effectively participate in academic, civic, and political environments.
- Demonstrate the critical thinking and research skills necessary to effectively participate in academic, civic, and political environments.

Degree Preparation: Degrees in political science and international relations are a strong foundation for careers in a number of areas, including local, state or national government, law, non-governmental organizations, labor and industrial relations, city management and urban planning, political consulting and campaign management, interest groups and social interest lobbying, and journalism.

POLITICAL SCIENCE MAJOR REQUIREMENTS

42 crs.

PSI 101	AMERICAN POLITICS	(3)
PSI 296	RESEARCH METHODS	(3)
PSI 498	SENIOR SURVEY IN POLITICAL SCIENCE (W)	(3)
	FOREIGN LANGUAGE	(6)

TWO COURSES FROM THE FOLLOWING

PSI 102	STATE AND LOCAL GOVERNMENT	(3)
PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
PSI 230	INTRODUCTION TO POLITICAL THEORY	(3)

15 CREDITS FROM THE FOLLOWING

PSI 300	CONGRESS (W)	(3)
PSI 301	THE PRESIDENCY (W)	(3)
PSI 305	CONSTITUTIONAL LAW	(3)
PSI 307	CAMPAIGNS AND ELECTIONS	(3)
PSI 309	PUBLIC POLICY	(3)
PSI 380-389	SPECIAL TOPICS IN POLITICAL SCIENCE	(1-3)

SIX CREDITS FROM THE FOLLOWING

PSI 311	INTERNATIONAL ORGANIZATIONS (W)	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)
PSI 314	UNITED STATES FOREIGN POLICY	(3)
PSI 315	GENDER AND INTERNATIONAL RELATIONS	(3)
PSI 316	MODEL UNITED NATIONS	(1-3)

POLITICAL SCIENCE MINOR REQUIREMENTS **21 crs.**

PSI 101	AMERICAN POLITICS	(3)
---------	-------------------	-----

TWO COURSES FROM THE FOLLOWING

PSI 102	STATE AND LOCAL GOVERNMENT	(3)
PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
PSI 230	INTRODUCTION TO POLITICAL THEORY	(3)

FOUR COURSES FROM THE FOLLOWING

PSI 300	CONGRESS (W)	(3)
PSI 301	THE PRESIDENCY (W)	(3)
PSI 305	CONSTITUTIONAL LAW	(3)
PSI 307	CAMPAIGNS AND ELECTIONS	(3)
PSI 309	PUBLIC POLICY	(3)

INTERNATIONAL RELATIONS MAJOR REQUIREMENTS **42 crs.**

PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
PSI 296	RESEARCH METHODS	(3)
PSI 498	SENIOR SURVEY IN POLITICAL SCIENCE (W)	(3)
	FOREIGN LANGUAGE	(6)

TWO COURSES FROM THE FOLLOWING

PSI 101	AMERICAN POLITICS	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
PSI 230	INTRODUCTION TO POLITICAL THEORY	(3)

FIFTEEN CREDITS FROM THE FOLLOWING

PSI 311	INTERNATIONAL ORGANIZATIONS (W)	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)
PSI 314	UNITED STATES FOREIGN POLICY	(3)
PSI 315	GENDER AND INTERNATIONAL RELATIONS	(3)
PSI 316	MODEL UNITED NATIONS	(1-3)

TWO COURSES FROM THE FOLLOWING

PSI 300	CONGRESS (W)	(3)
PSI 301	THE PRESIDENCY (W)	(3)

PSI 305	CONSTITUTIONAL LAW	(3)
PSI 309	PUBLIC POLICY	(3)

INTERNATIONAL RELATIONS MINOR REQUIREMENTS	21 crs.
---	----------------

PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
---------	--------------------------------	-----

TWO COURSES FROM THE FOLLOWING

PSI 101	AMERICAN POLITICS	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
PSI 230	INTRODUCTION TO POLITICAL THEORY	(3)

TWELVE CREDITS FROM THE FOLLOWING

PSI 311	INTERNATIONAL ORGANIZATIONS (W)	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)
PSI 314	UNITED STATES FOREIGN POLICY	(3)
PSI 315	GENDER AND INTERNATIONAL RELATIONS	(3)
PSI 316	MODEL UNITED NATIONS	(1-3)

Pre-Professional Studies

Division of Science and Mathematics

McKendree University offers pre-professional tracks in biology and chemistry for students wishing to pursue a post-baccalaureate degree in areas such as medicine, optometry, dentistry, pharmacy, physical therapy, physician's assistant, podiatry, chiropractic, and veterinary medicine.

See the biology or chemistry pre-professional tracks for course requirements.

Note: Students not planning on majoring in biology or chemistry but still wish to apply to a professional program after graduation, should consult Dr. Robb Van Putte for advice on which courses should be taken in preparation for application to their program of choice.

In addition, specific requirements of the desired graduate program should be considered when selecting courses.

Professional Writing and Rhetoric (PWR)

Division of Humanities

- Major: 39 credit hours
- Minor: 18 credit hours
- Major/Minor GPA required for graduation: 2.25
- All courses for the major and minor must be completed with a grade of C- or better.

PROGRAM REQUIREMENTS:

- **Capstone: Research and Practice in Professional Writing (W) (PWR 490)**
- **Research: Research and Practice in Professional Writing (W) (PWR 490)**
- **Service: Civic Engagement through Professional Writing (W) (PWR 450)**

Mission: The mission of this program is to develop students as rhetorical thinkers and effective professional writers in print and digital environments.

Description of Major: The professional writing and rhetoric program consists of four over-arching components that will guide the program focus as well as students' coursework: workplace preparation, rhetorical sophistication, research and problem solving, and creative and stylistic ability. Additionally, courses within the program will be guided by three curricular structures. First, each course will help students investigate and gain expert knowledge from the field of professional writing and rhetoric. Second, students will gain practical experience in this field through activity-based course assignments. Third, courses will support the university's commitment to service by instilling in students a sense of responsibility for the private and public good through effective workplace and civic communication practices.

Student Learning Outcomes

Students will:

- Develop strategies to evaluate and compose effective professional writing.
- Examine theories, genres, methods, and applications for effective workplace communication.
- Design documents for print and digital environments using principles of visual rhetoric.
- Use contemporary and emergent technologies relevant to professional writing environments.
- Practice writing for civic purposes.

Degree Preparation: This degree prepares students to enter professional fields that require effective written communication in print or digital environments. Students may pursue employment in corporate, governmental, or nonprofit arenas as writers, editors, media managers, web content developers, fundraisers, or corporate communicators. They may be hired by software companies, healthcare organizations, law firms, publishing companies, nonprofit organizations, advertising or public relations firms, manufacturers, trade groups, media outlets, or other employers seeking to hire effective communicators. Students pursuing graduate education may consider programs in professional or technical writing, nonprofit administration, rhetoric and composition, law, business, media, or other related fields following completion of this degree.

PROFESSIONAL WRITING AND RHETORIC MAJOR REQUIREMENTS **39 crs.**

REQUIRED PROFESSIONAL WRITING COURSES **24 crs.**

PWR 210	INTRODUCTION TO PROFESSIONAL WRITING (W)	(3)
PWR 240	VISUAL RHETORIC AND DOCUMENT DESIGN (W)	(3)
PWR 340	EDITING FOR PUBLICATION	(3)
PWR 350	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W)	(3)

McKendree University 2019 ♦ 2020 Undergraduate Catalog

PWR 354	BUSINESS COMMUNICATIONS (W)	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
PWR 450	CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W)	(3)
PWR 490	RESEARCH AND PRACTICE IN PROFESSIONAL WRITING (W)	(3)

ELECTIVES **15 crs.**

PWR		
280-289	SPECIAL TOPICS IN PROFESSIONAL WRITING AND RHETORIC	(1-3)
PWR		
380-389	SPECIAL TOPICS IN PROFESSIONAL WRITING AND RHETORIC	(1-3)
PWR 440	ADVANCED VISUAL RHETORIC AND DOCUMENT DESIGN (W)	(3)
PWR 470	INTERNSHIP IN PROFESSIONAL WRITING	(3-4)
PWR 480	INDEPENDENT STUDY IN PROFESSIONAL WRITING AND RHETORIC	(1-3)
ART 102	TWO-DIMENSIONAL DESIGN AND LAYOUT	(3)
ART 270	COMPUTER GRAPHIC DESIGN I	(3)
ART 370	COMPUTER GRAPHIC DESIGN II	(3)
ENG 307	APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)	(3)
JRN 351	WRITING FOR THE NEWS MEDIA (W)	(3)
JRN 353	FEATURE WRITING (W)	(3)
JRN 372	WEB AND PRINT PUBLICATION DESIGN	(3)
PRS 200	PRINCIPLES OF PUBLIC RELATIONS	(3)
PRS 210	PUBLIC RELATIONS TECHNIQUES (W)	(3)
PRS 320	CAMPAIGN AND EVENT PLANNING (W)	(3)
PRS 340	SOCIAL MEDIA AND PUBLIC RELATIONS	(3)
COM 300	COMMUNICATION THEORY	(3)
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)
COM 351	ORGANIZATIONAL COMMUNICATION (W)	(3)

PROFESSIONAL WRITING AND RHETORIC MINOR REQUIRED COURSES **18 crs.**

PWR 210	INTRODUCTION TO PROFESSIONAL WRITING (W)	(3)
PWR 240	VISUAL RHETORIC AND DOCUMENT DESIGN (W)	(3)
PWR 350	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W)	(3)
PWR 450	CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W)	(3)

CHOOSE 6 CREDITS FROM THE FOLLOWING

PWR		
280-289	SPECIAL TOPICS IN PROFESSIONAL WRITING	(1-3)
PWR 340	EDITING FOR PUBLICATION	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
PWR		
380-389	SPECIAL TOPICS IN PROFESSIONAL WRITING	(1-3)
PWR 470	INTERNSHIP IN PROFESSIONAL WRITING	(3)
PWR 490	RESEARCH AND PRACTICE IN PROFESSIONAL WRITING (W)	(3)

Psychology (PSY)

Division of Social Sciences

- **Major: 35 credit hours**
- **Minor: 17-18 credit hours**
- **Major/Minor GPA required for graduation: 2.00**

PROGRAM REQUIREMENTS:

- **Capstone: Research Methods and Senior Thesis (W) (PSY496)**
- **Research: Research Methods and Senior Thesis (W) (PSY496)**

Description of Major: Psychology is the scientific study of behavior and mental processes, and its goals are to understand, explain, predict, and change behavior. Psychology majors learn the skills needed to conduct scientific investigations of psychological topics through courses in statistics and research methods. Majors complete their own research project and are encouraged to make professional presentations based on their findings. They also learn the major theories and practical applications of psychology while simultaneously gathering the skills necessary to think critically and challenge popular misconceptions about human behavior. In order to prepare students for success in the major and in their work after graduation, the psychology major includes professional development courses at the beginning and end of the curriculum. The university's mission is reflected in the psychology major through its special emphasis on exposing students to diverse perspectives, imparting the skills needed to develop personal and ethical responsibility, and mentoring of students as they develop discipline-specific communication and intellectual competencies. In addition, the curriculum is guided by the American Psychological Association's quality benchmarks and learning goals for the undergraduate psychology major.

Student Learning Outcomes

Students will:

- Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical Perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena.
- Demonstrate scientific reasoning and problem solving, including effective research methods.
- Develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
- Develop the professional skills needed for success after graduation.

Degree Preparation: Psychology majors go on to a variety of careers, including mental health clinics, crisis centers, substance abuse programs, social work agencies, eldercare facilities, human resources and personnel departments, criminal justice facilities, and the educational system. The program also prepares students to enter graduate school in psychology and other relevant areas, some of which are industrial organization, school/community, child, social, health psychology, counseling, clinical social work, occupational therapy, sport psychology, law, divinity, and criminal justice.

Eighteen of the 35 credit hours required for the major must be upper division hours. No more than 4 credit hours of internship credit may be accepted toward a psychology major.

The psychology program also offers a minor, which emphasizes current theoretical perspectives on the development of personality and personal growth. To minor in psychology, the student must complete 20 credit hours in psychology and at least 9 of the 20 credits taken to meet minor requirements must be upper division credits. No more than four credit hours from PSY 350, PSY 355 and PSY 404 may be counted toward a psychology major or minor.

PSY 153 IS A PREREQUISITE FOR ALL PSYCHOLOGY COURSES.

PSYCHOLOGY MAJOR REQUIREMENTS		35 crs.
PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY 201	PSYCHOLOGY CORNERSTONE	(1)
PSY 301	PSYCHOLOGICAL STATISTICS	(3)
PSY 315	ABNORMAL PSYCHOLOGY	(3)
PSY 396	RESEARCH METHODS	(3)
PSY 496	SENIOR THESIS (W)	(3)
PSY 498	SENIOR SURVEY IN PSYCHOLOGY	(3)
	ADDITIONAL PSYCHOLOGY ELECTIVES	(16)

ADDITIONAL ELECTIVES STRONGLY RECOMMENDED FOR GRADUATE SCHOOL

MTH 170	STATISTICS	(4)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(3)
PSY 275	BIOPSYCHOLOGY	(3)
PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)
PSY 321	PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING	(3)
PSY 401	SOCIAL PSYCHOLOGY	(3)
PSY 417	THEORIES OF PERSONALITY	(4)

PSYCHOLOGY MINOR REQUIREMENTS		17-18 crs.
PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY 315	ABNORMAL PSYCHOLOGY	(3)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(3)
	ADDITIONAL PSYCHOLOGY ELECTIVES	(8-9)

Public Relations Studies (PRS)

Division of Humanities

- **Tracks: Media Relations, Event Planning, International Relations, Digital Media Management**
- **Major: 42 credit hours**
- **Minor: 18 credit hours**
- **Major/Minor GPA required for graduation: 2.25**

PROGRAM REQUIREMENTS:

- **Capstone: Seminar in Speech Communication (COM 490)**
- **Research: Communication Research Methods (COM 460)**
- **Service: Public Relations Techniques (W) (PRS 210)**

Mission: The public relations studies program at McKendree University provides students the opportunity to gain the understanding, skills, and experience necessary to engage in public relations.

Description of Major: A minimum of 42 credits is needed to complete the major, with at least 24 credits earned at McKendree University. The major includes a core of eight courses that emphasize the essential learning outcomes associated with the major. Additionally, students may choose a track to focus their understanding in specific contexts including media relations, event planning, international relations, digital media management, and general. Students in this program will be required to present a public relations portfolio their graduating year. In addition to course work, the program encourages students to participate in promotions, publicity, community affairs, internal relations, writing, and special events planning.

The public relations studies program also offers a minor, which emphasizes the fundamental elements of public relations, writing, and media relations. To minor in public relations studies, students must complete a minimum of 18 credit hours, nine hours from the core courses and nine hours from electives.

Student Learning Outcomes

Students will:

- Write logically, clearly, persuasively, and precisely on a professional level.
- Engage in communication research, with a basic understanding of both qualitative and quantitative strategies.
- Develop, deliver, and critique effective oral presentations.
- Demonstrate high levels of interpersonal competence.
- Apply public relations theory to historic and contemporary public relations cases.
- Demonstrate sound ethical problem solving and decision making.
- Assemble a collection of public relations materials appropriate for display in a professional portfolio.

Degree Preparation: The public relations studies degree prepares students for a career in public relations and related communication careers. The program also prepares students to enter graduate school in public relations and communication studies. Public relations specialists aim to generate a positive image for their client, including maintaining relationships with media professionals, developing campaigns, creating print and web-based materials, writing speeches, and managing digital media. Career opportunities in public relations include media relations, employee relations, public affairs, political campaigning, marketing communications, event planning, and fund-raising, among many others. Courses housed in the public relations studies program emphasize theory, writing, public speaking, interpersonal communication, problem solving, and organizational skills.

PUBLIC RELATIONS STUDIES MAJOR REQUIREMENTS **42 crs.****CORE REQUIREMENTS** **24 crs.**

PRS 200	PRINCIPLES OF PUBLIC RELATIONS	(3)
PRS 210	PUBLIC RELATIONS TECHNIQUES (W)	(3)
COM 460	COMMUNICATION RESEARCH METHODS	(3)
JRN 351	WRITING FOR NEWS MEDIA (W)	(3)
COM 252	INTERPERSONAL COMMUNICATION (W)	(3)
COM 300	COMMUNICATION THEORY	(3)
COM 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
COM 490	SEMINAR IN COMMUNICATION	(3)

Select one of the following tracks: 9 designated + 9 elective hrs.

A. MEDIA RELATIONS **9 crs.**

PRS 330	CRISIS AND CONFLICT	(3)
JRN 237	INTRODUCTION TO MASS COMMUNICATIONS	(3)
JRN 353	FEATURE WRITING (W)	(3)

B. EVENT PLANNING **9 crs.**

PRS 320	CAMPAIGN AND EVENT PLANNING (W)	(3)
COM 391	PERSUASION	(3)
MKT 354	ADVERTISING AND PROMOTION	(3)

C. INTERNATIONAL RELATIONS **9 crs.**

PRS 360	INTERNATIONAL PUBLIC RELATIONS	(3)
COM 353	INTERCULTURAL COMMUNICATION	(3)
MKT 340	INTERNATIONAL BUSINESS	(3)

D. DIGITAL MEDIA MANAGEMENT **9 crs.**

PRS 340	SOCIAL MEDIA AND PUBLIC RELATIONS	(3)
PWR 350	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W)	(3)
JRN 372	WEB AND PRINT PUBLICATION DESIGN	(3)

E. GENERAL TRACK **9 crs.**

ANY COMBINATION OF THE ABOVE LISTED COURSES
(OTHER THAN FOREIGN LANGUAGE) WITH ADVISOR'S PERMISSION.

**AS ELECTIVE OPTIONS, STUDENTS MAY SELECT ANY OF THE ABOVE COURSES
NOT PREVIOUSLY CHOSEN AND/OR ANY OF THE FOLLOWING COURSES**

PRS		
380-390	TOPICS IN PUBLIC RELATIONS STUDIES	(3)
PRS 470	INTERNSHIP IN PUBLIC RELATIONS STUDIES	(3)
COM 200	SMALL GROUP COMMUNICATION	(3)
COM 210	ARGUMENTATIVE COMMUNICATION	(3)
COM 300	COMMUNICATION THEORY	(3)
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)
COM 360	FAMILY COMMUNICATION	(3)

Courses of Study

COM 365	NONVERBAL COMMUNICATION	(3)
COM 367	HEALTH COMMUNICATION	(3)
COM 375	GENDER AND COMMUNICATION	(3)
COM 401	FREEDOM OF SPEECH	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
PWR 240	VISUAL RHETORIC AND DOCUMENT DESIGN (W)	(3)
PWR 390	CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W)	(3)
PWR 440	ADVANCED VISUAL RHETORIC AND DOCUMENT DESIGN (W)	(3)

PUBLIC RELATIONS STUDIES MINOR REQUIREMENTS **18 crs.****CORE REQUIREMENTS** **9 crs.**

PRS 200	PRINCIPLES OF PUBLIC RELATIONS	(3)
PRS 210	PUBLIC RELATIONS TECHNIQUES (W)	(3)
COM 460	COMMUNICATION RESEARCH METHODS	(3)

THREE COURSES FROM THE FOLLOWING **9 crs.**

PRS		
380-390	TOPICS IN PUBLIC RELATIONS STUDIES	(3)
PRS 320	CAMPAIGN AND EVENT PLANNING (W)	(3)
PRS 340	SOCIAL MEDIA AND PUBLIC RELATIONS	(3)
PWR 350	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W)	(3)
PRS 470	INTERNSHIP IN PUBLIC RELATIONS STUDIES	(3)
COM 252	INTERPERSONAL COMMUNICATION (W)	(3)
COM 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
COM 391	PERSUASION	(3)

Religious Studies (REL)

Division of Humanities

- **Major: 39 credit hours**
- **Minor: 18 credit hours**
- **Major/minor GPA required for graduation: 2.25**
- **All courses for the major and minor must be completed with a grade of C- or better.**

PROGRAM REQUIREMENTS:

- **Complete two semesters of a single foreign language or equivalent.**
Students considering seminary studies often elect to take New Testament Greek to satisfy their language requirement.
- **Capstone: Complete two upper-level seminar style courses that involve giving class presentations and leading group discussions.**

Description of Major: Religious studies analyzes the human relationship to what is conceived as ultimate reality or the highest reality. It studies the beliefs, practices, and behaviors that are expressions of this relationship, examining them in their individual and corporate, historical and contemporary forms.

Human history displays established patterns of the relationship to ultimate reality in the world's major religious traditions. Religious studies majors learn about the major world religions in all their diversity while also focusing in a special way on Christianity, its sacred texts, and Christian theology. Within this framework, students have significant freedom to shape their program of study in the direction of their interest. Students can choose a more general analysis of the world religions or they can make a more intensive study of Christianity with their electives.

The religious studies major stresses development of skills in critical thinking, reading, and writing. It involves significant use and analysis of scholarly methodologies to understand the phenomenon of religion and interpret religious texts.

Student Learning Outcomes

Students will:

- Understand and analyze the history, geographical distribution, and beliefs and practices of the world's major religions.
- Understand and analyze the history, beliefs, and practices of major Christian groups today, focusing on Christianity in the United States.
- Understand and implement contemporary scholarly methods for analyzing sacred texts, religious history, and religious expressions.
- Display competency in reading, writing, and critical thinking skills.

Degree Preparation: The religious studies major helps prepare students for seminary studies and/or a career in Christian ministry. It also helps prepare students for academic graduate work in religious studies or other fields. Students can use this degree in any career that values critical thinking and sensitivity to human motivation, and involves encounter with diverse communities of belief in our increasingly global society.

RELIGIOUS STUDIES MAJOR REQUIREMENTS		39 crs.
REL 210	LIVING RELIGIONS OF THE EAST	(3)
REL 211	LIVING RELIGIONS OF THE WEST	(3)
REL 230	INTRODUCTION TO CHRISTIANITY	(3)
REL 215/315	RELIGION IN THE UNITED STATES	(3)
REL 340	OLD TESTAMENT	(3)
	<i>or</i>	
REL 345	NEW TESTAMENT	(3)
REL 330	HISTORY OF CHRISTIAN THOUGHT (W)	(3)
	<i>or</i>	
REL 332	CONTEMPORARY CHRISTIAN THOUGHT (W)	(3)
PHI 201	INTRODUCTION TO PHILOSOPHY	(3)
	<i>or</i>	
REL 325	PHILOSOPHY OF RELIGION	(3)
	FOREIGN LANGUAGE	(6)
	FOUR ELECTIVES IN RELIGIOUS STUDIES (AT LEAST TWO MUST BE 300 OR 400 LEVEL)	(12)

RELIGIOUS STUDIES MINOR REQUIREMENTS		18 crs.
REL 210	LIVING RELIGIONS OF THE EAST	(3)
REL 211	LIVING RELIGIONS OF THE WEST	(3)
REL 230	INTRODUCTION TO CHRISTIANITY	(3)
<i>or</i>		
REL 215/315	RELIGION IN THE UNITED STATES THREE ELECTIVES IN RELIGIOUS STUDIES (AT LEAST TWO MUST BE 300 OR 400 LEVEL)	(3) (9))

Sociology (SOC)

Division of Social Sciences

- **Three Tracks: General Sociology, Criminal Justice, and Social Welfare and Social Justice**
- **Major: 43 credit hours for each track**
- **Minor: 20 for general track; 21 credit hours for other tracks**
- **All courses for the major and minor must be completed with a grade of C- or better.**

PROGRAM REQUIREMENTS:

- **Capstone: Sociological Analysis (SOC 498) and a senior thesis**
- **Research: Methods of Social Research (W) (SOC 496)**

Description of Major:

The sociology program offers a Bachelor of Arts degree in Sociology, within a liberal arts context, by providing three tracks that a student may follow:

- 1. General Track:** This is geared to students who have more general career plans and for those who plan to attend graduate school in sociology. It is also intended for those who wish to develop a general understanding of society.
- 2. Criminal Justice Track:** This is for students who wish to pursue careers in the criminal justice field such as law enforcement, corrections, and court services. This program is designed to provide students with a broad knowledge of the workings of the agencies that make up the criminal justice system.
- 3. Social Welfare and Social Justice Track:** This is for students who wish to pursue careers in the general area of social work. This program will provide students with a broad overview of the history, agencies, and philosophy of social work.

No more than four credits of cross listed courses may count toward a major or minor in sociology. In addition to any prerequisites listed, SOC 150 is a prerequisite for all 300 or 400 level sociology courses.

Student Learning Outcomes

Students will:

- Develop a greater understanding of the sociological perspective and the opportunity to develop their sociological imagination.

- Gain a better appreciation of social structure and its effect on social inequalities and the role of intersectionalities on human behavior.
- Develop skills in using sociological theory, research methods and analysis.
- Acquire a greater understanding of the reciprocal relationship between social change and human agency.
- Engage in applied and experiential learning.

Degree Preparation: Students majoring in sociology develop a greater appreciation for how society influences individual behavior and an understanding of how societies are structured. Majors develop the skills to think more critically about their own lives and the many social issues confronting us in society today. A sociology major prepares students for graduate school in sociology, social work, and criminal justice in addition to law school and divinity school. Our graduates pursue many different career opportunities including social services, criminal justice, community organizing, health care administration, and urban planning, among others.

SOCIOLOGY MAJOR REQUIREMENTS: GENERAL TRACK **40 crs.**

SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 270	SOCIAL PROBLEMS	(3)
SOC 340	SOCIAL CLASS AND INEQUALITY	(3)
<i>or</i>		
SOC 350	SOCIOLOGY OF GENDER	(3)
<i>or</i>		
SOC 360	RACE AND ETHNIC RELATIONS	(3)
SOC 400	SOCIOLOGICAL THEORY (W)	(3)
SOC 496	METHODS OF SOCIAL RESEARCH (W)	(3)
SOC 498	SOCIOLOGICAL ANALYSIS	(3)
MTH 170	STATISTICS	(4)
	ADDITIONAL SOCIOLOGY ELECTIVES	(18)

SOCIOLOGY MAJOR REQUIREMENTS: CRIMINAL JUSTICE TRACK **43 crs.**

Requirements for the general track plus:

SOC 170	INTRODUCTION TO CRIMINAL JUSTICE	(3)
SOC 220	JUVENILE DELINQUENCY	(3)
SOC 230	POLICE AND URBAN SOCIETY	(3)
<i>or</i>		
SOC 235	CORRECTIONAL INSTITUTIONS	(3)
SOC 371	SOCIOLOGY OF DEVIANCE	(3)
	TWO ADDITIONAL SOCIOLOGY ELECTIVES	(6)

**SOCIOLOGY MAJOR REQUIREMENTS:
SOCIAL WELFARE AND SOCIAL JUSTICE TRACK** **43 crs.**

Requirements for general track plus:

SOC 190	INTRODUCTION TO SOCIAL WELFARE AND SOCIAL JUSTICE	(3)
SOC 279	COMMUNITY ORGANIZATION AND CHANGE	(3)
SOC 375	SOCIAL WELFARE AND SOCIAL JUSTICE PRACTICUM	(3)

	Two electives from the following courses:	
SOC 240	CROSS CULTURAL PRACTICUM	(1 or 3)
SOC 250	CHILD WELFARE	(3)
SOC 357	INEQUALITY AND ENVIRONMENTAL SOCIOLOGY	
SOC 390	SOCIAL WELFARE POLICY	(3)
	ONE ADDITIONAL SOCIOLOGY ELECTIVE	(3)

SOCIOLOGY MINOR REQUIREMENTS: GENERAL TRACK **18 crs.**

SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 400	SOCIOLOGICAL THEORY (W)	(3)
SOC 496	METHODS OF SOCIAL RESEARCH (W)	(3)
	ADDITIONAL UPPER-LEVEL SOCIOLOGY ELECTIVES	(9)

SOCIOLOGY MINOR REQUIREMENTS: CRIMINAL JUSTICE TRACK **21 crs.**

SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 170	INTRODUCTION TO CRIMINAL JUSTICE	(3)
SOC 220	JUVENILE DELINQUENCY	(3)
SOC 230	POLICE AND URBAN SOCIETY	(3)
	<i>or</i>	
SOC 245	CORRECTIONAL INSTITUTIONS	(3)
SOC 340	SOCIAL CLASS AND INEQUALITY	(3)
	<i>or</i>	
SOC 350	SOCIOLOGY OF GENDER	(3)
	<i>or</i>	
SOC 360	RACE AND ETHNIC RELATIONS	(3)
SOC 371	SOCIOLOGY OF DEVIANCE	(3)
	ADDITIONAL UPPER-LEVEL SOCIOLOGY ELECTIVE	(3)

**SOCIOLOGY MINOR REQUIREMENTS:
SOCIAL WELFARE AND SOCIAL JUSTICE TRACK** **21 crs.**

SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 190	INTRODUCTION TO SOCIAL WELFARE AND SOCIAL JUSTICE	(3)
SOC 279	COMMUNITY ORGANIZATION AND CHANGE	(3)
SOC 340	SOCIAL CLASS AND INEQUALITY	(3)
	<i>or</i>	
SOC 350	SOCIOLOGY OF GENDER	(3)
	<i>or</i>	
SOC 360	RACE AND ETHNIC RELATIONS	(3)

THREE ELECTIVES FROM THE FOLLOWING COURSES **9 crs.**

SOC 240	CROSS CULTURAL PRACTICUM	(3)
SOC 250	CHILD WELFARE	(3)
SOC 357	INEQUALITY AND ENVIRONMENTAL SOCIOLOGY	(3)
SOC 375	SOCIAL WELFARE AND SOCIAL JUSTICE PRACTICUM	(3)
SOC 390	SOCIAL WELFARE POLICY	(3)

BA/MACJ 4+1 Option

Division of Social Sciences

McKendree University offers qualified students the opportunity to earn both a Bachelor of Arts (BA) in sociology and a Master of Arts (MA) in criminal justice in a total of five years. The BA/MACJ 4+1 option combines foundational appreciation for how society influences individual behavior and an understanding of how societies are structured, along with the study of advanced topics in criminal justice.

Undergraduate students with strong academic performance (earned at least 60 credit hours and a minimum cumulative GPA of 3.0) may apply for admission to the BA/MACJ 4+1 MACJ option. Students may qualify for the BA/MACJ 4+1 option by following any of the sociology tracks.

Option Features

- Students spend up to four academic years in undergraduate-level study.
- During their senior year, students take a maximum of four graduate-level courses that meet both their undergraduate and graduate program requirements when they earn a grade of B- or better.
- At the end of the fourth year, the undergraduate degree is conferred.
- Following undergraduate degree confirmation, students may enroll in the graduate program full-time and complete the MACJ degree in the fifth year.

Students interested in the BA/MACJ 4+1 option are encouraged to consult with their undergraduate adviser as early as possible to select a sequence of courses that will satisfy both the requirements for their undergraduate major and this option.

Admission Requirements

Current McKendree students pursuing a degree in sociology, who have earned at least 60 credit hours, may formally apply to the BA/MACJ 4+1 option during their junior year. Admission to the BA/MACJ 4+1 option is a three-step process.

Step 1: Provisional Admission

- Earned minimum cumulative GPA of 3.0.
- Completed application submitted to the Director of the MACJ program early in the student's junior year at McKendree.

Step 2: Conversion from Provisional to Admitted Status

- Students admitted provisionally during their junior year will achieve admitted status to the BA/MACJ 4+1 option following the completion of their junior year, or a minimum of 90 credit hours, if they have earned a minimum cumulative GPA of 3.0.
- Admitted status will permit undergraduate senior-level students to take up to four select 600-level graduate courses during their senior year.
- The Director of the MACJ will work with the student's undergraduate adviser to develop a schedule of 600-level courses for the student to complete in the senior year.
- These 600-level graduate courses will count as undergraduate credit, meeting undergraduate sociology major requirements. Courses completed with a grade of B- or better will also count for graduate credit.

Step 3: Full MACJ Program Admission

- During the senior year students will apply for admission to the MACJ program.
- Formal acceptance into the MACJ requires students to have earned a minimum cumulative GPA of 3.00.
- Students will be notified by email regarding MACJ program admission and when 600-level course registration begins.

Transfer and international students interested in the BA/MACJ 4+1 option should contact the Director of the MACJ program for details.

COURSE EQUIVALENCIES

CRJ 600	ADVANCED STUDIES IN CRIMINAL JUSTICE	Upper-level SOC elective
CRJ 604	CRIMINOLOGICAL THEORY	SOC 371 SOCIOLOGY OF DEVIANCE
CRJ 610	POLICE ADMINISTRATION AND MANAGEMENT	Upper-level SOC elective
CRJ 611	ETHICS, THE LAW, AND INDIVIDUAL RIGHTS	Upper-level SOC elective
CRJ 612	TERRORISM, SECURITY, AND THE MODERN WORLD	Upper-level SOC elective
CRJ 620	ADVANCED SEMINAR IN CRIMINAL LAW	Upper-level SOC elective
CRJ 621	ISSUES IN POLICING	Upper-level SOC elective
CRJ 622	CORRECTIONS AND CORRECTIONAL PRACTICES	Upper-level SOC elective
CRJ 623	CLASS, RACE, AND GENDER IN CRIMINAL JUSTICE	SOC 340 SOCIAL CLASS AND INEQUALITY or SOC 350 SOCIOLOGY OF GENDER or SOC 360 RACE AND ETHNIC RELATIONS
CRJ 680	SPECIAL TOPICS IN CRIMINAL JUSTICE	Upper-level SOC elective

Spanish (SPA)**Division of Humanities**

- Two tracks: Spanish and Spanish with Global Studies
- Major, Spanish track: 30 credit hours
- Major, Spanish with Global Studies track: 45 credit hours
- Minor: 18 credit hours
- SPA 101 and 102 do not count towards a Spanish degree.
- SPA 101, 102 and 220 must be completed with a grade of C or better.

Description of Major: All incoming students with prior knowledge of Spanish (at school or at home) must take a placement exam prior to registering for any course. (Please contact Dr. Capron.)

Up to 3 credit hours of CLEP or Advanced Placement Examination credit will be accepted toward the 18-hour minor requirement or the 30-hour major requirement. Credits for SPA 101 and SPA 102 do not count towards the minor or the major. Students can CLEP out of 101 and 102, but only CLEP credits for SPAN 220 would count towards the minor and the major. For information regarding transfer of credits see *Transfer of Credit* in this catalog.

In order to major in Spanish, including the Spanish with global studies track, students must complete a minimum of 30 credit hours in Spanish (10 courses) at the 200-level and above. Prior to taking those 30 credits, all students need to have either taken or tested out of SPA 101 and SPA 102. In order to minor in Spanish, students need to obtain 18 credit hours (6 courses) at the 200-level and above. Prior to taking those 18 credits, all students need to have either taken or tested out of SPA 101 and SPA 102. Note: Students pursuing a minor or major in Spanish must obtain a grade of C or better in SPA 101, 102 and 220. To add the global studies track to the Spanish major (45 credit hours), students will complete an additional 15 credits from the list Global Studies courses below.

Student Learning Outcomes

Students will:

- Develop Spanish fluency (reading, writing, listening, speaking).
- Gain an understanding of and appreciation for the rich diversity of Spanish-speakers variety of language, cultures and histories.
- Enhance language awareness in general as well as a better understanding of English grammar.
- Demonstrate further cultural and linguistic competency and understanding through a study abroad immersion, if applicable.
- Gain a greater understanding of the ever-increasing interdependence between nations and the need for global solutions.

Degree Preparation: The degree prepares students for a U.S. job market where Spanish fluency is increasingly on demand and for a world that is economically interdependent and culturally diverse. The Spanish program prepares students to communicate with Spanish-speakers in professional and personal settings. The curriculum emphasizes understanding and appreciation of Spanish-speaking persons, cultures and histories, which enhances culturally sensitive and appropriate communication with a diverse Spanish-speaking population across the globe. With the additional global studies track, students will learn how the world works today, as it is becoming a smaller place through the interaction of its human community, including movement of goods, migration of people, spread of technologies, and mixing of cultures.

SPANISH MAJOR REQUIREMENTS

30 crs.

SPA 220	SPANISH LANGUAGE AND CULTURES III	(3)
SPA 300	SPANISH/LATIN AMERICAN CULTURES AND BEGINNING CONVERSATION	(3)

SPA 301	ADVANCED GRAMMAR AND COMPOSITION	(3)
SPA 302	ADVANCED CONVERSATION	(3)

SIX COURSES FROM THE FOLLOWING

SPA 303	ADVANCED GRAMMAR AND COMPOSITION II	(3)
SPA 310	SPANISH/LATIN AMERICAN HISTORIES AND CIVILIZATIONS	(3)
SPA 311	SPANISH/LATIN AMERICAN FILMS	(3)
SPA 312	LATIN AMERICANS IN THE U.S.	(3)
SPA 320	INTRODUCTION TO SPANISH/LATIN AMERICAN LITERATURES AND CULTURES	(3)
SPA 330	ADVANCED BUSINESS SPANISH	(3)
SPA 350	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY I	(3)
SPA 351	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY II	(3)
SPA 380-389	SPECIAL TOPICS IN SPANISH/LATIN AMERICAN LITERATURES OR CULTURES	(3)
SPA 480	INDEPENDENT STUDY	(3)

SPANISH MAJOR REQUIREMENTS:**SPANISH WITH GLOBAL STUDIES TRACK****45 crs.**

SPA 220	SPANISH LANGUAGE AND CULTURES III	(3)
SPA 300	SPANISH/LATIN AMERICAN CULTURES AND BEGINNING CONVERSATION	(3)
SPA 301	ADVANCED GRAMMAR AND COMPOSITION	(3)
SPA 302	ADVANCED CONVERSATION	(3)
GLS 101	INTRODUCTION TO GLOBAL STUDIES	(3)

SIX COURSES FROM THE FOLLOWING

SPA 303	ADVANCED GRAMMAR AND COMPOSITION II	(3)
SPA 310	SPANISH/LATIN AMERICAN HISTORIES AND CIVILIZATIONS	(3)
SPA 311	SPANISH/LATIN AMERICAN FILMS	(3)
SPA 312	LATIN AMERICANS IN THE U.S.	(3)
SPA 320	INTRODUCTION TO SPANISH/LATIN AMERICAN LITERATURES AND LITERARY ANALYSIS	(3)
SPA 321	PANORAMA OF SPANISH/LATIN AMERICAN LITERATURES AND CULTURES I	(3)
SPA 322	PANORAMA OF SPANISH/LATIN AMERICAN LITERATURES AND CULTURES II	(3)
SPA 330	ADVANCED BUSINESS SPANISH	(3)
SPA 350	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY I	(3)
SPA 351	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY II	(3)
SPA 380-389	SPECIAL TOPICS IN SPANISH/LATIN AMERICAN LITERATURES OR CULTURES	(3)
SPA 480	INDEPENDENT STUDY	(3)

FOUR COURSES FROM THE FOLLOWING

BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
ENG 310	WORLD LITERATURES II	(3)
HIS 163	20TH CENTURY WORLD HISTORY	(3)
HIS 373	HISTORICAL GEOGRAPHY	(3)
PHI 202	INTRODUCTION TO PHILOSOPHIES OF ASIA, AFRICA, AND LATIN-AMERICA	(3)
PHI 325	PHILOSOPHY OF RELIGION (W)	(3)
PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
PSI 311	INTERNATIONAL ORGANIZATIONS (W)	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)
SOC 354	URBAN SOCIOLOGY	(3)
SOC 356	POPULATION AND DEMOGRAPHY	(3)
SOC 357	ENVIRONMENT AND THE SOCIETY	(3)
COM 353	INTERCULTURAL COMMUNICATION	(3)

SPANISH MINOR REQUIREMENTS**18 crs.**

SPA 220	SPANISH LANGUAGE AND CULTURES III	(3)
SPA 300	SPANISH/LATIN AMERICAN CULTURES AND BEGINNING CONVERSATION	(3)
SPA 301	ADVANCED GRAMMAR AND COMPOSITION	(3)
SPA 302	ADVANCED CONVERSATION	(3)

TWO COURSES FROM THE FOLLOWING

SPA 303	ADVANCED GRAMMAR AND COMPOSITION II	(3)
SPA 310	SPANISH/LATIN AMERICAN HISTORIES AND CIVILIZATIONS	(3)
SPA 311	SPANISH/LATIN AMERICAN FILMS	(3)
SPA 312	LATIN AMERICANS IN THE U.S.	(3)
SPA 320	INTRODUCTION TO SPANISH/LATIN AMERICAN LITERATURES AND CULTURES	(3)
SPA 380-389	SPECIAL TOPICS IN SPANISH/LATIN AMERICAN LITERATURES OR CULTURES	(3)
SPA 330	ADVANCED BUSINESS SPANISH	(3)
SPA 350	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY I	(3)
SPA 351	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY II	(3)
SPA 480	INDEPENDENT STUDY	(3)

Sport Psychology

Division of Social Sciences

Applied sport psychology is the study of the psychological and mental factors that influence and are influenced by participation and performance in sport, exercise, and physical activity. Applied sport psychology professionals are interested in

how participation in sport, exercise, and physical activity may enhance personal development and well-being throughout the life span (information from the Association for Applied Sport Psychology website – AASP).

Although there are many specific concepts within applied sport psychology (e.g., stress management, teamwork, goal setting, concentration, relaxation, imagery), the general goal is to teach athletes the mental skills necessary to perform consistently in training and competition and to help them realize their potential as people and athletes. Sport psychology draws upon the following areas of research: health psychology, performance enhancement and intervention, and social psychology.

Sport psychology is a growing field as a number of elite, amateur, and professional athletes are currently working with applied sport psychology professionals. Coaches also seek sport psychology professionals to work with their teams.

The sport psychology minor would be beneficial to students interested in occupations such as exercise specialists, athletic trainers, youth sport directors, or coaching. Moreover, students interested in pursuing graduate study in psychology, education, physical education, or occupational therapy could benefit from this minor.

The sport psychology minor emphasizes current theoretical and applied research in the fast growing field of sport psychology. The courses are a combination of primarily psychology and physical education courses. Please note that some of the courses have prerequisites. For a course to be accepted toward a sport psychology minor, a grade of C- or better is required.

To minor in Sport Psychology:

1. Students must complete 20 credit hours and earn a minimum cumulative GPA of 2.25 in courses applied to the minor.
2. At least nine hours must be at the upper division level.
3. Relevant internship hours (or field experience for their major) may be substituted for three hours of the minor requirements.

(A student will need a written summary of the internship or field experience with approval from their advisor and the sport psychology minor coordinator)

SPORT PSYCHOLOGY MINOR REQUIREMENTS		19-20 crs.
HPE 158	HEALTH AND WELLNESS	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY 465/ PED 465	SPORT AND HEALTH PSYCHOLOGY	(3)

ADDITIONAL 10-11 CREDITS FROM THE FOLLOWING

PSY 200	APPLIED SPORT PSYCHOLOGY (may be repeated for up to (3) credits)	(0-1)
---------	---	-------

A student must take at least one course from each of the clusters:

BIOLOGY/PED CLUSTER

BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)

BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
<i>or</i>		
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
ATH 349/		
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 403	KINESIOLOGY (W)	(3)
PED 202	PSYCHOLOGY OF COACHING	(3)

PSYCHOLOGY/SOCIOLOGY/BUSINESS CLUSTER

SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)
PSY 211	STRESS MANAGEMENT	(3)
PSY 401/		
SOC 401	SOCIAL PSYCHOLOGY	(3)
SOC 450/		
PED 450	SOCIOLOGY OF SPORT	(3)

Theatre (THE)

Division of Visual and Performing Arts

- Major: 39-40 credit hours
- Minor: 24 credit hours
- Major/Minor GPA required for graduation: 2.25

PROGRAM REQUIREMENTS:

- Capstone: Senior Project in Theatre (THE 490)
- Practicum: Theatre Practicum (THE 215). All students pursuing the major or minor must enroll in THE 215 each semester. The course may be taken for zero or one credit in any given semester.

Mission: The mission of the McKendree University theatre faculty is to develop engaged student artists who understand the importance of collaboration, problem-solving, and risk-taking. Through a combination of classroom-based and hands-on work, students develop their knowledge, skills, and unique creative viewpoint.

Description of Major: The major in theatre gives students a wide background in history, acting, technical work, directing, and dramatic literature. Courses in the theater major build skills in critical thinking, analysis, interpretation, writing, design, production, and performance skills through a combination of theoretical and hands-on work. Through participation in departmental productions on campus, theatre students apply the skills gained in course-work and gain valuable experience.

Student Learning Outcomes

Students will:

- Understand techniques in acting, directing, and design.
- Apply the above techniques in production.
- Identify the major historical periods and genres of world drama and discuss their contributions to contemporary theatre practice and technology.

- Analyze a script from both the performance and production perspective.
- Communicate effectively with an audience utilizing skills developed in movement, voice, interpretation, design, production, analysis, critical thinking, and writing.
- Work independently and as part of a group to meet deadlines, solve practical problems, and provide leadership for projects.

Degree Preparation: A major in theatre prepares students for graduate school or work in professional, educational, or community theatre. The discipline, collaboration, creativity, and communication required for successful completion of a theatre major are assets in many fields in the arts, education, and business.

THEATRE MAJOR REQUIREMENTS **39-40 crs.**

CORE REQUIREMENTS **27-29 crs.**

THE 111	ACTING I	(3)
THE 215	THEATRE PRACTICUM	(each semester 0 or 1)
THE 219	PLAY PRODUCTION – SET AND LIGHTS	(3)
THE 221	PLAY PRODUCTION – COSTUME AND MAKE-UP	(3)
THE 250	DRAMATIC LITERATURE	(3)
THE 320	DIRECTING	(3)
THE 350	THEATRE HISTORY I (W)	(3)
THE 351	THEATRE HISTORY II (W)	(3)
THE 490	SENIOR PROJECT IN THEATRE	(3)
ENG 313	TOPICS IN SHAKESPEARE	(3)

Choose one of the following tracks

GENERAL STUDIES TRACK

12 hours from the following:

ENG 201	SHAKESPEARE	(3)
MUS 375	HISTORY OF THE AMERICAN MUSICAL	(3)
MUS 376	BROADWAY: A REFLECTION OF AMERICA	(3)
	ADDITIONAL THEATRE ELECTIVES	

ACTING TRACK

THE 212	ACTING II	(3)
THE 330	MOVEMENT IN PERFORMANCE	(3)
THE 340	STAGE SPEECH	(3)
THE 313	ACTING WORKSHOP (must be taken for three semesters)	(1)
	<i>or</i>	
THE 430	ADVANCED MOVEMENT	(3)
	<i>or</i>	
THE 440	ADVANCED SPEECH	(3)

TECHNICAL THEATRE TRACK

THE 319	ADVANCED PLAY PRODUCTION	(3)
THE 360	DESIGN FOR THEATRE	(3)
THE 390	JUNIOR PROJECT	(3)
	ADDITIONAL ELECTIVE	(3)

THEATRE MINOR REQUIREMENTS		24 crs.
THE 100	INTRODUCTION TO THEATRE	(3)
THE 111	ACTING I	(3)
THE 215	THEATRE PRACTICUM	(each semester 0 or 1)
THE 219	PLAY PRODUCTION – SET AND LIGHTING	(3)
THE 221	PLAY PRODUCTION – COSTUME AND MAKE-UP	(3)
THE 250	DRAMATIC LITERATURE	(3)
THE 320	DIRECTING	(3)
ENG 201	SHAKESPEARE	(3)
<i>or</i>		
ENG 313	TOPICS IN SHAKESPEARE	(3)

ONE COURSE FROM THE FOLLOWING

Any additional theatre course

ENG 201	SHAKESPEARE	(3)
ENG 313	TOPICS IN SHAKESPEARE	(3)
MUS 375	HISTORY OF THE AMERICAN MUSICAL	(3)
MUS 376	BROADWAY: A REFLECTION OF AMERICA	(3)

Musical Theatre (THE)

Division of Visual and Performing Arts

- Major: 63-79 credit hours
- Major GPA required for graduation: 2.25

PROGRAM REQUIREMENTS:

- **Capstone:** Senior Project in Theatre (THE 490)
- **Practicum:** Theatre Practicum (THE 215). All students pursuing the major or minor must enroll in THE 215 each semester. The course may be taken for zero or one credit in any given semester.

Mission: The mission of the McKendree University theatre faculty is to develop engaged student artists who understand the importance of collaboration, problem-solving, and risk-taking. Through a combination of classroom-based and hands-on work, students develop their knowledge, skills, and unique creative viewpoint.

Description of Major: The major in musical theatre gives students a wide background in history, acting, singing, dancing, technical work, directing, and dramatic literature. Courses in the musical theater major build skills in critical thinking, analysis, interpretation, writing, design, production, and performance skills through a combination of theoretical and hands on work. Via participation in departmental productions on campus, musical theatre students apply the skills gained in course-work and gain valuable experience.

Student Learning Outcomes*Students will:*

- Understand techniques in acting, directing, and design.
- Apply the above techniques in production.
- Identify the major historical periods and genres of world drama and discuss their contributions to contemporary theatre practice and technology.
- Discuss the development of musical theatre from its beginnings, the musical characteristics of the works and their historical importance.
- Analyze a script from both the performance and production perspective.
- Communicate effectively with an audience utilizing skills developed in movement, voice, interpretation, design, production, analysis, critical thinking, and writing.
- Work independently and as part of a group to meet deadlines, solve practical problems, and provide leadership for projects.

Degree Preparation: A major in musical theatre prepares students for graduate school or work in professional, educational, or community theatre. The discipline, collaboration, creativity, and communication required for successful completion of a musical theatre major are assets in many fields in the arts, education, and business.

MUSICAL THEATRE MAJOR REQUIREMENTS**64-80 crs.**

THE 111	ACTING I	(3)
THE 212	ACTING II	(3)
THE 215	THEATRE PRACTICUM	(each semester 0)
THE 219	PLAY PRODUCTION – SET AND LIGHTS	(3)
THE 221	PLAY PRODUCTION – COSTUME AND MAKE-UP	(3)
THE 250	DRAMATIC LITERATURE	(3)
THE 320	DIRECTING	(3)
THE 330	MOVEMENT IN PERFORMANCE	(3)
THE 340	STAGE SPEECH	(3)
THE 350	THEATRE HISTORY I (W)	(3)
THE 351	THEATRE HISTORY II (W)	(3)
THE 490	SENIOR PROJECT IN THEATRE	(3)
DAN 110	BEGINNING MODERN DANCE	(3)
DAN 120	BEGINNING BALLET	(3)
DAN 230	MUSICAL THEATRE JAZZ I	(3)
MUE 154	CONCERT CHOIR	(each semester 0)
MUL		
101-102, 201-202, 301-302, 401-402	APPLIED VOICE	(10 credits total)
MUS 100	PERFORMANCE LAB	(each semester 0)

**(1.5 CREDIT LESSONS FIRST TWO SEMESTERS AND TWO SEMESTERS
PRECEDING SENIOR PROJECT; 1 CREDIT 4 SEMESTERS)**

MUL 198	FIRST YEAR GATE JURY	(0)
MUS 255	MUSIC THEORY I	(3)
MUS 255L	AURAL SKILLS LAB I	(1)
MUS 256	MUSIC THEORY II	(3)
MUS 256L	AURAL SKILLS LAB II	(1)
MUS 375	HISTORY OF THE AMERICAN MUSICAL	(3)

MAKE YOUR MARK

School of Business



SCHOOL OF BUSINESS

The School of Business offers the following programs:

- Accounting
- Business Administration
- Business and Professional Writing
- Cyber Defense
- Economics
- Economics and Finance
- Entrepreneurship
- Human Resource Management
- Leadership Studies
- Management
- Marketing
- Sport Management
- Supply Chain Management
- BBA/MBA 4+1 Option

Please note that the School of Business also offers a Master of Business Administration (MBA) degree. Please see a graduate catalog or visit the website for more information regarding the MBA.

MKC

Accounting (ACC)

■ **Major: 70 credit hours**

■ **Minor: 21 credit hours**

■ **Major/Minor GPA required for graduation: 2.25**

PROGRAM REQUIREMENTS:

■ **Capstone: Business Strategy and Policy (BUS 450)**

■ **Research: Research in Accounting Theory (ACC 431)**

Description of Major: The accountant's role in business decision making has expanded, making accounting one of the fastest growing fields in education and business. Career opportunities include employment in corporations as financial or managerial accountants, with opportunities for promotion into executive roles. Careers in taxation, audit, or governmental accounting provide employment opportunities for graduates of the program.

Student Learning Outcomes

Students will:

- Apply critical thought regarding the environment of business.
- Demonstrate an understanding of the major concepts in the functional areas of business.
- Make decisions about the presentation of financial data.
- Analyze managerial and cost data.
- Demonstrate an understanding of the audit function.
- Assess the reliability of data.

Degree Preparation: The accounting program at McKendree University is designed to prepare the student for a professional career in corporate, public, or non-profit accounting. Upon graduation, the student will have the skills needed to pursue a higher degree or seek employment in one of many opportunities open in the field. For students who plan to sit for the Uniform CPA Examination, additional hours beyond McKendree University's graduation requirements may be earned by taking additional courses (as specified by each state) to reach the 150 hour requirement to sit for the exam. In Illinois, the additional hours may be at the undergraduate or graduate level.

ACCOUNTING MAJOR		70 crs.
BUSINESS CORE REQUIREMENTS		37 crs.
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I (or BUS 304 BUSINESS LAW II)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MTH 170	STATISTICS	(4)

MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

ACCOUNTING MAJOR REQUIREMENTS	33 crs.
--------------------------------------	----------------

ACC 305	INTERMEDIATE ACCOUNTING I	(3)
ACC 306	INTERMEDIATE ACCOUNTING II	(3)
ACC 307	INTERMEDIATE ACCOUNTING III	(3)
ACC 330	MANAGERIAL COST ACCOUNTING	(3)
ACC 352	TAXATION OF INDIVIDUALS	(3)
ACC 354	TAXATION OF BUSINESS ENTITIES	(3)
ACC 401	ADVANCED FINANCIAL ACCOUNTING	(3)
ACC 421	AUDITING	(3)
ACC 431	RESEARCH IN ACCOUNTING THEORY (W)	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
MGT 354	BUSINESS COMMUNICATIONS (W)	(3)

ACCOUNTING MINOR	21 crs.
-------------------------	----------------

The minor in accounting is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of accounting electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ACC 305	INTERMEDIATE ACCOUNTING I	(3)
ACC 330	MANAGERIAL COST ACCOUNTING	(3)
	TWO ACCOUNTING ELECTIVES AT THE 300 OR 400 LEVEL	(6)

Business Administration (BUS)

- Major: 55 credit hours
- Minor: 21 credit hours
- Major/Minor GPA required for graduation: 2.25

PROGRAM REQUIREMENTS:

- Capstone: Business Strategy and Policy (BUS 450)

Description of Major: The major in business administration is the most flexible program offered within the School of Business. Students may choose their electives from accounting, business, economics, management, or marketing. This allows a student, with the assistance of an advisor, to design a program of study to prepare for a career in business, industry, or government. The major also provides a broad foundation for those preparing for graduate school in one of the business areas.

Student Learning Outcomes*Students will:*

- Apply critical thought regarding the environment of business.
- Demonstrate an understanding of the major concepts in the functional areas of business.
- Apply human resource support tools to business decision making.

Degree Preparation: The study of business administration provides students with general business skills which make them flexible practitioners in the job market. The business administration degree enhances their competitiveness by ensuring they are well rounded in at least three of the functional areas of business, such as accounting, economics, finance, human resource management, management, marketing, or sport management.

BUSINESS ADMINISTRATION MAJOR **55 crs.****BUSINESS CORE REQUIREMENTS** **40 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
BUS 304	BUSINESS LAW II	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

BUSINESS ADMINISTRATION MAJOR REQUIREMENTS **15 crs.**

MGT 334	HUMAN RESOURCE MANAGEMENT	(3)
---------	---------------------------	-----

Four electives from accounting, business, entrepreneurship, economics, finance, human resource management, management, marketing, sport management; no more than two of the following HRM courses (HRM 411, HRM 430, or HRM 440).

Students must take courses from 3 or more functional areas. (12)

BUSINESS ADMINISTRATION MINOR **21 crs.**

The minor in business administration is available only to students majoring in a non-business area. To receive a minor, the student must complete the required courses listed below and nine hours of electives from three of the functional areas of business (accounting, economics, finance, human resource management, management, marketing, and sport management).

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)

Business and Professional Writing

- **Major: 58 credit hours**
- **Minor: 15 credit hours**
- **Major/Minor GPA required for graduation: 2.25**

PROGRAM REQUIREMENTS:

- **Capstone: Research and Practice in Professional Writing (PWR 490)**
- **Research: Research and Practice in Professional Writing (PWR 490)**
- **Service: Civic Engagement through Professional Writing (PWR 390)**

Description of Major: The major in business and professional writing equips students with skills and competencies needed to work as successful technical communicators in a variety of industries. It offers a rigorous introductory curriculum that leads to the competency level of a skillful practitioner. Courses explore the breadth and depth of the profession, including general technical communication, content, management, visualization, media technology, and information design.

Student Learning Outcomes

Students will:

- Apply communication theory.
- Understand and comply with regulations and standards.
- Develop, structure, evaluate, and publish content.
- Use industry-standard tools proficiently.
- Create appropriate visuals.
- Manage content and projects in team settings and independently.

Degree Preparation: This degree prepares students to work as technical communicators and related roles. Domains where graduates work may include corporate, government, software, manufacturing, nonprofit, and healthcare. Professional fields that require effective written communication in print or digital environments. Students pursuing a post-baccalaureate degree may consider programs in professional or technical writing, nonprofit administration, rhetoric and composition, law, business, media, or other related fields. Lifelong learning is necessary for technical writers to stay abreast of the fast-paced developments in the profession.

BUSINESS AND PROFESSIONAL WRITING MAJOR **58 crs.**

BUSINESS CORE REQUIREMENTS **40 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)

BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
BUS 304	BUSINESS LAW II	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

BUSINESS AND PROFESSIONAL WRITING MAJOR REQUIREMENTS **18 crs.**

PWR 210	INTRODUCTION TO PROFESSIONAL WRITING (W)	(3)
PWR 350	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W)	(3)
MGT/		
PWR 354	BUSINESS COMMUNICATIONS	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
PWR 450	CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W)	(3)
PWR 470	INTERNSHIP IN PROFESSIONAL WRITING	(3)
<i>or</i>		
PWR 490	RESEARCH AND PRACTICE IN PROFESSIONAL WRITING (W)	(3)

BUSINESS AND PROFESSIONAL WRITING MINOR **15 crs.**

PWR 210	INTRODUCTION TO PROFESSIONAL WRITING (W)	(3)
PWR 350	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W)	(3)
MGT/		
PWR 354	BUSINESS COMMUNICATIONS	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
PWR 450	CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W)	(3)

Cyber Defense (CBD)

- Major: 58 credit hours
- Minor: 21 credit hours
- Major/Minor GPA required for graduation: 2.25

PROGRAM REQUIREMENTS:

- Capstone: Practicum in Cyber Defense

Description of Major: Students in this major have the opportunity to gain knowledge and develop skills related to the protection of information and intellectual property in the public and private sector. Courses align with the guidelines suggested by the National Initiative for Cybersecurity Education (NICE). The initiative focuses on securely provisioning, operating and maintaining, and overseeing and governing information technology systems and networks from a cyber-defense perspective to protect and defend information and intellectual property.

Student Learning Outcomes

Students will:

- Demonstrate understanding of the concepts and designs of secure information technology systems.
- Demonstrate understanding of the support, administration, and maintenance necessary to ensure effective and efficient defense of information and intellectual property.
- Demonstrate understanding of the leadership, management, direction, and development needed to advocate effectively for the cyber-defense needs of public and private organizations.
- Demonstrate the ability to analyze, identify, and mitigate threats to internal information technology systems and/or networks.
- Demonstrate an understanding of the process of evaluating and collecting data/information to develop useful cyber-defense intelligence.

Degree Preparation: The major in cyber defense provides students the educational foundation to succeed in the ever-growing field of cyber defense. This major prepares students to work as analysts, investigators, consultants, and managers in public and private-sector organizations seeking to protect their sensitive information, intellectual property, and information technology systems and networks.

CYBER DEFENSE MAJOR		58 crs.
BUSINESS CORE REQUIREMENTS		40 crs.
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
BUS 304	BUSINESS LAW II	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
MTH 170	STATISTICS	(4)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

CYBER DEFENSE MAJOR REQUIREMENTS **18 crs.**

CSI 130	INTRODUCTION TO COMPUTING I	(3)
CBD 330	INTRODUCTION TO CYBER DEFENSE	(3)
CBD 332	CYBER DEFENSE NETWORKING	(3)
CBD 334	LEGAL AND ETHICAL ENVIRONMENT OF CYBER DEFENSE	(3)
CBD 336	CYBER RISK MANAGEMENT AND MITIGATION	(3)
CBD 451	PRACTICUM IN CYBER DEFENSE	(3)

CYBER DEFENSE MINOR **21 crs.**

The minor in cyber defense is available to students in any major. To receive the minor, students must complete the required courses listed below.

BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
CSI 130	INTRODUCTION TO COMPUTING I	(3)
CBD 330	INTRODUCTION TO CYBER DEFENSE	(3)
CBD 332	CYBER DEFENSE NETWORKING	(3)
CBD 334	LEGAL AND ETHICAL ENVIRONMENT OF CYBER DEFENSE	(3)
CBD 336	CYBER RISK MANAGEMENT AND MITIGATION	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)

Economics (ECO)

■ **Major: 61 credit hours**

■ **Minor: 22 credit hours**

■ **Major/Minor GPA required for graduation: 2.25**

PROGRAM REQUIREMENTS:

■ **Capstone: Business Strategy and Policy (BUS 450)**

■ **Research: Econometrics (ECO 410)**

Description of Major: Economics students focus on the study of the allocation of resources with an emphasis on personal, business, and public sector decision making. Students will be able to use economic tools like opportunity costs, supply, demand, marginal analysis, the equation of exchange, and the theory of trade. To be effective in these activities, students will develop their oral and written communication skills, their critical thinking skills, and their numerical skills.

Student Learning Outcomes

Students will:

- Apply critical thought regarding the environment of business.
- Demonstrate an understanding of the major concepts in the functional areas of business.
- Identify and apply economic analyses in professional situations.
- Assess the reliability of data and sources.
- Perform and communicate econometric analysis.

Degree Preparation: The major in economics provides a solid academic base and opens up a number of career options. These include positions in commercial banking, the securities business, financial planning, governmental agencies and consulting. The economics major also provides a sound foundation for post-graduate studies in economics, business administration, law, and public policy. Students interested in graduate studies in economics are advised to complete a number of upper level mathematics courses beyond calculus or complete an undergraduate major in mathematics.

ECONOMICS MAJOR **61 crs.**

BUSINESS CORE REQUIREMENTS **40 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
BUS 304	BUSINESS LAW II	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

ECONOMICS MAJOR REQUIREMENTS **21 crs.**

ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
ECO 410	ECONOMETRICS	(3)
	PLUS FOUR ECONOMICS ELECTIVES	(12)

ECONOMICS MINOR **22 crs.**

The minor in Economics is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of economics (ECO) electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
MTH 170	STATISTICS	(4)
	TWO ECONOMICS ELECTIVES	(6)

ECONOMICS ELECTIVES

ECO 320	ECONOMICS OF SPORT	(3)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
ECO 352	LABOR ECONOMICS	(3)
ECO 380	TOPICS IN ECONOMICS	(3)
ECO 410	ECONOMETRICS	(3)
ECO 450	CURRENT ECONOMIC ISSUES (W)	(3)
ECO 470	INTERNSHIP IN ECONOMICS	(3)
ECO 480	INDEPENDENT STUDY IN ECONOMICS	(3)
HIS 372	AMERICAN ECONOMIC HISTORY	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)

Economics and Finance (ECO/FIN)

■ **Major: 61 credit hours**

■ **Minor: 22 credit hours**

■ **Major/Minor GPA required for graduation: 2.25**

PROGRAM REQUIREMENTS:

■ **Capstone: Business Strategy and Policy (BUS 450)**

Description of Major: Economics and finance students focus on the study of the allocation of resources with an emphasis on community, business, and financial resources. In particular, students will be able to develop and interpret operating budgets, capital budgets, investment portfolios, and develop and manage capital structure. After studying economics, students will be able to use tools like opportunity costs, supply, demand, marginal analysis, the equation of exchange, and the theory of trade. To be effective in these activities, students will develop their oral and written communication skills, their critical thinking skills, and their numerical skills.

Student Learning Outcomes

Students will:

- Apply critical thought regarding the environment of business.
- Demonstrate an understanding of the major concepts in the functional areas of business.
- Identify and apply economic and financial analyses in professional situations.
- Assess the reliability of data and sources.

Degree Preparation: The major in economics and finance provides a solid academic base and opens a number of career options. Such career options include positions in commercial banking, the securities business, financial planning, government agencies, and financial consulting. The major also provides a sound foundation for post graduate studies in finance, economics and business administration.

ECONOMICS AND FINANCE MAJOR 61 crs.**BUSINESS CORE REQUIREMENTS 40 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
BUS 304	BUSINESS LAW II	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

ECONOMICS AND FINANCE MAJOR REQUIREMENTS 21 crs.

ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
FIN 355	INVESTMENTS	(3)
FIN 360	FINANCIAL MANAGEMENT – APPLICATIONS AND CASES (W)	(3)
	THREE ECONOMICS OR FINANCE ELECTIVES, AT LEAST TWO OF WHICH MUST BE AT THE 300 OR 400 LEVEL	(9)

ECONOMICS MINOR 22 crs.

The minor in economics is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of economics (ECO) electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
MTH 170	STATISTICS	(4)
	TWO ADDITIONAL UPPER LEVEL ECONOMICS COURSES	(6)

FINANCE MINOR 21 crs.

The minor in finance is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of finance (FIN) electives at the 300-400 level which can include ECO 410 and either ACC 352 or ACC 354. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
FIN 355	INVESTMENTS	(3)
FIN 360	FINANCIAL MANAGEMENT – APPLICATIONS AND CASES (W)	(3)
	TWO FINANCE ELECTIVES AT THE 300 OR 400 LEVEL	(6)
	(ACC 230 is recommended for students completing this minor.)	

ECONOMICS AND FINANCE ELECTIVES

ACC 352	TAXATION OF INDIVIDUALS	(3)
	<i>or</i>	
ACC 354	TAXATION OF BUSINESS ENTITIES	(3)
ECO 309	MONEY AND BANKING	(3)
ECO 320	ECONOMICS OF SPORT	(3)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
ECO 352	LABOR ECONOMICS	(3)
ECO 380	TOPICS IN ECONOMICS	(3)
ECO 410	ECONOMETRICS	(3)
ECO 450	CURRENT ECONOMIC ISSUES (W)	(3)
ECO 470	INTERNSHIP IN ECONOMICS	(3)
ECO 480	INDEPENDENT STUDY IN ECONOMICS	(1-3)
FIN 306	CONSUMER FINANCE	(3)
FIN 320	BUDGETING AND FINANCE OF SPORT	(3)
FIN 355	INVESTMENTS	(3)
FIN 357	INTERNATIONAL FINANCE	(3)
FIN 380	TOPICS IN FINANCE	(3)
FIN 470	INTERNSHIP IN FINANCE	(3)
FIN 480	INDEPENDENT STUDY IN FINANCE	(1-3)

Entrepreneurship (ENT)

- Major: 61 credit hours
- Major GPA required for graduation: 2.25

PROGRAM REQUIREMENTS:

- Capstone: Business Strategy and Policy (BUS 450)
- Practicum: Entrepreneurship Practicum (ENT 450)

Description of Major: Our entrepreneurship degree program provides the skills needed to innovate, create and develop business plans, raise venture capital, and manage one's own business. This unique program prepares students to examine business strategies and models for launching their own business. Students will learn to evaluate the competition and calculate risk in a new business.

Student Learning Outcomes

Students will:

- Apply critical thought regarding the environment of business.
- Understand the major concepts in the functional areas of business.
- Demonstrate the ability to be innovative and take an idea from conception to the market.

- Apply current and emerging business theories to develop a comprehensive business plan.
- Assess financial opportunities and associated risks.

Degree Preparation: Upon completion of this unique program students will possess practical knowledge and business skills based on theory and best practices used by today's companies. Students will be prepared to harness opportunities and build a successful business. In addition, students will be able to assess capital and venture capital opportunities, research and analyze franchising plans, and evaluate consulting arrangements.

ENTREPRENEURSHIP MAJOR **61 crs.**

BUSINESS CORE REQUIREMENTS **40 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
<i>or</i>		
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I (or BUS 304 BUSINESS LAW II)	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

ENTREPRENEURSHIP MAJOR REQUIREMENTS **21 crs.**

ENT 301	THEORY OF ENTREPRENEURSHIP	(3)
ENT 330	PROCESS OF ENTREPRENEURSHIP (W)	(3)
ENT 450	ENTREPRENEURSHIP PRACTICUM	(3)
	FOUR ELECTIVES WHICH MUST BE AT THE 300 OR 400 LEVEL	(12)

ENTREPRENEURSHIP ELECTIVES

ENT		
380-389	TOPICS IN ENTREPRENEURSHIP	(1-3)
BUS 304	BUSINESS LAW II	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
FIN 360	FINANCIAL MANAGEMENT – APPLICATIONS AND CASES (W)	(3)
MKT 305	CONSUMER BEHAVIOR	(3)
MGT/		
MKT 316	SUPPLY CHAIN MANAGEMENT	(3)
MKT 320	PERSONAL SELLING	(3)
MKT 330	PRINCIPLES OF RETAILING	(3)
MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MGT 334	HUMAN RESOURCES MANAGEMENT	(3)
MGT 376	OPERATIONS MANAGEMENT	(3)
MGT 354	BUSINESS COMMUNICATIONS (W)	(3)

Human Resource Management (HRM)

- Major: 61 credit hours
- Major GPA required for graduation: 2.25

PROGRAM REQUIREMENTS:

- Capstone: Strategic Human Resource Management (HRM 450)

Description of Major: Human resource management is a rapidly growing field in all industries. Professional knowledge areas include staffing, training and development, compensation and benefits, employment law, risk management, human resource technology, employee/labor-management relations, strategic human resources management, and global human resources. Competencies are emphasized include communication, leadership, ethical practice, critical analysis, and business acumen. Students will use their knowledge and competencies to stay abreast of current trends in the workplace. McKendree University provides students with internship opportunities in a variety of businesses intended to give them experience in the field.

Student Learning Outcomes

Students will:

- Demonstrate an understanding of the major concepts in the functional areas of human resource management.
- Analyze critical human resource issues considering business, economic, cultural, and legal perspectives.
- Examine and apply the principles of 'best practices'.
- Develop and communicate clear, concise information in various formats for a diverse population.
- Use data, evidence-based research, benchmarks, human resource, and business metrics to facilitate decision-making.

The Human Resource Management major has been certified by the Society for Human Resource Management (SHRM) as one that "aligns with the HR Curriculum Guidebook and Templates" developed by SHRM.

HUMAN RESOURCE MANAGEMENT MAJOR		61 crs.
BUSINESS CORE REQUIREMENTS		40 crs.
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
BUS 304	BUSINESS LAW II	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)

Courses of Study

MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

HUMAN RESOURCE MANAGEMENT MAJOR REQUIREMENTS 21 crs.

MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MGT 334	HUMAN RESOURCE MANAGEMENT	(3)
HRM 360	LEARNING AND DEVELOPMENT	(3)
HRM 411	TALENT MANAGEMENT (W)	(3)
HRM 430	BENEFITS AND COMPENSATION	(3)
HRM 440	EMPLOYMENT LAW	(3)
HRM 450	STRATEGIC HUMAN RESOURCE MANAGEMENT	(3)

Leadership Studies (LDR)

Leadership is broadly defined and can be studied from various theoretical perspectives. The McKendree University leadership studies program purports that leaders are made and not born. Therefore, through education, reflection, group work, and activities, individuals can learn the skills, habits, and characteristics that fit their unique leadership styles. The McKendree University leadership studies program also encourages participation in co-curricular and extracurricular activities and promotes the idea that the best way to learn leadership is through hands-on activities and actual experiences.

The minor in leadership studies at McKendree University complements McKendree's more traditional liberal arts majors as well as its professional courses of study. The leadership studies minor is designed to be completed concurrently with earning a baccalaureate degree from McKendree University. The minor benefits students in their future careers, graduate school aspirations, and personal development. The primary objective of the program is to teach students about leadership and prepare them to take on future leadership positions by providing hands-on leadership experiences while a student at McKendree.

To Minor in Leadership Studies:

1. Students must take a total of 18 credit hours.
2. Students must earn a minimum cumulative GPA of 2.50 in courses applied to the minor.
3. At least six hours must be at the upper division level.

LEADERSHIP STUDIES MINOR REQUIREMENTS 18 crs.

LDR 101	RECOGNIZED LEADERSHIP	(3)
LDR 201	ENGAGED LEADERSHIP	(3)
LDR 301	ADAPTIVE LEADERSHIP	(3)

NINE CREDITS FROM THE FOLLOWING

LDR 470	LIFELONG LEADERSHIP INTERNSHIP	(3-8)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)

MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MGT 354	BUSINESS COMMUNICATIONS (W)	(3)
PSY/		
SOC 401	SOCIAL PSYCHOLOGY	(3)
PSY 405	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	(3)
PED 202	PSYCHOLOGY OF COACHING	(3)
COM 200	SMALL GROUP COMMUNICATION	(3)
COM 210	ARGUMENTATIVE COMMUNICATION	(3)
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)
COM 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
COM 353	INTERCULTURAL COMMUNICATION	(3)
STA 800	STUDY ABROAD	(3)
LDR		
280-289	SPECIAL TOPICS IN LEADERSHIP	(3)
LDR		
380-389	SPECIAL TOPICS IN LEADERSHIP	(3)

Management (MGT)

■ **Major: 61 credit hours**

■ **Minor: 18 credit hours**

■ **Major/Minor GPA required for graduation: 2.25**

PROGRAM REQUIREMENTS:

■ **CAPSTONE: Business Strategy and Policy (BUS 450)**

Description of Major: The management major curriculum comprises the study of both management theory and application. Students gain knowledge of how individuals and organizations function and learn essential decision-making tools that managers use in business settings. Team-building, effective communication, and dealing with cross-cultural challenges are topics that bridge several courses. Internship opportunities provide students with experience in the operation of an existing organization.

Student Learning Outcomes

Students will:

- Apply critical thought regarding the environment of business.
- Demonstrate an understanding of the major concepts in the functional areas of business.
- Understand key concepts, theories, and practices important to the management of organizations.
- Diagnose organizational situations and develop decisions and managerial actions that enhance organizational effectiveness.

Degree Preparation: Management skills are necessary in every organization. Study of the four major management functions of planning, organizing, leading, and controlling prepares students to succeed in a variety of personal and professional

pursuits – businesses, government, and non-profit organizations. The management major enables students' success in their future careers through the examination of management decision making at various levels of the organization, from high-level strategic decisions to day-to-day operations and human resource issues.

MANAGEMENT MAJOR **61 crs.**

BUSINESS CORE REQUIREMENTS **40 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
BUS 304	BUSINESS LAW II	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

MANAGEMENT MAJOR REQUIREMENTS **21 crs.**

MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MGT 334	HUMAN RESOURCE MANAGEMENT	(3)
MGT 376	OPERATIONS MANAGEMENT	(3)
	FOUR MANAGEMENT ELECTIVES, AT LEAST TWO OF WHICH MUST BE AT THE 300 OR 400 LEVEL.	(12)

MANAGEMENT MINOR **18 crs.**

The minor in management is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of management electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

MANAGEMENT MINOR REQUIREMENTS

MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MGT 334	HUMAN RESOURCE MANAGEMENT	(3)
MGT 376	OPERATIONS MANAGEMENT	(3)
	TWO MANAGEMENT ELECTIVES AT THE 300 OR 400 LEVEL	(6)

MANAGEMENT ELECTIVES

MKT 315	MARKETING CHANNELS	(3)
MGT/		
MKT 316	SUPPLY CHAIN MANAGEMENT	(3)
ECO 352	LABOR ECONOMICS	(3)
<i>or</i>		
ECO 353	MANAGERIAL ECONOMICS	(3)
ENT 301	THEORY OF ENTREPRENEURSHIP	(3)
HRM 411	TALENT MANAGEMENT (W)	(3)
<i>or</i>		
HRM 430	BENEFITS AND COMPENSATION	(3)
<i>or</i>		
HRM 440	EMPLOYMENT LAW	(3)
MGT 340	INTERNATIONAL BUSINESS	(3)
MGT 350	SMALL BUSINESS MANAGEMENT	(3)
MGT 354	BUSINESS COMMUNICATIONS (W)	(3)
MGT 360	CONTEMPORARY MANAGEMENT	(3)
MGT		
380-389	TOPICS IN MANAGEMENT	(1-3)
MGT 470	INTERNSHIP IN MANAGEMENT	(3)
MGT 480	INDEPENDENT STUDY IN MANAGEMENT	(1-4)
MGT 490	SEMINAR IN MANAGEMENT	(1-4)
SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)

Marketing (MKT)

■ Major: 61 credit hours

■ Minor: 18 credit hours

■ Major/Minor GPA required for graduation: 2.25

PROGRAM REQUIREMENTS:

■ Capstone: Business Strategy and Policy (BUS 450)

■ Research: Marketing Research (MKT 410)

Description of Major: The American Marketing Association defines marketing as “the process of planning and executing the conception, pricing, promotion and distribution of goods, services, and ideas to create exchanges that satisfy individual and organizational objectives.” The marketing curriculum is based on a customer satisfaction model that is consistent with this definition.

Student Learning Outcomes

Students will:

- Apply critical thought regarding the business environment.
- Demonstrate an understanding of the major concepts in the functional areas of business.
- Develop marketing research ability in order to generate suitable marketing strategy and tactics.
- Recognize the effect of human psychology on business and consumer behavior.

Degree Preparation: The marketing program is designed to prepare students for a professional career in marketing such as advertising, brand management, sales management, and marketing research. Upon graduation, students will have the skills needed to pursue a higher degree or seek employment in one of many opportunities open in the field.

MARKETING MAJOR **61 crs.**

BUSINESS CORE REQUIREMENTS **40 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
BUS 304	BUSINESS LAW II	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

MARKETING MAJOR REQUIREMENTS **21 crs.**

MKT 305	CONSUMER BEHAVIOR	(3)
MKT 410	MARKETING RESEARCH (W)	(3)
MKT 354	ADVERTISING AND PROMOTION	(3)
	FOUR MARKETING ELECTIVES, AT LEAST TWO OF WHICH MUST BE AT THE 300 OR 400 LEVEL	(12)

MARKETING MINOR **18 crs.**

The minor in marketing is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of marketing electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

MARKETING MINOR REQUIREMENTS

MKT 205	PRINCIPLES OF MARKETING	(3)
MKT 305	CONSUMER BEHAVIOR	(3)
MKT 410	MARKETING RESEARCH (W)	(3)
MKT 354	ADVERTISING AND PROMOTION	(3)
	Plus two 300/400 level marketing electives	(6)

MARKETING ELECTIVES

ECO 353	MANAGERIAL ECONOMICS	(3)
MGT/		
MKT 316	SUPPLY CHAIN MANAGEMENT	(3)
MGT 334	HUMAN RESOURCE MANAGEMENT	(3)
MKT 315	MARKETING CHANNELS	(3)
MKT 320	PERSONAL SELLING	(3)
MKT 325	SPORT MARKETING (W)	(3)
MKT 330	PRINCIPLES OF RETAILING	(3)
MKT 340	INTERNATIONAL BUSINESS	(3)
MKT 350	SMALL BUSINESS MANAGEMENT	(3)
MKT		
380-389	TOPICS IN MARKETING	(1-3)
MKT 470	INTERNSHIP IN MARKETING	(3)
MKT 480	INDEPENDENT STUDY IN MARKETING	(1-4)
MKT 490	SEMINAR IN MARKETING	(1-4)

Sport Management (SPM)

- Major: 64-65 credit hours
- Minor: 18 credit hours
- Major/Minor GPA required for graduation: 2.25

PROGRAM REQUIREMENTS:

- **Capstone: Business Strategy and Policy (BUS 450) (General track); Seminar in Athletic Equipment Management (W) (PED 491) (Athletic Equipment Management track)**
- **Application: Internship (SPM 380) (General track); Clinical Practicum in Equipment Management (PED 466) (Athletic Equipment Management track)**

Description of Major: The sport management major is appropriate for students who wish to work in the expanding sport industry, including, but not limited to, careers in collegiate and professional sports, the sporting goods industry, nonprofit and community organizations, fitness centers, and international sport. The major consists of the School of Business core courses supplemented with courses in sport management and athletic equipment management. Students in the major choose one of two tracks for their career development: general track or the athletic equipment management track.

The general track provides students with training in key areas important for the sport world. These include the basic economic and social environment of sport business, the financing and operations of facilities, and the marketing and managing of events. The athletic equipment management track involves five domains of specific knowledge and performance: purchasing, fitting, maintenance and repair, management, and accountability. Students develop a broad perspective on issues related to athletic equipment management.

Internships in both tracks are conducted at a variety of sites, including collegiate athletic departments, professional sport teams, sport federations, golf courses, sport marketing agencies, nonprofit sport organizations, and community fitness centers.

Student Learning Outcomes:

Students will:

- Apply critical thought regarding the environment of business.
- Demonstrate an understanding of the major concepts in the functional areas of business.
- Demonstrate and apply knowledge of sport management principles.
- Develop a skill set that advances their oral, written, and creative communication abilities, as well as their analytical and critical thinking skills.
- Understand professional and ethical obligations in the field of sport management, including global awareness and an appreciation of the impact of diversity and inclusion.
- Be prepared for an entry-level position in the field of sport management.

Degree Preparation: The sport management major is designed to prepare students for a professional career in the field of sport. Upon graduation, students will have the skills needed to pursue a higher degree or seek employment in one of many opportunities open in the field.

SPORT MANAGEMENT MAJOR		64-65 crs.
SPORT MANAGEMENT MAJOR CORE REQUIREMENTS		40 crs.
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 305	LEGAL ASPECTS OF SPORT MANAGEMENT	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)	(3)
MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)
GENERAL TRACK REQUIREMENTS		24 crs.
ECO 320	ECONOMICS OF SPORT	(3)
FIN 320	BUDGETING AND FINANCING OF SPORT	(3)
MKT 325	SPORT MARKETING (W)	(3)
SOC 450	SOCIOLOGY OF SPORT	(3)
SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)
SPM 354	SPORT AND THE MEDIA	(3)
SPM 376	SPORT FACILITIES AND EVENT MANAGEMENT (W)	(3)
SPM 470	INTERNSHIP IN SPORT MANAGEMENT	(3)

ATHLETIC EQUIPMENT MANAGEMENT TRACK REQUIREMENTS **25 crs.**

ATH 207	ESSENTIALS OF ATHLETIC TRAINING	(3)
PED 206	FIRST AID	(2)
PED 311	ATHLETIC EQUIPMENT MANAGEMENT	(3)
PED 312	ADVANCED ATHLETIC EQUIPMENT MANAGEMENT	(3)
PED 403	KINESIOLOGY (W)	(3)
PED 466	CLINICAL PRACTICUM IN EQUIPMENT MANAGEMENT	(8)
PED 491	SEMINAR IN ATHLETIC EQUIPMENT MANAGEMENT (W)	(3)

RECOMMENDED ELECTIVES FOR EITHER TRACK: NOT REQUIRED

MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
PSY 465	SPORT AND HEALTH PSYCHOLOGY	(3)

SPORT MANAGEMENT MINOR **18 crs.****REQUIRED COURSES** **12 crs.**

BUS 305	SPORT LAW	(3)
SOC 450	SOCIOLOGY OF SPORT	(3)
SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)
SPM 376	SPORT FACILITIES AND EVENT MANAGEMENT (W)	(3)

ELECTIVES **6 crs.**

SPM 354	SPORT AND THE MEDIA	(3)
SPM		
380-389	TOPICS IN SPORT MANAGEMENT	(3)
ECO 320	ECONOMICS OF SPORT	(3)
FIN 320	BUDGETING AND FINANCING OF SPORT	(3)
MKT 325	SPORT MARKETING (W)	(3)
PSY 465	SPORT AND HEALTH PSYCHOLOGY	(3)
SPM 470	INTERNSHIP IN SPORT MANAGEMENT	(3)

Supply Chain Management

■ **Minor: 25 credit hours**

■ **Minor GPA required for graduation: 2.25**

Description of Minor: Supply chain management consists of a set of methodologies to integrate and manage efficiently systems of people, resources, and information. Supply chain management enables the effective and efficient flow of materials, finances, and information from suppliers, manufacturers, wholesalers, distributors, and retailers to the end user and back again. The purpose is to optimize the supply chain in the most cost-effective approach, enabling organizations to create a sustainable competitive edge.

Student Learning Outcomes

Students will:

- Apply critical thought regarding the environment of business.
- Demonstrate an understanding of the major concepts of the functional areas of business.
- Determine the value to customers, markets, and other stakeholders through the application of standard frameworks and models, which encompass supply chain process analysis and innovation.
- Assess purchasing, procurement, sourcing activities, and logistics activities effects on the supply chain.

Degree Preparation: The supply chain management minor is designed to prepare students for a professional career in the most dynamic and comprehensive field in any industry, supply chain management. Students will possess the knowledge, skills, and abilities for career opportunities in the supply chain management field in positions such as Operations Manager, Logistics Analyst, Supply Chain Manager, Purchasing Manager, Logistics Manager, and Storage and Distribution Manager.

SUPPLY CHAIN MANAGEMENT MINOR REQUIREMENTS 22 crs.

MTH 170	STATISTICS	(4)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MGT 376	OPERATIONS MANAGEMENT	(3)
MGT 316	SUPPLY CHAIN MANAGEMENT	(3)
BUS 310	QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS	(3)
BUS 330	PROJECT MANAGEMENT	(3)
BUS 410	MANAGEMENT INFORMATION SYSTEMS	(3)

ONE COURSE FROM THE FOLLOWING 3 crs.

ACC 330	MANAGERIAL COST ACCOUNTING	(3)
ECO 410	ECONOMETRICS	(3)
MKT 305	CONSUMER BEHAVIOR	(3)
MKT 320	PERSONAL SELLING	(3)
MKT/		
MGT 340	INTERNATIONAL BUSINESS	(3)
MKT 410	MARKETING RESEARCH (W)	(3)
PRS 360	INTERNATIONAL PUBLIC RELATIONS	(3)
PRS 330	CRISIS AND CONFLICT	(3)
PSY 304	CROSS CULTURAL PSYCHOLOGY	(3)
PSY 320	MILITARY PSYCHOLOGY	(3)
PSY 405	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

BBA/MBA 4+1 Option

McKendree University offers qualified students the opportunity to earn both a Bachelor of Business Administration (BBA) degree and a Master of Business Administration (MBA) degree in only five years. The BBA/MBA 4+1 option combines the practical orientation of the functional areas of business with an analytical approach to managing common business challenges faced by organizations across all industries.

Students with strong undergraduate academic performance (earned at least 60 credit hours and a minimum cumulative GPA of 3.0) may apply for admission to the BBA/MBA 4+1 option. Students may qualify for the BBA/MBA 4+1 option by majoring in accounting, business administration, economics, economics and finance, entrepreneurship, finance, human resource management, management, or marketing.

Option Features

- Students spend up to four academic years in undergraduate-level study pursuing a BBA degree.
- During their senior year, students take a maximum of four graduate-level courses that meet both their undergraduate and graduate program requirements when students earn a grade of B- or better.
- At the end of the fourth year, the undergraduate BBA degree is conferred.
- Upon conferral of the BBA degree, students may enroll in graduate school full-time and complete the MBA degree in the fifth year.

Students interested in the BBA/MBA 4+1 option are encouraged to consult with their undergraduate adviser as early as possible to select a sequence of courses that will satisfy both the requirements for their undergraduate major and this option.

Admission Requirements

Current McKendree students pursuing a BBA degree, who have earned at least 60 credit hours, may formally apply to the BBA/MBA 4+1 option during their junior year. Admission to the BBA/MBA 4+1 option is a three-step process.

Step 1: Provisional Admission

- Earned minimum cumulative GPA of 3.0.
- Completed application submitted to the Director of the MBA program early in the student's junior year at McKendree.
- The Director of the MBA will evaluate the application and transcript(s). Students will be notified of the decision by McKendree email.

Step 2: Conversion from Provisional to Admitted Status

- Students admitted provisionally during their junior year will achieve admitted status to the BBA/MBA 4+1 option following the completion of their junior year, or a minimum of 90 credit hours, if they have earned a minimum cumulative GPA of 3.0.
- The Director of the MBA will notify students of admitted status by McKendree email.
- Admitted status will permit undergraduate senior-level students to take up to four select 600-level MBA courses during their senior year.
- The Director of the MBA will work with the student's undergraduate adviser to develop a schedule of 600-level courses for the student to complete in the senior year.
- These 600-level graduate courses will count as undergraduate credit, meeting undergraduate business major requirements. Courses completed with a grade of B- or better will also count for graduate credit.

Step 3: Full MBA Program Admission

- During the senior year, students will apply for admission to the MBA program.
- Formal acceptance into the MBA program requires students to have earned a minimum cumulative GPA of 3.00.
- Students will be notified by McKendree email regarding MBA program admission and when 600-level course registration begins.

Transfer and international students interested in the BBA/MBA 4+1 option should contact the Director of the MBA program for details.

COURSE EQUIVALENCIES

MBA 625	LEGAL ISSUES FOR MANAGERS	BUS 303 <i>or</i> BUS 304	BUSINESS LAW I BUSINESS LAW II
MBA 631	CORPORATE FINANCE	FIN 308	PRINCIPLES OF BUSINESS FINANCE
MBA 632	INVESTMENTS AND FINANCIAL MARKETS	FIN 355	INVESTMENTS
MBA 642	CUSTOMERS AND COMPETITIVE ADVANTAGE	MKT 305	CONSUMER BEHAVIOR
MBA 651	GLOBAL ORGANIZATION AND MANAGEMENT	MGT/ MKT 340	INTERNATIONAL BUSINESS
MBA 652	ORGANIZATIONAL BEHAVIOR	MGT 314	ORGANIZATIONAL BEHAVIOR
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	BUS 324	ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)
MBA 662	STRATEGIC HUMAN RESOURCES AND GLOBALIZATION	HRM 450	STRATEGIC HUMAN RESOURCE DEVELOPMENT

SCHOOL OF EDUCATION



The School of Education offers the opportunity for licensure in the following areas:

- Elementary Education
- Special Education/Elementary Education
- Middle School Education
- Secondary Education
- K-12 Education (Art, Music, Physical)
- Science Education
- Social Science Education

A non-licensure major in:

- Educational Studies

Please note that the School of Education also offers Master's, Specialist, and Doctoral degrees. Please see a graduate catalog or visit the website for more information regarding these programs.



School of Education (EDU)

Mission: It is the mission of the School of Education at McKendree University to prepare teachers and other education professionals as lifelong learners, caring practitioners, and knowledgeable professionals.

Vision: Supported by this mission, it is the vision of the School of Education at McKendree University that in its preparation of educators who are knowledgeable professionals, caring practitioners, and lifelong learners, the education faculty and staff will provide the leadership to enable graduates to meet the ever changing diverse demands placed upon the schools in the region it serves.

Description of Majors

The teacher education programs at McKendree University offer applicants the opportunity to prepare for teaching licensure in the state of Illinois. Licensure programs are offered for elementary education, special education/elementary education dual licensure, secondary education, and k-12 (art, music and physical education). Because the faculty in the teacher education program at McKendree assumes that the education of teachers occurs most successfully in the context of a liberal arts program, a broad background of courses in general education is required of all majors. The faculty also believe that candidates who are interested in a teaching career must develop the necessary skills of teaching through a sequence of professional education courses in theory and methodologies. A series of clinical experiences in a variety of diverse school settings help candidates transfer university classroom instruction into practical teaching skills.

Requirements for Admission to the Teacher Education Program

Each applicant must complete the requirements listed below for acceptance into the teacher education program:

1. Have a minimum cumulative GPA of 2.75 for all coursework accepted in transfer and all coursework completed at McKendree University.
2. Complete ENG 111 and 112 with a grade of C or better.
3. Complete two mathematics courses (based on program requirements) with a grade of C or better.
4. Complete EDU 115 – Technology in the Classroom or MUED 200 – Music Classroom Technology and EDU 210 – Introduction to Teaching with a grade of C or better.
5. Pass a criminal background check in accordance with the Illinois State Board of Education requirements.
6. Complete the e-form Application for Admission to the Teacher Education Program.

Requirements for Retention in the Program

To remain in a teacher education program, candidates must:

- Maintain a minimum cumulative 2.75 GPA in all coursework.
- Complete professional education courses with a grade of C or better.
- Receive no more than two C's in professional education coursework.
- Receive satisfactory ratings on Dispositions evaluations by faculty.
- Earn satisfactory ratings on cooperating teacher and university supervisor evaluations.

Requirements for Student Teaching

To student teach in a Teacher Education Program, candidates must:

- Pass the Test of Academic Proficiency or have a composite score of 22 with a minimum writing score of 6 (if taken after September 10, 2015) or a composite score of 1110 on the SAT with a minimum score of 26 on writing and language.
- Meet all retention standards listed above.
- Complete all required coursework for program.
- Meet all background check requirements set forth by the Illinois State Board of Education and school districts.
- Pass the appropriate Illinois content-area examination.
- Submit application for student teaching by deadline specified in the Teacher Education Handbook.
- Pass a faculty review process.

Requirements for Program Completion

To complete a Teacher Education Program, candidates must:

- Meet all prior requirements listed above.
- Complete professional education courses with a grade of C or better.
- Complete student teaching with a grade of C or better.
- Pass the edTPA as required by the state of Illinois.

Requirements for Professional Educator Licensure

McKendree University teacher education candidates who complete an approved teacher education program and meet all of the requirements established by the Illinois State Board of Education may qualify for a professional educator license in the areas of elementary education, special education/elementary education, middle school education, secondary education, and special k-12 (art, music and physical education).

Teacher education candidates completing an approved Illinois teacher education program qualify for a professional educator license by passing the Test of Academic Proficiency or achieving the minimum acceptable score on the ACT/SAT, passing the appropriate test(s) of subject matter knowledge, and the edTPA (EDU 499). Each license shall be endorsed according to the approved program completed, the coursework presented, and/or the applicable examination(s) passed. A remediation plan will be individually developed for any candidate who has not passed one or more of the required tests. This plan will be developed by the candidate and advisor and may include, as examples, additional courses, tutoring, referral to the writing center, etc. Candidates who do not pass the tests are also advised to seek assistance through the McKendree Student Success and Advising Center for the area(s) of the test with low scores.

Because McKendree University must meet the requirements issued by the Illinois State Board of Education and the Illinois State Preparation and Licensure Board, their requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation. A candidate must have earned a grade of “C” or better in all course work applied toward licenses/endorsements.

All candidates for licensure are required to successfully pass state-mandated examinations in basic skills, a content area, and the edTPA (EDU 499) before licensure

is granted. It is required that students pass the Test of Academic Proficiency or achieve the minimum acceptable score on the ACT/SAT prior to admission to the teacher education program, and pass the content area exam before the student teaching semester. It is required that students pass the edTPA (EDU 499) for program completion. **Registration information and study guides for the examinations are available on the Illinois Licensure Testing System website (www.il.nesinc.com).**

The School of Education uses LiveText software platform for many course assignments and data collection. The purchase of LiveText is required by all teacher candidates.

Elementary Education

- Major: 73 credit hours
- Major GPA required for graduation: 2.75
- All courses for the major must be completed with a grade of C or better.

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (EDU 495) and edTPA (EDU 499)
- Practica: Field I, Field II and Field III (EDU 461, 462 and 463)

Elementary Education Major Requirements

A. GENERAL EDUCATION	58-62 crs.
<hr/>	
1. Basic Skills	9-11 crs.
<hr/>	
ENGLISH (ENG 111 and 112)	(6-8)
SPEECH (100 or 220)	(3)
2. Mathematics and Science	19-22 crs.
<hr/>	
ALGEBRA FOR EDUCATORS (MTH 123)	(3)
STATISTICS (MTH 170)	(4)
SCIENCE (Life, physical, and earth sciences must be represented.)	(9-12)
COMPUTER SCIENCE (EDU 115)	
(fulfills computer competency in the general education program)	(3)
3. Humanities	12-15 crs.
<hr/>	
LITERATURE	(3-4)
PHILOSOPHY or RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, or DANCE	(3-4)
4. Social Sciences	12 crs.
<hr/>	
AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(3)
ONE ADDITIONAL SOCIAL SCIENCE COURSE	(3)
U.S. HISTORY (HIS 261 or 262)	(3)

5. Health and Physical Development **3 crs.**

HEALTH (HPE 158) (3)

B. PROFESSIONAL EDUCATION (ELEMENTARY) **73 crs.**

EDU 115	TECHNOLOGY INTEGRATION INTO THE ELEMENTARY CURRICULUM (fulfills computer competency in the general education program)	(3)
EDU 205	MULTICULTURAL EDUCATION (fulfills cross cultural studies in the general education program)	(3)
EDU 210	INTRODUCTION TO TEACHING (W)	(3)
EDU 350	EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 401	METHODS OF TEACHING IN FINE ARTS (ELEM.)	(3)
SPE 405	INSTRUCTION OF DIVERSE LEARNERS	(3)
EDU 409	INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	(3)
EDU 420	THE LEARNING ENVIRONMENT	(3)
EDU 429	CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS	(3)
EDU 430	EARLY LITERACY (W)	(3)
EDU 435	METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY)	(3)
EDU 441	TEACHING ELEMENTARY MATHEMATICS	(3)
EDU 442	TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM	(3)
EDU 445	LEARNING AND TEACHING LANGUAGE ARTS (W)	(3)
EDU 446	METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM	(3)
EDU 458	ASSESSING STUDENT LEARNING	(3)
EDU 460	MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS	(2)
EDU 461	FIELD PRACTICUM I (ELEMENTARY)	(1)
EDU 462	FIELD PRACTICUM II (ELEMENTARY)	(2)
EDU 463	FIELD PRACTICUM III (ELEMENTARY)	(3)
EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 495	STUDENT TEACHING (ELEMENTARY)	(14)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)

Special Education/Elementary Education Dual Licensure

- Major: 94 credit hours
- Major GPA required for graduation: 2.75
- All courses for the major must be completed with a grade of C or better.

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (EDU 493 and SPE 493) and edTPA (EDU 499)
- Practica: Field I, Field II, Field III, and Field IV (EDU 461, SPE 462, EDU 463, and SPE 464)

Note: This dual licensure program requires one extra semester beyond that of the elementary education licensure program.

Special Education/Elementary Education Major Requirements

A. GENERAL EDUCATION	58-62 crs.
1. Basic Skills	9-11 crs.
ENGLISH (ENG 111 <i>and</i> 112)	(6-8)
SPEECH (COM 100 <i>or</i> 220)	(3)
2. Mathematics and Science	19-22 crs.
ALGEBRA FOR EDUCATORS (MTH 123)	(3)
STATISTICS (MTH 170)	(4)
SCIENCE (Life, physical, and earth sciences must be represented.)	(9-12)
COMPUTER SCIENCE (EDU 115) (fulfills computer competency in the general education program)	(3)
3. Humanities	12-15 crs.
LITERATURE	(3-4)
PHILOSOPHY <i>or</i> RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, <i>or</i> DANCE	(3-4)
4. Social Sciences	12 crs.
AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(3)
ONE ADDITIONAL SOCIAL SCIENCE COURSE	(3)
U.S. HISTORY (HIS 261 <i>or</i> 262)	(3)
5. Health and Physical Development	3 crs.
HEALTH (HPE 158)	(3)
B. PROFESSIONAL EDUCATION (SPECIAL EDUCATION/ELEMENTARY EDUCATION)	94 crs.
EDU 115 TECHNOLOGY INTEGRATION INTO THE ELEMENTARY CURRICULUM (fulfills computer competency in the general education program)	(3)
EDU 205 MULTICULTURAL EDUCATION (fulfills cross cultural studies in the general education program)	(3)
EDU 210 INTRODUCTION TO TEACHING (W)	(3)
EDU 350 EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 401 METHODS OF TEACHING IN FINE ARTS (ELEMENTARY)	(3)
EDU 409 INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	(3)
EDU 420 THE LEARNING ENVIRONMENT	(3)
EDU 429 CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS	(3)
EDU 430 EARLY LITERACY (W)	(3)
EDU 435 METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY)	(3)
EDU 441 TEACHING ELEMENTARY MATHEMATICS	(3)
EDU 442 TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM	(3)
EDU 445 LEARNING AND TEACHING LANGUAGE ARTS (W)	(3)

EDU 446	METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM	(3)
EDU 458	ASSESSING STUDENT LEARNING	(3)
EDU 460	MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS	(2)
EDU 461	FIELD I (ELE)	(1)
EDU 463	FIELD III (ELE)	(3)
EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 493	STUDENT TEACHING (ELEMENTARY)	(7)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)
SPE 400	FOUNDATIONS OF SPECIAL EDUCATION	(2)
SPE 405	INSTRUCTION OF DIVERSE LEARNERS	(3)
SPE 410	BEHAVIOR MANAGEMENT	(3)
SPE 420	COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION	(2)
SPE 430	LANGUAGE DEVELOPMENT	(2)
SPE 440	ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES	(3)
SPE 462	FIELD PRACTICUM II (ELEMENTARY)	(2)
SPE 464	FIELD PRACTICUM IV (ELEMENTARY)	(3)
SPE 492	ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION	(3)
SPE 493	STUDENT TEACHING (SPE)	(7)
SPE 494	METHODS OF TEACHING STUDENTS WITH DISABILITIES	(3)

Middle School Education

- Major: Varies by requirements of content area major
- Major GPA required for graduation: 2.75
- All courses for the major must be completed with a grade of C or better.

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (EDU 492) and edTPA (EDU 499)
- Practica: EDU 464, 465 and 466

Middle School Education Major Requirements

A. GENERAL EDUCATION	49-55 crs.
1. Basic Skills	9-11 crs.
ENGLISH (ENG 111 <i>and</i> 112)	(6-8)
SPEECH (COM 100 <i>or</i> 220)	(3)
2. Mathematics and Science	13-14 crs.
MATHEMATICS (MTH 150 <i>or</i> higher)	(3)
SCIENCE (Both biological and physical science must be represented.)	(7-8)
COMPUTER SCIENCE (EDU 115)	(3)
3. Humanities	12-15 crs.
LITERATURE	(3-4)
PHILOSOPHY <i>or</i> RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, <i>or</i> DANCE	(3-4)

4. Social Sciences **12 crs.**

AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(3)
CROSS CULTURAL STUDIES course	(3)
U.S. HISTORY	(3)

5. Health and Physical Development **3 crs.**

HEALTH AND WELLNESS (HPE 158)	(3)
-------------------------------	-----

6. Completion of Major Requirements**B. PROFESSIONAL EDUCATION (MIDDLE SCHOOL)** **59 crs.**

EDU 115	TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM (fulfills computer competency in the general education program)	(3)
EDU 210	INTRODUCTION TO TEACHING (W)	(3)
EDU 205	MULTICULTURAL EDUCATION	(3)
EDU 350	EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 403	MIDDLE SCHOOL PHILOSOPHY AND PRACTICES	(3)
EDU 404	EARLY ADOLESCENTS AND SCHOOLING (W)	(3)
EDU 409	INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	(3)
EDU 412	METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS	(3)
EDR 410	ADOLESCENT LITERATURE	(3)
EDU 420	THE LEARNING ENVIRONMENT	(3)
EDU 458	ASSESSING STUDENT LEARNING	(3)
SPE 405	INSTRUCTION OF DIVERSE LEARNERS	(3)
EDU 4XX	SPECIAL METHODS IN AREA OF TEACHING MAJOR	(3)
EDU 464	FIELD PRACTICUM I (MIDDLE SCHOOL)	(1)
EDU 465	FIELD PRACTICUM II (MIDDLE SCHOOL)	(2)
EDU 466	FIELD PRACTICUM III (MIDDLE SCHOOL)	(3)
EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 492	STUDENT TEACHING (MIDDLE SCHOOL)	(14)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)

C. MIDDLE SCHOOL TEACHING MAJOR

At the middle school level, students must complete the required coursework for at least one of the following content areas: mathematics, science, social science or English/language arts. Coursework for each content area is listed below.

MIDDLE SCHOOL MATHEMATICS **21 crs.**

MTH 150	QUANTITATIVE LITERACY	(3)
MTH 133	PRECALCULUS	(4)
MTH 210	CALCULUS I	(4)
MTH 301	COLLEGE GEOMETRY	(3)
MTH 170	STATISTICS	(4)
MTH 375	DISCRETE MODELS	(3)

MIDDLE SCHOOL SCIENCE **23 crs.**

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)
CHE 105	GENERAL CHEMISTRY I	(5)
ES 110	EARTH AND ASTRONOMICAL SCIENCE	(3)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
PHY 211	GENERAL PHYSICS	(4)

MIDDLE SCHOOL SOCIAL SCIENCE **18 crs.**

PSI 101	AMERICAN POLITICS	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
<i>or</i>		
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
SOC 281	INTRODUCTION TO GEOGRAPHY	(3)
HIS 261	US HISTORY TO 1865	(3)
HIS 262	US HISTORY SINCE 1865	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)

MIDDLE SCHOOL ENGLISH/LANGUAGE ARTS **18 crs.**

ENG 111	ENGLISH I: ACADEMIC WRITING	(4)
ENG 112	ENGLISH II: RESEARCH AND WRITING	(4)
ENG 307	APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)	(3)
ENG 303, 304, 309 <i>or</i> 310		(3)
ENG 235, 237, <i>or</i> 252-255		(3)

Secondary Education

- **Major:** Varies by requirements of content area major
- **Major GPA required for graduation:** 2.75
- **All courses for the major must be completed with a grade of C or better.**

PROGRAM REQUIREMENTS:

- **Capstone:** Student Teaching (EDU 496) and edTPA (EDU 499)
- **Practica:** Field experiences and content-area methods courses

Secondary Education Major Requirements

A. GENERAL EDUCATION **49-55 crs.****1. Basic Skills** **9-11 crs.**

ENGLISH (ENG 111 <i>and</i> 112)	(6-8)
SPEECH (COM 100 <i>or</i> 220)	(3)

2. Mathematics and Science **13-14 crs.**

MATHEMATICS (MTH 150 <i>or</i> higher)	(3)
SCIENCE (Both biological and physical science must be represented.)	(7-8)
COMPUTER SCIENCE (EDU 115)	(3)

3. Humanities 12-15 crs.

LITERATURE	(3-4)
PHILOSOPHY <i>or</i> RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, <i>or</i> DANCE	(3-4)

4. Social Sciences 12 crs.

AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(3)
CROSS CULTURAL STUDIES course	(3)
U.S. HISTORY	(3)

5. Health and Physical Development 3 crs.

HEALTH AND WELLNESS (HPE 158)	(3)
-------------------------------	-----

6. Completion of Major Requirements**B. PROFESSIONAL EDUCATION (SECONDARY) 56 crs.**

EDU 115	TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM (fulfills computer competency in the general education program)	(3)
EDU 205	MULTICULTURAL EDUCATION	(3)
EDU 210	INTRODUCTION TO TEACHING (W)	(3)
EDU 350	EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 409	INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	(3)
EDU 420	THE LEARNING ENVIRONMENT	(3)
EDU 458	ASSESSING STUDENT LEARNING	(3)
SPE 405	INSTRUCTION OF DIVERSE LEARNERS	(3)
EDU 47X	SPECIAL METHODS IN AREA OF TEACHING MAJOR	(3)
EDR 410	ADOLESCENT LITERATURE	(3)
EDU 412	METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS	(3)
EDU 467	FIELD PRACTICUM I (SECONDARY)	(1)
EDU 468	FIELD PRACTICUM II (SECONDARY)	(2)
EDU 469	FIELD PRACTICUM III (SECONDARY)	(3)
EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 496	STUDENT TEACHING (SECONDARY)	(14)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)

C. TEACHING MAJOR

The teaching major must be from one of the state-approved teaching areas identified below. The credit hours must be distributed within the selected teaching major area according to the degree requirements for that major stated in the courses of study section of this catalog.

1. English/language arts (Please see the English section within the College of Arts and Sciences.)
2. Mathematics (Please see the mathematics section within the College of Arts and Sciences.)

3. Science–biology emphasis or chemistry emphasis (Please see the science education section within the School of Education.)
4. Social science–history emphasis (may be completed as a major in history or a major in social science), political science emphasis, psychology emphasis. (Please see the history section within the College of Arts and Sciences or social science section within the School of Education.)

Science Education

This major prepares teachers for licenses to teach all introductory or first level science courses in the secondary schools of Illinois. Students completing the major with an emphasis in biology or chemistry may also teach advanced placement courses in these respective disciplines. To major in science education, the student must complete the science education core as listed below and the courses required for specialization in biology or chemistry. All courses for the major must be completed with a grade of C or better.

The student must complete the major with a minimum of a 2.75 grade point average.

SCIENCE EDUCATION MAJOR REQUIREMENTS 39-51 crs.

SCIENCE EDUCATION CORE REQUIREMENTS 29 crs.

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)
CHE 105	GENERAL CHEMISTRY I	(5)
CHE 106	GENERAL CHEMISTRY II	(5)
ES 110	EARTH AND ASTRONOMICAL SCIENCE	(3)
PHY 211	GENERAL PHYSICS I	(4)
PHY 212	GENERAL PHYSICS II	(4)

BIOLOGY EMPHASIS 10 crs.

The core requirements plus the following:

BIO 211	GENETICS	(4)
BIO 220	EVOLUTION (W)	(3)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)

CHEMISTRY EMPHASIS 22 crs.

The core requirements plus the following:

CHE 150	PRINCIPLES OF ORGANIC CHEMISTRY	(4)
CHE 151	PRINCIPLES OF ORGANIC CHEMISTRY	(1)
CHE 300	ANALYTICAL CHEMISTRY	(5)
CHE 303	PRINCIPLES OF PHYSICAL CHEMISTRY	(4)
BCH 303	PRINCIPLES OF BIOCHEMISTRY	(4)
MTH 210	CALCULUS I	(4)

For a list of professional education program requirements, see the secondary education section above.

Social Science Education

The social science major may be selected as a secondary school teaching licensure option. Specific tracks exist for secondary education students who want a designation in a particular discipline. For students pursuing an initial licensure in secondary education, all coursework taken towards licensure must be completed with a C or better. Normally this major will require ten semesters to complete.

SOCIAL SCIENCE MAJOR REQUIREMENTS 52-61 crs.

SOCIAL SCIENCE CORE REQUIREMENTS 46 crs.

ECO 212	MACROECONOMICS	(3)
HIS 161	WORLD CIVILIZATION TO 1450	(3)
HIS 162	WORLD CIVILIZATION, 1450-1914	(3)
HIS 163	TWENTIETH CENTURY WORLD	(3)
HIS 261	U.S. HISTORY TO 1865	(3)
HIS 262	U.S. HISTORY SINCE 1865	(3)
HIS		
271/371	U.S. WOMEN'S HISTORY	(3)
or		
HIS		
276/376	MINORITIES IN THE AMERICAN EXPERIENCE	(3)
HIS 110	HISTORICAL METHODS	(1)
HIS 331	ILLINOIS HISTORY	(3)
PSI 101	AMERICAN POLITICS	(3)
PSI 201	INTRODUCTION TO POLITICAL SCIENCE	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY*	(3)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(3)
PSY 315	ABNORMAL PSYCHOLOGY	(3)
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)

HISTORY EMPHASIS 6 crs.

HIS 372	AMERICAN ECONOMIC HISTORY	(3)
PSI 102	STATE AND LOCAL GOVERNMENT	(3)

POLITICAL SCIENCE EMPHASIS 15 crs.

PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
PSI 300	CONGRESS (W)	(3)
PSI 301	THE PRESIDENCY (W)	(3)
PSI 305	CONSTITUTIONAL LAW	(3)
PSI 309	PUBLIC POLICY	(3)

PSYCHOLOGY EMPHASIS 11 crs.

PSY 275	BIOPSYCHOLOGY	(3)
PSY 304	CROSS CULTURAL PSYCHOLOGY	(4)
PSY 401	SOCIAL PSYCHOLOGY	(4)

For a list of professional education program requirements, see the secondary education section above.

K-12 Education

- Major: Varies by requirements of content area major
- Major GPA required for graduation: 2.75
- All courses for the major must be completed with a grade of C or better.

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (EDU 497) and edTPA (EDU 499)
- Practica: EDU 454, EDU 455, EDU 456

K-12 Education Major Requirements

A. GENERAL EDUCATION	54-60 crs.
1. Basic Skills	9-11 crs.
ENGLISH (ENG 111 <i>and</i> 112)	(6-8)
SPEECH (COM 100 <i>or</i> 220)	(3)
2. Mathematics and Science	18 crs.
(2) MATHEMATICS COURSES (MTH 150 <i>or</i> higher)	(6)
SCIENCE (Both biological and physical science must be represented.)	(7-8)
COMPUTER SCIENCE (EDU 115)	(3)
3. Humanities	12-15 crs.
LITERATURE	(3-4)
PHILOSOPHY <i>or</i> RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, <i>or</i> DANCE	(3-4)
4. Social Sciences	12 crs.
AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(3)
CROSS CULTURAL STUDIES course	(3)
U.S. HISTORY	(3)
5. Health and Physical Development	2-3 crs.
HEALTH (HPE 158)	(2-3)
6. Completion of Major Requirements	
B. PROFESSIONAL EDUCATION	56 crs.
EDU 115 TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM (fulfills computer competency in the general education program)	(3)
EDU 205 MULTICULTURAL EDUCATION	(3)
EDU 210 INTRODUCTION TO TEACHING (W)	(3)
EDU 350 EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 409 INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	(3)
EDU 420 THE LEARNING ENVIRONMENT	(3)
EDU 458 ASSESSING STUDENT LEARNING	(3)

SPE 405	INSTRUCTION OF DIVERSE LEARNERS	(3)
EDU 4XX	(EDU 402; EDU 451; <i>or</i> MUED 353, MUED 423, <i>and</i> MUED 424)	
	SPECIAL METHODS IN AREA OF TEACHING MAJOR	(3)
EDR 410	ADOLESCENT LITERATURE	(3)
EDU 412	METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS	(3)
EDU 454	FIELD PRACTICUM I (K-12)	(1)
EDU 455	FIELD PRACTICUM II (K-12)	(2)
EDU 456	FIELD PRACTICUM III (K-12)	(3)
EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 497	STUDENT TEACHING (K-12)	(14)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)

C. TEACHING MAJOR

The teaching major must be from one of the state-approved teaching areas identified below. The credit hours must be distributed within the selected teaching major area according to the degree requirements for that major stated in the courses of study section of this catalog.

1. Music education (Please see the music education section within the College of Arts and Sciences.)
2. Physical education (Please see the physical education section within the School of Nursing and Health Professions.)

Educational Studies

■ Major GPA required for graduation: 2.75

■ All courses for the major must be completed with a grade of C or better.

PROGRAM REQUIREMENTS:

■ Capstone: Internship in Educational Services (EDU 470) or Field Practicum III (EDU 46X)

■ Service: Field Practicum I and II (EDU 46X)

This major provides a foundation in educational theory and practice. Students pursuing this degree may be interested in working in educational departments of museums, zoos, hospitals, churches, or other institutions. This major is unique to each student, with the program of study designed by the student in collaboration with the School of Education advisor to determine specific coursework appropriate to the individual student's academic and professional goals. **An educational studies degree does not meet the requirements for teacher licensure in the State of Illinois and is not sufficient preparation for teaching in the K-12 public school setting.** For information on degree programs leading to teaching licensure, refer to the School of Education teacher licensure sections in the catalog. If a student is planning on specializing in a specific content area, e.g. history, biology, an undergraduate degree in that content area should be considered.

Educational Studies Major Requirements

A. GENERAL EDUCATION	49-52 crs.
1. Basic Skills	9-11 crs.
ENGLISH (ENG 111 <i>and</i> 112)	(6-8)
SPEECH (COM 100 <i>or</i> 220)	(3)
2. Mathematics and Science	13-14 crs.
MATHEMATICS (MTH 150 <i>or</i> higher)	(3)
SCIENCE	(7-8)
COMPUTER SCIENCE (EDU 115 <i>or</i> MUED 200) (fulfills computer competency in the general education program)	(3)
3. Humanities	12 crs.
LITERATURE	(3)
PHILOSOPHY <i>or</i> RELIGION	(3)
ETHICS	(3)
ART, MUSIC, THEATRE, <i>or</i> DANCE	(3)
4. Social Sciences	12 crs.
AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(3)
CROSS CULTURAL STUDIES	(3)
U.S. HISTORY	(3)
5. Health and Physical Development	3 crs.
HEALTH AND WELLNESS (HPE 158)	(3)
B. PROFESSIONAL EDUCATION	33 crs.
EDU 205 MULTICULTURAL EDUCATION	(3)
EDU 210 INTRODUCTION TO TEACHING (W)	(3)
EDU 350 EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 409 INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	(3)
EDU 412 METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS	(3)
<i>or</i>	
EDU 435 METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY)	(3)
EDU 420 THE LEARNING ENVIRONMENT	(3)
EDU 429 CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS	(3)
<i>or</i>	
EDR 410 ADOLESCENT LITERATURE	(3)
EDU 458 ASSESSING STUDENT LEARNING	(3)
EDU 46X FIELD PRACTICUM I	(1)
EDU 46X FIELD PRACTICUM II	(2)
EDU 470 INTERNSHIP IN EDUCATIONAL SERVICES	(3-8)
<i>or</i>	
EDU 46X FIELD PRACTICUM III	(3)

C. AREA OF SPECIALIZATION**13 crs.***Upper level coursework in***Professional education courses***or***Selected content area focus***or***Combination of professional education courses and selected content area focus****D. ELECTIVE COURSES****22-25 crs.****Coursework to equal 120 credit hours****(Courses must be approved by the School of Education advisor or chairperson)**

MAKE YOUR MARK

SCHOOL OF NURSING AND HEALTH PROFESSIONS



The School of Nursing and Health Professions offers the following programs:

- Exercise Science and Sports Performance
- BS/MSAT 3+2 Option
- Health Promotion and Wellness
- Nursing
- Physical Education
- Sports Performance



Exercise Science and Sports Performance

Division of Health Professions

- **Major: 73 credit hours**
- **Minor: Sports Performance 32.5 hours**
- **Major/Minor GPA required for graduation: 2.50**
- **All courses for the major or minor must be completed with a grade of C or better.**

PROGRAM REQUIREMENTS:

- **Capstone: Seminar for Exercise Science and Sports Performance (PED 492) and Internship in Exercise Science and Sports Performance (PED 470)**
- **Research: Evaluation and Research in Exercise Science and Sport (PED 405)**

Mission Statement: The exercise science and sports performance program is designed to prepare students in biological sciences and exercise science content knowledge with culminating coursework in real-world internship settings. Coursework and program requirements provide preparation in the knowledge, skills, and abilities outlined by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA) professional associations.

Description of Major: This major will build the foundation for students interested in careers in the field of exercise science and sports performance. Completion of this major will also make students eligible to receive the following additional certifications: American Red Cross First Aid/CPR Instructor, Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association as well as the Health Fitness Specialist and Personal Trainer certifications through the American College of Sports Medicine (ACSM). Students may also be eligible for Clinical Certifications through the ACSM.

Student Learning Outcomes

Students will:

- Demonstrate an understanding of basic biomechanical principles and musculoskeletal anatomy.
- Demonstrate knowledge of exercise physiology principles which include muscular, cardiovascular, respiratory and dietary.
- Evaluate, assess, design and implement cardiorespiratory, flexibility, muscular strength and endurance exercise prescriptions for a diverse spectrum of participants (i.e., athletes, youth, older adults and special populations).
- Demonstrate the ability to work with diverse populations while practicing professional interpersonal skills.
- Investigate benefits offered through membership in state and national professional associations.

Degree Preparation: The exercise science and sports performance degree prepares students to teach in community and school settings and to obtain professional certifications recognizable in athletic, exercise, and fitness professions.

EXERCISE SCIENCE AND SPORTS PERFORMANCE		73 crs.
	RECREATIONAL ACTIVITIES	(2)
	Students will complete: Principles of Strength Training, Principles of Speed, Agility, and Quickness, and Advanced Strength Training	
BIO 101	INTRODUCTORY BIOLOGY	(4)
	<i>or</i>	
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
HPE 158	HEALTH AND WELLNESS	(3)
HPE 200	FOUNDATIONS OF HUMAN MOVEMENT	(3)
HPE 250	ASSESSMENT THROUGH TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS	(3)
HPE 300	NUTRITION	(3)
ATH 200	MEDICAL TERMINOLOGY	(3)
PED 157	FOUNDATIONS OF HEALTH PROFESSIONS	(3)
PED 202	PSYCHOLOGY OF COACHING	(3)
	<i>or</i>	
PED 465	SPORT AND HEALTH PSYCHOLOGY	(3)
PED 206	FIRST AID	(2)
PED 348	SPECIAL POPULATIONS (W)	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 356	INSTRUCTION FOR EXERCISE AND LIFETIME ACTIVITY	(3)
PED 357	ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS	(3)
PED 365	MOTOR DEVELOPMENT	(3)
PED 403	KINESIOLOGY (W)	(3)
PED 404	MOTOR LEARNING	(3)
PED 405	EVALUATION AND RESEARCH IN EXERCISE SCIENCE AND SPORT	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(3)
PED 457	ACSM/NSCA EXAM REGISTRATION	(0)
PED 460	FIRST AID/CPR/AED INSTRUCTOR	(2)
PED 470	INTERNSHIP IN EXERCISE SCIENCE AND SPORTS PERFORMANCE	(4)
PED 492	SEMINAR FOR EXERCISE SCIENCE AND SPORTS PERFORMANCE (Taken concurrently with an internship)	(2)

BS/MSAT 3+2 Option

Division of Health Professions

This unique program is designed so that students can complete both the Bachelor of Science in Exercise Science and Sports Performance and the Master of Science in Athletic Training degrees in a total of five years. Students in the accelerated BS/MSAT program who satisfactorily fulfill all requirements outlined are guaranteed admission into the MSAT portion of the program.

The professional portion of the accelerated program encompasses the Master of Science in Athletic Training requirements and consists of 48 credit hours that include the latest research, knowledge, and techniques used by athletic trainers. Academic preparation is guided by:

- NATA Professional Education Council (PEC) Athletic Training Educational Competencies that involves specific knowledge, skills, foundational behaviors, and clinical integration proficiencies (CIP).
- 7th Edition Practice Analysis by the Board of Certification (BOC) that defines the entry-level knowledge, skills, and abilities required for practice in the profession of athletic training.
- Commission on Accreditation of Athletic Training Education (CAATE) curriculum standards.

This program is designed to provide structured didactic and supervised clinical coursework to prepare students for entry-level positions in athletic training. Didactic and clinical coursework are sequenced and integrated to maximize student learning. Master of Science in Athletic Training courses are taken in sequence. (See Master of Science in Athletic Training degree plan available on McKendree's website.) The purpose of supervised clinical coursework is to provide a structured clinical experience to prepare for professional practice and engage in professional socialization. Throughout the academic program, clinical coursework provides direct patient care opportunities with varied client/patient populations for a variety of injuries, conditions, and illnesses throughout the lifespan.

Students pursuing the accelerated BS/MSAT program enroll in the Bachelor of Science in Exercise Science and Sports Performance (ESSP) Plus program. The accelerated program includes pre-requisite coursework required for application to the MSAT program.

ACCELERATED BACHELOR OF SCIENCE IN EXERCISE SCIENCE AND SPORTS PERFORMANCE REQUIREMENTS

66 crs.

ATH 200	MEDICAL TERMINOLOGY	(3)
ATH 208	PRINCIPLES OF ATHLETIC TRAINING	(4)
ATH 353	PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
CHE 105	GENERAL CHEMISTRY I	(4)
HPE 158	HEALTH AND WELLNESS	(3)
HPE 200	FOUNDATIONS OF HUMAN MOVEMENT	(3)
HPE 250	ASSESSMENT THROUGH TESTS AND MEASURES FOR HEALTH PROFESSIONS	(3)
HPE 300	HUMAN NUTRITION	(3)
MTH 170	STATISTICS	(4)
PED 121	PRINCIPLES OF STRENGTH TRAINING	(.5)
PED 124	PRINCIPLES OF SPEED, AGILITY AND QUICKNESS	(.5)
PED 157	FOUNDATIONS OF HEALTH PROFESSIONS	(3)

Courses of Study

PED 206	FIRST AID	(2)
PED 348	SPECIAL POPULATIONS (W)	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 365	MOTOR DEVELOPMENT	(3)
PED 403	KINESIOLOGY (W)	(3)
PHY 211	GENERAL PHYSICS I	(4)

Students will take the following graduate coursework that will count for both undergraduate- and graduate-level credit. Students must receive a grade of B or better in each course.

ADDITIONAL COURSEWORK AT THE COMBINED UNDERGRADUATE AND GRADUATE LEVEL

19 crs.

ATH 500	FOUNDATIONS OF EVIDENCE-BASED PRACTICE	(2)
ATH 501	DIAGNOSTICS, SPLINTING, AND BRACING	(3)
ATH 510	EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES 1	(3)
ATH 511	EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES II	(3)
ATH 513	EVALUATION AND ASSESSMENT OF MEDICAL CONDITIONS	(3)
ATH 514	THERAPEUTIC MODALITIES	(3)
ATH 515	CLINICAL INTEGRATION I	(1)
ATH 516	CLINICAL INTEGRATION II	(1)

Students will take the following graduate coursework to complete the MSAT. Students must receive a grade of B or better in each course.

ADDITIONAL COURSEWORK AT THE GRADUATE LEVEL

29 crs.

ATH 512	EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES III	(3)
ATH 517	CLINICAL INTEGRATION III	(1)
ATH 518	CLINICAL INTEGRATION IV	(1)
ATH 519	CLINICAL INTEGRATION V	(1)
ATH 520	THERAPEUTIC EXERCISE AND RECONDITIONING I	(3)
ATH 521	THERAPEUTIC EXERCISE AND RECONDITIONING II	(3)
ATH 525	HEALTH AND RECOVERY	(3)
ATH 600	SEMINAR I	(1)
ATH 601	SEMINAR II	(3)
ATH 602	SEMINAR III	(2)
ATH 610	HEALTHCARE ADMINISTRATION I	(2)
ATH 611	HEALTHCARE ADMINISTRATION II	(2)
ATH 614	PROFESSIONAL BEHAVIORS AND RESEARCH I	(1)
ATH 615	PROFESSIONAL BEHAVIORS AND RESEARCH II	(3)

Admission

Students in the accelerated BS/MSAT program who have who satisfactorily fulfilled all requirements are guaranteed admission into the MSAT portion of the program. Students must submit the following additional materials electronically through the Athletic Training Centralized Application Service (ATCAS) prior to 11:59 pm February 25 of their junior year to be given priority consideration. Program admission occurs once annually, with initiation of the summer academic term.

1. Complete a minimum of 96 hours of academic coursework towards the BS in exercise science and sports performance, including the prerequisite courses (listed under 4. below) required for application to the MSAT program.
2. A completed graduate admission application.
3. Athletic Training Graduate Program Application (includes application, essay, technical standards, three recommendations, and copy of immunizations – Hep-B, MMR, T-dap, Chickenpox and Meningococcal).
4. All official college and university transcripts from a regionally accredited institution showing completion of required prerequisite coursework with a grade of C or better and a current GPA of 3.0 or higher and cumulative GPA of 2.75 or higher.* *Required prerequisite coursework:*
 - Health and Wellness – 3 hours
 - General Biology or Principles of Biology (with lab) – 4 hours
 - General Chemistry I (with lab) – 4 hours
 - General Physics I (with lab) – 4 hours
 - Anatomy and Physiology (with lab) – 8-10 hours
 - Medical Terminology – 3 hours
 - Kinesiology – 3 hours
 - Exercise Physiology – 3 hours
 - Pharmacology – 3 hours
 - Statistics – 3-4 hours
 - Principles of Athletic Training (must include taping competencies) – 3-4 hours
 - First Aid and Emergency Care (includes American Red Cross Certifications in First Aid, Basic Life Support or CPR for the Professional Rescuer, EpiPen, and Administering Emergency Oxygen) – 2 hours (Students may waive this class if currently certified.)
5. Copy of current certification in Red Cross First Aid, Basic Life Support for the Healthcare Provider or CPR for the Professional Rescuer, EpiPen, and Administering Emergency Oxygen.
6. Interview with the Athletic Training Selection Committee.
7. Background check through Castlebranch (Certified Background) by April 1.

* *Applicants who are still completing prerequisite coursework after the February 25 application due date may apply to the program. However, final review and possible acceptance to the program will not be made until official transcripts showing all required prerequisite coursework have been submitted.*

Acceptance

Acceptance into the program is selective and based on the above criteria and space available in the program. Each of the above items is weighted separately. Students are accepted on total points achieved and their chronological ranking of total points in relationship to space available in the program.

Applicants are notified electronically by April 15 regarding their admission status.

Students who decide to opt out of the ESSP Plus program may still earn the Bachelor of Science in exercise science and sports performance degree by completing all remaining degree requirements listed under the ESSP program in the Undergraduate Catalog.

Health Promotion and Wellness (HPE)

Division of Health Professions

- **Major: 82 credit hours**
- **Minor: 29 credit hours**
- **Secondary Health Education Endorsement: 33 credit hours**
- **Major/minor GPA required for graduation: 2.50**
- **All courses for the major and minor must be completed with a grade of C or better.**

PROGRAM REQUIREMENTS:

- **Capstone: Seminar in Health Promotion and Wellness (HPE 490)**

Mission: The mission of the health promotion and wellness faculty is to provide quality educational experiences both in the classroom and in the field; to offer educational programs that are designed to facilitate and support student development so that students will become proficient in their knowledge and understanding of health promotion and wellness content and theory, and competent in their ability to plan, implement, lead, and evaluate strategies designed to promote health and wellness with diverse populations; and to prepare graduates for careers in schools, health care facilities, worksites, colleges and universities, and other health and wellness-related venues or for continued educational pursuits at the graduate level upon successful completion of the educational programs.

Program Description: Health and wellness issues pose great challenges to each individual, the United States, and the world. Developing a sense of personal responsibility for one's wellbeing, an understanding of the basic principles of health and wellness, an awareness of the multidimensionality of health and wellness, and the importance of the interrelationship of those dimensions is critical to addressing health and wellness concerns. The disciplines in health promotion and wellness draw from biological, social, and behavioral sciences to foster knowledge, create awareness, and facilitate healthy lifestyle changes. The health promotion and wellness program prepares students to become knowledgeable and skillful professionals who are able to cultivate an understanding of critical health and wellness concepts and the development of skills that support healthy lifestyles and behavioral change. Included within the health promotion and wellness program are the health promotion and wellness major and minor and the secondary health education endorsement. Students completing the health promotion and wellness degree are prepared to work in a gym or training facility, YMCA, or skill development setting with groups or individuals; work in a corporate or other business environment to establish programs that benefit the employees as well as help the company to increase productivity and reduce health-related costs, absenteeism, and presenteeism; work in the public health arena at the local, state, national or international level with diverse populations to plan, implement, and evaluate programs of all types; to work in hospitals, clinics, voluntary health agencies; and to enter graduate or professional healthcare provider programs, such as nursing, physical therapy, and dietetics.

The secondary health education endorsement is awarded to students who are enrolled in the professional secondary teaching program; are completing the health education endorsement coursework; and have successfully passed the health content area test. The endorsement allows students to teach health education in grades 6 through 12 in Illinois.

Student Learning Outcomes

Students will:

- Demonstrate an understanding of the multiple dimensions of health and wellness and the interrelationship of those dimensions.
- Demonstrate an awareness and understanding of the uniqueness of diverse populations in regard to health and wellness needs and priorities.
- Comprehend concepts related to health promotion, disease prevention, and wellness to enhance overall health and wellbeing.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health and wellness behaviors.
- Demonstrate the use of decision-making and goal-setting skills to enhance health and wellbeing.
- Assess individual and community needs for health education.
- Plan, implement, and administer health education and wellness strategies, interventions, and programs based upon sound health and wellness philosophical and theoretical constructs.
- Conduct evaluation and research related to health education and wellness.
- Demonstrate the ability to access valid information, products, and services to enhance health and wellness in order to serve as a health education and wellness resource person.
- Demonstrate the ability to use interpersonal communication skills to enhance health and wellness and to avoid or reduce risk to wellbeing.
- Communicate and advocate for personal, family, and community health.
- Demonstrate the ability to practice health and wellness-enhancing behaviors and avoid or reduce risk to wellbeing.

Degree Preparation: *Students majoring in health promotion and wellness must complete the required major core courses and five elective courses.*

Health Promotion and Wellness Major Internship Rules and Guidelines

These rules and guidelines are in addition to the rules and guidelines that apply to all students completing internships for academic credit.

1. All health promotion and wellness majors must complete an internship as part of their academic major. Internship sites are categorized according to the interest and career plans of each student.
2. Selection to internship sites can be competitive. Students are reminded to complete the process of selection at least 1 semester, preferably one year, in advance of completing the internship.

Fall, Spring, or Summer Internship Experience

Fall Deadlines	Spring Deadlines	Summer Deadlines	Action Items/Responsibilities
Jan. 30	Sept. 15	Sept. 15	Make appointment with Career Services and pick up internship packet.
Feb. 15	Sept. 30	Sept. 30	<p>Make an appointment with Dr. Onstott to discuss appropriate internship locations and review updated resume.</p> <p>After meeting with Dr. Onstott, begin contacting internship sites by phone and/or email (see "Advice on Contacting Internship Sites" provided in the internship packet by Career Services).</p>
Apr. 1	Nov. 1	Mar. 1	Student confirms internship site to Dr. Onstott and Career Services.
May 1	Dec. 1	May 1	<p>Internship packet completed and turned into Career Services.</p> <p>Completed packet includes the learning plan and all required signatures.</p> <p>Students who turn in completed packets will receive a Permit to Register from Office of Career Services to take to the Office of Academic Records to complete enrollment in the individual internship course.</p>

Students who do not adhere to the required deadlines will not be guaranteed a permit to register for the individual internship course.

Secondary Health Education Endorsement

To earn a secondary endorsement in Health Education, the student must be enrolled in the professional secondary teaching program, complete 28 hours from the Health Promotion and Wellness course offerings, and pass the Health Content Area Test. Recommended courses include: HPE 158, ATH 200, PED 206, HPE 210, 212, 214, 300, 400, 410 and 460.

HEALTH PROMOTION AND WELLNESS MAJOR		82 crs.
HEALTH PROMOTION AND WELLNESS CORE REQUIREMENTS		67 crs.
BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)

McKendree University 2019 ♦ 2020 Undergraduate Catalog

HPE 158	HEALTH AND WELLNESS	(3)
ATH 200	MEDICAL TERMINOLOGY	(3)
PED 157	FOUNDATIONS OF HEALTH PROFESSIONS	(3)
PED 206	FIRST AID	(2)
HPE 210	TECHNOLOGY IN HEALTH PROMOTION AND WELLNESS	(3)
HPE 214	PRINCIPLES AND FOUNDATIONS OF HEALTH PROMOTION WELLNESS	(3)
HPE 250	ASSESSMENT THROUGH TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS	(3)
HPE 300	HUMAN NUTRITION	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(3)
PSY 211	STRESS MANAGEMENT	(3)
HPE 390	ADMINISTRATIVE SKILLS IN HEALTH PROMOTION AND WELLNESS	(3)
HPE 410	EVALUATION IN HEALTH PROMOTION AND WELLNESS	(3)
HPE 420	PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS (W)	(3)
HPE 450	PROGRAMS IN COMMUNITY HEALTH	(3)
HPE 470	INTERNSHIP IN HEALTH PROMOTION AND WELLNESS	(8)
HPE 490	SEMINAR IN HEALTH PROMOTION AND WELLNESS	(3)

ELECTIVES
15 crs.

HPE 212	DRUG EDUCATION	(3)
ATH 353	PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
HPE 281	HUMAN DISEASES	(3)
HPE 301	ADVANCED HUMAN NUTRITION (W)	(3)
HPE 325	SUPPLEMENTS AND SPORTS NUTRITION (W)	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
HPE 375	THE BRAIN AND LEARNING	(3)
HPE 379	EMPLOYEE HEALTH AND WORKSITE WELLNESS	(3)
HPE 430	HEALTH AND WELLNESS COACHING	(3)
HPE 435	READINGS IN HEALTH AND WELLNESS	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
HPE 370	HEALTH CARE IN THE U.S.	(3)
PSY 370	PSYCHOLOGY OF HUMAN SEXUALITY	(3)
HPE 400	THE SCHOOL HEALTH PROGRAM (W)	(3)

HEALTH PROMOTION AND WELLNESS MINOR REQUIREMENTS
29 crs.

HPE 158	HEALTH AND WELLNESS	(3)
ATH 200	MEDICAL TERMINOLOGY	(3)
PED 206	FIRST AID	(2)
HPE 210	TECHNOLOGY IN HEALTH PROMOTION AND WELLNESS	(3)
HPE 214	PRINCIPLES AND FOUNDATIONS OF HEALTH PROMOTION AND WELLNESS	(3)
HPE 250	ASSESSMENT THROUGH TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS	(3)

HPE 300	HUMAN NUTRITION	(3)
HPE 410	EVALUATION IN HEALTH PROMOTION AND WELLNESS	(3)
HPE 420	PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS (W)	(3)
HPE 450	PROGRAMS IN COMMUNITY HEALTH	(3)

The student may also opt to follow the guidelines described in this handbook for the individually-designed minor. Students must complete the minor with a minimum of a 2.50 cumulative grade point average and a grade of “C” or better in each minor course.

Nursing (NSG)

Division of Nursing

- Major: 31 credit hours
- Major GPA required for graduation: 2.00
- All courses for the major must be completed with a grade of C or better.

PROGRAM REQUIREMENTS:

- Capstone: Practicum in Leadership and Management (NSG 472)
- Writing Intensive: Research Application in Practice (W) (NSG 367); Concepts of Leadership and Management (W) (NSG 471)
- Service: Practicum in Population Based Care (NSG 452)

Mission: The mission of the Division of Nursing is to provide students with the knowledge and skills needed to develop their nursing practice. Students in the Division of Nursing are prepared to apply the philosophies, theories, research, and skills from the liberal arts, and the discipline of nursing to their own practice with a baccalaureate or master’s degree.

Goals: The goal of the RN to BSN program at McKendree University is to facilitate the educational advancement of RN’s to enhance safe, quality patient care. Graduates are prepared for careers that positively impact society, both locally and globally. The BSN completion program builds on the core competencies and core knowledge the student brings from previous academic nursing programs, and expands on professional nursing values and practices resulting in a deeper and broader scope of professional practice and professional role identity. Graduates of the program are generalists with the necessary base for graduate education and continuing professional development to be leaders in practice and the nursing profession.

Student Learning Outcomes

Students will:

- Demonstrate critical thinking skills by integrating knowledge from various disciplines.
- Synthesize knowledge from the art and science of nursing to improve quality and safety in patient care throughout the lifespan.

- Analyze the effects of social, cultural, political, and environmental components on health status.
- Utilize assessment to plan nursing care for individuals, families, groups, and communities.
- Demonstrate inter-professional communication/collaboration skills.
- Apply leadership principles to professional practice.
- Incorporate nursing research into evidence-based nursing practice.

Accreditation: The baccalaureate degree program in nursing at McKendree University is accredited by the Commission on Collegiate Nursing Education.

Program Description: The BSN degree is offered exclusively as a baccalaureate completion program for graduates of associate degree or diploma nursing programs. Nursing courses are offered in various formats at the Lebanon, Louisville, and Radcliff campuses, as well as various off-campus sites in Illinois and Kentucky.

Procedures for acceptance into the nursing program

The applicant must submit the following:

1. Application for admission to the university as a transfer student (a maximum of 90 transfer hours may be accepted);
2. Application for admission to the Division of Nursing;
3. Copy of active unencumbered license as a registered nurse;

Continued Enrollment: Students must be in good standing within the nursing program to continue with nursing coursework. To participate in nursing practicum, students must provide a copy of current RN license, yearly TB skin test or chest x-ray results, current CPR certification, proof of an approved criminal background check, and proof of required immunity/immunizations. All courses for the major and must be completed with a grade of C or better. Any required nursing course for which a grade of C- or lower is received must be repeated. Required nursing courses may be repeated only one time. Students may only repeat a maximum of two required nursing courses to remain in the program. Students must successfully complete HIPAA training prior to participating in any clinical courses.

Degree Requirements:

1. Complete a Degree Application (available in the Office of Academic Records) the semester prior to the anticipated graduation date;
2. Complete two writing intensive courses.
3. Complete a minimum of the final 32 credits from McKendree University;
4. Complete a minimum of 40 credits at the junior/senior level (courses numbered 300 or above);
5. Complete a minimum of 120 credit hours with a minimum cumulative grade point average (GPA) of 2.0;
6. Complete all degree requirements within eight (8) years of matriculation; *and*
7. Complete the nursing major requirements below (All McKendree general education requirements are considered to be met if an appropriate associate's degree has been earned.).

NURSING MAJOR REQUIREMENTS		31 crs.
NSG 351	HEALTH ASSESSMENT AND PATHOPHYSIOLOGY I	(3)
NSG 352	HEALTH ASSESSMENT AND PATHOPHYSIOLOGY II	(4)
NSG 366	CONCEPTS IN RESEARCH	(3)
NSG 367	RESEARCH APPLICATION IN PRACTICE (W)	(4)
NSG 404	DIVERSITY IN HEALTHCARE DELIVERY	(3)
NSG 451	CONCEPTS OF POPULATION BASED CARE	(4)
NSG 452	PRACTICUM IN POPULATION BASED CARE	(3)
NSG 471	CONCEPTS OF LEADERSHIP AND MANAGEMENT (W)	(4)
NSG 472	PRACTICUM IN LEADERSHIP AND MANAGEMENT	(3)

RN to MSN Program:

The Division of Nursing also offers an RN to MSN program. Students must have a minimum of a 3.25 GPA for admission into the RN to MSN program. Students will be admitted as undergraduates and will shift to graduate status at the appropriate point in the curriculum. Students must meet all the procedures for acceptance into the undergraduate program. Students may participate in graduation at the BSN and MSN levels as they successfully complete each program. Students will be allowed to complete 6 hours of graduate studies during the undergraduate level with the graduate studies meeting the MSN requirements. Students may choose to opt out of the program at the BSN level without penalty. A student must have a 3.0 GPA to continue in the MSN program following BSN course completion. Students successfully admitted into the RN to MSN program will not be required to apply to the MSN program. Students in the RN to MSN program may have 7 hours (3 courses) of the MSN courses waived (NSG 502, 503, and/or 504) provided they meet all eligibility requirements. For a student to receive credit, he or she must earn a letter grade of at least an A- in NSG 404, 405, and/or 451.

Physical Education (PED)

Division of Health Professions

- **Major: 103 credit hours for Physical Education (includes professional education courses)**
- **Major GPA required for graduation: 2.50**
- **All courses for the major or minor must be completed with a grade of C or better.**

PROGRAM REQUIREMENTS:

- **Capstone: Seminar in Physical Education (PED 490), Student Teaching (EDU 497), Student Teaching Seminar (EDU 490), Teaching Performance Assessment (EDU 499)**
- **Research: Evaluation and Research in Exercise Science and Sport (PED 405)**

Mission Statement: The mission of the physical education faculty is to facilitate the teaching of exercise concepts, through the application of current research on the acquisition and development of human movement skill across the lifespan.

Description of Major: Students interested in teaching physical education will develop skills, knowledge, and techniques required of contemporary K-12 physical educators. Physical education majors must complete the teacher education licensure requirements for the Initial Special K-12 (Physical Education) license. Upon completion of the required course work, the student is prepared for teaching physical education in elementary and secondary schools in the state of Illinois. All courses for the major must be completed with a grade of C or better. All majors must also complete professional education requirements listed in the School of Education program including successful completion of Teaching Performance Assessment (EDU 499).

PHYSICAL EDUCATION MAJOR REQUIREMENTS**57 crs.**

BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
PED 157	FOUNDATIONS OF HEALTH PROFESSIONS	(3)
HPE 158	HEALTH AND WELLNESS	(3)
HPE 300	NUTRITION	(3)
PED 206	FIRST AID	(2)
HPE 250	ASSESSMENT THROUGH TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS	(3)



Courses of Study

PED 365	MOTOR DEVELOPMENT	(3)
PED 404	MOTOR LEARNING	(3)
PED 348	SPECIAL POPULATIONS (W)	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 356	INSTRUCTION FOR EXERCISE AND LIFETIME ACTIVITIES	(3)
PED 357	ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS	(3) (3)
PED 403	KINESIOLOGY (W)	(3)
PED 405	EVALUATION AND RESEARCH IN SPORT AND EXERCISE SCIENCE	(3)
PED 490	SEMINAR IN PHYSICAL EDUCATION	(2)

For a list of professional education program requirements, see the K-12 section under "School of Education."

License Endorsement

To earn a K-12 endorsement in Physical Education, the student must complete both BIO 308 and 309 as well as 21 hours from the following course offerings: ATH 200, HPE 158, 159, 200, PED 114, 115, 121/124, 157, 206, 210, 355, and 403. (Students must also take and pass the content area test.)

Recreational activity courses (PED 109-130 A-Z)

No student may register for an activity physical education class unless a completed medical examination form is on file.

Sports Performance

Division of Health Professions

The sports performance minor is designed for students interested in working with athletes to improve skill and sports performance.

SPORTS PERFORMANCE MINOR REQUIREMENTS **32.5 crs.**

BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
PED 202	PSYCHOLOGY OF COACHING	(3)
PED 206	FIRST AID	(2)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(3)
HPE 300	HUMAN NUTRITION	(3)
HPE 325	SUPPLEMENTS AND SPORTS NUTRITION (W)	(3)
PED 470	INTERNSHIP IN SPORT AND EXERCISE SCIENCE	(4)

RECREATIONAL ACTIVITIES

PED 121, 124, and 126	(1.5)
-----------------------	-------

MAKE YOUR MARK

ADDITIONAL COURSE AND PROGRAM OFFERINGS



- Aerospace Studies
- Army ROTC
- Exploratory Studies
- Honors Program
- Study Abroad
- University Courses

MCK

Aerospace Studies (AES)

(314) 977-8227

For information on the Air Force Reserve Officer Training Corps (AFROTC) and class schedules, please visit slu.edu/parks/air-force-rotc, www.afrotc.com or call (314) 977-8227.

Participation in AFROTC is not required to take Aerospace Studies courses but students must call the above number before registering for an AES course. Please note these courses are not offered at the McKendree campus, but at other sites.

The Aerospace Studies curriculum (AFROTC) consists of the General Military Course (GMC) at the first year/sophomore level and the Professional Officer Course (POC) at the junior/senior level. The GMC covers two main themes: Heritage and Values, and Team and Leadership Fundamentals. Freshmen cadets will enroll in the AS 101/102 courses which take place at SLU on Wednesdays from 2-3 p.m. Cadets who enroll in AFROTC with only three years left until graduation will be enrolled as members of the AS 200 class. AS 201/202 classes take place at SLU on Wednesdays from 1-2 p.m. The courses of the POC emphasize the professional development of the future Air Force officer. The curriculum covers Air Force Leadership and Management and Preparation for Active Duty. Field trips to Air Force bases supplement classroom instruction and familiarize the cadet with Air Force operations and organizations.

Leadership laboratory

In conjunction with Aerospace Studies curriculum, leadership laboratory is taken two hours per week throughout the student's enrollment in the AFROTC and is both organized and led by cadets enrolled in the professional officer course. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. The first two years of the leadership laboratory include a study of Air Force customs and courtesies, drill and ceremonies, studying the environment of an Air Force officer; and learning about areas of opportunity available to commissioned officers. The last two years of the leadership laboratory involve planning and controlling of military activities of the cadet corps. LLAB is held at SLU on Wednesdays from 3:30-5:30 p.m. and is mandatory for all cadets in the AFROTC program.

Field training

Cadets in the program participate in two-four weeks of field training. Field training is offered during the summer months at Maxwell AFB, Alabama, usually between a student's sophomore and junior years. Major areas of study include: Air Force Orientation, leadership evaluation, aircrew/aircraft orientation, survival training, base functions and physical training. No direct academic credit is awarded for Field Training.

Scholarships

Students can compete for four, three-and-one-half, three, two-and-one-half year scholarships. These scholarships pay tuition, certain fees, and \$600 per year for textbook costs. Scholarship recipients also receive a tax-free monthly subsistence allowance. Information on scholarships can be acquired by telephoning Air Force ROTC Detachment 207 at 314-977-8227.

Information

Further information about Air Force ROTC may be obtained by calling (314) 977-8227 or toll-free 1-888-4AFROTC.

Army ROTC (MSC)

(618) 650-2500

Students must call the above number before registering for an MSC course. Please note these courses are not offered at the McKendree campus, but at other sites.

All MSC courses include a leadership laboratory once per week.

Army ROTC may be completed in several different ways as outlined below.

- 1. Four-year Option.** Military Science is traditionally offered as a four-year option. It is best to start as a first year student, but special arrangements can be made for those who start as sophomores. The first two years of Military Science are voluntary without service obligation and are designed to give students a perspective on their leadership ability and what the Army can offer them. Students who decide to continue in ROTC and pursue a commission sign an agreement with the Department of the Army to accept a commission upon completion of the last two years of Military Science. In return, the Army agrees to provide a subsistence allowance (up to \$3000) and to provide all necessary uniforms and Military Science books.
- 2. Two-year Option.** The two-year option is designed to provide greater flexibility in meeting the needs of students desiring commissions in the United States Army. McKendree students who do not participate in the four-year option or community college transfer students are eligible for enrollment. Basic prerequisites for the two-year option are as follows:
 - a.** Students must be in good academic standing (minimum 2.0 GPA) and pass an Army medical examination.
 - b.** Students must have two academic years of study remaining (undergraduate or graduate).

Undergraduate students must have junior status.

Students attend a six-week summer camp to obtain the knowledge acquired by students in the four-year option. Attendance at the basic camp DOES NOT obligate students in any way and is only intended to provide experience with Army life and its opportunities. Students earn up to 10 credit hours and are paid approximately \$750 for attendance at basic camp.

Simultaneous membership

Students who qualify for simultaneous membership (members of the Army Reserve or National Guard) can complete the military science program in two years and earn more than \$6,500 at the same time. Upon graduation, a student may request to stay in the reserve or select active duty.

Veterans

Veterans of any of the Armed Forces who are academically aligned may qualify for advanced placement and should contact the Military Science office for details.

Exploratory Studies

McKendree University encourages students to explore their interests and make informed decisions about their majors and future careers. At McKendree, many resources are offered to help students identify their strengths and select meaningful career paths.

The exploratory studies program is designed to provide students who are undecided about a specific major a structured curricular plan that will enable them to take required general education courses and explore various career interests. Exploratory studies is a program, not a major; thus, students may not graduate with an Exploratory Studies major. At some point, students must select a baccalaureate major leading to a degree. The Office of Career Services will work closely with students enrolled in the exploratory studies program to help them learn about various resources, including online career assessments and career counseling.

In addition to taking general education classes, students enrolled in the exploratory studies program will take one or more of the following courses:

UNI 101	UNIVERSITY 101 (Sections specifically designed for exploratory studies students)	(1)
UNI 201	CAREER DECISION MAKING	(2)
UNI 202	CAREERS, THE JOB SEARCH, AND BEYOND (Junior or Senior year)	(1)

Honors Program (HON)

- **Minor: 16 credit hours**
- **GPA required for graduation: 3.3 cumulative**

PROGRAM REQUIREMENTS:

- **Capstone: Honors Thesis**
- **Research: HON 401 and HON 402**
- **Other Requirements: Enroll in at least one honors course each semester. Earn a C or better in each honors course.**

Description of Honors Program: The mission of the McKendree University Honors Program is to foster a unique community of intellectually curious critical thinkers and global citizens.

The Honors Program offers academically talented students on the Lebanon campus a qualitatively different educational experience. Specifically, the program provides students an opportunity both to explore a wide range of disciplines in depth and to complete an independent research project developed in conjunction with a faculty mentor.

The Honors experience provides a number of benefits to students, including participation in general education honors classes filled only with other honors students; the opportunity to enroll in seminar courses mutually designed by faculty and honors students; development of research projects culminating in a senior thesis with a faculty mentor and presentation to the campus community; and a competitive advantage for students interested in graduate school, medical school, or law school.

Student Learning Outcomes

The goals of the program include:

- Enabling honors students to explore the liberal arts in greater depth and variety than the traditional general education curriculum.
- Providing honors students with an exceptional level of student-faculty interaction that helps them develop into knowledgeable and ethical critical thinkers.
- Providing honors students with ongoing opportunities to attend cultural events and other educational activities relevant to the honors program.
- Providing honors students with an opportunity to engage in independent research, preparing them for graduate study or employment in their major fields.
- Providing honors students a competitive advantage when applying for graduate schools and searching for employment opportunities.
- Enhancing the academic experience of the campus community by integrating scholarship and service to the university and the broader community.

Program Requirements: *Incoming first year students are eligible to join the honors program if they meet the following criteria:*

1. Have earned a high school GPA of 3.6 or higher (A=4.0); and
2. Have earned a minimum composite ACT score of 27 (or a combined SAT score of 1200 or higher).

Other McKendree students and transfer students with a minimum of four semesters remaining may also apply to join the honors program. Students with at least a 3.6 college GPA may apply to the program by submitting a faculty letter of recommendation and a written letter of application to the Director of the Honors Program.

Honors students enroll in at least one honors course each semester. Students generally take honors courses that fulfill general education requirements in their first six semesters. They may instead enroll in one-credit seminars mutually designed by faculty and honors students. Students who enter the Honors Program as second semester students, sophomores, or transfer students also must enroll in at least one honors course each semester they are in the program.

During the final two semesters, students enroll in HON 401 and HON 402 and complete a research thesis or a creative product under the mentorship of a full-time faculty member. Each project must be approved in advance by both a faculty mentor and the Director of the Honors Program. The honors thesis may expand upon a student's major capstone project. The thesis, however, must be a distinct and separate project from any capstone requirement in a student's major. Students cannot complete one project and fulfill both the major capstone and the honors thesis requirement. The honors thesis should go beyond the ordinary requirements of a major capstone project.

To remain in the Honors Program, all honors students must:

1. Maintain cumulative 3.3 GPA. Students will receive one probationary semester if their GPA is below 3.3. Any student with a GPA below 3.3 after two consecutive semesters may no longer enroll in an honors course or graduate from the honors program.
2. Earn a minimum grade of C in each honors course;

3. Successfully complete at least one honors course each semester, including HON 401 and HON 402 in their final two semesters;
4. Take a minimum of 16 hours of honors courses to complete the program. Honors courses are designated with an "H" on student transcripts. The Director of the Honors Program will be an academic advisor for all honors students. Students who successfully complete all requirements in the program and who meet all other graduation requirements of McKendree University will be identified on their transcripts and diplomas as graduates of the McKendree Honors Program.

HONORS PROGRAM REQUIREMENTS

16 crs.

HON 401	HONORS THESIS I	(2)
HON 402	HONORS THESIS II	(2)
Additional honors courses		(12)

Study Abroad (STA)

Unlike our current semester-long study abroad programs, this course combines both on-campus study and one to two-week international experiences led by McKendree University faculty members. Students fulfill a cross-cultural general education requirement with this spring-semester class; travel occurs after the semester ends in May. Advantages include small-group settings and familiar faculty. Trips have included travel to Ecuador, Canada, England, and France. STA 380 provides an excellent introduction to the study-abroad experience. A fee is charged for this course; approval of the Study Abroad office and consent of the instructor are required.

University Courses (UNI)

The UNI courses are designed to help students succeed in all levels of their academic career. Examples include: University 101, designed for first-year students to ease the transition to the university and focuses on personal and social responsibility; University 201, designed to help students understand their values and beliefs and career possibilities; and University 202, designed to help juniors and seniors with the job search and with the transition of leaving the university. For a complete list of UNI courses, see courses with the UNI designation in the course descriptions section.

ANATOMY OF A COURSE DESCRIPTION

This is the course number; you'll need to know it to find the course on WebAdvisor.

This is the title of the course and the course description. The description will tell you what the course will cover and has clues about what you'll be expected to do in the class. For instance, this description lets you know you'll be expected to write poetry.

This is the number of credit hours you will earn if you satisfactorily complete the course.

ENG 319 **TWENTIETH CENTURY ENGLISH LITERATURE** **(3)**

This course surveys selections of English and Irish literature from 1900 to the present. Authors may include: Conrad, Yeats, Eliot, Joyce, Woolf, Forster, Lawrence, Auden, Thomas, and Pinter, among others. Emphasis is placed on cultural and historical contexts as well as on texts. Prerequisites: ENG 111 and 112. Spring, even years.

The prerequisites are the courses you must take before you can take this one. You cannot take ENG 319 until you have taken ENG 111 and ENG 112.

This tells you that this course is taught every other even numbered year in the spring term.

THIS IS VERY IMPORTANT! Not all courses are taught every term, or even every year, so when you are planning, you need to check the catalog to see when the courses you need will be offered.

Course Descriptions

ABA 330 **BASIC PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS** **(3)**

This course is an introduction to the basic principles and procedures of applied behavior analysis (ABA). Research, theory, ethics, and professional practice will also be addressed. Students will be exposed to a range of applications such as autism/developmental disabilities, geriatrics, and business. Successful completion of this course satisfies the educational requirement for credentialing as a registered behavior technician (RBT) by the Behavior Analyst Certification Board. Interested students should see bacb.com/rbt for more information. Same as PSY 330. Prerequisite: PSY 153. As needed.

ABA 398 **ETHICS IN RESEARCH AND THERAPY** **(3)**

This course will cover the ethical principles and code of conduct for individuals in various helping professions. Specific topics and case studies will include ethical issues related to competence, human relations, privacy and confidentiality, advertising, record keeping, education and training, research, assessment, and therapy. Ethical codes from the American Psychological Association, American Counseling Association, Behavior Analyst Certification Board, the Association for Applied Sport Psychology, and the American Occupational Therapy Association will be the primary resources. Same as PSY 398. Prerequisite: PSY 153. As needed.

ACC 205 **PRINCIPLES OF FINANCIAL ACCOUNTING** **(3)**

Introductory financial accounting course emphasizing the concepts and procedures used to generate financial statements for external users. Areas studied include: information processing, accounting for specific balance sheet and income statement accounts, the cash flow statement, and financial statement analysis. Each semester.

ACC 220 ACCOUNTING INFORMATION SYSTEMS (3)

Provides a conceptual foundation in accounting systems and control. Study of business processes and use of information technology, focusing on Intuit QuickBooks and Microsoft Excel. Topics include transaction cycles, internal control, and entering transactions and preparing financial statements using information technology. Emphasis on internal control. Prerequisites: ACC 205 and CSI 120. Each semester.

ACC 230 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)

Introduction to accounting analysis and reporting for management use. This course includes: discussion of cost behavior, short-term and long-term decision making, budgeting, managerial performance evaluation, cost-volume-profit analysis, and variance analysis. Prerequisite: ACC 205. Each semester.

ACC 305 INTERMEDIATE ACCOUNTING I (3)

Topics include: the history and development of generally accepted accounting principles, accounting information systems, study of the balance sheet and income statement accounts, time value of money, inventory valuation techniques, cash and receivables, and statement of cash flows. Prerequisites: ACC 205 and 220. Fall, annually.

ACC 306 INTERMEDIATE ACCOUNTING II (3)

A more thorough examination of the various aspects of property, plant and equipment; depreciation and depletion, intangible assets, current liabilities and contingencies; long term liabilities, stockholders' equity, earnings per share, and investments. Emphasis on practical application of the theory associated with these topics. Prerequisite: ACC 305. Spring, annually.

ACC 307 INTERMEDIATE ACCOUNTING III (3)

Topics include: revenue recognition, accounting for income taxes, pension and postretirement benefits, leases, changes and error corrections, disclosure, and additional concepts associated with the statement of cash flows. Emphasis is placed on the students' ability to apply theoretical concepts to practical situations. Prerequisite: ACC 306. Fall, annually.

ACC 330 MANAGERIAL COST ACCOUNTING (3)

Topics include managerial report generation and analysis with written communication. Includes use of computer models for problem solving, quantitative and qualitative analysis, including behavioral issues. capital budgeting, tactical decision making, and operational control. Prerequisites: ACC 220, 230, and MGT 204. Spring, annually.

ACC 352 TAXATION OF INDIVIDUALS (3)

Study of federal tax law focusing on individuals. Areas emphasized include: fundamental concepts of taxation and tax compliance, planning, and research for personal taxation. Prerequisite: ACC 205. Fall, annually.

ACC 354 TAXATION OF BUSINESS ENTITIES (3)

Study of business taxation including: the tax consequences of various forms of business organization, corporate tax compliance, distributions, and reorganizations. Emphasis on the role of taxation in business decision making. Includes research project in taxation. Prerequisite: ACC 352. Spring, annually.

ACC 380-389 TOPICS IN ACCOUNTING (1-3)

As needed.

ACC 401 ADVANCED ACCOUNTING (3)

Theory and problems involved in preparation and interpretation of consolidated statements and may include additional topics such as trusts, estates, and partnerships. Also included are segmental and interim financial reports and accounting for multinational firms and foreign transactions. Prerequisite: ACC 306. Fall, annually.

ACC 421 AUDITING (3)

A study of the principles and procedures used by certified public accountants and internal auditors in the examination of financial statements and systems of internal control. Areas emphasized include the role of risk assessment, auditing standards, audit reports, auditor legal liability, and professional ethics. Prerequisite: ACC 306. Spring, annually.

ACC 430 ADVANCED COST ACCOUNTING (3)

Course will focus on cost management role with emphasis on performance analysis, budgeting, variances, cost analysis, analytical skills, and verbal and written communication. Prerequisite: ACC 330. As needed.

ACC 431 RESEARCH IN ACCOUNTING THEORY (W) (3)

An accounting capstone course focusing on the history, controversial issues, and current developments in accounting theory. The research process and information literacy are emphasized. Students develop and present an individual research project that demonstrates synthesis of accounting theory and practice to a specific accounting topic. Prerequisite: ACC 307. Spring, annually.

Course Descriptions

ACC 440A SEMINAR IN PROFESSIONAL EXAMINATIONS (1)

This seminar investigates the professional designations for accounting professionals and their related examinations. The requirements to earn these designations are discussed as are the professional expectations related to each. Prerequisite: ACC 230. As needed.

ACC 440F SEMINAR IN ACCOUNTING FOR NOT-FOR-PROFIT ORGANIZATIONS (1)

This course provides an overview of the accounting and reporting requirements for colleges and universities, hospitals, healthcare organizations, and other similar entities. Prerequisite: ACC 230. As needed.

ACC 470 INTERNSHIP IN ACCOUNTING (3-8)

ACC 480 INDEPENDENT STUDY IN ACCOUNTING (1-4)

ACC 490 SEMINAR IN ACCOUNTING (1-4)

AES 101 HERITAGE AND VALUES OF THE UNITED STATES AIR FORCE I (2)

A survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing students with followership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Classes are held at Saint Louis University.

AES 102 HERITAGE AND VALUES OF THE UNITED STATES AIR FORCE II (2)

A survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing students with followership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Classes are held at Saint Louis University.

AES 201 TEAM AND LEADERSHIP FUNDAMENTALS I (2)

Focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing them with their first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Classes are held at Saint Louis University.

AES 202 TEAM AND LEADERSHIP FUNDAMENTALS II (2)

Focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing them with their first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Classes are held at Saint Louis University.

AES 301 LEADING PEOPLE AND EFFECTIVE COMMUNICATION I (3)

This course teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. A mandatory Leadership Laboratory complements this course for AFROTC cadets. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Classes are held at Saint Louis University.

AES 302 LEADING PEOPLE AND EFFECTIVE COMMUNICATION II (3)

This course teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. A mandatory Leadership Laboratory complements this course for AFROTC cadets. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Classes are held at Saint Louis University.

**AES 401 NATIONAL SECURITY AFFAIRS/
PREPARATION FOR ACTIVE DUTY I (3)**

This course is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. A mandatory Leadership Laboratory complements this course for AFROTC cadets. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Classes are held at Saint Louis University.

**AES 402 NATIONAL SECURITY AFFAIRS/
PREPARATION FOR ACTIVE DUTY II (3)**

This course is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty. A mandatory Leadership Laboratory complements this course for AFROTC cadets. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Classes are held at Saint Louis University.

ANT 149 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3)

An introduction to the study of cultures and societies examining kinship, the family, child-rearing, marriage, psychology and culture, political organization, economics and subsistence, religion, law, social groups, and cultural change in comparative perspective. As needed. IAI-S1 901N

ART 100 ART APPRECIATION (3)

This course introduces the origins and historical development of art with a focus on design principles and elements as they relate to a variety of art forms. Students will develop an understanding of the functions of art, a basic vocabulary for describing visual art, and the role art has played throughout history. Each semester.

ART 101 DRAWING I (3)

Introduction to the practice and techniques of drawing. Concepts include explorations of figure/ground and spatial relationships, strategies for representing mass, form, and volume in a spatial context, and the imaginative organization of those relationships using a variety of media. This course is valuable for those with an interest in the practice and nature of art. Each semester.

ART 102 TWO-DIMENSIONAL DESIGN AND LAYOUT (3)

This course covers the fundamentals of two-dimensional design and layout as it relates studio and commercial practices. Process is emphasized in the exploration of design elements and principles using a variety of traditional and digital means. Students will produce a body of work reflecting the concepts and techniques explored in the course. This course is valuable for those with an interest in visual art and design. Fall, annually.

ART 103 THREE-DIMENSIONAL DESIGN (3)

This course covers the fundamentals of three-dimensional design in context to studio art and commercial practices. Emphasis is placed on the principles and elements of art and design with regards to three-dimensional space. A broad study of materials, equipment, processes, and techniques will be investigated as students create a body of work. This course is valuable for those with an interest in visual art and design. Spring, annually.

ART 202 LIFE DRAWING (3)

Students in this course explore approaches to representing the figure, with an emphasis on working from observation. Conventions for representing the figure are explored through gesture and long poses using a variety of media. Recommended for all art majors and others with an interest in art. As needed.

ART 210 WESTERN ART HISTORY (PREHISTORIC-HIGH GOTHIC) (W) (3)

This lecture-based survey course explores the canon of Western art history from prehistory to the 15th century. Focus is placed on the relationship of art, culture, function, technique, materials, and content. Each era is examined through a series of selected works, reflecting the roles and significance of art. Fall, annually.

ART 211 WESTERN ART HISTORY (RENAISSANCE-MODERN) (W) (3)

This lecture-based survey course explores the canon of Western art history from the Renaissance to modern art. Focus is placed on the relationship of art, culture, function, technique, materials, and content. Each era is examined through a series of selected works, reflecting the roles and significance of art. This course is intended as a continuation of ART 210. Spring, annually.

ART 220 PHOTOGRAPHY I (3)

Students in this course explore traditional and contemporary approaches to the art of photography using black and white film and paper. A darkroom and chemicals are provided. Students are expected to furnish their own 35mm cameras, film, paper, and some darkroom tools. Completion of Drawing I (ART 101) or Two-Dimensional Design (ART 102) is recommended. As needed.

ART 230 CERAMICS I (3)

This introductory studio course focuses on the technical and conceptual approaches in clay. With a greater emphasis on sculptural ceramics, techniques explored include: hand-building, the wheel, glazing, and a variety of other finishing and structural processes. Ideas of craft, touch, function, and art history are studied in context to project-based works. Each semester.

ART 240 SCULPTURE I (3)

This course is an introduction to the materials, methods, and concepts of sculpture. Notions of meaning, scale, and process are considered with respect to the formal properties and expressive potential of sculpture. Completion of Three-Dimensional Design (ART 103) is recommended. As needed.

ART 250 PAINTING I (3)

Students are introduced to materials and the practice of painting in this course. A variety of approaches to composition and meaning will be addressed as students explore both representational and non-objective ways of painting. Prerequisites: ART 101 is recommended. As needed.

ART 270 COMPUTER GRAPHIC DESIGN I (3)

This course introduces students to design principles and elements as the basis of graphic design communication and visual language. Themes include the manipulation of graphic form to convey meaning, strategies for idea generation, and development of unique concepts. A variety of digital programs are utilized including Adobe Illustrator. A range of projects allow students to explore illustration and layout for print and web use. Each semester.

ART 280-289 TOPICS IN ART (3)

As needed.

ART 290 GALLERY PRACTICUM I (0-1)

Students participate in many of the behind-the-scenes aspects of running a gallery, including curating, installation, promotion, planning and gallery attendant duties. No more than 4 hours of credit may be applied to the major. Each semester.

ART 299 SOPHOMORE REVIEW (0)

After completing the core art classes (ART 101, 102, 103) art majors are required to take this gate. This review of students by the art faculty is designed to assist the them in assessing their skills, abilities, and interests as an art major. Students are required to present a portfolio of artwork demonstrating competency with the principles and elements of art and design. May be taken only twice. Credit/No Credit only. Prerequisite: Permission of the art faculty. Each semester.

ART 301 DRAWING II (3)

This advanced drawing course is structured as an in-depth study of formal structures and composition through a variety of media. Projects serve as a continuation of the concepts, methods, and processes explored in Drawing I. Prerequisites: ART 101 or instructor consent. As needed.

ART 302 LIFE DRAWING II (3)

This advanced drawing class builds on the concepts, techniques, and methods explored in Life Drawing I. An increased level of independence is established as students explore their own ideas in relationship to the figure and space. Prerequisite: ART 202. As needed.

ART 303 COLOR AND DESIGN (3)

Introduction to color in theory and practice using a variety of media. Students will explore the uses of color in advertising and fine art. Studies in the physical properties of color and pigment take the form of exercises in collage and liquid media. This course is recommended for students interested in advanced study in painting, printmaking, photography, and graphic design. Prerequisites: ART 102 or instructor consent. As needed.

**ART 310 TWENTIETH AND TWENTY-FIRST CENTURY ART:
AFTER MODERN ART (W) (3)**

This art history course focuses on twentieth and twenty-first century art from Impressionism to the contemporary practices. The major art movements will be examined in relation to advances in technology, historic events, and sociological changes. Students are introduced to art criticism as the course moves into art after the 1950s. This course is intended as a continuation of ART 210 and 211. As needed.

ART 312 AESTHETICS OF FILM (3)

This course investigates cinema as a visual art form, including how historical forces, artistic and cultural movements, and technological innovations have contributed to its aesthetic development. Students are introduced to basic concepts of photography as well as film theory through innovative and significant works from various eras, genres, and directorial oeuvres. Emphasis is placed on classic American narrative films from the silent period to the present day. As needed.

ART 314 AMERICAN ART (W) (3)

This art history survey course is designed as an introduction to the significant artworks that define American art from the 18th century to the present. Emphasis is placed on the social, political, and cultural implications of art throughout each era. Students are expected to conduct significant research on relevant topics. As needed.

ART 320 PHOTOGRAPHY II (3)

Broad ranges of contemporary photographic practices are explored as students combine digital and traditional darkroom processes in search of a more personal aesthetic. Students are expected to furnish their own cameras, film, paper, and some darkroom tools. Prerequisite: ART 220. As needed.

ART 330 CERAMICS II (3)

This course builds on the skills, concepts, and methods established in Ceramics I. A study of advanced techniques is explored with an emphasis on individual development and expression. Prerequisite: ART 230. As needed.

ART 340 SCULPTURE II (3)

This course builds on the skills, concepts, and methods covered in Sculpture I. With a focus on technique, process, theory, and social engagement, students are expected produce work that reflects an in-depth study of concept and material. Independent exploration and experiment is encouraged. Prerequisite: ART 240. As needed.

ART 350 PAINTING II (3)

This advanced studio course focuses on a continuation of the themes and material investigation established in Painting I. Students are expected to develop an individual sensitivity to their studio practice. Prerequisite: ART 250. As needed.

ART 360 PRINTMAKING I (3)

This introductory course explores the methods and processes in printmaking. Focusing on relief and intaglio, students explore the idea of printmaking as a means of artistic expression. Prerequisites: ART 101, 102. As needed.

ART 361 PRINTMAKING II (3)

This advanced studio course builds on the methods and processes established in Printmaking I. Focusing on lithography, students continue an in-depth study of printmaking as a form of art. Prerequisite: ART 360, or instructor consent. As needed.

ART 370 COMPUTER GRAPHIC DESIGN II (3)

This course continues the exploration of the elements of design, spatial relation relationships, typography, and imagery as they apply to visual problems across a variety of platforms. Students are expected to create a portfolio of work representing independent solutions to a variety of visual problems. Prerequisites: ART 270. As needed.

ART 371 DIGITAL ILLUSTRATION (3)

This course explores the art of image-making through digital hardware and software. Emphasis is placed on the creation and manipulation of imagery to create compelling works. This course will progress from image recording, image adjustment through the use of lighting, contrast, and color manipulation, editing, to printing. A variety of software will be used. Prerequisites: ART 101, 102, and 270, or with instructor consent. As needed.

ART 380-389 TOPICS IN ART (1-3)

As needed.

ART 390 GALLERY PRACTICUM II (0-1)

Students will participate in many of the behind-the-scenes aspects of running a gallery, including curating, installation, promotion, planning, and gallery attendant duties. No more than 4 hours of credit may be applied to the major. Prerequisite: Two semesters of ART 290. Each semester.

ART 470 INTERNSHIP IN ART (3-8)**ART 480 INDEPENDENT STUDY IN ART (1-4)**

As needed.

ART 498 SENIOR STUDIO I (3)

This first capstone course is the preparatory step in the culmination sequence for studio art majors. Students are expected to undertake significant research through extensive studio and written work. Prerequisite: Completed Gallery Practicum requirements and senior standing. As needed.

ART 499 SENIOR STUDIO II (3)

This final capstone course represents the culmination for studio art majors. Students will mount an exhibition of their work in an approved gallery setting, write an artist statement, create a digital portfolio, and deliver a public presentation on their work and influences. A final review of the capstone exhibition is required with the art faculty. Prerequisite: ART 498 and senior standing. As needed.

ATH 200 MEDICAL TERMINOLOGY (3)

Students will learn and recognize word roots, prefixes, and suffixes used in medical language today. They will learn how to combine words to create meaningful medical conditions as well as comprehend their definition and know the correct spelling. This course will cover medical terms related to all major body systems, including: muscular system, skeletal system, respiratory system, circulatory system, digestive system, reproductive system, and urinary system. Each semester.

ATH 208 PRINCIPLES OF ATHLETIC TRAINING (4)

This course provides the foundation for students pursuing a career in athletic training. Fundamental information regarding injury prevention, recognition, diagnosis, treatment, rehabilitation and healthcare administration will be presented. Classroom laboratory work including taping, wrapping, and wound care techniques are required. Spring, annually.

ATH 280-289 SPECIAL TOPICS IN ATHLETIC TRAINING (1-4)

As needed.

ATH 349 PHYSIOLOGY OF EXERCISE (3)

An examination of the effects of physical activity on the various systems of the body. Special emphasis on nutrition, energy expenditure, training, performance, environmental stress, and body composition. Students will be required to design and perform various exercise prescription techniques. Prerequisites: BIO 101 or 110, 308, 309, and HPE 300. Same as PED 349. Fall, annually.

ATH 353 PHARMACOLOGY FOR ATHLETIC TRAINERS (3)

This course introduces the physiological action of pharmacological agents on body systems including drug categories, chemical makeup, drug classes, indications/contraindications, dosing, allergies, side effects, safety, legal issues, and drug testing for the general population and the physically active. Prerequisites: BIO 1010 or 110 and 308 or 309. Fall, annually.

ATH 455 CONCEPTS OF RESISTANCE TRAINING (3)

Study of the application of principles of anatomy, physiology, and exercise physiology in the recommendation of resistance exercises for the improvement in health and athletic performance. This course also serves as preparation for those students interested in sitting for the CSCS exam given by the NSCA Certification Commission. Same as PED 455. Prerequisites: BIO 101 or 110, 308, 309, ATH 349, and Senior standing. Spring, annually.

ATH 460 FIRST AID / CPR / AED INSTRUCTOR (2)

Designed to train individuals to become Red Cross Instructors who can teach First Aid/CPR/AED courses. Students are required to complete an online component through the Red Cross for this course during the first two weeks of the class. Students must present current certification in First Aid and CPR for the Professional Rescuer and Healthcare Provider to take this class. Students are responsible for paying additional Red Cross fees related to this course. Prerequisite: Minimum age 17 and successful completion of a pre-course session including a written exam. A pass is a minimum of 80% and demonstrated competency in the pre-course skills evaluation. Spring, annually.

BIO 101 INTRODUCTORY BIOLOGY (4)

This course is intended for the non-science major. The principle objectives are to prepare students to be scientifically literate citizens and to introduce them to major themes in the biological sciences. This includes principles of genetics and inheritance, the impact of biotechnology on society, mechanisms of evolutionary change, and principles of ecology and the connectedness of life. This course meets for three hours of lecture per week and one three-hour laboratory per week. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually. IAI-L1900/L1900L.

BIO 108 BIOLOGY CORNERSTONE (1)

This course serves as an introduction to the biology program and the field of biology. The class will focus on strategies for success both in the program and after graduation, highlighting the various subfields of biology, career opportunities, graduate and professional school preparation, skills for critical reading of the primary literature, and communicating scientifically. Fall, annually.

BIO 110 PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY (4)

This course is an introductory biology course for biology majors which emphasizes basic principles of cellular and molecular biology including the biochemical basis of life, cellular structure and function, metabolism, and genetics. The course meets for three hours of lecture per week and one three-hour laboratory per week. Prerequisite: One year of high school biology or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

BIO 111 PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY (4)

This course is an introductory biology course for biology majors which emphasizes basic principles of organismal and population biology including animal and plant structure and function, evolutionary principles and mechanisms, the diversity of life, and ecology. This course meets for three hours of lecture per week and one three-hour laboratory period per week. Prerequisites: 1 year of high school biology or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Spring, annually.

BIO 211 GENETICS (4)

Genetics is the study of DNA, the information-bearing material of inheritance, as well as related molecules and processes. This course will examine how DNA is organized, how its information is transmitted from one generation to the next, and how the information it bears is utilized. The study of genetics is foundational to many other biological fields, and this course will provide students with the background they need to go on in such diverse topics as development, physiology, and evolution. This course meets for three hours of lecture per week and one three-hour laboratory period per week. Prerequisites: BIO 110 and 111, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

BIO 220 EVOLUTION (W) (3)

This course introduces the major principles of evolutionary biology. Specific topics include a brief history of evolutionary thought, concepts of evolutionary genetics, adaptation and natural selection, origins of biological diversity, and paleobiology and macroevolution. This course meets for three hours of lecture per week. Prerequisites: BIO 110, 111, and 211, or instructor consent. Spring, annually.

BIO 250 INTRODUCTION TO ENVIRONMENTAL SCIENCE (3)

This course introduces the interrelationships between the natural environment, humans, and the human environment. The focus is on building a scientific framework to understand current environmental challenges while incorporating an understanding of interdisciplinary perspectives when considering potential solutions. Students will examine issues such as air and water pollution, global climate change, energy, agriculture, and biodiversity loss. Spring, even years.

BIO 280-289 SPECIAL TOPICS IN BIOLOGY (1-3)

As needed.

BIO 299 PRACTICUM IN BIOLOGY (1-3)

For students at the sophomore level or above who wish to arrange a practicum in the laboratory or other appropriate direct-experience learning situation in biology. Prerequisites: 15 hours of related coursework, grade point average consistent with biology program graduation requirements, and instructor consent. No more than eight credit hours combined total for this practicum and any internship may be counted as credit toward the major. As needed.

BIO 300 BIOMEASUREMENT (3)

This course uses basic parametric and non-parametric statistical tests to address biological problems. Emphasis is placed on hypothesis development, testing and interpretation in SPSS, and communication of results in proper scientific format. Prerequisites: BIO 110, 111, and 211, or instructor consent. Recommended: MTH 170. Spring, annually.

BIO 303 ECOLOGY (W) (5)

Ecology is a quantitative science that focuses on the diverse interactions between organisms and their biotic and abiotic environment. This course examines factors that control energy and nutrient cycling in ecosystems, population dynamics of organisms, and the structure and function of biological communities, as well as principles that govern ecological responses to anthropogenic changes such as global climate change and habitat fragmentation. There is a required overnight field trip early in the semester. The class meets for three hours of lecture per week and one four-hour laboratory period per week. Prerequisites: BIO 110, 111, 211, 220, and 300, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

BIO 308 HUMAN ANATOMY AND PHYSIOLOGY I (5)

This course provides an in-depth study of the muscular, skeletal, nervous, endocrine, and reproductive systems. For each organ system, anatomy, physiology, and role within the whole organism are discussed concurrently. Gross anatomy is explored in lab utilizing dissections and/or models; characteristics of

tissues and cells is investigated with microscopy. Function of each organ system is investigated in lab by physiological observation and experimentation. This course satisfies the organismal elective area. This course meets for three hours of lecture per week and two two-hour laboratory periods per week. Prerequisite: BIO 101 or 110. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

BIO 309 HUMAN ANATOMY AND PHYSIOLOGY II (5)

This course provides an in-depth study of the cardiovascular, respiratory, immune, digestive, and urinary systems. For each organ system, anatomy, physiology, and role within the whole organism are discussed concurrently. Gross anatomy is explored in lab utilizing dissections and/or models; characteristics of tissues and cells is investigated with microscopy. Function of each organ system is explored in lab by physiological observation and experimentation. This course satisfies the organismal elective area. This course meets for three hours of lecture per week and two two-hour laboratory periods per week. Prerequisite: BIO 101 or 110. A student must pass the laboratory portion of any science course to pass the entire course. Spring, annually.

BIO 311 MICROBIOLOGY (5)

This course deals with the morphology, genetics, physiology, and ecology of bacteria and other microbes. In the laboratory, microbiological techniques and applications are stressed. This course meets for three hours of lecture per week and two two-hour laboratory periods per week. This course satisfies either the organismal or cell/molecular elective area. Prerequisites: BIO 110, 111, CHE 105, and 106, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, odd years.

BIO 313 CELLULAR BIOLOGY (4)

This course is an introduction to the biology of all cells with an emphasis placed on eukaryotic cells. Organelles will be studied with attention to their composition, organization, and function. Additional topics to be covered are protein structure/function, bioenergetics, protein sorting, cell communication, and regulation of the cell cycle. The laboratory will emphasize various methods used by cell biologists as powerful tools for examining cell function. This course meets for three hours of lecture per week and one three-hour laboratory per week. Prerequisites: BIO 110, 111, CHE 105, 106, and junior standing, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Spring, annually.

BIO 320 CONSERVATION BIOLOGY (3)

This course examines issues related to understanding and preventing the decline of populations and extinction of species. Lectures will discuss fundamental principles of biodiversity maintenance at the level of species, population, and ecosystems. Students will develop knowledge of both ecological and evolutionary principles related to the topic. This course satisfies the ecology/evolution elective area. Prerequisites: BIO 111. Spring, odd years.

BIO 325 FIELD BOTANY (4)

This is a field-oriented course that surveys local vascular flora and habitats. Field exploration focuses on identification and techniques, with emphasis given to the taxonomy, ecology, evolution, and systematics of native and naturalized plants. This course meets for two three-hour periods per week that will be divided between lecture and laboratory work. This course satisfies either the organismal or ecology/evolution elective area. Prerequisites: BIO 111 or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, even years.

BIO 340 DEVELOPMENTAL BIOLOGY (3)

This course focuses on the fundamental events of embryonic development, with an emphasis on genetic and molecular approaches used in modern experimental embryology. As modern developmental biology employs information and techniques from many different fields of biology, this course provides the challenge of learning and integrating diverse topics in biology including cell biology, genetics, molecular biology, biochemistry, and evolution. We explore the common features of development that are shared by different kinds of organisms and emphasize how diverse organisms use the same signaling and regulatory molecules during embryogenesis. This course meets for three hours of lecture per week. This course satisfies either the ecology/evolution or cell/molecular elective area. Prerequisites: BIO 110, 111, 211, CHE 105, and 106, or instructor consent. Spring, odd years.

BIO 350 ANIMAL BEHAVIOR (3)

This course will examine the evolutionary (ultimate) and mechanistic (proximate) underpinnings of animal behavior in a number of contexts including foraging, fighting, learning, mating, parental care, and social behavior. Throughout this course, students will also examine principles and methods of scientific investigation and communication. This course meets for three hours of lecture per week. This course satisfies either the organismal or ecology/evolution elective area. Prerequisites: BIO 110, 111, 211, and 220. Spring, even years.

BIO 380-389 SPECIAL TOPICS IN BIOLOGY (1-3)

As needed.

BIO 410 ANIMAL PHYSIOLOGY (4)

This course provides an introduction to the structure and function of physiological systems in animals. The primary emphasis is on vertebrates, with comparisons drawn from the entire animal kingdom. Topics include a general introduction to principles of physiology, an overview of physiological processes, and the integration of physiological systems. This course meets for three hours of lecture and one three-hour laboratory session per week. This course satisfies either the organismal or cell/molecular elective area. Prerequisites: BIO 110, 111, CHE 105, and 106, or instructor consent. Recommended: CHE 205. A student must pass the laboratory portion of any science course to pass the entire course. Fall, even years.

BIO 420 COMPARATIVE VERTEBRATE ANATOMY (5)

This course examines the anatomical and physiological adaptations of vertebrates from an evolutionary perspective using lectures and laboratory exercises. Vertebrate diversity is studied from examining all major living clades. An organ systems approach is used to illustrate general structural and functional patterns across different vertebrates. The laboratory portion of the course requires the dissection of several representative vertebrates. This course meets for three hours of lecture and for two two-hour laboratory sessions per week. This course satisfies either the organismal or ecology/evolution elective area. Prerequisites: BIO 110, 111, and 220, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, odd years.

BIO 430 BIOTECHNOLOGY (4)

Modern genetic techniques have revolutionized the biological sciences, and an understanding of genetics is essential to the fields of biotechnology. This course builds upon students' basic understanding of genetics to develop new molecular genetic skills, a better understanding of experimental approaches, and the ability to access and organize genetic information from the burgeoning bioinformatics databases. The class meets in the laboratory for two two-hour periods per week. In addition, students may be required to work in the laboratory outside of scheduled class time, depending on the nature of the experiments conducted. This course satisfies the cell/molecular elective area. Prerequisites: BIO 111, 210, CHE 105, and 106. Recommended: CHE 205. A student must pass the laboratory portion of any science course to pass the entire course. Spring, even years.

BIO 451 SEMINAR IN BIOLOGY (2)

This course allows students to explore a variety of topics and discuss their understanding and interpretation of biological subjects with their peers. The goal of this course is to allow students to pursue specific topics in more detail and to develop the skills necessary to critically evaluate and discuss literature in biology. The course may be taken up to two times for credit towards the major requirements. This course meets for one two hour discussion period per week. Prerequisite: Junior standing and biology major. As needed.

BIO 455 BIOLOGY RESEARCH METHODS (2)

This is the capstone course in biology. It will provide an overview of topics important to biological research and allow students to apply information they have learned throughout the biology curriculum in a research setting. This course focuses on critical analysis of primary literature and data, as well as scientific communication in the form of both writing and presentations. Prerequisites: Biology major and senior standing, or instructor consent. Spring, annually.

BIO 470 INTERNSHIP IN BIOLOGY (3-8)

No more than four hours of internship may be counted toward a major in biology. As needed.

BIO 480 INDEPENDENT STUDY (1-4)**BIO 492 BIOPSYCHOLOGY CAPSTONE (1)**

This course is the capstone experience for biopsychology majors. The goals are to provide students the opportunity to learn about biopsychology topics and engage with current research in the field. An emphasis will be placed on field trips and guest speakers to allow for greater lifelong learning. Same as PSY 492. Prerequisite: PSY 275. Spring, annually.

BUS 303 BUSINESS LAW I (3)

An introduction to law including: its foundations, torts, and topics relevant to business. Most of the course is spent studying modern contract law and its effect on business practice. Each semester.

BUS 304 BUSINESS LAW II (3)

An examination of the law related to: accountant's legal liability; negotiable instruments and banking; principal-agent relationship, employment, proprietorship and partnerships; and corporate formation, governance, and LLCs. Each semester.

BUS 305 LEGAL ASPECTS OF SPORT MANAGEMENT (3)

An examination of the law related to practices of sport management. Examples of topics to be included are: agency, contracts, antitrust, labor, torts, workers compensation, and intellectual property. Prerequisite or concurrent enrollment: SPM 320. As needed.

BUS 310 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS (3)

A course designed to provide the student with the quantitative tools necessary to make effective business decisions. Areas of study will include: statistical and operations research techniques for decision making and predictive modeling. Prerequisite: MTH 170. Each semester.

BUS 324 BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W) (3)

This course addresses the importance of ethical considerations in business decisions. Topics include: schools of ethical thought, the impact of competing stakeholder groups, and the creation of an ethics enforcement systems. Students will refine their personal ethical standards and learn to apply ethical decision models to the resolution of business dilemmas. Prerequisite: MGT 204 and MKT 205 or instructor consent. Each semester.

BUS 330 PROJECT MANAGEMENT (3)

This course develops the competencies and skills for planning and controlling projects and understanding interpersonal issues that drive successful project outcomes. Focusing on the introduction of new products and processes, students will examine the project management life cycle, define project parameters, identify and analyze matrix management challenges, gain effective project management tools and techniques, and understand the role of a project manager. Spring, annually.

BUS 380-389 TOPICS IN BUSINESS ADMINISTRATION (1-3)

As needed.

BUS 410 MANAGEMENT INFORMATION SYSTEMS (3)

Provides an overview of management information systems. MIS explores the structure of information systems needed to support routine processes and major organizational functions, and to make informed management decisions. It emphasizes the digital integration of the firm through enterprise applications, i.e., supply chain management, customer relations, enterprise systems, and the development of knowledge. Prerequisite: MGT 204 and CSI 120, or equivalent. As needed.

BUS 450 BUSINESS STRATEGY AND POLICY (3)

A capstone course designed to further develop the business student's decision making ability through the use of case studies, exercises, and simulations. Students are asked to identify problems, develop alternative solutions, and present the results. Prerequisites: Completion of the Business Core and Senior standing or instructor consent. Each semester.

BUS 470 INTERNSHIP IN BUSINESS ADMINISTRATION (3-8)**BUS 480 INDEPENDENT STUDY IN BUSINESS ADMINISTRATION (1-4)****CBD 330 INTRODUCTION TO CYBER DEFENSE (3)**

In this course, students learn the basic concepts, terminology, and technologies that comprise the field of cyber defense. Students in this course are introduced to topics such as risk/threats in the cyber environment, threat assessment, cyber-defense terminology, cyber-defense planning, and general cyber-defense management. Prerequisite: CSI 130. As needed.

CBD 332 CYBER DEFENSE NETWORKING (3)

Students in this course explore the fundamentals network security and related topics. This course facilitates an understanding of the fundamentals of networking configurations and protocols, as well as threat and vulnerability recognition and mitigation from the perspective of the CIA triad: eavesdropping (confidentiality), man-in-the-middle (integrity), and denial-of-service (availability). Students will also engage in applied learning to reinforce lectures and provide practical implementation experience. Prerequisite: CSI 130 and CBD 330. As needed.

CBD 334 LEGAL AND ETHICAL ENVIRONMENT OF CYBER DEFENSE (3)

In this course, students are exposed to the legal and ethical issues that relate to the field of cyber defense. In addition to learning about the laws and policies that shape and govern this field, students will also study topics such as General Data Protection Regulation (GDPR), the protection of information/intellectual property, ethical hacking, and privacy concerns in public and private organization. Prerequisite: CSI 130 and CBD 330. As needed.

CBD 336 CYBER RISK MANAGEMENT AND MITIGATION (3)

This course explores cyber defense from a risk-management perspective. Students focus on strategies for assessing risk, as well as for implementing effective and proactive risk-management practices and risk-mitigation measures. Topics in this risk assessment include risk analysis, risk mitigation, risk management, networking components and Virtual Private Networks (VPN). Students will also learn about the resources and methods used for information assurance. The student will apply this knowledge to develop an assessment methodology and strategies for managing and mitigating risks in the cyber environment. Prerequisite: CSI 130 and CBD 330. As needed.

CBD 451 PRACTICUM IN CYBER DEFENSE (3)

This is the capstone course for the major in cyber defense. This is an applied, lab-based class that provides students an opportunity to apply the knowledge they have learned in a simulated environment. They will assess and identify vulnerabilities, threats, and suspicious activity in information technology systems and networks; assess the implication of threats; and implement management and mitigation responses to protect and defend sensitive information and intellectual property. Prerequisite: CSI 130, CBD 330, CBD 332, CBD 334, and CBD 336. As needed.

CHE 100 CHEMISTRY IN THE MODERN WORLD (3)

This course provides the chemical principles imbedded in today's technological issues within a conceptual framework of significant social, political, economic, and ethical issues. Technological issues considered include: global warming, ozone hole, acid rain, alternative fuels, air, and water pollution, thus focus on one theme, 'the environment'. This course satisfies the science and nature core requirement for non-science majors. Each semester.

CHE 105 GENERAL CHEMISTRY I (4)

Topics covered in this course are: atomic theory and the electronic structure of atoms, molecules, and ions; the periodic table, chemical bonding; molecular geometry and molecular orbitals; physical properties in relation to structure; chemical formulas and equations; the ideal gas law and its uses; solutions (concentration units, principles of solubility); and reactions in aqueous solution (acid-base, precipitation, and redox reactions). Laboratory work is integrated with topics covered in lecture. Three lectures and one three-hour laboratory period per week. Not intended for non-science majors seeking fulfillment of the Science and Nature requirements of the general education program. Prerequisites: 1) Placement into MTH 133, 150, 170, or 210 2) One year of high school laboratory chemistry or physics with a grade of B or better or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually. IAI-P1902/P1902L

CHE 106 GENERAL CHEMISTRY II (4)

Topics covered in this course are: thermochemistry, spontaneity, and entropy, chemical equilibrium; kinetics; acid-base equilibria; solubility equilibria; liquids, solids, and intermolecular forces; phase behavior; and physical properties of solutions. Laboratory work is integrated with topics covered in lecture. Three lectures and one three-hour laboratory period per week. Not intended for non-science majors seeking fulfillment of the Science and Nature requirements of the general education program. Prerequisite: CHE 105 or equivalent with a grade of C- or better. Spring, annually.

CHE 150 PRINCIPLES OF ORGANIC CHEMISTRY (4)

This course is concerned with the properties and uses of compounds belonging to the major organic chemical families. The functional group approach is used with an emphasis on those of importance in biochemistry. Four one hour lectures per week. Prerequisites: CHE 105 and 106 with a grade of C- or better. Spring, annually. Note: If you are planning to take CHE 151, you should take it concurrently with this course.

CHE 151 PRINCIPLES OF ORGANIC CHEMISTRY LABORATORY (1)

In this course students learn routine techniques involved in working with simple organic compounds. They also carry out basic syntheses and investigate the chemistry of functional groups. Designed to complement CHE 150 Principles of Organic Chemistry. Spring, annually.

CHE 205 ORGANIC CHEMISTRY I (4)

This course is a study of the structure and nomenclature, and the physical and chemical properties of the hydrocarbons and their derivatives. Three lectures and one three-hour laboratory period per week. Prerequisites: CHE 105 and 106, or equivalent, with a grade of C- or better. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

CHE 206 ORGANIC CHEMISTRY II (4)

This course is a continuation of Chemistry 205 with inclusion of special topics as time permits. IR and NMR methods of analysis are covered. Three lectures and one three-hour laboratory period per week. Prerequisite: CHE 205 with a grade of C- or better. A student must pass the laboratory portion of any science course to pass the entire course. Spring, annually.

CHE 280 SPECIAL TOPICS IN CHEMISTRY (1-3)

As needed.

CHE 299 PRACTICUM IN CHEMISTRY (1-3)

For students at the sophomore level or above who wish to arrange a practicum in a laboratory or other appropriate direct-experience learning situation in chemistry. Prerequisites: 15 hours of related coursework, grade point average consistent with departmental graduation requirements, and permission of the instructor. No more than eight credit hours combined total for this practicum and any internship may be counted as credit toward the major. As needed.

CHE 300 ANALYTICAL CHEMISTRY (4)

Classical and instrumental methods are applied to chemical analysis. Classical methods are gravimetric, volumetric, and chromatographic. Instrumental methods are spectroscopic (IR, UV/VIS, and laser methods), chromatographic (HPLC and GC/MS), and electrochemical (conductometry and potentiometry). Three lectures and one three-hour laboratory period per week. Prerequisites: CHE 105, CHE 106, and MTH 210. A student must pass the laboratory portion of any science course to pass the entire course. Spring, odd years.

CHE 303 PRINCIPLES OF BIOCHEMISTRY (4)

This course is designed to give an overall understanding and integration of the biochemical principles involved in the structure/function relationships of biological molecules and their interactions in the intermediary metabolism in eukaryotic cells with special emphasis on human metabolism. This course satisfies a requirement for students in pre-professional track. Four hours lecture. Prerequisites: CHE 106 and CHE 206 with a grade of C- or better, or CHE 150 with a grade of C- or better. Fall, annually.

CHE 305 PHYSICAL CHEMISTRY I (4)

A course which develops, in detail, many of the fundamental concepts used in chemistry. Topics include: the study of gases, thermodynamics, thermodynamic properties of liquids and solids, the nature of electrolytes, phase equilibria, and chemical equilibria. Three lectures and one three-hour laboratory period per week. Prerequisites: CHE 105, 106, MTH 211, PHY 211, and 212, or concurrent enrollment. A student must pass the laboratory portion of any science course to pass the entire course. Fall, odd years.

CHE 306 PHYSICAL CHEMISTRY II (4)

A continuation of Chemistry 305 discussing theories of chemical bonding and molecular structure, spectroscopy, chemical kinetics, quantum mechanics, and molecular energies. The laboratory component includes laser methods to confirm the predictions of quantum mechanics about chemical bonding and molecular energy levels. Three lectures and one three-hour laboratory period per week. Prerequisites: CHE 305 and MTH 212, or concurrent enrollment. A student must pass the laboratory portion of any science course to pass the entire course. Spring, even years.

CHE 310 INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS (2)

Through the hands on web-exercises, students will learn to use the Databases (GenBank, OMIM, UniProt, PDB, and PubMed), Search Tools (BLAST and NCBI Map Viewer), Analysis Tools (ExpASy, PROSITE, ClustalW, and Phylip), and Modeling Tools (Swiss-Model and Deep View). Students will apply what they learn during in-class exercises to complete several projects on their chosen protein during the semester. Two hours lecture. Prerequisite: BCH 303 or instructor consent. Spring, odd years.

CHE 380-389 SPECIAL TOPICS IN CHEMISTRY (1-3)

Prerequisite: Instructor consent. Spring, annually.

CHE 455 CHEMISTRY RESEARCH METHODS (W) (3)

This is the capstone course in chemistry. An overview of current chemistry research areas will be examined, and students will develop the scientific reasoning and critical thinking skills necessary to communicate effectively science using a variety of formats. The focus will be on critical analysis of primary literature and data, scientific writing, and scientific presentations. Prerequisites: Chemistry major, senior standing. Spring, annually.

CHE 470 INTERNSHIP IN CHEMISTRY (3-8)**CHE 480 INDEPENDENT STUDY IN CHEMISTRY (1-4)****COM 100 FUNDAMENTALS OF COMMUNICATION (3)**

This course provides an introductory survey of communication topics such as nonverbal communication, interpersonal communication, small group communication and public speaking. The course is designed to help students understand and apply basic communication theories and skills. Each semester.

COM 115 SPEECH AND DEBATE ACTIVITIES (.5 or 0)

Participation as a member of Forensic Team. Students may work with individual events, debate, or both. Students on team will research materials, prepare for competition, and practice performances/debates. Travel is required. Must have instructor consent to enroll. Each semester.

COM 200 SMALL GROUP COMMUNICATION (3)

Principles and practical application of group discussion processes, decision making, problem solving, and leadership techniques. Spring, annually.

COM 210 ARGUMENTATIVE COMMUNICATION (3)

Study of the principles and practice of argumentation as applied to debating issues within different communication contexts, such as interpersonal or public. Fall, annually.

COM 220 PUBLIC SPEAKING (3)
Study of the research, organization, writing, delivery, and critical analysis of selected forms of public address. Each semester. IAI-C2900

COM 252 INTERPERSONAL COMMUNICATION (W) (3)
Examination of person-to-person communication with specific emphasis on such daily communication aspects as self-concept, perception, language, nonverbal communication, and listening. Fall, annually.

COM 280-289 TOPICS IN COMMUNICATION STUDIES (3)
This course introduces topics or areas in Communication Studies that are not generally included in the regular curriculum. As needed.

COM 300 COMMUNICATION THEORY (3)
Study of the many facets of human communication and how to best utilize them for personal and professional futures. Specific emphases will include the symbolic and motivational bases, functions, and contexts of communication. Spring, annually.

COM 310 BUSINESS AND PROFESSIONAL PRESENTATIONS (3)
This course provides students with knowledge of and practice in the varied presentational skills required in the workplace. Students gain experience in presenting briefings, proposals, and group project reports. Prerequisite: COM 220 or instructor consent. Spring, annually.

COM 351 ORGANIZATIONAL COMMUNICATION (W) (3)
Examines communication theories and principles as they relate to organizations. Communication rules, communication networks, managerial communication, organizational cultures, and small group communication are some of the topics explored. Spring, annually.

COM 353 INTERCULTURAL COMMUNICATION (3)
In this course, students will examine the influences between culture and communication upon human interaction. The course analyzes communication of people from different cultures and provides students with an analytical framework for understanding intercultural exchanges. Spring, annually.

COM 360 FAMILY COMMUNICATION (3)
This course is designed to investigate the nature of family communication. Specifically, this course will examine the changing and complex definition of the concept of family and discuss various family forms and family diversity; examine family interaction from different theoretical lenses; and address the role of family identifies, structure, conflict, and stress on family communication. This course will develop students' ability to identify and critically analyze the influences and outcomes of family communication through course readings, popular culture, lectures, in-class discussion and exercises. Fall, even years.

COM 365 HEALTH COMMUNICATION (3)
This course examines the theories and scholarship of health communication. An examination of the health-care process, regarding physical, mental, and social health issues will be explored as it relates to several contexts including interpersonal, family, cultural, mass-mediated, public and organizational perspectives. There are three main sections to this course: 1) discussing doctor-patient communication, 2) discussing the effects of health campaigns, and 3) discussing the link between communication and both psychological and physiological health. Spring, even years.

COM 367 NONVERBAL COMMUNICATION (3)
This course provides students the opportunity to analyze the effects of nonverbal communication on human interaction in the interpersonal, intercultural, and public settings. The course will focus on the major theoretical approaches, scholarly research, and application of nonverbal communication to foster a deeper appreciation and greater understanding of nonverbal messages across social contexts. Fall, odd years.

COM 370 TRAINING AND DEVELOPMENT (3)
Explores the role of communication in training and development. The nature of communication in organizations, characteristics of the adult learner, needs assessment, training programs, teaching models, and ethical considerations in training and development are some of the areas examined. Fall, even years.

COM 375 GENDER AND COMMUNICATION (3)
This course offers students the opportunity to explore the influence gender has on communication in various contexts. It traces the cultural communication patterns of males and females from birth, with special emphases on classroom and workplace settings. Fall, odd years.

COM 380-389 TOPICS IN COMMUNICATION STUDIES (3)
This course introduces topics or areas in Communication Studies that are not generally included in the regular curriculum. As needed.

- COM 391 PERSUASION (3)**
The theory and practical application of rhetorical skills as they relate to the motivation and change of individuals and groups. Spring, odd years.
- COM 460 COMMUNICATION RESEARCH METHODS (3)**
This course provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. Topics in the class include communication studies, organizational communication, and public relations research. The primary goal of this course is to help students become knowledgeable consumers and producers of communication research by developing skills in gathering, organizing, interpreting, and presenting research information using competent and ethical methods. Fall, annually.
- COM 470 INTERNSHIP IN COMMUNICATION STUDIES (3-8)**
- COM 480 INDEPENDENT STUDY IN COMMUNICATION STUDIES (1-4)**
- COM 490 SEMINAR IN COMMUNICATION (3)**
Special topics in communication studies will be developed in seminar fashion. Spring, annually.
- CSI 105 INTRODUCTION TO DATABASE MANAGEMENT (1)**
The fundamentals of database systems will be presented. Different sections will be offered providing students with the opportunity to learn a database software package. As needed.
- CSI 106 INTRODUCTION TO OPERATING SYSTEMS (1)**
The fundamentals of operating system use will be presented. Different sections will be offered providing students with the opportunity to learn the use of an operating system with different computer systems such as Windows 95, UNIX, and the Macintosh. As needed.
- CSI 107 INTRODUCTION TO COMPUTER NETWORKS (1)**
The fundamentals of accessing and using computer networks will be presented. Topics may include: software and tools for electronic mail, file transfer, terminal access, web browsing, web page creation, and real-time computer communication. As needed.
- CSI 109 SPECIAL TOPICS IN COMPUTER USE (1-3)**
This course addresses topics related to the use of specific software packages and/or systems to explore issues related to a variety of academic disciplines. As needed.
- CSI 120 COMPUTER CONCEPTS AND APPLICATIONS (3)**
This course is intended to provide students with a general perspective on computers and their role and other technology related areas. The course provides an introduction to various common software packages (for example: word processors, spreadsheets, and presentation graphics), a history of computers, basic hardware components, commonly used number systems, logic, and algorithmic development. The course includes a required 2 hour laboratory component. Each semester.
- CSI 130 INTRODUCTION TO COMPUTING I (4)**
An introduction to computing, programming, and problem solving. Topics to be discussed include: computer organization, data and information processing, computer networks, user interfaces, professional disciplines in computing, basic programming, and software design techniques. Primary emphasis is on problem solving with computers. This course includes a required 2-hour lab meeting per week. Each semester. Prerequisite of high school algebra proficiency or a co-requisite of MTH 131, 133, or 210.
- CSI 140 INTRODUCTION TO PROGRAMMING USING JAVA (4)**
This course focuses on an intense introduction to the practice of programming. Topics discussed include: problem solving strategies, algorithmic development, quality programming practices, and the implementation of algorithms using the Java programming language. Constructs of the Java language covered include but are not limited to loops, decision statements and classes. Prerequisites: CSI 121 and MTH 133, or equivalent. As needed.
- CSI 201 APPLIED INFORMATION TECHNOLOGY (0-.5)**
This course will focus on topics related to the administration of information technology systems. Topics vary each semester. Subjects could include, but not be limited to hardware maintenance, life cycle management of hardware and software, shell scripting, system backup, system replication, and basic networking. May be repeated for credit 4 times. Prerequisites: CSI 130 and instructor consent. Each semester.
- CSI 215 INTRODUCTION TO DATABASES (3)**
This course covers the relational model, relational algebra, and SQL. In addition, the course covers relational design principles based on dependencies and normal forms. Additional database topics from the design and application-building perspective will also covered. Prerequisite: CSI 130. Fall, annually.

- CSI 220 INTRODUCTION TO PROGRAMMING LANGUAGE (3)**
This course will introduce and explore the syntactic rules and essential concepts necessary for writing programs in a selected programming language. Specific languages will vary depending upon demand and perceived importance in the fields of computing. Prerequisite: CSI 130. As needed.
- CSI 230 INTRODUCTION TO COMPUTING II (4)**
An introduction to software design techniques necessary for writing programs of moderate complexity. The course provides a thorough coverage of control structures, functions, and arrays. File input and output, pointers, and recursive functions are introduced. Primary emphasis is on object oriented programming including the development of classes, inheritance, operator overloading, and polymorphism. This course includes a required 2 hour lab component. Prerequisite: CSI 130. Each semester. IAI-CS911
- CSI 235 MATHEMATICS OF COMPUTING (3)**
This course covers mathematical topics necessary for understanding concepts in computer science. Topics include: sets, relations, functions, Boolean algebras, switching circuits, number theory, induction, recursion, solving recurrences, introduction to pseudo-code, probability, elementary counting techniques, and graphs. May not be taken for credit towards a major in mathematics. Pre/co-requisite: CSI 130. Spring, annually. IAI-CS915
- CSI 240 INTRODUCTION TO COMPUTER SYSTEMS (4)**
The course focuses on the operation and administration of the computer and its role in information systems. The course introduces topics common to all operating systems such as CPU scheduling, memory management, and virtual memory. This course covers an introduction to computer architecture and organization including memory organization, processor architecture, and instruction sets. This course cannot be used for credit in CS or CIS. Prerequisites: CSI 230 or 140, or equivalent, and CSI 121. As needed.
- CSI 260 EVENT DRIVEN PROGRAMMING (3)**
This course is an introductory course in event-driven programming. It focuses on designing programs and systems that contain effective Graphical User Interfaces for computer users. Platforms for development will include the use of tools such as Visual Basic, web based html forms, or the Java Abstract Windowing Toolkit. Prerequisite: CSI 130. Annually spring.
- CSI 280-289 SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS (3)**
As needed.
- CSI 299 PRACTICUM IN COMPUTING (1-3)**
For students at the sophomore level or above who wish to arrange a practicum in a laboratory or appropriate business learning environment in computer science. Prerequisites: 15 hours of related coursework, grade point average consistent with departmental graduation requirements, and permission of the instructor. Note: No more than 9 credit hours combined total for this practicum, any internship, or any independent study may be counted toward the major.
- CSI 300 COMPUTER ORGANIZATION AND ARCHITECTURE (3)**
This course concentrates on the relationship between computing hardware and machine language instruction sets as well as introductory digital electronics. The course examines logic gates, machine language, and assembly language. Students will also study digital electronics and computer circuit design with small and medium scale integrated circuits. Several computer systems and microprocessors are used as examples. Prerequisite: CSI 230. Fall, annually.
- CSI 315 SYSTEMS ANALYSIS AND DESIGN (3)**
This course presents concepts, methodologies, and tools required for the successful analysis, design, and implementation of today's information systems. The entire system development life cycle will be covered. In addition, both structured and object-oriented techniques will be presented. Prerequisites: CSI 215 and CSI 230. Spring, odd years.
- CSI 320 INFORMATION TECHNOLOGY MANAGEMENT (W) (3)**
This course emphasizes special management considerations as they relate to data processing environments. Types of data processing organizations and options for their internal structure will be addressed. Internal functions and related aspects of data processing from planning through the life cycle of an automated facility are addressed. Prerequisite: MGT 204. Fall, even years.
- CSI 325 ELECTRONIC COMMERCE (3)**
This course offers a practical review of e-commerce and e-business issues. It covers the infrastructure, alternative business models, opportunities, challenges, and pitfalls. Both the relevant technologies and business issues will be discussed and amply exemplified. Prerequisite: MGT 204 or instructor consent. Fall, odd years.

CSI 330 DATA STRUCTURES AND ALGORITHMS (3)

A study of common and useful data structures such as lists, stacks, queues, trees, graphs, and variations of these structures along with the essential and necessary algorithms to manipulate these structures. Algorithms to be covered will include: searching and sorting techniques, data traversals, graph algorithms, numerical algorithms, string algorithms, and hashing. Prerequisites: CSI 230 and CSI 235 or MTH 375. Fall, annually. IAI-CS912

CSI 335 ANALYSIS OF ALGORITHMS (3)

This course introduces the student to tools and techniques necessary in the analysis of algorithms. The course includes a systematic study of algorithms and their complexity with application to searching and sorting, pattern matching, geometric and graph algorithms, NP-complete, and intractable problems. The student will study mathematical concepts including: summations, recurrence relations, introductory number theory, binomial coefficients, and generating functions. Prerequisites: CSI 330 and MTH 210. Fall, even years.

CSI 337 INFORMATION SECURITY (3)

This course will provide an introduction to basic information security principles and practices. Topics covered will include: the CIA (confidentiality, integrity, and availability) model, risk management, access controls, authentication models, intrusion detection, and vulnerabilities. In addition, basic legal and social issues will also be covered. Prerequisite: CSI 230. Spring, annually.

CSI 345 THE STRUCTURE OF OPERATING SYSTEMS (3)

The hardware and software requirements for modern operating systems is studied. Topics include: operating system services, file systems, CPU scheduling, deadlock, memory management, virtual memory, disk scheduling, and concurrent programming. Prerequisites: CSI 300 and CSI 330. Spring, odd years.

CSI 355 INFORMATION SECURITY POLICY AND LAW (3)

The course will examine issues for policy makers involving technology and the legal system, including privacy issues, civil, criminal, and administrative law, and information security governance. Additionally, the course assesses policy and legal issues that affect security professionals. Students consider various aspects of security management including civil and criminal law, personnel law and constitutional rights of individuals, legal compliance, liability, and decision-making. Prerequisites: CSI 337. As needed.

CSI 357 ETHICAL HACKING (3)

This course considers attacks, exploits, and techniques used to penetrate application security defenses and the reduction of vulnerabilities to such attacks. Students learn how to protect systems by first learning how attackers exploit systems. Topics covered include intrusion detection, policy creation, social engineering, DoS attacks, spearphishing, mobile code attacks, buffer overflows and virus creation. Prerequisites: CSI 355. As needed.

CSI 366 NUMERICAL ANALYSIS (3)

An introductory course in numerical methods, including computational techniques for locating roots of equations, interpolation, differentiation, integration, approximation, and systems of linear equations; to include detection, prediction and control of computational errors. Problem solving using mathematical software and the design of algorithms is stressed. Prerequisites: MTH 212 and CSI 230; Same as MTH 366. Spring, odd years.

CSI 369 SOCIAL, LEGAL AND ETHICAL ISSUES OF COMPUTING (W) (3)

This course addresses the ethical, legal, and social issues which affect those involved in modern computing. Specific topics will vary from semester to semester but general topics will include: issues of privacy, security, and crime as they relate to computing. Prerequisite: Minimum of 12 hours of completed units in CSI or instructor consent. Fall, even years.

CSI 377 SECURE SOFTWARE DEVELOPMENT (3)

Securing software resources is more important than ever as many attacks are focused on the application layer. This course introduces a set of general software security coding practices that can be integrated into the software development lifecycle. Topics addressed may include input validation, output encoding, authentication and password management, session management, access control, cryptographic practices, error handling and logging, data protection, communication security, system configuration, database security, file management, and memory management. Prerequisites: CSI 330. As needed.

CSI 380-389 SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS (3)

As needed.

CSI 410 SOFTWARE ENGINEERING (W) (3)

This course provides students with an opportunity to work on large-scale, group programming projects. Topics will include: tools for large-scale design, documentation techniques, programming paradigms (e.g. Object Oriented Programming), and portability issues. Prerequisite: CSI 330. Fall, odd years.

CSI 415 ADVANCED DATABASE CONCEPTS (3)

This course will build upon the concepts presented in CSI 215. Topics covered will include: SQL tuning, and the implementation, support, and maintenance of relational databases. In addition, techniques for architecting, building, and scaling databases for future growth will be presented. Special emphasis will be given to database security, performance, and availability. Prerequisites: CSI 215, CSI 300, and CSI 330. Spring, annually.

CSI 417 PROJECT MANAGEMENT (3)

This course will cover topics and skills that are necessary for the successful management of today's complex information technology projects. Scheduling, cost control, and scope management will each receive extensive coverage. In addition, team building, risk management, and procurement activities will also be covered. Prerequisites: MGT 204 and either CSI 120 or CSI 130. As needed.

CSI 420 THEORY OF PROGRAMMING LANGUAGES (3)

This course examines the organization of programming languages, with emphasis on design concepts such as language definition structures, semantics, procedural, functional, object-oriented, and logic programming. The major features of several programming languages will also be discussed. Prerequisites: CSI 330. As needed.

CSI 425 WEB PROGRAMMING (3)

This course will investigate the use of programming tools that are useful in developing web-based applications. A portion of the course will examine client side scripting using tools such as JavaScript or Java applets. However, the focus will be on server side tools such as Java servlets, Perl CGI programs or PHP scripts. The student will study how to use these programs to interact with a database system. Standard encryption methods for web-based applications such as the use of SSL, the secure socket layer, will also be presented. Students will develop various projects that illustrate these points throughout the semester. Prerequisite: minimum of 15 credit hours of CSI courses including CSI 215. As needed.

CSI 430 COMPUTER GRAPHICS AND USER INTERFACE DESIGN (3)

This course will introduce the student to programming techniques necessary for the production of programs which produce graphical images and/or use a graphical interface. Students will produce programs which use interactive graphics and will study the necessary theory which underlies modern graphical programming. Topics will include: drawing algorithms, matrix manipulations, 2D and 3D rendering techniques, color models, user interface concepts, interactive graphics, and animation techniques. Prerequisite: CSI 330. As needed.

**CSI 434 INTRODUCTION TO CRYPTOGRAPHIC METHODS
IN CYBERSECURITY (3)**

This course provides an introduction to cryptographic methods in cybersecurity, including the design and implementation of cryptographic systems. Topics covered include principles of cryptography, classical ciphers, simple cryptanalysis, symmetric primitives, asymmetric encryption and digital signatures, and protocol design and analysis. Prerequisites: CSI 235, CSI 330, MTH 310. As needed.

CSI 435 FORMAL LANGUAGES AND AUTOMATA (W) (3)

This course examines the fundamental limitations and properties of computation. Students will explore various models of computation including: regular expressions, finite state machines, context-free grammars, push-down automata, and Turing machines. Classes of languages including regular languages, context-free languages, recursive languages, and RE languages will also be explored. Same as MTH 435. Prerequisites: CSI 330, MTH 375, and PWR 360. As needed.

CSI 440 ARTIFICIAL INTELLIGENCE (3)

A study of the techniques and issues related to the study of Artificial Intelligence. Software design techniques and algorithms specific to AI will be covered including neural networks, decision trees, game trees, probabilistic algorithms, rule-based systems, and search strategies. Applications are examined in game playing, pattern recognition, robotics, machine perception, expert systems, natural language understanding, and machine learning. Prerequisite: CSI 330. Spring, even years.

CSI 445 DATA MINING (3)

This course is an introduction to data mining. Data mining is concerned with the extraction of knowledge from large data sets. The field encompasses techniques from artificial intelligence, statistics, and databases. Students are introduced to the concepts, issues, tasks, and techniques of data mining. Topics include: data preparation, exploratory data analysis, pattern recognition, machine learning, classification, clustering, evaluation and validation, scalability, and data mining applications. Prerequisites: CSI 330 and MTH 170. Spring, odd years.

CSI 450 COMPUTER NETWORKING AND COMMUNICATIONS (3)

This course concentrates on typical hardware interfaces, programming methods, and communication protocols. Topics considered in detail include electrical interfaces, data transmission, protocol basics, LAN's, WAN's, bridged networks, interworking, and application support. Prerequisite: CSI 300 or instructor consent. Fall, annually.

CSI 451 BUSINESS DATA COMMUNICATIONS (3)

This course presents a survey of fundamental data communications concepts from a business management perspective. Topics covered include networking, distributed applications, network management, security, and the use of the Internet, intranets, and extranets. Prerequisites: BUS 410 and CSI 120. As needed.

CSI 457 NETWORK SECURITY (3)

This course introduces the student to the goals, tools, processes, and techniques associated with network security. Students will examine network intrusions, network traffic, web attacks, DoS attacks, and corporate espionage. Firewalls, intrusion detection mechanisms, and Virtual Private Networks (VPNs) are studied. Students will develop an understanding of telecommunications and networks security protocols used to prevent, detect, and correct potential vulnerabilities. Prerequisites: CSI 450, CSI 337. As needed.

CSI 465 COMPILER DESIGN (3)

The analysis of source code, generation of object code, and the techniques of syntax analysis, symbol table construction, and error checking are considered. Students will work on a semester project to produce a high level language compiler. Prerequisite: CSI 330. Spring, even years.

CSI 467 DIGITAL FORENSICS (3)

This course covers detection and prevention of intrusions and attacks, digital evidence collection and evaluation, automatic intrusion detection, pattern matching and statistical techniques, firewalls, and vulnerability scanning. Additionally, topics regarding seizure, chain of custody, and technical issues in acquiring computer evidence are covered. Prerequisites: CSI 357. As needed.

CSI 470 INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE (3-8)

No more than three hours of this course may be applied towards the major.

CSI 480 INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE (1-3)

No more than three hours of this course may be applied toward the major.

CSI 497 SENIOR SEMINAR I (1)

This capstone course combines with CSI 498 and requires that students design and define a project. Projects will involve current topics in computing and information science and incorporate material from several of the courses required for their major. Projects will be researched and documented. Each student will lead a class discussion and make a presentation about their project proposal. Other current topics related to computing and information science as well as careers in those areas are presented. Prerequisites: Senior standing in Computing and 21 CSI credit hours. Fall, annually.

CSI 498 SENIOR SEMINAR II (2)

This capstone course combines with CSI 497 and requires that students implement a project that was defined in the previous course. Projects will involve current topics in computing and information science and incorporate material from several of the courses required for their major. Projects will be researched and documented with a formal paper completed at its conclusion. Each student will lead a class discussion and make a formal presentation about their project. Other current topics related to computing and information science as well as careers in those areas are presented. This course will concentrate on the definition and design of the project to be implemented. Prerequisite: CSI 497. Spring, annually.

DAN 110 BEGINNING MODERN DANCE (3)

Beginning modern dance will focus on presenting the fundamental terminology, philosophy, and basic movement required for the modern dance style. The course also introduces developing a system of fundamental movements to prepare the body for other types of dance. A brief overview of the evolution and history of modern dance will also be presented. As needed.

DAN 120 BEGINNING BALLET (3)

This course will present the fundamental terminology, philosophy, and basic movement required for the novice student to participate in ballet. A brief overview of the evolution and history of ballet will also be presented. As needed.

DAN 130 BEGINNING JAZZ DANCE (3)

This course will present the fundamental terminology, philosophy, and basic movement required for the novice student to participate in basic jazz dance. A brief overview of the evolution of jazz dance will also be presented. As needed.

DAN 152 MUSICAL THEATRE DANCE ENSEMBLE (0-1)

This dance ensemble will perform in musical theatre productions presented by McKendree University. Auditions for the production are required of all participants. As needed.

DAN 180-189 SPECIAL TOPICS IN DANCE (0-3)

As needed.

DAN 200 DANCE ENSEMBLE (0-1)

Dance Ensemble is a performance-based ensemble which will incorporate ballet, jazz, modern dance and other dance styles. Students will play a role in the choreography, staging, and other creative elements included in the planning and preparing to present a dance concert. Prerequisite: instructor consent. As needed.

DAN 210 INTERMEDIATE / ADVANCED MODERN DANCE (3)

Intermediate / Advanced Modern Dance is an in-depth study of the terminology, philosophy, and more advanced movement required for the modern dance style. The focus of this course will be the performance of modern dance techniques and styles. Current practices and trends involving modern dance will also be studied. Prerequisite: DAN 110. As needed.

DAN 220 INTERMEDIATE / ADVANCED BALLET (3)

Intermediate/Advanced Ballet is an in-depth study of the terminology, philosophy, and more advanced movement required for the ballet. This course will focus on the performance of ballet techniques and styles. Past and current practices and trends involving ballet will also be introduced. Prerequisite: DAN 120. As needed.

DAN 230 MUSICAL THEATRE JAZZ I (3)

This course will present the terminology, philosophy, and movement required for the student to participate in Broadway style jazz dance. A brief overview of the evolution of Broadway dance will also be presented. Prerequisite: DAN 130 or instructor consent. As needed.

DAN 231 MUSICAL THEATRE JAZZ II (3)

This course is a continuation of DAN 230 and includes more advanced techniques, including soft shoe tap. Prerequisite: DAN 230. As needed.

DAN 280-289 SPECIAL TOPICS IN DANCE (0-3)

As needed.

DAN 350 DANCE COMPOSITION (3)

Dance Composition delves deeply into kinesiology, choreography, staging, and the theory associated with the creation of a dance routine. Students will be required to create and teach a portion of the dance concert. Students are required to take DAN 200 at the same time as DAN 350. Prerequisites: DAN 200, 210, and 220. As needed in conjunction with DAN 200.

DAN 380-389 SPECIAL TOPICS IN DANCE (0-3)

As needed.

DAN 480 INDEPENDENT STUDY IN DANCE (1-4)

As needed.

ECO 100 PIZZA ECONOMICS (3)

An introduction to economics utilizing the components of the pizza industry. Topics include the analysis of individual decision making, the firm's decision making regarding the allocation of resource inputs and pricing of outputs, and an introduction to major areas of macroeconomic theory and policy. This course will not count toward requirements in any major or minor within the School of Business. As needed.

ECO 211 PRINCIPLES OF MICROECONOMICS (3)

Analysis of individual decision making and the firm's decision making regarding the allocation of resource inputs and pricing of outputs. Each semester. IAI-S3902

ECO 212 PRINCIPLES OF MACROECONOMICS (3)

Introduction to major areas of macroeconomic theory and policy. Topics include: national income, fiscal policy, monetary policy, international trade, and economic growth. Each semester.

ECO 309 MONEY AND BANKING (3)

An introduction to monetary standards and theories, commercial banking structure and operations, monetary and fiscal policy implementation, central banking, and the Federal Reserve System. Prerequisites: ECO 211 and 212. Same as FIN 309. Fall, annually.

ECO 320 ECONOMICS OF SPORT (3)

A course in the principles of the economics of sport. Typical topics include: the relationship of sports to the economy; an examination of demand, revenue, and profit; the market for sports broadcast rights; franchise issues; athlete pay; and labor disputes. Prerequisite: ECO 211. Fall, annually.

ECO 333 ENVIRONMENTAL ECONOMICS (3)

This course applies economic principles to issues pertaining to natural resources and the environment. This is accomplished through the analysis of existing and proposed policies and regulations on the use of natural resources as well as their effects on the environment. Prerequisite: ECO 211. As needed.

ECO 352 LABOR ECONOMICS (3)

Modern labor issues like labor markets, wages and fringe benefits, human capital, income distribution, labor unions, and collective bargaining are studied. Prerequisite: ECO 211. As needed.

ECO 353 MANAGERIAL ECONOMICS (3)

Application of microeconomics to managerial and organizational decision making. Strong emphasis is placed on student problem solving and case analysis. Prerequisites: ECO 211 and 212. Recommended: MTH 170. Fall, annually.

ECO 380-389 TOPICS IN ECONOMICS (1-3)

As needed.

ECO 410 ECONOMETRICS (3)

This course is an introduction to quantitative modeling of economic and financial information. The course will teach modeling techniques with an emphasis on applying these tools to make informed business and economic decisions. The course will include a discussion of statistical models, their underlying assumptions and properties, how to test whether these assumptions are met, and how to address violations of these assumptions. Prerequisites: MTH 170 and either ECO 211 or 212. Spring, odd years.

ECO 450 CURRENT ECONOMIC ISSUES (W) (3)

Focus on the role of markets in guiding human behavior. Emphasis will be on the market view point of selected issues such as Social Security, minimum wage, outsourcing, alternative energy, and education vouchers. This is a capstone course for all economics majors in the College of Arts and Sciences. Prerequisites: ECO 211 and 212. Spring, annually.

ECO 470 INTERNSHIP IN ECONOMICS (3-8)**ECO 480 INDEPENDENT STUDY IN ECONOMICS (1-3)****EDR 410 ADOLESCENT LITERATURE (3)**

This course is designed to provide an overview of young adult literature (for ages 12-18). Reading interests are analyzed from the perspective of readers' development. Guidelines are provided for selection, evaluation, and uses of young adult literature in the classroom. Each semester.

EDU 115 TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM (3)

This course provides an overview of current computer applications and models of educational technology for the classroom through a hands-on project based approach. Students will be able to creatively and effectively integrate the use of technology in the K-12 curriculum. Emphasis will be placed on learning how to use current technologies in a classroom setting. Particular focus will be placed on the pedagogy and how to effectively implement technology tools in the classroom to instruct students. Course activities include the use of Microsoft Office applications, educational software, and Internet research. This course includes two lecture and two lab hours. This course fulfills the general studies technology requirement only for teacher education students. Each semester.

EDU 205 MULTICULTURAL EDUCATION (3)

Students will examine the social and educational issues that affect the schooling of P-12 students from culturally diverse backgrounds. Course content will address particular issues such as ethnicity and race, socioeconomic status, gender, academic exceptionalities, sexuality, language, religion, and geographical location. Students will develop personal philosophies and apply models of multicultural education to various grade levels. Students will demonstrate effective teaching and learning strategies that are culturally relevant for P-12 students. Each semester.

EDU 210 INTRODUCTION TO TEACHING (W) (3)

This course is an introduction to the foundations of American education and the profession of teaching and professional practice. School organization, teaching dispositions, history and philosophy of education, and legal issues are explored through classroom discussion and direct observation in K-12 school settings. This course includes a 24 hour eight week field component that requires weekly observations in assigned school settings. Each semester.

EDU 350 EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING (3)

This course provides an examination of the major theories and research studies which address how individuals grow, develop, and learn. Students will explore the practical applications of providing learning opportunities in school settings that support the cognitive, social, emotional, moral/ethical, and physical development of all learners. Prerequisites: PSY 153, EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 420, 430, 442, 446, and 462. Each semester.

EDU 355 PSYCHOLOGY OF INSTRUCTIONAL STRATEGIES (3)

An examination of a variety of instructional strategies, the purposes they serve, and the psychological foundations on which they were formulated. There is an emphasis on the way in which these strategies interact with cognitive thinking, personality preferences, course content, and learning styles. Same as PSY 355. As needed.

EDU 380-389 TOPICS IN EDUCATION (1-3)

This course addresses special topics in education that are not ordinarily covered by other courses offered by the division. Courses offered may include current issues in education such as assessment, evaluation, gifted education, multi-cultural diversity, etc. Prerequisite: Admission to the Teacher Education Program or instructor consent. As needed.

EDU 401 METHODS OF TEACHING FINE ARTS (3)

This course prepares students with the understanding, concepts, techniques, and materials of the visual arts, music, drama, and dance. Students understand the cultural dimensions of the arts and the interrelationships among the art forms. Students are given the tools to promote artistic development, appreciation, and performance. Students will be able to use various tools, including technology, to create, analyze and perform works of art. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 409, 429, 458 and 461. Each semester.

EDU 403 MIDDLE SCHOOL: PHILOSOPHY AND PRACTICES (3)

Examines ideas and practices pertaining to middle school teachers. Required course for the Illinois middle school endorsement on elementary and/or secondary license. Focuses on middle school philosophy, curriculum and instruction, and current practices. Includes instructional methods for designing and teaching developmentally appropriate content programs in middle schools including content area reading instruction. Examines organization and scheduling procedures as well as team teaching components. Complements knowledge acquired from methods courses and examines their application to middle school ideas and practices or upper elementary grades and junior high schools. Scheduled visits to area middle schools may be included as part of the course activities. Prerequisite: Admission to the Teacher Education Program. Each semester.

EDU 404 EARLY ADOLESCENTS AND SCHOOLING (W) (3)

Focuses on the developmental characteristics of early adolescents and the nature and needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing appropriate guidance as well as in assessing, coordinating and referring students to health, social services, and other related services. Study the development of youth of the middle school grades (5-8) and ages (10-14). Required course for the Illinois middle school endorsement on elementary and/or secondary license. Complements the knowledge acquired from Education 350 Educational Psychology and Psychology 406 Psychology of the Exceptional Child. Same as PSY 404. Prerequisite for Education majors: Admission to the Teacher Education Program, PSY 153, and junior standing. Each semester. (NOTE: EDU 404 meets one of the two I.S.B.E. requirements for the middle school endorsement. PSY 404 may be applied as part of a psychology major or concentration. This cross-listed course cannot be counted for both areas.) Each semester.

EDU 407 WORKSHOPS (1)

An intensive course for 5 days (or equivalent) presented by guest instructors and regular staff members. Does not count toward a major. As needed.

EDU 409 INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY (3)

This course prepares teacher candidates with strategies to plan and design instruction based upon knowledge of the content, students, community, and curriculum goals. The teacher candidates develop lessons for delivery in the classroom utilizing a variety of instructional strategies needed to enhance the development of critical thinking and problem solving skills, which are required in the current standards-based curriculum. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 429, 458, and 461. Each semester.

EDU 412 METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS (3)

This course focuses on methods to enable interaction with content texts. Emphasis is on strategies for teaching vocabulary, concepts, comprehension, reasoning, and organization in specialty subject areas at the secondary and special (K-12) levels. Prerequisite: Admission to the Teacher Education Program.

EDU 420 THE LEARNING ENVIRONMENT (3)

This course prepares teacher candidates to understand what fuels individual/group motivation and how to use that knowledge to create a learning environment that encourages positive social interaction, active learning, and self-motivation to learn/achieve. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 430, 442, 446, 462, and EDU 350. Each semester.

EDU 429 CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS (3)

In this class, students will research diverse children's literature and authors of various literary genres. Learning theories, instructional delivery, collaborative relationships, and technology connected to children's literature will be emphasized. National (International Reading Association and National Council of Teachers of English) and state standards (Common Core State Standards) connected to the implementation of a children's literature curriculum will be highlighted. Children's literature in traditional print, online, and digital formats are part of this course. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 409, 458 and 461. Each semester.

EDU 430 EARLY LITERACY (W) (3)

This course is designed as a study of early literacy. The foundations of reading and language acquisition are explored. Students will become familiar with research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing. Phonemic awareness, phonics instruction, vocabulary, fluency, comprehension as well as the scaffolding and development of these skills are the focus of this course. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 350, EDU 420, 442, 446, and 462. Each semester.

EDU 435 METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY) (3)

This course involves study about the teaching of content area reading in the elementary school. Emphasis is placed on an understanding of the reading process, research based best practices, the importance of content area reading instruction, and current methods and materials used in content area reading instruction and assessment. Lecture-discussions, small group/workshop exercises, reflective writing, and simulated teaching may comprise the class activity format. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 441, 445, 460, 463 and SPE 405. Each semester.

EDU 441 TEACHING ELEMENTARY MATHEMATICS (3)

This course highlights the structure and process of teaching mathematics in the elementary school with alignment to the Common Core Standards. Lesson topics emphasize combating mathematics anxiety, developing various instructional strategies (including Singapore mathematics methods), encouraging proper use of academic vocabulary, promoting metacognition through mental mathematics and all problem solving experiences, integrating appropriate mathematics manipulatives and technology in developmentally appropriate ways, and creating a variety of assessment tools to satisfy differentiation of instruction. Discovery learning instruction will be modeled, as well as a variety of collaboration models for sharing mathematical ideas, highlighting the needs of students with exceptionalities and those from disadvantaged or culturally different backgrounds. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 445, 460, 463 and SPE 405. Each semester.

EDU 442 TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM (3)

This course explores the theory and practice of instructional design specific to the teaching and learning of science. Students will examine the core concepts of earth, physical, and biological sciences through use of science practices appropriate for the elementary classroom. The focus will be on instructional strategies to engage all students in science learning and problem-solving. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 350, EDU 420, 430, 446, and 462. Each semester.

EDU 445 LEARNING AND TEACHING LANGUAGE ARTS (W) (3)

In this class, teacher candidates will explore the writing, speaking, listening, and language strands of the Common Core State Standards. Instructional delivery will closely model the foundations set forth by the National Council of Teachers of English. Teacher candidates will develop effective teaching strategies via observation requirements, lesson plans, daily oral language, and peer teaching assignments. Reflective measures such as professional development experiences, lesson plan reflections and designing an ELA classroom learning foundation will be utilized in order to become better prepared teachers. In addition, informal and formal assessments in ELA will be explored. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 441, 460, 463, and SPE 405. Each semester.

EDU 446 METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM (3)

This course is designed to introduce teacher candidates to the methods of teaching and learning social science in the elementary classroom. Candidates will demonstrate competency in curriculum development and instructional planning of integrated social science content that effectively meets the needs of diverse learners. Candidates will also exhibit instructional delivery techniques that focus on critical thinking, problem solving, and performance as well as assessment strategies appropriate to various developmental levels and cultural backgrounds. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 350, EDU 420, 430, 442, and 462. Each semester.

EDU 451 METHODS OF TEACHING PHYSICAL EDUCATION (K-12) (3)

Physical Education candidates develop knowledge and skills for planning, implementing and evaluating appropriate effective physical education progressions and programs for grades K-12. The course will focus

on knowledge skills related to effective instructional strategies, efficient management and organizational principals, and motivational techniques specific to teaching physical education. Does not count toward a major in Physical Education. A 48 hour eight-week field experience is a course requirement. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Fall, annually.

EDU 453 TEACHING ENGLISH LANGUAGE LEARNERS (3)

This course addresses the concepts, research and best practices for planning and implementing effective instruction to meet the needs of English language learners in a supportive environment. The appropriate use of materials and methods that are culturally responsive, academically rigorous and developmentally appropriate will be examined. Each semester.

EDU 454 FIELD PRACTICUM I (K-12) (1)

Field experience in a classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten week period. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 409. Each semester.

EDU 455 FIELD PRACTICUM II (K-12) (2)

Field experience in a classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week) over a ten week period. Prerequisite: EDU 467. Concurrent enrollment: EDU 420. Each semester.

EDU 456 FIELD PRACTICUM III (K-12) (3)

Field experience in a classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours over a ten week period. Prerequisite: 468. Concurrent enrollment: Content Area Methods course. Each semester.

EDU 458 ASSESSING STUDENT LEARNING (3)

A review of theory, policy, and practice related to the assessment of student learning outcomes in the K-12 classroom. Content includes the writing of instructional objectives, types of assessment and their construction, and the analysis and use of test results. The focus is on strategies for assessing student learning and use of assessment data in instructional decision making. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 409, 429 and 461.

EDU 459 METHODS OF TEACHING SOCIAL STUDIES (MIDDLE SCHOOL) (3)

A discussion of current methods, trends and concepts in teaching the social sciences at the middle school level. Emphasis is given to the development of appropriate objectives and to reviewing curricular and instructional materials for teaching of the disciplines of the social sciences. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner will be included. Knowledge of and appreciation for cultural diversity is stressed. Prerequisite: Admission to the teacher education program. Concurrent enrollment: EDU 466. Fall, annually.

EDU 460 MOVEMENT CONCEPTS (2)

This course provides elementary education majors with exposure to movement and physical fitness concepts as well as to types of individual and team activities which help elementary students develop active life styles and an improved quality of life. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 441, 445, 463, and SPE 405. Each semester.

EDU 461 FIELD PRACTICUM I (ELEMENTARY) (1)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten week period. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 409, 429, and 458. Each semester.

EDU 462 FIELD PRACTICUM II (ELEMENTARY) (2)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten week period. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 420, 430, 442, 446, and EDU 350. Each semester.

EDU 463 FIELD PRACTICUM III (ELEMENTARY) (3)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 441, 460, 463 and SPE 405. Each semester.

Course Descriptions

- EDU 464 FIELD PRACTICUM I (MIDDLE SCHOOL) (1)**
 Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten week period. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 403, 409 and 458. Each semester.
- EDU 465 FIELD PRACTICUM II (MIDDLE SCHOOL) (2)**
 Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten week period. Prerequisites: EDU 403, 409, 458, and 464. Concurrent enrollment: EDU 404, 420, EDR 410, and EDU 350. Each semester.
- EDU 466 FIELD PRACTICUM III (MIDDLE SCHOOL) (3)**
 Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Prerequisites: EDU 404, 420, 465, EDR 410 and EDU 350. Concurrent enrollment: EDU 412, 4XX (Content Area Methods Course), and SPE 405. Each semester.
- EDU 467 FIELD PRACTICUM I (SECONDARY) (1)**
 Field experience in a classroom of a local secondary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten week period. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 409. Each semester.
- EDU 468 FIELD PRACTICUM II (SECONDARY) (2)**
 Field experience in a classroom of a local secondary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten week period. Prerequisite: EDU 467. Concurrent enrollment: EDU 420. Each semester.
- EDU 469 FIELD PRACTICUM III (SECONDARY) (3)**
 Field experience in a classroom of a local secondary school under the guidance and supervision of an experienced teacher and university supervisor. Prerequisite: 468. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Concurrent enrollment: Content Area Methods course. Each semester.
- EDU 470 INTERNSHIP IN EDUCATIONAL SERVICES (3-8)**
 Practical experience applying professional field work skills in an appropriate work environment. Limited to Educational Studies majors. Must be taken during the final semester of the program. Each semester.
- EDU 471 METHODS OF TEACHING SOCIAL STUDIES (SECONDARY) (3)**
 A discussion of current methods, trends and concepts in teaching the social sciences at the secondary level. Emphasis is given to the development of appropriate objectives and to reviewing curricular and instructional materials for teaching of the disciplines of the social sciences. Required of all teaching majors in history and social science. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner will be included. Knowledge of and appreciation for cultural diversity is stressed. Does not count toward a major, and cannot be used to satisfy a core curriculum requirement. A 48 hour eight-week field experience is a course requirement. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Fall, annually.
- EDU 472 METHODS OF TEACHING SCIENCE (SECONDARY) (3)**
 A review of current teaching methods and strategies of science programs at the secondary level. Emphasis is placed upon inquiry approaches and appropriate curricular and instructional materials. Required of all teaching majors in Science Education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Does not count toward a major in the sciences or the core curriculum requirement in science. A 48 hour eight-week field experience is a course requirement. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Fall, annually.
- EDU 473 METHODS OF TEACHING MATHEMATICS (SECONDARY) (3)**
 An introduction to current methods, concepts, and curricular materials appropriate for use in secondary mathematics. Required of all teaching majors in mathematics. Instructional methods appropriate for the exceptional, disadvantaged and culturally different learner are included. Does not count toward a mathematics major. May not be used as a core curriculum requirement for graduation. This course should be taken during the semester preceding student teaching. A 48 hour eight-week field experience is a course requirement. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Fall, annually.

EDU 474 METHODS OF TEACHING MATHEMATICS (MIDDLE SCHOOL) (3)

Introduction to and practice of current methods, concepts, and curricular materials appropriate for use in middle school mathematics. Includes use of calculators, computers, and manipulatives as tools for learning mathematics. Methods of instructing the exceptional, disadvantaged, and culturally different child are also included. Prerequisite: Admission to the teacher education program. Concurrent enrollment: EDU 466. Fall, annually.

EDU 475 METHODS OF TEACHING ENGLISH/LANGUAGE ARTS (SECONDARY) (3)

A survey of appropriate methods and materials useful in teaching English in the secondary schools including: evaluation of written compositions and an introduction to current approaches to literary analysis. The students will develop at least one teaching unit. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Required of all teaching majors in English. Does not count toward the English major and may not be used to satisfy a core curriculum requirement. This course should be taken during the semester preceding student teaching. A 48 hour eight-week field experience is a course requirement. Prerequisite: Admission to the Teacher Education Program. Fall, annually.

EDU 477 METHODS OF TEACHING ENGLISH/LANGUAGE ARTS (MIDDLE SCHOOL) (3)

A survey of appropriate methods and materials useful in teaching English and language arts in the middle school including: evaluation of written compositions and an introduction to current approaches to literary analysis. The students will develop at least one teaching unit. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Prerequisite: Admission to the teacher education program. Concurrent enrollment: EDU 466. Fall, annually.

EDU 478 METHODS OF TEACHING SCIENCE (MIDDLE SCHOOL) (3)

A review of current teaching methods and strategies of science programs at the middle school level. Emphasis is placed upon inquiry approaches and appropriate curricular and instructional materials. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Prerequisite: Admission to the teacher education program. Concurrent enrollment: EDU 466. Fall, annually.

EDU 479 INSTRUCTIONAL STRATEGIES FOR ADULT LEARNERS (3)

Principles and practice of adult learning and instruction; selection and use of appropriate instructional design strategies and materials in a variety of work contexts. Traditional methods, as well as innovative approaches, will be included. Prerequisite: Completion of EDU 210/510. As needed.

EDU 480-489 TOPICS IN EDUCATION (1-3)

This course addresses special topics in education that are not ordinarily covered by other courses offered by the division. Courses offered may include current issues in education such as assessment, evaluation, gifted education, multi-cultural diversity, etc. Prerequisite: Admission to the Teacher Education Program or instructor consent. As needed.

EDU 490 STUDENT TEACHING SEMINAR (3)

This course addresses the student teaching field experience and culminating assessments for program completion and licensure. Concurrent enrollment: EDU 495, 496, or 497. Each semester.

EDU 492 STUDENT TEACHING (MIDDLE SCHOOL) (14)

Field experience in a selected classroom of local elementary schools under the guidance and supervision of an experienced teacher and clinical supervisor. Full-time student teaching for fall or spring session (16 weeks). Prerequisites: Passing score on the Illinois Content Area Examination and approval by the Council on Teacher Education. Concurrent enrollment: EDU 490 and 499. Each semester.

EDU 493 STUDENT TEACHING (ELEMENTARY) (7)

Field experience in a selected classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. Full-time student teaching in the fall or spring for 8 weeks. This course is a co-requisite with SPE 493. Each semester.

EDU 495 STUDENT TEACHING (ELEMENTARY) (14)

Field experience in a selected classroom of local elementary schools under the guidance and supervision of an experienced teacher and clinical supervisor. Full-time student teaching for fall or spring session (16 weeks). Prerequisites: Passing score on the Illinois Content Area Examination and approval by COTE. Concurrent enrollment: EDU 490 and 499. Each semester.

EDU 496 STUDENT TEACHING (SECONDARY) (14)

Field experience in a selected classroom of local secondary schools under the guidance and supervision of an experienced teacher and the clinical supervisors. Full-time student teaching for fall or spring session (16 weeks). Prerequisite: Completion of all coursework, a passing score on the appropriate Content test, and admission to Student Teaching. Concurrent enrollment in EDU 490. Each semester.

EDU 497 STUDENT TEACHING (ART, MUSIC or PHYSICAL EDUCATION) (14)

Field experience in selected schools under the guidance and supervision of experienced teachers and clinical supervisors. Full-time student teaching for the fall or spring session with time divided equally between elementary and secondary schools (8 weeks each). Prerequisite: Completion of all coursework, a passing score on the appropriate Content test, and admission to Student Teaching. Concurrent enrollment in EDU 490. Each semester.

EDU 499 TEACHING PERFORMANCE ASSESSMENT (0)

This is the culminating assessment for student teaching required for graduation and Illinois state teaching licensure. Student teachers will be required to complete the APT exam and edTPA assignment mandated by the state. Concurrent enrollment: EDU 495, 496, or 497. Each semester.

ENG 109 COLLEGE WRITING STRATEGIES (3)

ENG 109 provides students with intensive writing instruction and practice and introduces students to various academic writing conventions. Students analyze and evaluate written texts and are introduced to prewriting, drafting, and revision strategies as they write papers that inform, analyze, and persuade. ENG 109 emphasizes personal assistance from the instructor. (Note: Students must earn a grade of C- or better in this course in order to be eligible to take ENG 111. Fall, annually.

ENG 111 ENGLISH I: ACADEMIC WRITING (4)

English I assists students in becoming competent academic writers by introducing them to important academic writing conventions, including analyzing and evaluating written texts. By utilizing various rhetorical strategies and applying basic research techniques, students will further develop the important skills entailed in prewriting, drafting, and revising as they write analytical and persuasive papers. Each semester. IAI-C1900

ENG 112 ENGLISH II: RESEARCH AND WRITING (4)

English II further prepares students for the types of academic writing expected in college, with emphasis on the development of critical and analytical skills for reading, research, and writing across the disciplines. The course reinforces process approaches to researched writing while continuing to develop skills in writing for multiple purposes, including analysis, evaluation, synthesis, and argumentation. Prerequisite: ENG 111. Each semester. IAI-C1901R

ENG 201 SHAKESPEARE (3)

This course serves as an introduction to Shakespeare's plays. In addition to reading a representative selection of his works from a variety of genres, students will also study the theatrical and cultural contexts of his life and times. Works may include Hamlet, Romeo and Juliet, and A Midsummer Night's Dream. Fall, annually.

ENG 205 INTRODUCTION TO WRITING POETRY (3)

This is a workshop course designed to help students develop an understanding of the basic artistic principles involved in poetry writing and to give them the opportunity to apply these principles in writing several poems. Attention is paid to student work and to gaining critical appreciation of aesthetic principles through study of exemplary works of poetry. Spring, annually.

ENG 206 INTRODUCTION TO WRITING FICTION (W) (3)

This is a workshop course designed to help students develop an understanding of the basic artistic principles involved in fiction writing and to give them the opportunity to apply these principles in writing short fiction. Attention is paid to student work and to gaining critical appreciation of aesthetic principles through study of exemplary works of short fiction. Fall, annually.

ENG 220-229 TOPICS IN WRITING, LANGUAGE, AND RHETORIC (W) (3)

These courses are fieldwork practicums which examine a particular subject not ordinarily treated in detail in other writing or language courses offered regularly by the department. Course topics might include areas such as: gender and writing, autobiographical and biographical writing, tutoring in writing, or an introduction to rhetorical theory. Prerequisites: ENG 111 and 112. As needed.

ENG 235 GENDER IN LITERATURE (3)

A study of the literary presentation of women and men in fiction, drama, and/or poetry. This course examines gender as it relates to authors, readers, and the literary canon. Focusing predominantly, but not exclusively, on literature by women, the course explores the ways women and men are represented. Attention is paid to traditional depictions of women and to those reflecting contemporary changes as well as to social, political and psychological contexts. Spring, annually.

ENG 237 COMING-OF-AGE LITERATURE (3)

This class examines contemporary coming-of-age novels and short stories written for adults. Each semester.

ENG 238 THE AMERICAN DREAM IN LITERATURE (3)

This course will examine contemporary explorations of the American Dream in novels written in the 20th and 21st centuries, asking students to analyze how authors respond to our evolving definition of the American Dream. The novels will be selected to represent a diverse American society, exploring race, class, and gender. Each semester.

ENG 250 DRAMATIC LITERATURE (3)

A survey of the world's dramatic masterpieces tracing the evolution of the theatre from the Greeks to the contemporary theatre. Emphasis is on dramatic literature in performance, and the survey includes the development of the theatre as a historical institution. Same as THE 250. Fall, annually.

ENG 252 AMERICAN ETHNIC LITERATURE (3)

A representative number of works by authors representing the diversity of American society are read. African-American, Asian-American, Jewish-American, and Native-American authors are among those investigated. Works by foreign authors may also be read in translation. Fall, annually.

ENG 254 AFRICAN AMERICAN LITERATURE (3)

This course will examine African American novels, short stories, essays, music, and poetry written from the mid-eighteenth century to the present. Themes discussed may include constructions of racial identity, social consciousness, and race, class, and gender relations. Writers may include the following: Frederick Douglass, Nella Larsen, Langston Hughes, Ralph Ellison, James Baldwin, Gwendolyn Brooks, Michael Harper, and Toni Morrison. Spring, even years.

ENG 255 LITERATURE AND THE ENVIRONMENT (3)

This course will explore literature that focuses on the environment and environmental issues. Fall, odd years.

ENG 261 POETRY (3)

This course focuses on how poems create meaning and emotion through distinct use of poetic language and form. Works of early to contemporary poets are studied. Class discussions center on gaining critical appreciation of the wide range of forms, styles, and voices of poetry through improved reading and wider exposure. Spring, odd years.

ENG 272 FICTION (3)

This course focuses on works of fiction, including short stories and at least one novella or novel. Class discussions center on gaining critical understanding of the contexts and elements of fiction to improve appreciation and reading of fictional literary works. Fall, odd years.

ENG 273 FILM AND LITERATURE (3)

This course will examine film adaptations of a variety of literary texts, including novels, short stories and plays, focusing on the unique characteristics of cinematic texts. Spring, even years.

ENG 274/374 AMERICAN LITERATURE AND CULTURE (3)

This course will offer students an opportunity to study an American literary period or theme in greater depth. Students taking this course as ENG 374 will be required to complete one essay where they position their arguments in response to prominent literary debates in the area of study. Students may elect to take this course at one level, but not both Prerequisites: ENG 111 and 112. Spring, annually.

ENG 280-289 TOPICS IN LITERATURE (3)

Topics courses examine a particular topic, genre, or subject in literature not ordinarily treated in detail in other literature courses offered regularly by the department. As needed.

ENG 290 WAY OF READING (W) (3)

This course is to introduce English majors to the principal approaches to literature. Primary emphasis will be given to the application of current critical approaches to selected works as well as to research methods within the discipline. Secondary emphasis will be given to selected topics currently under debate in the field. For English majors/minors. NOTE: The course does NOT count as a general education course fulfilling literature core requirement. Prerequisites: ENG 111 and 112. Fall, even years.

ENG 303 AMERICAN LITERATURE TO 1900 (3)

The course includes a survey of early American writers from the Puritan period to the end of the nineteenth century. Emphasis is placed on the growth of Romanticism and the development of realism and naturalism in American literature. Authors may include Bradford, Bradstreet, Franklin, Emerson, Thoreau, Whitman, Hawthorne, Melville, Dickinson, and Twain, among others. Prerequisites: ENG 111 and 112. Fall, annually.

ENG 304 AMERICAN LITERATURE FROM 1900 TO PRESENT (3)

The course includes a survey of American literature from the American realist period in the early twentieth century to contemporary American literature. Emphasis is placed on examining various expressions of American realism, regionalism, modernism and postmodernism. Authors may include Dreiser, Cather, James, Wharton, Hemingway, Frost, Hughes, Fitzgerald, Faulkner, Williams, Eliot, Ellison, Wright, Brooks, O'Connor, Ginsberg, Morrison, and DeLillo, among others. Prerequisites: ENG 111 and 112. Spring, annually.

ENG 305 ADVANCED WRITING OF POETRY (3)

This is a workshop course designed for students who have had previous course work in poetry writing, or other comparable experience and who wish substantial additional training in poetry writing beyond the introductory level. Pre-requisite: ENG 205 or approved equivalent. English 205 and 305 will be offered concurrently. Prerequisites: ENG 111 and 112. Spring, annually.

ENG 306 ADVANCED WRITING OF FICTION (W) (3)

This is a workshop course designed for students who have had previous course work in fiction writing or other comparable experience and who wish substantial additional training in fiction writing beyond the introductory level. Prerequisite: ENG 206, or approved equivalent. English 206 and 306 will be offered concurrently. Prerequisites: ENG 111 and 112. Fall, annually.

ENG 307 APPROACHES TO GRAMMAR AND EVALUATING WRITING (W) (3)

This course is intended to help students better understand the foundations of good writing. Students will master the principles of grammar not only as rules but as tools for communicating effectively. They will also learn how to evaluate writing. Prerequisites: ENG 111 and 112. Spring, odd years.

ENG 309 WORLD LITERATURE I (3)

This course surveys world literature from the ancient period, the medieval period, and the Renaissance. The course emphasizes historical and cultural contexts, as well as major literary texts. Prerequisites: ENG 111 and 112. Fall, even years.

ENG 310 WORLD LITERATURE II (3)

This course surveys world literature from the seventeenth century into the twenty-first century, including the following literary periods and movements: Enlightenment, Romanticism, realism and naturalism, modernism, post-modernism, and post-colonialism. Students will read canonical Western works as well as contemporary literature from around the world. The course emphasizes historical and cultural contexts, as well as major literary texts. Prerequisites: ENG 111 and 112. Fall, odd years.

ENG 311 ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE (3)

This course surveys major works of poetry, prose, and drama from pre- and post- Norman Conquest England through the death of Elizabeth I. Authors and works may include Beowulf, Sir Gawain and the Green Knight, Chaucer, cycle and morality plays, Sidney, Spenser, and Marlowe. Emphasis is placed on cultural and historical contexts, as well as the texts themselves. Prerequisites: ENG 111 and 112. Fall, odd years.

ENG 312 RENAISSANCE BRITISH LITERATURE (3)

This course surveys major literary works in poetry, prose, and drama of the Elizabethan and Jacobean periods through the Eighteenth Century. Authors may include Marlowe, Spenser, Sidney, Shakespeare, Milton, Donne, Swift, Pope, Defoe, Johnson, and Fielding. Emphasis is placed on cultural and historical contexts, as well as the texts themselves. Prerequisites: ENG 111 and 112. Spring, odd years.

ENG 313 TOPICS IN SHAKESPEARE (3)

This course offers an in-depth study of Shakespeare's plays, sources, genres, and culture. Students will also learn the history of Shakespearean criticism, performance, and reception. Works may include Hamlet, Romeo and Juliet, and A Midsummer Night's Dream in addition to less well-known works. Prerequisite: instructor consent. Prerequisites: ENG 111 and 112. Spring, annually.

ENG 317 BRITISH ROMANTICISM (3)

This course surveys literature of the English Romantic Period (1790-1832) in the major genres, of poetry, non-fiction prose, and prose fiction. Authors may include Wollstonecraft, Burns, Blake, Wordsworth, Coleridge, DeQuincey, Byron, Percy and Mary Shelley, Keats, Austen, and the Brontës, among others. Emphasis is placed upon cultural and historical contexts as well as on the texts themselves. Prerequisites: ENG 111 and 112. Spring, odd years.

ENG 318 VICTORIAN LITERATURE (3)

This course surveys literature of the English Victorian Age (1832-1901) in the major genres of poetry, non-fiction prose, drama, and prose fiction. Authors may include: Carlyle, Dickens, J.S. Mill, Tennyson, Robert and Elizabeth Barrett Browning, Arnold, Ruskin, Dante and Christina Rossetti, Swinburne, Morris, Wilde, Shaw, George Eliot, and Hardy, among others. Emphasis is placed upon cultural and historical contexts as well as on the texts themselves. Prerequisites: ENG 111 and 112. Spring, even years.

ENG 319 MODERN AND CONTEMPORARY BRITISH LITERATURE (3)

This course surveys selections of English and Irish literature from 1900 to the present. Authors may include: Conrad, Yeats, Eliot, Joyce, Woolf, Forster, Lawrence, Auden, Thomas, and Pinter, among others. Emphasis is placed on cultural and historical contexts as well as on texts. Prerequisites: ENG 111 and 112. Fall, odd years.

ENG 320-329 TOPICS IN WRITING, LANGUAGE, AND RHETORIC (W) (3)

These theoretically-informed courses examine a particular subject not ordinarily treated in detail in other writing or language courses offered regularly by the department. Course topics might include areas such as the construction of gender in writing, pedagogical theory and writing, or classical or contemporary rhetorical theory. Prerequisites: ENG 111 and 112. As needed.

ENG 330 LATIN AMERICAN AND CARIBBEAN LITERATURE (3)

This class explores a wide range of Latin-American and Caribbean literature, studying the history and culture of the countries from which the literature comes. Prerequisite: ENG 111 and 112. Each semester.

ENG 380-389 TOPICS IN LITERATURE (3)

This course examines a particular theme, genre, or subject in literature, not ordinarily treated in detail in other literature courses offered regularly by the department. Courses offered include such topics as Women in Literature, Gothic and Mystery Literature and Film, Science Fiction, and The Comic Tradition. Prerequisites: ENG 111 and 112. As needed.

ENG 460 CREATIVE WRITING THESIS (1)

Intended for students minoring in creative writing, ENG 460 is designed to help students develop and polish a substantial sample of original poetry or fiction. Working independently with the creative writing instructor, students will create a thesis collecting a substantial body of their own poetry or fiction, revised to publishable quality. Prerequisite: instructor consent and Senior standing. As needed.

ENG 470 INTERNSHIP IN ENGLISH (3-8)

Prerequisite: Instructor consent. No more than three hours may be counted toward the required total for the major.

ENG 480 INDEPENDENT STUDY IN ENGLISH LANGUAGE AND LITERATURE (1-4)

Prerequisite: Instructor consent.

ENG 490 SEMINAR IN ENGLISH (W) (4)

Research approaches, resources and methods in literature and criticism are taught in connection with a selected topic. Prerequisite: English major with senior standing or instructor consent. Fall, annually, as needed.

ENS 280-289 SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (3)

As needed.

ENS 380-389 SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (3)

As needed.

ENS 470 INTERNSHIP (3-8)**ENS 480 INDEPENDENT STUDY (1-4)****ENS 490 SEMINAR IN ENVIRONMENTAL STUDIES (W) (3)**

This course is a guided course that will present students with a variety of topics and engage them in discussion and interpretation of current topics in environmental studies. A primary goal of this course is to allow students to develop their critical thinking and communication skills while exploring specific environmental issues in more detail. Prerequisite: Instructor consent. As needed.

ENT 301 THEORY OF ENTREPRENEURSHIP (3)

This course addresses the theory of entrepreneurship. The focus is on three main areas: entrepreneurship basics, the creative process, i.e. the idea, and planning for business. Some of the major concepts discussed are the pros and cons of entrepreneurship, types of entrepreneurship, the definition of an entrepreneur, strategy development, creating a competitive advantage, and financing. Prerequisites: MGT 204, MKT 205, ACC 205. Each semester.

ENT 330 PROCESS OF ENTREPRENEURSHIP (W) (3)

This course provides an in-depth discussion and analysis of the process of entrepreneurship. The focus is on two fundamental areas: business formation and the business plan. A thorough examination will be conducted of critical aspects, such as selecting the correct entity, intellectual property rights, legal considerations, and hiring. A comprehensive business plan will be developed based on the business idea of the individual student entrepreneur. The development of the business plan includes guidance on how to present the idea and plan to investors. Prerequisites: ENT 301, ECO 211, BUS 303. Each semester.

ENT 450 ENTREPRENEURSHIP PRACTICUM (3)

This course is designed to provide students with practical experience in an entrepreneurial setting. Through live business scenarios and/or business simulations, students will learn to recognize entrepreneurial opportunities as well as problems that impede the entrepreneurial process. The goal of this course is to help students apply what they learned in ENT 301 and ENT 330 in real-life and/or simulated business scenarios. Prerequisites: ENT 301, ENT 330. Each semester.

ES 105 INTRODUCTION TO EARTH SCIENCE (4)

This course is an introduction to the Earth in space, the structure of the Earth, the geological processes which control the development of the Earth's surface, and weather and climate. The class meets for three one-hour lectures and one two hour laboratory per week. A student must pass the laboratory portion of any science course to pass the entire course. Each semester.

Course Descriptions

- ES 110 EARTH AND ASTRONOMICAL SCIENCE (3)**
This course will cover principles of modern geology and astronomy. Topics will include the origin and structure of the universe, as well as the origin of the solar system. Other topics will include plate tectonic theory, the geological history of the earth, and the fossil records. This course counts as general education, non-lab science and nature credit. Three one hour lectures per week. Fall, annually.
- FA 202 INTRODUCTION TO THE FINE ARTS (3)**
This course is designed to develop a general knowledge and appreciation of the arts without consideration of more technical phases. Attention is given to the history and development of architecture, music, painting, and sculpture. Special emphasis is given to the place of the arts in man's social development. It is suggested that HIS 162 be taken prior to this course, but it is not required. As needed.
- FA 280-289 SPECIAL TOPICS IN FINE ARTS (1-3)**
As needed.
- FA 380-389 SPECIAL TOPICS IN FINE ARTS (1-3)**
As needed.
- FIN 306 CONSUMER FINANCE (3)**
A basic course in personal finance. Topics include: financial planning, establishing credit, purchasing a home, and planning an insurance program. Open to all majors. Prerequisite: ECO 211. As needed.
- FIN 308 PRINCIPLES OF BUSINESS FINANCE (3)**
Basic financial management of the business firm involving procurement, allocation, and control of funds with the objective of maximizing shareholder wealth. Prerequisites: ACC 205 and ECO 211. Each semester.
- FIN 309 MONEY AND BANKING (3)**
An introduction to monetary standards and theories, commercial banking structure and operations, monetary and fiscal policy implementation, central banking, and the Federal Reserve System. Prerequisites: ECO 211 and 212. Same as ECO 309. Fall, annually.
- FIN 320 BUDGETING AND FINANCING OF SPORT (3)**
This course examines the principles involving the procurement, allocation, and control of funds used to support sport programs. Prerequisite: FIN 308. Fall, annually.
- FIN 355 INVESTMENTS (3)**
This course studies financial assets and their allocation in efficient portfolios with emphasis on equities and fixed income securities. Major topics include financial asset valuation, risk and return, market efficiency, and asset allocation. Prerequisite: FIN 308. Fall, annually.
- FIN 357 INTERNATIONAL FINANCE (3)**
This course explores the special issues that arise in connection with international financial transactions. Topics examined include: the international monetary system, world financial markets, the balance of payments, global corporate governance, the foreign exchange market, international parity relationships, and the management of foreign exchange exposure. Prerequisite: FIN 308 or instructor consent. As needed.
- FIN 360 FINANCIAL MANAGEMENT-APPLICATIONS AND CASES (W) (3)**
Application of basic financial techniques and principles in financial administration, policy, and decision making. The case-study method is used. Prerequisites: FIN 308 and MTH 170. Spring, annually.
- FIN 380-389 TOPICS IN FINANCE (1-3)**
As needed.
- FIN 470 INTERNSHIP IN FINANCE (3-8)**
- FIN 480 INDEPENDENT STUDY IN FINANCE (1-3)**
- FLS 180-189 FOREIGN LANGUAGE SPECIAL TOPICS (3-4)**
- FLS 280-289 FOREIGN LANGUAGE SPECIAL TOPICS (3-4)**
- FLS 380-389 FOREIGN LANGUAGE SPECIAL TOPICS (3-4)**
Special topics in foreign language, such as Latin or other languages that are not ordinarily offered through minor programs, are offered under this heading. Offerings for such topics are dependent on student demand and instructor availability. As needed.
- FOR 101 FORENSIC STUDIES CORNERSTONE (1)**
This course is an introduction to forensic studies. An overview of the field, subfields, and career opportunities will be provided. The course will include engaging teaching activities such as guest speakers, case studies, and discussion. Spring, annually.

- FOR 280-289 SPECIAL TOPICS IN FORENSIC STUDIES (1-4)**
- FOR 380-389 SPECIAL TOPICS IN FORENSIC STUDIES (1-4)**
- FRE 101 FRENCH LANGUAGE AND FRANCOPHONE CULTURES I (3)**
An introductory course designed for the student with no knowledge of the French language. Emphasis is placed on listening, speaking, reading, and writing skills as well as an introduction to Francophone cultures and histories. As needed.
- FRE 102 FRENCH LANGUAGE AND FRANCOPHONE CULTURES II (3)**
A continuation of FRE 101. The course emphasizes speaking and understanding of conversational French with a continued development of writing and reading skills as well as continued understanding of Francophone cultures and histories. Prerequisite: FRE 101 or placement test. As needed.
- FRE 201 FRENCH LANGUAGE AND FRANCOPHONE CULTURES III (3)**
This course focuses on developing the students' skills to an intermediate level of proficiency. Emphasis is placed on the development of the spoken and written language and knowledge of the cultures through readings in French and in translation. Prerequisite: FRE 102 or placement test. As needed.
- FRE 202 FRENCH LANGUAGE AND FRANCOPHONE CULTURES IV (3)**
A continuation of FRE 201. This course focuses on developing the students' skills to an advanced level of proficiency. Emphasis is placed on the development of the spoken and written language and knowledge of the cultures through readings in French and in translation. Prerequisite: FRE 201 or placement test. As needed.
- GLS 101 INTRODUCTION TO GLOBAL STUDIES (3)**
This course examines modern globalization and the interdependence that characterizes contemporary global issues, including migration, climate change, economic stability, hunger, disease, war, cultural diversity, and poverty. Spring, annually.
- GLS 240 CROSS CULTURAL PRACTICUM (3 or 1)**
An analysis of global issues and the impact of globalization on social inequality. Students are required to participate in an international service-learning experience during spring break. Course may be repeated for 1 credit hour. No more than 4 credits may be applied to the major. Cross-listed as SOC 240. Prerequisite: application and instructor consent. Spring, as needed.
- GLS 470 INTERNSHIP IN GLOBAL STUDIES (3-8)**
- GLS 480 INDEPENDENT STUDY IN GLOBAL STUDIES (1-4)**
- GLS 498 SENIOR SEMINAR IN GLOBAL STUDIES (W) (3)**
Selected topics to change yearly. Offers students a capstone experience in which students do an extensive research project and present their findings in a seminar setting. Fall, annually.
- GRK 370 NEW TESTAMENT GREEK I (4)**
An introductory course designed for the student with no knowledge of the Greek language. Primary attention is given to learning the grammar and vocabulary of biblical (Koine) Greek, in order to prepare the student for working independently in the Greek New Testament. This course can be used toward fulfillment of the foreign language requirement. As needed.
- GRK 371 NEW TESTAMENT GREEK II (4)**
A continuation of GRK 370. This course continues the formal study of Greek grammar and vocabulary, and gives increasing attention to translation and study of the Greek New Testament. This course can be used toward fulfillment of the foreign language requirement. As needed.
- GRK 375 READINGS IN NEW TESTAMENT GREEK (1-4)**
A guided study of specific texts from the New Testament in the original Greek. Students will develop their ability to work in the Greek New Testament through extensive translation of individual passages. Advanced elements of grammar and syntax will also be covered. Prerequisites: GRK 370 and 371. As needed.
- GRN 321 PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING (4)**
Prerequisite: PSY 153. Same as PSY 321. Fall, annually.
- GRN 322 PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING (4)**
Prerequisite: PSY 153. Same as PSY 322. Spring, odd years.
- GRN 470 INTERNSHIP IN GERONTOLOGY (3-8)**
Same as PSY 470 except that the following prerequisites are required in addition to those required for PSY 470: PSY 321 and 322. Depending on arrangements that can be made and student's interests, internships will

Course Descriptions

take place in mental health clinics, state mental hospitals, medical hospitals, nursing homes, day care centers, government, senior centers, retirement homes, etc.

GRN 480 INDEPENDENT STUDY IN GERONTOLOGY (1-4)

GRN 490 SEMINAR IN GERONTOLOGY (1-4)

As needed.

GRN 495 SENIOR ESSAY IN GERONTOLOGY (W) (3-4)

As needed.

HIS 110 HISTORICAL METHODS (1)

An exploration of historical thinking, writing, and research intended to develop skills needed for success in upper division courses. The evolution of historical writing from earliest times to the present is also examined. Fall, annually.

HIS 161 WORLD CIVILIZATION TO 1450 (3)

A comparative survey of early civilizations in Asia, Africa, and Europe from prehistory to the fifteenth century. Fall, annually.

HIS 162 WORLD CIVILIZATION SINCE 1450 (3)

A comparative survey of world civilization from the fifteenth century to the outbreak of World War I. Spring, annually.

HIS 163 TWENTIETH CENTURY WORLD HISTORY (3)

A comparative history of world civilizations from World War I to the present. Each semester.

HIS 242 AFRICAN CIVILIZATIONS (3)

A survey of African history and cultures from prehistory to recent developments in modern Africa. As needed.

HIS 261 UNITED STATES HISTORY TO 1865 (3)

A survey of American history from prehistory through the Civil War. Each semester.

HIS 262 UNITED STATES HISTORY SINCE 1865 (3)

A survey of American history from the Civil War to the present. Each semester. IAI-H2905

HIS 271/371 UNITED STATES WOMEN'S HISTORY (3)

The course examines the way in which women have shaped the American past and the ways in which large historical forces have influenced women's lives. Those students taking the course as HIS 371 will be required to write a major research paper, in addition to other required writings. Students may elect to take this course at one level, but not both. Spring, annually.

HIS 275/375 UNITED STATES ENVIRONMENTAL HISTORY (3)

A survey of environmental history in the United States, this course provides an overview of the changing relationship between human societies and the natural world. Students taking this course as HIS 375 will be required to complete a major research project in addition to other required writings. Students may elect to take this course at one level, but not both. Spring, even years.

HIS 276/376 MINORITIES IN THE AMERICAN EXPERIENCE (3)

A survey of minorities in American history, this course will compare and contrast the histories of the various ethnic groups that make up the American population. Students taking this course as HIS 376 will be required to write a major research paper in addition to other required writings. Students may elect to take this course at one level, but not both. Fall, annually.

HIS 277/377 AFRICAN AMERICAN HISTORY (3)

An introduction to the study of African American History, including the history and culture of Western Africa, the Atlantic slave trade, slavery and its effects, as well as the roles, lifestyles, problems, and accomplishments of African Americans from the Colonial period until the present. The course will focus on the African American community analyzing major political, social, economic, religious, cultural, and intellectual trends, patterns, and leaders. Those students taking the course as HIS 377 will be required to write a major research paper, in addition to other required writings. Students may elect to take this course at one level, but not both. Spring, odd years.

HIS 280-284 TOPICS IN AMERICAN HISTORY (1-3)

Studies in specialized areas of American History. This course will cover topics or areas not included in the regular curriculum. As needed.

HIS 285-289 TOPICS IN WORLD HISTORY (1-3)

This course will be of a topical nature or cover regions or nations not included in the regular curriculum. As needed.

- HIS 310 SEMINAR IN HISTORICAL RESEARCH (1)**
Students will define individual topics for their senior research paper after completing a historiographical survey on the proposed topic and identifying major research sources available. This course will lead to the writing of a research proposal to be carried-out in HIS 410. Required of all history majors. Spring, annually.
- HIS 311 ANCIENT CIVILIZATIONS (W) (3)**
A study of the ancient civilizations of the Near East, Greece, and Rome from prehistory to the fall of the Roman Empire. Fall, even years.
- HIS 312 MEDIEVAL HISTORY (W) (3)**
A study of the period between the fall of the Roman Empire and the Renaissance with a major emphasis on the analysis of primary source materials. Spring, even years.
- HIS 313 EARLY MODERN EUROPE: 1450-1815 (W) (3)**
A study of the development of European civilization from the Renaissance through the Napoleonic Era. Fall, odd years.
- HIS 314 MODERN EUROPE: 1815-1945 (W) (3)**
A study of European civilization from the Congress of Vienna to 1945. Spring, even years.
- HIS 321 COLONIAL AMERICA AND THE REVOLUTIONARY ERA (W) (3)**
A study of Colonial America from its origins in North American pre-history and European expansion through the English Colonies to about 1770. Prerequisite: HIS 261 or instructor consent. Fall, even years.
- HIS 323 DIVISION AND REUNION: 1820-1877 (3)**
A study of Manifest Destiny, rising sectional tensions, the Civil War, and the Reconstruction Era. Spring, odd years.
- HIS 324 THE EMERGENCE OF MODERN AMERICA: 1890-1945 (3)**
A study of the emergence of modern America as a major industrial and world power from the end of Reconstruction to the outbreak of World War I. Fall, even years.
- HIS 326 AMERICA SINCE 1945 (3)**
A study of the history of the United States from the end of World War II to the present. Fall, odd years.
- HIS 329 HISTORY OF THE VIETNAM WAR (3)**
This course will examine the long-term causes and consequences of the Vietnam War from a political and a diplomatic perspective. It will also assess the social and cultural turmoil wrought by the war on the American home front. As needed.
- HIS 331 ILLINOIS HISTORY (3)**
A survey of the history of Illinois from earliest times to the present. Fall, even years.
- HIS 343 HISTORY OF LATIN AMERICA (3)**
A survey of Latin American history from pre-colonial Indian cultures to recent developments in modern Latin America. As needed.
- HIS 358 HISTORY OF THE SOVIET UNION (W) (3)**
A history of Russian development with a major emphasis on the period from the Revolutions of 1917 to the end of the twentieth century. As needed.
- HIS 363 HISTORY OF THE MIDDLE EAST (3)**
A study of the Middle East from earliest times to the present, with major attention being given to the Islamic era. As needed.
- HIS 372 AMERICAN ECONOMIC HISTORY (3)**
This course surveys the economic history of the United States from the colonial era to the present. Among the topics to be considered are the mercantile economy of British North America, the economics of slavery, the Industrial Revolution, the cycles of boom and bust, the rise of the service economy in the information age, and the globalization of American economic influence. Spring, even years.
- HIS 380-84 TOPICS IN AMERICAN HISTORY (1-4)**
Studies in specialized areas of American History. This course will cover topics or areas not included in the regular curriculum. As needed.
- HIS 385-89 TOPICS IN WORLD HISTORY (1-4)**
This course will be of a topical nature or cover regions or nations not included in the regular curriculum. As needed.
- HIS 410 SENIOR THESIS IN HISTORY (W) (3)**
This course focuses on the writing of a professional quality research paper based on primary source materials.

Course Descriptions

Students will also be involved in a seminar situation requiring scholarly criticism of each other's papers on a chapter by chapter basis. Completed papers will be presented orally before the campus community. Prerequisites: HIS 110 and 310. Required of all history majors. Fall, annually.

MTH 470 INTERNSHIP IN HISTORY (3-8 hours)

HIS 480 INDEPENDENT STUDY IN HISTORY (1-4)

Individual research in specialized topic areas. Offered only to advanced students on a contractual basis, with consent of history faculty.

HON 280 INTELLECTUAL CLIMATE SEMINAR (1)

This seminar is designed to integrate honors students into McKendree's intellectual climate. Students will attend events such as speakers, films, and performances at the Hettenhausen Center for the Arts, Brown Bag presentations, and McKendree University Gallery of Art exhibits. Students will also read and discuss relevant texts regarding the political, cultural, and/or artistic contexts of each event. May be taken each semester for credit. Each semester.

HON 300 HONORS PRACTICUM (3)

This course provides an opportunity for honors students to conduct research with a full-time McKendree faculty member. The course expectation is 45 hours of work over the course of the semester. Instructor consent required. May be repeated for credit up to three times. Each semester.

HON 380-389 HONORS SEMINARS (1)

These seminars vary widely in substance and are mutually developed by both students and faculty in the honors program. As needed.

HON 401 HONORS THESIS I (2)

Students develop a thesis proposal and write a first draft of a research topic in their field of interest. The thesis may be related to a senior thesis within certain majors. Fall, annually.

HON 402 HONORS THESIS II (2)

Students complete a final draft of the senior thesis and present it to the campus community. The thesis may be related to the senior thesis within certain majors. Spring, annually.

HON 480 INDEPENDENT STUDY (1-3)

HPE 158 HEALTH AND WELLNESS (3)

The Health and Wellness course will afford students the opportunity to reinforce the basics in all eight dimensions of wellness for promoting a healthy lifestyle in addition to exploring the most current thinking on health and wellness topics and related controversial issues. Students will learn practical ways in which to integrate positive health and wellness behaviors into their lifestyle to become a healthy student and citizen. Each semester.

HPE 200 FOUNDATIONS OF HUMAN MOVEMENT (3)

This course will introduce the composition and function of the musculoskeletal system with principles and mechanical concepts for human movement, functional anatomy of the skeletal, connective tissue, articular, and neuromuscular systems. Students will also learn the structural adaptation of musculoskeletal components during aging as well as the etiology of the musculoskeletal disorders and injuries. Spring, annually.

HPE 210 TECHNOLOGY IN HEALTH PROMOTION AND WELLNESS (3)

An overview of computer applications and models in health education and wellness promotion appropriate for use in teaching, lifestyle, and other health and wellness assessments. Basic computer and internet research skills will be presented. Students will learn how to integrate the use of technology in tracking student progress or lifestyle behaviors. Fall, annually.

HPE 212 DRUG EDUCATION (3)

Examines a variety of teaching strategies and materials appropriate to the teaching of drug and alcohol use and abuse information in grades 6-12. An examination of the drug abuse from psychological, historical, and legal perspectives. The effects of drug use on the health and social function of the individual will be reviewed as well as drug abuse programs, teaching curricula, drug testing, and other related issues. Prerequisite: HPE 158. Spring, annually.

**HPE 214 PRINCIPLES AND FOUNDATIONS
OF HEALTH PROMOTION AND WELLNESS (3)**

An introduction to the theories and concepts of health, health education, and wellness that guide the practice of professionals in the field. Also examines the role of the professional in a variety of health and wellness work settings through service hours in the urban, suburban, and rural districts of the county. Students will be introduced to the professional arena by becoming a member in both the student and national professional organization and participating in service learning. Prerequisites: HPE 158 and either HPE 210 or EDU 115. Fall, annually.

HPE 250 ASSESSMENT THROUGH TESTS AND MEASUREMENTS (3)
FOR HEALTH PROFESSIONS

This course is designed to provide the foundational skills necessary for effective assessment of the multiple dimensions of health and wellness in a variety of health and wellness settings, including schools (physical education and health education), worksites, fitness facilities, and with diverse populations. Emphasis will be given to principles governing assessment, basic statistical procedures required to make meaningful conclusions from data, specific fitness and skills tests and test batteries, lifestyle behavior assessments, and skills related to data presentation and reporting. Each semester.

HPE 281 HUMAN DISEASES (3)

A study of key communicable and non-communicable diseases and related disease agents that are of concern to health educators in a variety of settings. In addition, the course will examine the history of disease, the principles of disease occurrence, and human defense mechanisms against disease. Prerequisites: HPE 158 or instructor consent. Spring, even years.

HPE 300 HUMAN NUTRITION (3)

An examination of basic principles of nutrition, the role of nutrients in maintaining health and wellness, the relationship of nutrition to diseases and disorders, as well as consumer issues such as using nutritional tools (i.e. guidelines, recommendations, and food labels) and integrating healthy nutritional practices into the lifestyle. Prerequisites: HPE 158. Each semester.

HPE 301 ADVANCED HUMAN NUTRITION (W) (3)

Incorporates the basic principles of nutrition to explore nutritional practices and recommendations across the lifespan, specific nutritional concerns (i.e. weight management, cultural and lifestyle nutritional differences), food safety, and global hunger issues. Prerequisites: HPE 158 and 300. Spring, annually.

HPE 325 SUPPLEMENTS AND SPORTS NUTRITION (W) (3)

The course will review the role of food constituents in the body, especially as it relates to active people. In this course, we will examine the relationships among energy production, nutrient utilization, and various types of supplements and their effects or lack thereof. The course will also provide the opportunity to examine hydration issues, functional foods, nutraceuticals, ergogenic aids, and other current nutritional trends. Prerequisites: HPE 158 and 300. Fall, annually.

HPE 370 HEALTH CARE IN THE U.S. (3)

This course will examine the history of health care in the United States, as well as how the health care system is organized and financed. Issues regarding delivery of care, access to care, and types of care will be discussed. Contemporary topics such as treatment versus disease prevention, research, pharmaceuticals, and reimbursement systems will be explored. Prerequisites: HPE 158 and 214, or instructor consent. Fall, even years.

HPE 375 THE BRAIN AND LEARNING (3)

This course will be an introduction to understanding the brain by investigating the structures and related functions of the brain, how learning and memory is established in the brain, and the effects of various health, wellness, and lifestyle behaviors on learning and brain function. Prerequisite: HPE 158. Fall, even years.

HPE 379 EMPLOYEE HEALTH AND WORKSITE WELLNESS (3)

This course is designed to prepare students to work in a corporate wellness setting. It will provide the student with the opportunity to study issues related to worksite wellness that affect employees, employers, health benefits, productivity, absenteeism, and presenteeism. Students will explore various corporate wellness models and programs and key concepts related to return on investment (ROI). They will learn the role of needs assessment and cultural and environmental assessments in worksite wellness programming. The course will address health risk appraisals, biometrics, and other screenings that are tools for making appropriate programming decisions in worksite wellness programs. Overall, students will learn how to plan, develop, implement, and evaluate corporate health and wellness programs. Prerequisites: HPE 158, 210, and 214. Spring, odd years.

HPE 380-389 SPECIAL TOPICS IN HEALTH PROMOTION AND WELLNESS (1-3)

Instructor consent. As needed.

HPE 390 ADMINISTRATIVE SKILLS IN (3)
HEALTH PROMOTION AND WELLNESS

This course is designed to help the health and wellness student prepare for administrative responsibilities that are inherent in a job setting. The course will offer the student the opportunity to learn and practice leadership skills in a variety of program and administrative areas. Students will learn what health literacy is and incorporate the concepts into assignments. How to identify potential funding sources and grant writing skills will be learned and practiced. Prerequisites: HPE 158, 210, and 214. Fall, annually.

HPE 400 THE SCHOOL HEALTH PROGRAM (W) (3)

An examination of the role of the health educator in the school setting regarding the delivery of health education curriculum, health services, a safe and healthy environment, liaison strategies, and other related responsibilities to support coordinated school health programs and wellness planning. Membership in both student health and wellness campus organization and a national professional association required. Prerequisites: HPE 158 and 214. Spring, annually.

HPE 410 EVALUATION IN HEALTH PROMOTION AND WELLNESS (3)

This course will investigate assessment and evaluation techniques used to measure the impact of health education and wellness strategies in a given sample or population. Discussion will include selection and development of valid and reliable measures, use of appropriate statistical procedures for school and community settings and evaluation tools currently used in health and wellness disciplines. Students will continue to explore professional venues through service hours in a variety of settings and by maintaining membership in both the student and a national professional organization. Prerequisites: HPE 158 and 214. Fall, annually.

HPE 417 SAFETY EDUCATION/CRASH PREVENTION (3)

This course is designed to examine safety issues in modern society. Various safety considerations will be discussed with emphasis given to vehicle safety issues and crash prevention. Prerequisite: Admission to the Teacher Education Program. Summer.

HPE 420 PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS (W) (3)

This course will prepare the health and wellness professional to plan and implement effective health programs for diverse populations and settings. Aspects of program planning and implementation including intervention strategies, identifying needs of the targeted population, development of the program and related materials, marketing the program, delivering and implementing the program, and assessing the outcomes of the program will be addressed. Students will continue to explore professional venues through service hours in a variety of settings and by maintaining membership in both the student and a national professional organization. Prerequisites: HPE 158, HPE 214, and HPE 410. Spring, annually.

HPE 430 HEALTH AND WELLNESS COACHING (3)

This course will present a review of theories of health behavior and behavior change and introduce theories of counseling to examine how they might be used to support health and wellness-related lifestyle modifications. Strategies for decision-making and problem-solving will also be examined. Membership in both student health and wellness campus organization and a national professional association required. Prerequisites: HPE 158, HPE 214, or instructor consent. Fall, annually.

HPE 435 READINGS IN HEALTH PROMOTION AND WELLNESS (3)

This course is designed to offer students an opportunity to explore current, controversial, or other issues of interest in depth. Students will be encouraged to draw upon previously learned material and concepts to further examine and analyze the issues. Prerequisites: HPE 158, HPE 214, or instructor consent. Fall, annually.

HPE 450 PROGRAMS IN COMMUNITY HEALTH (3)

This course reviews the organization of local, state, and national official and non-official health agencies. Also explored are community health concerns of various populations and examination of methods for meeting community health needs and for solving community health problems. Students will experience community health by going into the community. They will expand their professional experiences through service hours in various settings and by maintaining membership in both the student and a national professional organization. Prerequisites: HPE 158, 214, 410, and 400 or 420. Spring, annually.

HPE 460 CURRICULUM DEVELOPMENT IN HEALTH EDUCATION (W) (3)

This course is designed to prepare the health educator to be able to plan and implement content, as well as achieve a basic understanding in the evaluation of health and wellness curricula. A historical approach to theoretical models of curriculum development in Health Education will be explored, as well as current policies and legislation that affect health and wellness instruction and programming. Membership in both student health and wellness campus organization and a national professional association required. Prerequisites: HPE 158, 214, 400, and 410. Fall, odd years.

HPE 470 INTERNSHIP IN HEALTH PROMOTION AND WELLNESS (8)

Enrollment in this course will provide an opportunity to apply professional skills and knowledge in a related work environment while gaining practical experience. The internship is limited to Health Promotion and Wellness majors and minors and must be taken during the final semester of the program. Prerequisites: HPE 158, 214, and 410, HPE 420 or 460, and HPE 450, and instructor consent. Every semester.

HPE 480 INDEPENDENT STUDY IN HEALTH PROMOTION (1-3)

Prerequisite: Instructor consent.

HPE 490 SEMINAR IN HEALTH PROMOTION AND WELLNESS (3)

A capstone course in Health Promotion and Wellness to review theories and concepts, explore current developments in the field, and prepare for entering the profession. Requires service hours to explore professional venues and gain practical experience in a variety of settings and continued membership in both the student health and wellness campus organization and a national professional association. Prerequisites: HPE 158, 210, 214, 410, 420, and 450. Spring, annually.

HRM 360 LEARNING AND DEVELOPMENT (3)

This course focuses on aligning organizational business needs with employees' competencies, knowledge, and skills, as well as identifying deficiencies. Students will learn how to provide opportunities that increase employee capability and organizational knowledge. Some of the topics include Human Performance Technology (HPT) organizational intervention design and implementation approaches, knowledge management, and coaching/mentoring. Prerequisite: HRM 334. As needed.

HRM 411 TALENT MANAGEMENT (W) (3)

Role of HR in staffing management including recruitment, HRIS, selection, calculating staffing metrics and yield ratios, organizational entry, performance management, linking performance with total rewards, employee relations, career development, resolving disputes and complaints, and employment laws and regulations governing the employment relationships such as 'at-will' doctrine. Prerequisite: MGT 334. As needed.

HRM 430 BENEFITS AND COMPENSATION (3)

Management and communication of a compensation philosophy in both domestic and global economies. Role of job analysis/job design, market-based pay strategies, analyzing and interpreting salary survey data, internal equity issues, and statutory and voluntary benefits, including laws and regulations. Prerequisite: MGT 334. As needed.

HRM 440 EMPLOYMENT LAW (3)

Overview of employment laws and labor laws impacting staffing relationships, such as; ADA, reasonable accommodation, Title VII, FLSA, FMLA, OSHA, WARN Act, LMDRA, NLRA, LMRA, FCRA, IRCA, and regulations. Prerequisite: MGT 334 and either BUS 303 or BUS 304. As needed.

HRM 450 STRATEGIC HUMAN RESOURCE DEVELOPMENT (3)

This course is a culmination of all previous course work designed to incorporate the interrelationship of human resource functions, ethics, sustainability, corporate/social responsibility, global human resources, and role of the human resource professional as internal consultant. Topics include managing workforce changes, mergers, acquisitions and reductions in force, competitive strategy, human resource performance metrics, and organizational effectiveness. With the instructor's guidance, the student will develop a project related to the overall environmental context of business. Students will take the SHRM Assurance of Learning exam upon completion of this course. Prerequisites: MGT 314, COM 370, HRM 411, HRM 430, and HRM 440. As needed.

HRM 470 INTERNSHIP IN HUMAN RESOURCE MANAGEMENT (3-8)**HUM 221 CAREERS IN THE HUMANITIES (1)**

This course is designed to help humanities majors research post-college opportunities and develop the professional materials needed to pursue graduate school, fellowships, or full-time employment. Students will assess their skills, write a resume, research jobs, draft a cover letter, write a graduate school and fellowship statement of purpose, and conduct informational interviews. Prerequisite: Sophomore standing. Fall, annually.

JRN 215 MEDIA PRACTICUM I (1-2)

Students working on The McKendree Review, campus radio outlet, or other university-based media will receive classroom support and feedback on how to best approach specific media duties, from reporting to editing to shooting photos. Prerequisite: JRN 351 or instructor consent. As needed.

JRN 216 MEDIA PRACTICUM II (1-2)

Students working on The McKendree Review, campus radio outlet, or other university-based media may do advanced work for additional credit. Prerequisite: JRN 351 or instructor consent. As needed.

JRN 237 INTRODUCTION TO MASS COMMUNICATIONS (3)

This course focuses on the complex history and powerful effects of the mass media, including the guiding philosophies and societal effects of rapidly changing media. Lecture, media experiences, guest speakers. Fall, annually.

JRN 280-289 SPECIAL TOPICS IN JOURNALISM (3)

Covered topics include: editing for the media, press and society, and investigative reporting. Prerequisites: JRN 237 and instructor consent. As needed.

Course Descriptions

- JRN 351 WRITING FOR THE NEWS MEDIA (W) (3)**
Students learn how to write news stories, features, and editorials for a wide range of media. This course also covers how to structure articles, incorporate photography, conduct meaningful interviews, and follow ethical guidelines. Students will gain the reporting and other skills required to work for most news media outlets, from newspapers to websites. Prerequisites: ENG 111 and 112, or instructor consent. Fall, annually.
- JRN 353 FEATURE WRITING (W) (3)**
Students learn to create specialized stories while improving copy-editing and headline-writing skills. This course features an introduction to investigative reporting and helps students further develop editorial- and feature-writing abilities. Prerequisite: ENG 111 and 112. Spring, annually.
- JRN 372 WEB AND PRINT PUBLICATION DESIGN (3)**
Students learn to prepare editorial copy, graphics, photographs, and other material for print and online media. Class will evaluate current and historical publications to aid in the creation of the best possible layouts. Spring, annually.
- JRN 375 TRAVEL WRITING (W) (3)**
Students will read a wide range of travel writings – from poetry to articles to books – and then create their own travel writings. As needed.
- JRN 380-389 SPECIAL TOPICS IN JOURNALISM (3)**
Covered topics include editing for the media, interpretive reporting, and writing critical reviews. As needed.
- JRN 470 INTERNSHIP IN JOURNALISM (3-8)**
Journalism minors will intern at a newspaper, website, radio station, or other media outlet. This hands-on training markedly increases the potential for professional employment in journalism and many other fields. Prerequisite: instructor consent. Each semester.
- JRN 480 INDEPENDENT STUDY IN JOURNALISM (1-3)**
Individual research in specialized topic areas. Offered only to advanced students on a contractual basis, with consent of journalism faculty.
- LDR 101 RECOGNIZED LEADERSHIP (3)**
This course is designed to offer undergraduate students the opportunity to explore their values, beliefs, and attitudes as a first step toward understanding themselves and their potential for leadership. This course introduces students to the academic study of leadership theory and research. Spring, annually.
- LDR 201 ENGAGED LEADERSHIP (3)**
This course aims to help students think critically about what makes for successful leaders and conscientious followers in group settings. Students will focus on making ethical decisions as leaders, problem solving difficult issues and situations, creating shared meaning, resolving conflict within groups, collaborating with others, and maximizing group effectiveness. The course also allows students to examine how knowledge, attitude, and awareness of themselves as a leader influences group behavior. Prerequisite: LDR 101. Fall, annually.
- LDR 301 ADAPTIVE LEADERSHIP (3)**
This course is an opportunity for an in-depth study of current trends and events in leadership, preparing students for adaptive leadership roles in the community and in their professions. An emphasis will be placed on connecting personal leadership experiences to leadership theories and understanding that leadership is more than the exercise of power. This course also features an individual leadership capstone portfolio, where students prepare a culminating project to demonstrate their experiences and growth throughout the Leadership Studies Minor. Prerequisites: LDR 101 and 201. Spring, annually.
- LDR 280-289 SPECIAL TOPICS IN LEADERSHIP (3)**
Studies specialized areas of leadership. This course will cover topics or areas not included in the regular curriculum. As needed.
- LDR 380-389 SPECIAL TOPICS IN LEADERSHIP (3)**
Studies specialized areas of leadership. This course will cover topics or areas not included in the regular curriculum. As needed.
- LDR 470 LIFELONG LEADERSHIP INTERNSHIP (3-8)**
- LIB 200/300 INFORMATION LITERACY (1-3)**
Students will gain in-depth experience in the critical thinking and technological skills needed to become full participants in our information society. The course provides opportunities for formulating research questions and for accessing, evaluating, and incorporating information resources into research projects that require critical thinking abilities in using the resources found in libraries and on the Internet. As needed.

MGT 204 PRINCIPLES OF MANAGEMENT (3)

A study of successful management and supervisory behaviors of planning, organizing, staffing, leading, and controlling in the business setting. Issues of authority, leadership, decision making, motivation, productivity, and corporate values are explored. Each semester.

MGT 314 ORGANIZATIONAL BEHAVIOR (3)

A review and analysis of psychological and sociological theories, employing a (skills based) approach, and how they relate to organizational settings. Topics include: self-awareness, creativity, motivation, power, conflict, communication, and stress in the corporate world. Prerequisite: MGT 204. Each semester.

MGT 316 SUPPLY CHAIN MANAGEMENT (3)

This course addresses the importance of supply chain management in improving an organization's profitability and ensuring its survival. It analyzes the relationship to and impact on marketing through the quality of a firm's products, the firm's ability to launch new products in a well-timed manner, the pricing of a firm's product based on its internal cost structure, and its ability to meet demand and generate sales. It addresses key management concepts such as cross-functional teams, team building, decision making goals, and more. Further, it addresses the supply chain's contribution to the total value provided to the customer. Prerequisite: MKT 205 or MGT 204. As needed.

MGT 334 HUMAN RESOURCE MANAGEMENT (3)

Overview of the roles of strategic human resources in the context of the organization including staffing, training and development, employee/labor relations, workplace health, safety and security, total rewards/compensation, ethical issues, and legislation affecting human resource functions. Prerequisite: MGT 204. Each semester.

MGT 340 INTERNATIONAL BUSINESS (3)

This class examines how cultural and social values influence management and marketing practices throughout the world. Work related activities, norms, standards, and expectations of the U.S. are compared with those of other countries. Cross cultural business ventures are examined with particular reference to potential influences of the ventures on the cultures involved. Prerequisites: MGT 204 and MKT 205. Same as MKT 340. Each semester.

MGT 350 SMALL BUSINESS MANAGEMENT (3)

Application of the principles of marketing and management to the small business environment. This course includes the development of a business plan for a small business startup. Prerequisites: MKT 205 and MGT 204. Same as MKT 350. Spring, annually.

MGT 354 BUSINESS COMMUNICATIONS (W) (3)

An in-depth analysis of communication systems in business. The objective is to develop written, oral, and listening skills within the context of acquiring and holding a job. Other topics include resume format, cover letters, and interviews. Same as PWR 354. Prerequisite: MGT 204. Fall, annually.

MGT 360 CONTEMPORARY MANAGEMENT (3)

With the world changing faster than ever, to remain effective, management thought is undergoing change. As new ideas are introduced to the world of management, leaders will need to know how to use these ideas to succeed. Topics such as organizational politics, business etiquette, demographic change, and emerging leadership and management concepts will be covered to help students understand current and changing aspects of management needed to thrive in the workforce. New writings in leadership, self-awareness, organizational design, networking, and management will be utilized in this course to address changes and the manager's response to them. Prerequisite: MGT 204. Spring, annually.

MGT 376 OPERATIONS MANAGEMENT (3)

A survey of the primary decision areas critical to the production of goods and services within organizations. Topics include: product and process design, quality control, inventory management, and logistics. The differences between operations management requirements of manufacturing and service operations are also examined. Prerequisites: MGT 204 and BUS 310. Each semester.

MGT 380-389 TOPICS IN MANAGEMENT (1-3)

As needed.

MGT 470 INTERNSHIP IN MANAGEMENT (3-8)**MGT 480 INDEPENDENT STUDY IN MANAGEMENT (1-4)****MGT 490 SEMINAR IN MANAGEMENT (1-4)**

As needed.

MKT 205 PRINCIPLES OF MARKETING (3)

The course focuses on an analysis of the four strategic elements of marketing – product, price, promotion, and distribution – and the environmental factors that affect the market. The basic theories and examples of

marketing practices which this course comprises will prepare the student for further study in marketing and other business fields. Each semester.

MKT 305 CONSUMER BEHAVIOR (3)

This course examines the purchase decision situation and the processes that influence it. Basic concepts from the field of cognitive psychology form the theoretical foundation of the course. Applications of the theories to the practice of marketing are developed. Prerequisite: MKT 205. Fall, annually.

MKT 315 MARKETING CHANNELS (3)

The course focuses on the network of intermediaries that producers use to make their products available to consumers and industrial users. Among the business entities studied are wholesale and retail intermediaries and other firms that support the distribution function. Prerequisite: MKT 205. As needed.

MKT 316 SUPPLY CHAIN MANAGEMENT (3)

This course addresses the importance of supply chain management in improving an organization's profitability and ensuring its survival. It analyzes the relationship to and impact on marketing through the quality of a firm's products, the firm's ability to launch new products in a well-timed manner, the pricing of a firm's product based on its internal cost structure, and its ability to meet demand and generate sales. It addresses key management concepts such as cross-functional teams, team building, decision making goals, and more. Further, it addresses the supply chain's contribution to the total value provided to the customer. Prerequisite: MKT 205 or MGT 204. As needed.

MKT 320 PERSONAL SELLING (3)

This course examines the personal selling communication process: how information is used to persuade and to satisfy individual needs. Emphasis is placed on preparation for a sale, presentation, closing, handling objections, and follow-up after the sale. Opportunity is provided to study different types of sales environments. Prerequisite: MKT 205. As needed.

MKT 325 SPORT MARKETING (W) (3)

This course explores the world of sport and entertainment marketing, including distribution, pricing, promotion, selling, and product/service management through the creation of a comprehensive marketing plan. Prerequisite: MKT 205. Each semester.

MKT 330 PRINCIPLES OF RETAILING (3)

This course introduces the student to the basic concepts of retail store management. Topics covered include facility and financial management, staffing, location, merchandising, strategies, inventory controls, pricing, and promotion in the retail environment. Prerequisite: MKT 205. As needed.

MKT 340 INTERNATIONAL BUSINESS (3)

This class examines how cultural and social values influence management and marketing practices throughout the world. Work related activities, norms, standards, and expectations of the U.S. are compared with those of other countries. Cross cultural business ventures are examined with particular reference to potential influences of the ventures on the cultures involved. Prerequisites: MGT 204 and MKT 205. Same as MGT 340. Each semester.

MKT 350 SMALL BUSINESS MANAGEMENT (3)

Application of the principles of marketing and management to the small business environment. This course includes the development of a business plan for a small business startup. Prerequisites: MKT 205 and MGT 204. Same as MGT 350. Spring, annually.

MKT 354 ADVERTISING AND PROMOTION (3)

A course focusing on the communications functions of marketing. Topics include public relations, merchandising, sales promotion, advertising management, and marketing communications theory and research. Prerequisite: MKT 205. Spring, annually.

MKT 380-389 TOPICS IN MARKETING (1-3)

As needed.

MKT 410 MARKETING RESEARCH (W) (3)

The course introduces the scientific method as it is applied in marketing. Quantitative and qualitative research methods are studied and an original research project is undertaken. Students gain experience in developing research questions, selecting appropriate methods, using analytical tools, and interpreting and presenting research findings. Prerequisites: MKT 205, 305, 354, and MTH 170. Fall, annually.

MKT 470 INTERNSHIP IN MARKETING (3-8)

MKT 480 INDEPENDENT STUDY IN MARKETING (1-4)

MKT 490 SEMINAR IN MARKETING (1-4)

- MSC 101 INTRODUCTION TO MILITARY SCIENCE (2)**
Introduction to contemporary military issues and role of the U.S. Army in national defense systems. Review of time management, goal setting, and motivational leadership.
- MSC 102 INTRODUCTION TO MILITARY OPERATIONS (2)**
Study of the modern battlefield and its relationship to leadership, team building, and stress management. Individual communication skills and group dynamics are stressed.
- MSC 122 SURVIVOR TRAINING (2)**
Students learn survival and leadership skills to include: finding food/water, shelter construction, land navigation, climate adjustment, first aid, rappelling, and water survival.
- MSC 201 APPLIED MILITARY SKILLS (3)**
Detailed instruction and practical exercises in military writing, briefing, decision making, extensive instruction, practice in map reading, and use of a compass.
- MSC 202 SMALL UNIT LEADERSHIP (3)**
Basic background in first aid and individual field-movement skills. Instruction in use of analytical aids in planning, organizing, and controlling a changing environment.
- MSC 222 THE ART OF WAR (3)**
Covers the history and evolution of warfare from the ancient Greeks to Operation Desert Storm. Key military leaders and campaigns will be analyzed using the US Army 'Principles of War' and 'Principles of Leadership.'
- MSC 301 ADVANCED LEADERSHIP AND MANAGEMENT (3)**
Review of skills, techniques, and concepts required by the small-unit combat leader: troop-leading procedures, land navigation skills, tactical organization, and offensive tactics.
- MSC 302 SMALL-UNIT TACTICS (3)**
Review of skills, techniques, and concepts required by the small-unit combat leader: troop-leading procedures, fire-control skills, tactical analysis, and defensive tactics.
- MSC 401 LEADERSHIP AND MANAGEMENT (3)**
Examination of organization, responsibilities, administration, and management of the military unit staff. Explores practical aspects of military law and how it influences leadership.
- MSC 402 OFFICERSHIP (3)**
Development of interpersonal skills required for effective management with particular emphasis on the military environment. Reviews various roles of the newly commissioned Army officer.
- MTH 105 INTERMEDIATE ALGEBRA (3)**
This course is for students who have had no more than one year of high school algebra or who have not had mathematics for some time. The course consists of a review of elementary algebra and additional work in linear and quadratic equations, factoring, exponents, polynomials, graphing, and linear systems. Each semester.
- MTH 123 ALGEBRA FOR EDUCATORS (3)**
This course explores equations, inequalities, and functions of the following type: absolute value, linear, polynomial, rational, exponential, and logarithmic. The sum, difference, product, quotient, and composition of two functions, along with their domains, will also be covered. Additional topics include counting methods and conic sections. Prerequisite: MTH 105 or equivalent or instructor consent. Each semester.
- MTH 131 COLLEGE ALGEBRA (3)**
A study of algebraic concepts including topics related to the real numbers, systems of linear equations, radicals, quadratic equations, inequalities, inverse functions, exponentials, and logarithms as well as other topics included at the discretion of the instructor. This course does not fulfill the mathematics general education requirement. As needed.
- MTH 133 PRECALCULUS (4)**
The study of linear, quadratic, exponential, logarithmic, trigonometric, and inverse trigonometric functions and applications of such functions. These functions will be studied from a numerical, graphical, and analytical approach. A brief general study of functions will also be included. Prerequisite: MTH 105 or equivalent. Each semester.
- MTH 150 QUANTITATIVE LITERACY (3)**
In this course, students are introduced to problem solving and analysis. Topics include representing and analyzing data, using logic and logical statements in arguments, estimating and approximating to judge the reasonableness of an answer, and appropriate tools and approaches to real world problems in areas such as business and finance. Each semester.

Course Descriptions

- MTH 170 STATISTICS (4)**
This is an introductory course in descriptive and inferential statistics, approached through intuition, algebra, and problem solving. Understanding of central concepts and methods is stressed. Practical applications in the fields of social and physical sciences are studied. Real-world problems are solved through use of statistical computer packages such as SPSS, SAS, or MINITAB. Prerequisites: MTH 105 and computer literacy. Each semester.
- MTH 210 CALCULUS I (4)**
The calculus of single variable algebraic, exponential, logarithmic, and trigonometric functions culminating in the Fundamental Theorem of Calculus. Prerequisite: MTH 133, high school precalculus with a C or better, or instructor consent. Each semester. IAI-M1900-1
- MTH 211 CALCULUS II (4)**
Techniques of integration, applications of integration, parametric equations, polar coordinates, and infinite sequences and series. Prerequisite: MTH 210. Each semester. IAI-M1900-2
- MTH 212 CALCULUS III (4)**
The calculus of vector functions and functions of several variables. Prerequisite: MTH 211. Fall, annually. IAI-MTH903
- MTH 280-289 SPECIAL TOPICS IN MATHEMATICS (1-3)**
As needed.
- MTH 300 TRANSITION TO ADVANCED MATHEMATICS (3)**
Introduction to the methods of proof through the study of sets, logic, relations, mappings, cardinality, and elementary structures. Prerequisite: MTH 210 or instructor consent. Fall, annually.
- MTH 301 COLLEGE GEOMETRY (3)**
The study of geometry including a review of elementary geometry, Euclidean, non-Euclidean, and transformational geometries. Prerequisite: MTH 210. Fall, odd years.
- MTH 320 FINANCIAL MATHEMATICS (3)**
Interest rate measurement, annuities, loan repayment, bond valuation, measuring rate of return of investment, term structure of interest rates, cash flow duration and immunization, and other topics as found on Actuarial Exam FM/2. Prerequisite: MTH 211. Fall, even years.
- MTH 340 PROBABILITY (3)**
Probability axioms, random variables, commonly used discrete and continuous distributions, expectation, moment generating functions, transformations, and multivariate distributions. Prerequisite: MTH 212 or instructor consent. Fall, annually.
- MTH 341 APPLIED STATISTICS (4)**
The concepts of sampling distributions with random sampling and statistical inference. The main methods of estimation and the properties of estimators: matching moments, percentile matching, and maximum likelihood. The construction of confidence intervals for the mean, differences of two means, variances, and proportions. Hypothesis testing for the mean, variance, contingency tables, goodness of fit, and regression models. Prerequisite: MTH 212 or instructor consent. Spring, annually.
- MTH 344 STATISTICAL LEARNING (4)**
Multiple regression, classification and resampling methods. Linear model selection, tree based methods, and unsupervised learning. Prerequisite: MTH 341 or instructor consent. Spring, odd years.
- MTH 343 NUMBER THEORY (3)**
Introduction to the study of the integers. Topics include: well-ordering, divisibility, Euclid's Algorithm, primes, linear and polynomial congruences, arithmetic functions, primitive roots and indices, quadratic reciprocity, sums of squares. Other topics chosen based upon instructor or class interest. Prerequisite: MTH 212 or instructor consent. MTH 300 recommended. Spring, odd years.
- MTH 360 LINEAR ALGEBRA (3)**
An introduction to the techniques of linear algebra. Topics include vector spaces, linear independence, basis, dimension, linear transformations, eigenvalues, and eigenvectors. Prerequisite MTH 300 or instructor consent. Spring, annually.
- MTH 366 NUMERICAL ANALYSIS (3)**
An introductory course in numerical methods, including computational techniques for locating roots of equations, interpolation, differentiation, integration, approximation, and systems of linear equations; to include detection, prediction, and control of computational errors. Problem solving using mathematical computer programs and computer programming of algorithms is stressed. Prerequisite: MTH 212 and CSI 230. Same as CSI 366. As needed.

MTH 370 DIFFERENTIAL EQUATIONS AND MODELING (3)

An introductory course in the solutions of elementary differential equations and of their applications in a variety of real world contexts. A general study of mathematical modeling is included. Prerequisite: MTH 211 or instructor consent. Spring, even years. IAI-MTH912

MTH 372 PARTIAL DIFFERENTIAL EQUATIONS (3)

This course presents a study of hyperbolic, parabolic, and elliptic partial differential equations through analysis of the wave, heat, and potential equations on finite, semi-infinite, and infinite domains. Solution techniques include separation of variables, eigenfunction expansions, Fourier series, and transform methods. Applications to problems of wave propagation, heat conduction, potential flow, and quantum mechanics will be included. Prerequisites: MTH 212 or instructor consent. MTH 370 is strongly recommended. As needed.

MTH 375 DISCRETE MODELS (3)

An introduction to the methods of discrete mathematics. Topics include linear and non-linear models. With a focus on recurrence relations, long term behavior, and the use of technology to model real world phenomena. Prerequisite: MTH 210 or instructor consent. Spring, even years.

MTH 376 GRAPH THEORY (3)

Introductory concepts and definitions, trees, planar graphs, chromatic numbers, matchings, and Ramsey theory. Prerequisite: MTH 211. Fall, odd years.

MTH 380-389 SPECIAL TOPICS IN MATHEMATICS (1-3)

As needed.

MTH 392 INTRODUCTION TO ANALYSIS (3)

Introduction to analysis on the real line with emphasis on careful development of limits, continuity, and differentiation. Prerequisites: MTH 212 and MTH 300. Spring, odd years.

MTH 393 MODERN ALGEBRA I (3)

With MTH 394 an introduction to the basic notions of modern algebra. Topics covered include: the integers, groups, rings, fields, homomorphisms, and related notions. Prerequisite: MTH 300. Fall, even years.

MTH 394 MODERN ALGEBRA II (3)

A continuation of MTH 393. Prerequisite: MTH 393. Spring, odd years or as needed.

MTH 470 INTERNSHIP IN MATHEMATICS (3-8)**MTH 480 INDEPENDENT STUDY IN MATHEMATICS (1-4)****MTH 485 DATA ANALYTICS CAPSTONE (3)**

Topics drawn from a variety of advanced topics in data analytics. Prerequisite: MTH 344 or instructor consent. Spring, even years.

MTH 490 SEMINAR IN MATHEMATICS (3)

Topics drawn from a variety of advanced topics in mathematics. Prerequisite: Permission of the instructor. Fall, annually.

MUE E56 MARCHING BAND (0)

The Marching Bearcat Band marches and performs at all home regular season and playoff season football games and special events. The MBB provides a wide variety of entertainment including performances with guest artists. Music performed ranges from pop, rock, country, Broadway, jazz, and classical. Must be taken P/C-/D/F. Fall, annually.

MUE 148 JAZZ ENSEMBLE (0-1)

This ensemble performs standard jazz arrangements as well as the newest contemporary jazz publications. Performance opportunities include concerts, tours, and special events. The ensemble may also perform with the jazz faculty and/or special guest artists during the year. Each semester.

MUE 152 MUSICAL THEATRE CHORUS (0-1)

This chorus will perform in musical theatre productions presented by McKendree University. Leads in the musical will also receive individual coaching. Auditions for the production are required of all participants. As needed.

MUE 154 CONCERT CHOIR (0-1)

Open to all students. Programs are chosen from the best in choral literature. Each semester the choir performs both on and off campus, and prepares a major work which is performed with an instrumental ensemble. Limit of three credits toward core general education requirements. Additional credits may be used for elective requirements. Each semester.

MUE 155 VOCAL JAZZ ENSEMBLE (0-1)

This ensemble performs standard vocal jazz arrangements as well as pop vocal and swing choir arrangements with and without instrumental accompaniment. Concert opportunities include performing in on-campus concerts, at special events and occasionally off-campus. Must be taken P/C-D/F. Each semester.

MUE 156 CONCERT BAND (0-1)

Students who play brass, woodwind, and percussion instruments are invited to join this ensemble. The band will give a concert each semester and perform at special events on and off campus. Limit of three credits toward general education requirements. Additional credits may be used for elective requirements. Each semester.

MUE 157-158 PERCUSSION ENSEMBLES (0-1)

Open to all percussion students. Programs will include selected music from large and small percussion ensemble literature. Prerequisite: Instructor consent. As needed.

MUE 157 Percussion Ensemble I**MUE 158 Percussion Ensemble II****MUE 159-169 CHAMBER MUSIC ENSEMBLES (0-.5)**

These courses offer students the experience of playing in a smaller instrumental ensemble. Prerequisite: Instructor consent. As needed.

MUE 159 Brass Ensemble I**MUE 160 Low Brass Ensemble****MUE 161 Woodwind Ensemble****MUE 165 String Ensemble****MUE 166 Flute Ensemble****MUE 167 Clarinet Ensemble****MUE 168 Saxophone Ensemble****MUE 169 Brass Ensemble II****MUE 248-250 JAZZ COMBOS (0-1)**

Students who play brass, woodwind, or percussion instruments are invited to join a jazz combo. This ensemble will focus on the fundamentals of improvisation and will perform small group jazz literature including blues, swing, bebop, cool, hard bop, fusion, and alternative jazz. Prerequisite: Instructor consent. Each semester.

MUE 248 Jazz Combo I**MUE 249 Jazz Combo II****MUE 250 Jazz Combo III****MUE 254 CHAMBER CHOIR (0-1)**

This is select choral ensemble drawn from the Concert Choir which performs vocal chamber music from all time periods. A limit of 3 credits may be used to fulfill the general education fine arts requirement. Additional credits may be used for elective requirements. Prerequisite: Audition and instructor consent. Each semester.

MUE 256 WIND ENSEMBLE (0-1)

A select instrumental ensemble drawn from the Concert Band, students who play woodwind, brass and percussion instruments may audition for this ensemble. This advanced ensemble performs at special events both on and off-campus. The literature to be performed will include advanced collegiate and professional literature. Prerequisite: Audition and instructor consent. As needed.

MUE 280-289 SPECIAL TOPICS IN MUSIC ENSEMBLES (0-1)**MUE 380-389 SPECIAL TOPICS IN MUSIC ENSEMBLES (0-1)****MUED 200 MUSIC CLASSROOM TECHNOLOGY (3)**

A computer applications course directed to the music teacher, including the use of word processing, databases, spreadsheets, and specialized applications for music education and multimedia production. Required for admission to the Teacher Education Program. Prerequisite: declaration of Music Education Major. Fall, annually.

MUED 280-289 SPECIAL TOPICS IN MUSIC EDUCATION (1-4)**MUED 298 DISPOSITIONS ASSESSMENT (0)**

Required of all music education majors. Students will participate in self-assessment, faculty assessment, and an interview with music faculty to determine dispositional readiness for advanced music education courses and pre-student teaching field placements. Each semester.

MUED 302 WOODWIND METHODS AND TECHNIQUES I (2)

Group instruction on the clarinet and saxophone including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic performance and teaching proficiency on each instrument. As needed.

MUED 303 WOODWIND METHODS AND TECHNIQUES II (2)

Group instruction on the flute, oboe, and bassoon, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic performance and teaching proficiency on each instrument. As needed.

MUED 306 BRASS METHODS AND TECHNIQUES (3)

Group instruction on trumpet and French horn, trombone, euphonium, and tuba, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic performance and teaching proficiency on each instrument. As needed.

MUED 308 PERCUSSION METHODS AND TECHNIQUES (2)

Group instruction on each instrument, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.

MUED 312 INSTRUMENTAL METHODS FOR VOCAL MAJORS (3)

Group instruction on flute, clarinet, trumpet, trombone, and percussion including pedagogical principles and playing techniques. Students will be expected to demonstrate basic performance and teaching proficiency on each instrument. Same as MUS 312. As needed.

MUED 324 DICTION FOR THE CHORAL MUSIC EDUCATOR (2)

Study and practice of physiological processes of vowel and consonant production, their interaction with breathing and phonation, and their representation by standard International Phonetic Alphabet (IPA) symbols. This course will provide an overview of English, Roman Church Latin, Italian, and German diction. As needed.

MUED 335 MARCHING BAND TECHNIQUES (1)

Marching Band Techniques is designed to provide an overview of the knowledge and skills necessary to organize, administer, implement, and teach in a marching band program. Topics discussed will cover but are not limited to: marching and pep band curriculum and philosophy, practices and policies, rehearsal planning, music selection, marching techniques and fundamentals, show design, parades, uniforms and equipment, budget development, and travel planning. Prerequisite: Admission to the Teacher Education Program and MUL 198. Fall, as needed.

MUED 337 JAZZ BAND TECHNIQUES (1)

Jazz Band Techniques addresses all aspects of instrumental jazz instruction (big band and small group). Teaching philosophies, rehearsal techniques, jazz styles, music selection, the inclusion of non-traditional jazz instruments, and resource materials will be examined. Prerequisites: Admission to the Teacher Education Program and MUL 198. Spring, as needed.

**MUED 340 MUSICAL THEATRE, VOCAL JAZZ,
AND SHOW CHOIR TECHNIQUES (2)**

Initial training in aspects of musical theater and show choir, including basic vocal technique, staging, movement skills, selecting repertoire/shows, auditioning, arranging, history and technical aspects of theater (lighting, costumes, makeup and production). As needed.

MUED 341 CHORAL LITERATURE (2)

Provides in depth study into available literature for choral ensembles ranging from upper level elementary to advanced high school ensembles. This course covers historical repertoire and composers from pre-1400 to modern day. Presents techniques for finding, analyzing, and selecting repertoire for a variety of ensembles sizes, ages, ability, and voicings. As needed.

MUED 350 MIDDLE SCHOOL BAND AND CHOIR METHODS (3)

Presents specific materials, teaching techniques, and learning experiences for teaching vocal and instrumental music ensembles at the middle school level. Includes a survey of literature appropriate for school bands and choirs. Involves discussion of physical, psychological, and social changes in the teen and pre-teen student including the changing voice and rehearsal methods designed to promote musical growth. Research on recruitment and retention issues at this level are also presented. Prerequisite: MUED 298. As needed.

MUED 353 METHODS OF TEACHING GENERAL MUSIC K-12 (3)

This course covers the principles of musical development and curriculum planning applied to the teaching of general music in schools, including special populations. Topics discussed will cover but are not limited to: the study of the musical characteristics of children and development of appropriate curriculum; instructional materials and techniques; knowledge and skills of reading, singing, and playing melodies; and related

Course Descriptions

technology and pedagogy for teaching musical understanding, literacy, multi-cultural connections, and creative improvisation. A 50 hour field experience is required. Co-requisite: Concurrent enrollment in EDU 468. Prerequisite: Admission to the Teacher Education Program and MUL 198. As needed.

MUED 380-389 SPECIAL TOPICS IN MUSIC EDUCATION (1-4)

MUED 410 BAND AND CHOIR ORGANIZATION (2)

Prepares the teacher candidate to administer and organize a music program. Topics will include, but not be limited to, booster organizations, fundraising, budgeting, and program development. Prerequisites: Admission to the Teacher Education Program and MUL 198. As needed.

MUED 423 CHORAL CONDUCTING AND SECONDARY METHODS (3)

Identifies the goals of choral musicianship in the school curriculum and develops techniques of conducting young singers in both large and small ensembles. The refining of teaching and conducting techniques associated with choral ensembles will be emphasized. Score study, error detection, and rehearsal techniques are covered in depth. A 60 hour field experience, dependent on the area of emphasis, is required. This course also includes a lab experience; students will conduct a university ensemble as part of their coursework. Co-requisite: EDU 412. Prerequisite: MUL 198, MUS 322, Vocal Music Education emphasis, and admission to the Teacher Education Program. Fall, annually.

MUED 424 INSTRUMENTAL CONDUCTING AND SECONDARY METHODS (3)

Presents specific techniques for teaching and conducting instrumental ensembles, including a survey of literature appropriate for school bands and wind ensembles. The refining of teaching and conducting techniques associated with instrumental ensembles will be emphasized. Score study, transpositions, error detecting, and rehearsal techniques are covered in depth. A 60 hour field experience is required. This course also includes a lab experience; students will conduct a university ensemble as part of their coursework. Prerequisite: MUS MUL 198, 322. Instrumental Music Education emphasis, and admission to the Teacher Education Program. Spring, annually.

MUED 480 INDEPENDENT STUDY IN MUSIC EDUCATION (1-4)

MUED 481-489 SPECIAL TOPICS IN MUSIC EDUCATION (1-3)

MUL 101-468 MUSIC APPLIED LESSONS (1-4)

Any student attending McKendree University may take applied music lessons. Students may take lessons for 1 credit (30 minute weekly lesson), 1.5 credits (45 minute weekly lesson), or for 2 credits (60 minute weekly lesson). To register for lessons, students must obtain permission from the Music Department.

MUL 101-102, 201-202, 301-302, 401-402	APPLIED VOICE
MUL 103-104, 203-204, 303-304, 403-404	APPLIED PIANO
MUL 105-106, 205-206, 305-306, 405-406	APPLIED ORGAN
MUL 107-108, 207-208, 307-308, 407-408	APPLIED HARPSICHORD
MUL 109-110, 209-210, 309-310, 409-410	APPLIED FLUTE
MUL 111-112, 211-212, 311-312, 411-412	APPLIED OBOE
MUL 113-114, 213-214, 313-314, 413-414	APPLIED CLARINET
MUL 115-116, 215-216, 315-316, 415-416	APPLIED BASSOON
MUL 117-118, 217-218, 317-318, 417-418	APPLIED SAXOPHONE
MUL 119-120, 219-220, 319-320, 419-420	APPLIED TRUMPET
MUL 121-122, 221-222, 321-322, 421-422	APPLIED HORN
MUL 123-124, 223-224, 323-324, 423-424	APPLIED TROMBONE
MUL 125-126, 225-226, 325-326, 425-426	APPLIED TUBA/EUPHONIUM
MUL 127-128, 227-228, 327-328, 427-428	APPLIED PERCUSSION
MUL 129-130, 229-230, 329-330, 429-430	APPLIED VIOLIN
MUL 131-132, 231-232, 331-332, 431-432	APPLIED VIOLA
MUL 133-134, 233-234, 333-334, 433-434	APPLIED CELLO
MUL 135-136, 235-236, 335-336, 435-436	APPLIED DOUBLE BASS
MUL 137-138, 237-238, 337-338, 437-438	APPLIED GUITAR
MUL 149-150, 249-250, 349-350, 449-450	JAZZ ACOUSTIC BASS/ELECTRIC BASS
MUL 151-152, 251-252, 351-352, 451-452	JAZZ DRUMSET
MUL 161-162, 261-262, 361-362, 461-462	IMPROVISATION
MUL 280-289, 380-389, 481-489	SPECIAL TOPICS IN APPLIED LESSONS

- MUL 363-364, 463-464** **ARRANGING**
(Pre-requisite MUS 356 or instructor consent)
- MUL 365-366, 465-466** **COMPOSITION**
(Pre-requisite MUS 356 or instructor consent)
- MUL 367-368, 467-468** **ADVANCED CONDUCTING**
(Pre-requisite MUS 322)
- MUL 369-370, 469-470** **ACCOMPANYING**
(Pre-requisite MUL 204 or instructor consent)
- MUL 198** **FIRST YEAR GATE JURY** **(0)**
All first year music majors are required to take this gate. This adjudication of the student by the music faculty is designed to assist the student in assessing his/her skills and abilities as a music major. May be taken only twice. Must be taken Credit/No Credit. Prerequisite: Permission from the Music Department. Each semester.
- MUL 298** **PIANO PROFICIENCY GATE** **(0)**
This Gate is required of all Music Education, Vocal, and Keyboard Performance majors. Students who are required to take this exam must enroll in applied piano lessons every semester until this requirement is passed. Music Education majors must pass this exam before enrolling in Student Teaching. Must be taken Credit/No Credit. Prerequisite: Permission from the Music Department. Each semester.
- MUL 398** **JUNIOR RECITAL** **(0)**
This recital is required of all music performance majors. An audition must be passed before the recital date is determined. The recital should last 35-40 minutes of primarily solo repertoire on the primary instrument. Pre-requisite: MUL 198 and instructor consent. Must be taken Credit/No Credit. Prerequisite: Permission from the Music Department. Each semester.
- MUL 498** **SENIOR RECITAL** **(0)**
This recital is required of all music performance and music education majors. An audition must be passed before the recital date is determined. The recital should last 45-50 minutes of primarily solo repertoire on the primary instrument. Pre-requisite: MUL 398 or instructor consent. Must be taken Credit/No Credit. Prerequisite: Permission from the Music Department. Each semester.
- MUS 100** **PERFORMANCE LAB** **(0)**
This course is intended for those completing a minor or major in music. The requirements for the course will include attending department performance classes, attending professional and student concerts, and participating in master classes. This course is required of all music students who are enrolled in private applied lessons which are required for the completion of their major or minor. Must be taken for a grade. Each semester.
- MUS 101** **CLASS PIANO I** **(1)**
A practical course for elementary education majors and other students who have had little or no keyboard instruction. The student will be introduced to basic keyboard skills, including the ability to read notes, rhythms, fingering, dynamics, and other musical terms and symbols needed to play simple piano pieces. Each semester.
- MUS 102** **CLASS PIANO II** **(1)**
A continuation of MUS 101. Skills include a survey of MUS 101 with emphasis on harmonization of folk popular, patriotic, and children's songs for the purpose of accompanying classroom or group singing. Also covered are basic knowledge and notational skills in music and the ability to write and build chords and scales. Prerequisite: MUS 101 or instructor consent. As needed.
- MUS 103** **CLASS PIANO III** **(1)**
A continuation of MUS 102 including more advanced piano literature, ensemble playing, score reading, accompanying, and advanced transposition and sight reading. Prerequisite: MUS 102 or instructor consent. As needed.
- MUS 104** **CLASS VOICE** **(1)**
This course is designed for the development of confidence and strength in the young adult voice. Both male and female students will work with the instructor through small groups and individual instruction. Students meet once a week to learn singing techniques and improve sight reading skills. Students are encouraged to sing together and for one another in class, but no solo performance is required. As needed.
- MUS 110** **FUNDAMENTALS OF MUSIC** **(3)**
Fundamentals of music is designed to cover basic music theory. It includes scales, intervals, keys, triads, and simple harmony. Each semester.

MUS 165 MUSIC APPRECIATION (3)

An introduction to music, this course will enable students with various backgrounds in music to listen to music more intelligently. Students will learn about the historical-cultural aspects of music as an art and its development in the great style periods, along with the lives of the leading figures and the world they inhabited. There will be an emphasis on musical styles, forms, and media. This course will encompass music from the medieval period through the twentieth century. Each semester. IAI-F1900

MUS 180-189 SPECIAL TOPICS IN MUSIC (1-3)

This course will cover topics or areas not included in the regular curriculum. As needed.

MUS 200 MUSIC TECHNOLOGY (3)

A computer applications course directed to the music teacher, including the use of word processing, databases, spreadsheets, and specialized applications for music education and multimedia production. As needed.

MUS 255 MUSIC THEORY I (3)

This course reviews the fundamentals of music including the study of intervals, scales, and keys; it continues with extensive reading and writing of rhythm, melody, triads, and the beginning of functional harmony and part-writing. This course is specifically designed for music majors and traditional music minors. Prerequisite: MUS 110 or instructor consent. Fall, annually.

MUS 255L AURAL SKILLS LAB I (1)

To be taken concurrently with Theory I, this performance skills lab provides concentrated practice in sight-singing, melodic and rhythmic dictation, and keyboard skills as reinforcement for concepts given in lectures. Meets two hours weekly. Fall, annually.

MUS 256 MUSIC THEORY II (3)

This is a continuation of Theory I, including common practice voice leading in four parts, harmonic dictation, and analysis of primary and secondary progressions. Prerequisite: MUS 255. Spring, annually.

MUS 256L AURAL SKILLS LAB II (1)

To be taken concurrently with Theory II. This two hour lab will include melodic and harmonic dictation, advanced sight-singing, and a continuation of the development of keyboard skills. Meets two hours weekly. Prerequisite: MUS 255L. Spring, annually.

MUS 265 MUSIC AND WORLD CULTURES (3)

An introduction to the diversity of musical cultures found in Africa, North and South America, Eastern Europe, Asia, and the Pacific. Each semester.

MUS 269 JAZZ APPRECIATION (3)

An introduction to jazz, this course will enable students with various backgrounds to appreciate of jazz from its inception through current artists. Students will be introduced to different styles including blues, ragtime, Dixieland, swing, bebop, cool, hard bop, fusion, smooth, and alternative jazz. Specific artists will include Louis Armstrong, Miles Davis, Charlie Parker, Count Basie, John Coltrane, Dizzy Gillespie, and performers of today. As needed.

MUS 275/375 HISTORY OF THE AMERICAN MUSICAL (3)

This course will explore the European roots of the musical and trace its development in America and on Broadway. The focus will be on musical developments within the form as well as on how each musical reflects societal issues. Students may elect to take this course at one level, but not both. As needed.

MUS 276/376 BROADWAY: A REFLECTION OF AMERICA (3)

This course will explore how the musicals of Broadway reflect the history, the people and social development of America. Discussion regarding compositional techniques and how musicals are unified through musical motives will also be discussed. This course is a continuation of MUS 275/375. Students are encouraged, but not required, to take MUS 275/375 before enrolling in this course. Students may elect to take this course at one level, but not both. As needed.

MUS 280-289 SPECIAL TOPICS IN MUSIC (1-3)

Each semester.

MUS 302 CLASS WOODWINDS AND PEDAGOGY I (2)

Group instruction on clarinet and saxophone, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.

MUS 303 CLASS WOODWINDS AND PEDAGOGY II (2)

Group instruction on flute, oboe, and bassoon, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.

MUS 306 CLASS BRASS AND PEDAGOGY (3)

Group instruction on trumpet, French horn, trombone euphonium, and tuba, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.

MUS 308 CLASS PERCUSSION AND PEDAGOGY (2)

A survey of various methods and music materials which may be used at the beginning and intermediate levels of percussion study. Observation, participation in and evaluation of individual and group instruction required. As needed.

MUS 312 PEDAGOGY FOR MUSIC MARKETING (3)

In this course, music marketing majors will learn about the basic design of instruments and will receive group instruction on flute, clarinet, trumpet, trombone, and percussion. They will also learn beginning level instrumental pedagogy. Same as MUED 312. As needed.

MUS 322 INTRODUCTION TO CONDUCTING (2)

Study and practice in the basic techniques of leading choral and instrumental ensembles, including discussion of rehearsal procedures, concert preparation, and baton technique. Prerequisite: MUS 110 or instructor consent. As needed.

MUS 324 INTRODUCTION TO DICTION (2)

This course will include the study and practice of physiological processes of vowel and consonant production, their interaction with breathing and phonation, and their representation by standard International Phonetic Alphabet (IPA) symbols. Course will provide an overview of English, Roman Church Latin, Italian, and German diction. As needed.

MUS 337 JAZZ BAND TECHNIQUES (1.5)

This course explores teaching materials, techniques of teaching, and Organizational systems as they relate to jazz ensembles. The course also emphasizes the development of the student as both a performer and director through application of teaching techniques in a controlled environment. As needed.

MUS 353 MUSIC AND THE CHILD (3)

This course explores some of the ways children develop their skills in musical creativity. Lecture, discussion, anecdotal observation, and direct participation in creative activities will lead the student to an understanding of the cognitive and affective processes at work in imaginative play and the value of those processes in overall development. As needed.

MUS 355 MUSIC THEORY III (3)

This course introduces the study of form and analysis, more advanced studies in part-writing and dictation and the study of all tertian and seventh chords. The study of orchestration and advanced aural skills will be included. Prerequisites: MUS 255, 255L, 256, and 256L, or instructor consent. Fall, annually.

MUS 355L AURAL SKILLS LAB III (1)

To be taken concurrently with Theory III, this lab includes advanced sight-singing, three- and four-voice dictation, and score reading. Meets two hours weekly. Prerequisite: MUS 256L or instructor consent. Fall, annually.

MUS 356 MUSIC THEORY IV (3)

The continuation of writing and analysis skills, this course will include quartal, "stacked", and other 20th century materials, as well as appropriate practice in aural and keyboard applications. An introduction to the composition of counterpoint will also be included. Prerequisite: MUS 355 or instructor consent. Spring, annually.

MUS 356L AURAL SKILLS LAB IV (1)

To be taken concurrently with Theory IV. A continuation of Theory Lab III. Meets 2 hours weekly. Prerequisite: MUS 355L or instructor consent. Spring, annually.

MUS 364 MUSIC HISTORY I (W) (3)

An examination of the music of the Western World from the Greek period through the Renaissance, including the study of music's relationship with the other arts, the lives of its leading figures and the world they inhabited, and the materials and structural elements by which a musical work is fashioned. Special attention is paid to the development of clear stylistic concepts through the use of scores and recordings. This course will include lectures and supervised listening exercises. Prerequisite: MUS 256 or instructor consent. Fall, annually.

MUS 365 MUSIC HISTORY II (W) (3)

A continuation of Music History I. This course will focus upon music and styles of the Baroque and Classical period. Prerequisite: MUS 256 or instructor consent. Spring, annually.

Course Descriptions

- MUS 366 MUSIC HISTORY III (W) (3)**
 A continuation of Music History II. This course will focus upon the musical styles of the 19th, 20th and 21st centuries. Prerequisite: MUS 365. Fall, annually.
- MUS 367 MUSIC OF THE CHURCH (3)**
 A study of the music of the Church focusing on the history of hymnody, this course will explore the relationship between hymns and the history of the church and its theology. Important major works written for the church by composers such as Bach, Mozart, Beethoven, Brahms, and Schubert may also be studied. Same as REL 367. Note: This course does not fulfill the general education Religion/Philosophy requirement. As needed.
- MUS 380-389 SPECIAL TOPICS IN MUSIC (1-4)**
 As needed.
- MUS 422 ADVANCED CHORAL CONDUCTING (2)**
 A study of advanced choral conducting, including advanced techniques, rehearsal procedures, historical style, performance practices, and programming. Prerequisite: MUS 322 or instructor consent. As needed.
- MUS 470 INTERNSHIP IN MUSIC (3-6)**
 As needed.
- MUS 480 INDEPENDENT STUDY IN MUSIC (1-4)**
 As needed.
- MUS 481-489 SPECIAL TOPICS IN MUSIC (1-4)**
 As needed.
- MUS 490 SEMINAR IN MUSIC (1-4)**
- NSG 302 BODY FLUIDS AND ELECTROLYTES (1)**
 This course will be accepted for competency in chemistry. The focus in this web-based course is on the chemistry of fluid, electrolytes, and acid-base balance. Students identify basic physiological processes responsible for maintaining balance. Major causes and signs and symptoms of imbalance are included, as well as nursing assessment and management of persons with imbalances. Each semester.
- NSG 303 INFECTIOUS DISEASES (1)**
 The focus of this course is on the identification, treatment, and control of selected infectious diseases. Students explore a variety of both commonly occurring as well as infrequently occurring communicable diseases in mankind. Using current professional literature, students describe the development of a selected drug resistant pathogen. Each semester.
- NSG 304 ANTIMICROBIAL PHARMACOLOGY (1)**
 In this web-based course, students will engage in an in-depth study of commonly prescribed antimicrobials, their administration, and their implications for patient care in the treatment of bacterial, viral, fungal, and mycobacterial infections. Drug resistant pathogens and their treatment will also be examined. Fall and summer, annually.
- NSG 305 CARDIOVASCULAR AND RENAL PHARMACOLOGY (1)**
 In this web-based course, students will engage in an in-depth study of medications commonly prescribed for patients with alterations in renal and/or cardiovascular function. Emphasis is placed on nursing implications for administration of medications, care of patients receiving them, and education of patients and families related to safe and effective use of these medications. Fall and summer, annually.
- NSG 306 CENTRAL NERVOUS SYSTEM PHARMACOLOGY (1)**
 In this web-based course, students will engage in an in-depth study of medications commonly prescribed for patients requiring pain management and/or those with disorders of CNS function. Emphasis is placed on the nursing implications for administration of medications, care of patients receiving them, and education of patients and families related to safe and effective use of these medications. Spring and summer, annually.
- NSG 307 WRITING FOR NURSES (3)**
 This course is designed specifically for nursing majors to be the equivalent of English 112, which follows English 111 in the first year composition sequence. The class is a process-oriented writing course designed to further develop students' abilities to engage in extensive pre-writing, revising, editing, and polishing. Using disciplinary readings in nursing and medicine, this course emphasizes expository and persuasive analytical writing assignments and offers students further opportunities to strengthen their critical thinking skills. Students develop their abilities to use library resources and apply research techniques to a paper related to a nursing topic. Pre/co-requisite: ENG 111. As needed.

NSG 308 ANATOMY AND PHYSIOLOGY REVIEW (1)

This course will be accepted for competency in anatomy and physiology. In this web-based course, students focus on the structure and function of the human body using the systems model. Because nurses base much of their practice on the understanding of anatomy and physiology, practice related information will be explored. Each semester.

NSG 309 SPIRITUALITY IN NURSING (3)

This course provides an opportunity for students to investigate the importance of spirituality in nursing and in the lives of the patients. Using reading assignments and classroom discussions, students will explore the relationship between nursing and spirituality, including assessment of patients' spiritual needs, the nurse's role in the provision of spiritual care, the spiritual nature of the nurse-patient relationship, the spiritual history of nursing, and the contemporary interest in spirituality within the nursing profession. Spring, annually.

NSG 310 INTRODUCTION TO NURSING BUDGETS (3)

In this course, students develop an understanding of the healthcare budgeting process. Development of a budget and a business plan will be emphasized. Prioritization of health care needs and services will be considered. Fall, annually.

NSG 311 NURSING CARE OF THE OLDER ADULT (3)

This course provides students with a basic understanding of the effects of social trends on the structure of aging families and their needs. Students will be able to recognize and describe the effects of such phenomena as estrangement, blended families, socioeconomic status, perceptions of entitlement, role loss, and change on families as they age. Students will learn assessment skills that assist in identifying specific needs of aging caregiver families. Spring, annually.

NSG 315 THEORETICAL MODELS OF NURSING PRACTICE (2)

This course introduces students to the use of a theoretical model to guide nursing practice. Selected theoretical frameworks and the contribution of nursing theorists are examined. Concepts of the individual, health, nursing, and environment are explored in the context of various theories with students encouraged to examine the application to their own practice. Each semester.

NSG 316 CRITICAL THINKING FOR NURSES (3)

Critical Thinking is an integral part of clinical decision making for all nurses. This course is designed to bring critical thinking into the real world of health care through activities and exercises. Fall, annually.

NSG 321 HOLISTIC NURSING (3)

This course introduces students to the concepts of Holistic Nursing. Particular attention will be given to demonstrating how Complementary and Alternative Modalities (CAM) may benefit the current financial concerns in health care. Students will discuss selected nursing models, as related to holistic and CAM therapy. They will be introduced to the basic principles of holistic nursing, Herbal Medicine usage, and CAM. Spring, annually.

NSG 330 COUNSELING FOR HEALTH PROFESSIONALS (3)

In this course, students develop interpersonal communication techniques essential for the practice of nursing. Specifically, students practice active listening techniques to provide emotional care to clients in a variety of health care settings. Spring, annually.

NSG 335 METHODS OF TEACHING IN NURSING PRACTICE (3)

Students in this course will develop a basic understanding of the principles of teaching and learning. Students will develop skills in identifying needs and characteristics of learners as well as in assessing learner readiness, motivation, and compliance. Techniques and strategies for effective teaching and learning will be explored. While the course focuses primarily on the role of the nurse as patient educator in a health care setting, teaching in an academic setting will be addressed. As needed.

NSG 351 HEALTH ASSESSMENT AND PATHOPHYSIOLOGY I (3)

The health assessment portion of the course facilitates the student's development of the health assessment techniques of interview, inspection, palpation, auscultation, and percussion. Students perform health assessments of the integumentary, hematologic, cardiovascular, and pulmonary systems and build a thorough case history on a client of their choosing. Pathophysiology introduces students to the causes and mechanisms of diseases of the hematologic, integumentary, cardiovascular, and pulmonary systems. Students will recognize the symptoms of diseases in relation to the underlying biochemical, genetic, and metabolic malfunctions. Students will be able to describe the pathogenesis of neoplasms, inflammatory disorders, and disorders of the immune system. Each semester.

NSG 352 HEALTH ASSESSMENT AND PATHOPHYSIOLOGY II (4)

The health assessment portion of the course facilitates the student's development of the health assessment techniques of interview, inspection, palpation, auscultation, and percussion. Students perform health assessments of renal, gastrointestinal, neurologic, and musculoskeletal systems and build a thorough case

history on a client of their choosing. Pathophysiology introduces students to the causes and mechanisms of diseases of the renal, gastrointestinal, neurologic, and musculoskeletal systems. Pre/co-requisite: NSG 351. Each semester.

NSG 355 HEALTH POLICY AND ECONOMICS (3)

This course introduces students to basic concepts and principles of health policy, healthcare economics, and healthcare delivery in the climate of managed care. Public and private funding of healthcare will be discussed. Students will examine the history and evolution of healthcare in America and the impact of the current system on cost, availability, access, and quality of healthcare. The United States system of healthcare delivery will be compared to those of other nations. Future trends in healthcare will be discussed. Each semester.

NSG 361 NURSING AND THE LAW (3)

In this course, students analyze current and emerging nursing practice liabilities. Topics discussed include issues involving malpractice, documentation, and staffing. Students review and analyze case law that has played a major role in shaping the nursing profession. Summer, annually.

NSG 366 CONCEPTS IN RESEARCH (3)

The focus of this introductory research course is on the concepts of nursing research. Students are able to describe basic research concepts and techniques and appreciate the ethics of nursing research. Evaluative skills are developed by critiquing current nursing research. Using peer reviewed research articles, students analyze and summarize nursing research on a selected topic. Pre/co-requisite: MTH 170 or permission of the instructor. Spring, annually.

NSG 367 RESEARCH APPLICATION IN PRACTICE (W) (4)

In this writing intensive course, students will explore evidence-based approaches to frequently encountered clinical questions. Through an in-depth evaluation of current research literature, students investigate evidence based nursing practice. Using peer reviewed research articles, students analyze and summarize nursing research on a selected topic. Pre/co-requisite: NSG 366 and MTH 170 or instructor consent. Spring, annually.

NSG 380-389 SPECIAL TOPICS IN NURSING (1-4)

Studies in current topics or specialized areas of nursing practice. Prerequisite: Admission to the nursing program or instructor consent. As needed.

NSG 404 DIVERSITY IN HEALTHCARE DELIVERY (3)

In this course, students develop cultural responsiveness by exploring and analyzing cultural beliefs, attitudes, and values of clients, families, and communities, as well as health care providers. Students will describe the impact of cultural beliefs on health and health care practices, as well as propose strategies to gain trust with the client/family to improve health outcomes. This course also serves to explore epidemiology with underserved and vulnerable populations applied to preserving, promoting, and maintaining the health of the global and diverse populations. Summer, annually.

NSG 405 ETHICAL / LEGAL ISSUES IN NURSING (3)

In this course, students discuss legal issues impacting current nursing practice. Students explore historical and social factors influencing the development of ethics in nursing practice and analyze ethical problems inherent in contemporary practice of nursing. Students analyze emerging professional roles in nursing, paying particular attention to the advocate component of these roles. Spring, annually.

NSG 430 HISTORICAL DEVELOPMENT OF NURSING (3)

The focus of this web-based course is on analyzing historical events of the nursing profession and their relationship to current issues in nursing. Students will investigate the origins of the profession, the evolution of nursing practice, and the development of nursing education. Exploring historical perspectives will enable students to project future trends in the practice of nursing. Each semester.

NSG 451 CONCEPTS OF POPULATION BASED CARE (4)

In this course, students develop knowledge of health promotion and disease prevention concepts, as well as differentiate various levels of health care (primary, secondary and tertiary). Factors that influence the health status of groups and communities are examined. Students develop beginning level skills in community assessment, epidemiological investigation, and community health education. Students complete an in-depth study of the health needs of selected vulnerable populations and groups within the community and develop evidence-based interventions. Students examine the role of the community and public health nurses in a variety of practice settings. Fall, annually.

NSG 452 PRACTICUM IN POPULATION BASED CARE (3)

This practicum course is designed to apply principles of community/public health nursing, in caring for individuals, families, aggregates, and populations. Students will engage in interprofessional collaboration with members of a healthcare team in community agencies for the provision of care to individuals, families, and/or aggregates. Pre/corequisite: NSG 451. Fall, annually.

- NSG 471 CONCEPTS OF LEADERSHIP AND MANAGEMENT (W) (4)**
This course provides a foundation for students to investigate theories of leadership and management. Students develop strategies in delegation, supervision, management, and leadership. Critical thinking and decision making skills inherent to the professional nurse will be emphasized. Pre/corequisite: NSG 367 and 452. Spring, annually.
- NSG 472 PRACTICUM IN LEADERSHIP AND MANAGEMENT (Cumulative Practicum Experience) (3)**
This cumulative practicum course experience provides a foundation for students to apply theories of leadership and management in a preceptored setting. Students implement strategies in delegation, supervision, management, and leadership. Critical thinking and decision making skills inherent to the professional nurse will be synthesized. Pre/co-requisite: All other courses must be completed or in process. Each semester.
- NSG 480 INDEPENDENT STUDY IN NURSING (1-4)**
- PED 109 YOGA I (.5)**
A half-semester recreational activity course in Hatha Yoga designed to introduce students to yoga and improve their physical well-being. Each semester.
- PED 110 YOGA II (.5)**
A half-semester second course in Hatha Yoga designed to follow PED 109. As needed.
- PED 116 BADMINTON (.5)**
A half-semester recreational activity class designed to develop fundamental skills and strategies of badminton. Fall, annually.
- PED 117 TENNIS (.5)**
A half-semester recreational activity class designed to develop fundamental skills and strategies of tennis. Each semester.
- PED 121 PRINCIPLES OF STRENGTH TRAINING (.5)**
This course will introduce general muscular endurance and general muscular strength training. Students will learn how to perform circuit weight training and traditional weight training techniques while utilizing both free weights and machines. Additionally, students will be introduced to training periodization, the Oxford training method (descending or reverse pyramid), the Delorme training method (incremental progression or ascending pyramid), and triangle pyramid training. Each semester.
- PED 124 PRINCIPLES OF SPEED, AGILITY, AND QUICKNESS (.5)**
This course will introduce several components of speed, agility, and quickness training. Students will learn how to utilize various assessments, various training apparatus and/or training equipment, and various activities to develop speed, agility, dynamic balance, quickness, and reaction-time training. Additionally, students will be introduced to training periodization. Spring, annually.
- PED 126 ADVANCED STRENGTH TRAINING (.5)**
A half semester recreational activity class designed to introduce specific muscular development through the development of individual strength training programs. Students will learn how to utilize hypertrophy, strength, and power phases of strength training within a training program that is designed specific to the individual student. Techniques utilized within the program may involve the utilization of free weights, machines, and other functional strength training equipment. Spring, annually.
- PED 130A-Z SELECTED RECREATIONAL ACTIVITIES (.5)**
Special activities not given on a regular basis.
- PED 157 FOUNDATIONS OF HEALTH PROFESSIONS (3)**
This course is designed to introduce the student to professional employment within the broad field of healthcare professions. Concepts pertaining to the subset fields of health, physical education, exercise science, and recreation through discussion of historical, philosophical, sociological, and professional issues will be presented. Presentation and discussion on communication, professional memberships, licensure/certification requirements, employment requirements, ethical, legal, and decision making skills required in healthcare professions will be explored. This course will also develop a basic understanding of the function of private and public instruction in physical education and the elements involved in the professional preparation of teachers. Spring, annually.
- PED 202 PSYCHOLOGY OF COACHING (3)**
Psychology concepts related to the field of coaching, including human development, motivation, values, personal, and group dynamics. Special emphasis concerning techniques of coaches and responsiveness of athletes to varying coaching styles. Spring, annually.

Course Descriptions

- PED 206 FIRST AID (2)**
This is an American Red Cross Certification Course. Successful completion will qualify the student to receive the following certifications: Basic Life Support for Healthcare Providers, First Aid, Administering Emergency Oxygen, and Epinephrine Auto-Injector. A certification fee is charged for this course. Each semester.
- PED 280-289 TOPICS IN PHYSICAL EDUCATION AND COACHING (1-4)**
As needed.
- PED 311 ATHLETIC EQUIPMENT MANAGEMENT (3)**
An examination of the theory and practice of storage, security, management, fitting, maintenance, repair, and purchasing of sport equipment for various sports and activities; sport start-up cost will be a major focus. Fall, annually.
- PED 312 ADVANCED ATHLETIC EQUIPMENT MANAGEMENT (3)**
This course focuses on putting theories of equipment management to practice; specifically focusing on how accountability, maintenance, purchasing, and the storage of equipment vary from sport to sport. The course will examine budgetary strategies, storage construction, and equipment facility set-up. Prerequisite: PED 311. Fall, odd years.
- PED 348 SPECIAL POPULATIONS (W) (3)**
This course focuses on the learning needs of students as they differ from the norm in physical, emotion, cognitive, cultural, and social characteristics. Primary emphasis is placed on methods and strategies for working with students across various disability categories through differentiated instruction. Disability legislation, disability categories, inclusion, and least restrictive environment will be discussed. Students will learn about and complete authentic assessments, a physical education IEP, activity planning, and participate in activities adapted for special populations. Prerequisite: PED 157. Spring, annually.
- PED 349 PHYSIOLOGY OF EXERCISE (3)**
An examination of the effects of muscular activity on the various systems of the body. Special emphasis on nutrition, energy expenditure, training, performance, environmental stress, and body composition. Prerequisites: BIO 101 or 110, 308, 309, and HPE 300. Same as ATH 349. Fall, annually.
- PED 353 PHARMACOLOGY FOR ATHLETIC TRAINERS (3)**
This course will introduce students to the general principles of pharmacology. Indications, contraindications, allergies, precautions of use, adverse side effects as they relate to physical exercise, dose information, and information for prescription and non-prescription drugs will be addressed. Prerequisites: BIO 101 or 110, and 308. Same as ATH 353. Fall, annually.
- PED 356 INSTRUCTION FOR EXERCISE AND LIFETIME ACTIVITY (3)**
This course is designed to prepare students to teach in the exercise, fitness, physical education, and recreation settings. Special emphasis will be placed on the understanding and creation of activity and/or learning objectives and activity and/or lesson planning. Class safety and organization will also be emphasized, as well as teaching modification for individuals with disabilities. Fall, annually.
- PED 357 ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS (3)**
Theory, practice, and examination of the administrative requirements of the physical educator, athletic administrator, and athletic trainer relative to organizational structure, facility design, budget, risk management, human resources, and curriculum. Spring, annually – same as ATH 357.
- PED 365 MOTOR DEVELOPMENT (3)**
This course is designed to introduce the student to the phases of human development as related to gross and fine motor skills and abilities. The student will gain an understanding of typical benchmarks from birth to adulthood for motor skill acquisition and motor skill proficiency of a range of human skills and abilities. Fall, annually.
- PED 403 KINESIOLOGY (W) (3)**
Analysis of human motion based on anatomic and mechanical principles and the application of these principles in the teaching of physical education activities, including body mechanics. Prerequisites: BIO 101 or 110, and 308. Fall, annually.
- PED 404 MOTOR LEARNING (3)**
An examination of the process of motor skill acquisition from psychological, biomechanical, and physiological perspectives; skill and motor acquisition across the lifespan will be presented. Prerequisites: PED 157 and 403 (can be taken concurrently with PED 403). Fall, annually.

**PED 405 EVALUATION AND RESEARCH
IN SPORT AND EXERCISE SCIENCE (3)**

This course will investigate research methods and designs applicable to Sport Performance and Exercise Science. Discussion will include selection and development of valid and reliable measures, use of appropriate statistical procedures as well as interpretation of results. Spring, annually.

PED 450 SOCIOLOGY OF SPORT (3)

A sociological examination of sports and sport-related behaviors as they occur in social and cultural contexts. Same as SOC 450. Spring, annually.

PED 455 CONCEPTS OF RESISTANCE TRAINING (3)

Study of the application of principles of anatomy, physiology, and exercise physiology in the recommended resistance exercises for the improvement in health and athletic performance. This course also serves as preparation for those students interested in sitting for the CSCS exam given by the NSCA Certification Commission. Same as ATH 455. Prerequisites: BIO 101 or 110, 308, 309, ATH 349, and Senior standing. Spring, annually.

PED 457 ACSM/NSCA EXAM REGISTRATION (0)

Enrollment in this course is taken concurrently or after completion of ATH/PED 455. Students must register and take either an ACSM and/or the NSCA-CSCS exam (additional cost for each exam registration). Successfully passing the exam leads to certification. Each semester.

PED 460 FIRST AID/CPR/AED INSTRUCTOR (2)

Designed to train individuals to become Red Cross Instructors who can teach First Aid/CPR/AED courses. Students are required to complete an online component through the Red Cross for this course during the first two weeks of the class. Students must present current certification in First Aid and CPR for the Professional Rescuer and Healthcare Provider or Basic Life Support for Healthcare Providers to take this class. Students are responsible for paying additional Red Cross fees related to this course. Prerequisite: Minimum age 17 and successful completion of a pre-course session including a written exam. A pass is a minimum of 80% and demonstrated competency in the pre-course skills evaluation. Spring, annually.

PED 465 SPORT AND HEALTH PSYCHOLOGY (3)

This course will cover primary theories and applications in sport and health behaviors. Theories will be drawn from social psychology, health psychology, cognitive psychology, exercise psychology, and sport psychology. Specific topics will include: personality characteristics, motivation, goal-setting, attributions, concentration, imagery, aggression, group dynamics, communication and counseling techniques, research methodologies, and behavior modification. Same as PSY 465. Fall, annually.

**PED 466 CLINICAL PRACTICUM IN
ATHLETIC EQUIPMENT MANAGEMENT (8)**

Student will participate in the day to day operation of a high school, college/university, or professional athletic equipment room setting learning and applying the skills and knowledge that is necessary to keep athletic teams operational. Clinical exposure will also include facility set-up and take-down for athletic events, the steps needed to host various athletic events, and athletic team travel preparation. Prerequisites: PED 202, 206, 207, 311, 312, 403, BIO 308 or 309, and Senior standing. Spring, annually.

**PED 470 INTERNSHIP IN EXERCISE SCIENCE
AND SPORTS PERFORMANCE (4)**

PED 480 INDEPENDENT STUDY (1-4)

PED 490 SEMINAR IN PHYSICAL EDUCATION (2)

PED 491 SEMINAR IN ATHLETIC EQUIPMENT MANAGEMENT (W) (3)

Capstone course in athletic equipment management which focuses on review and integration of sport equipment knowledge. This course includes preparation for the National Certification Exam in Athletic Equipment Management. Students are required to become members of the Athletic Equipment Managers Association. This course is taken concurrently with PED 466. Fall, annually.

PED 492 SEMINAR IN EXERCISE SCIENCE AND SPORTS PERFORMANCE (2)

A capstone course in Exercise Science and Sports Performance designed to review and integrate knowledge, principles, and skills related to certification exams. Taken concurrently with PED 470 (Internship) Spring, annually.

PHI 201 INTRODUCTION TO PHILOSOPHY (3)

This is an introductory course dealing with the purposes, problems, and methods of philosophical thinking. It aims to lead students to organize their own world-view and life-view in the light of a critical examination of their own ideas and of typical philosophical positions. Each semester.

PHI 202 INTRODUCTION TO PHILOSOPHIES OF ASIA, AFRICA AND LATIN AMERICA (3)

A survey course focusing on central philosophical traditions of Asia, Africa, and Latin America. The course focuses on philosophical themes, theories, and debates within each tradition, as well as the relation of these non-Western perspectives to Western philosophy. Central themes addressed include: self-knowledge, self-cultivation, the nature of reality, the relation of the individual to society, and the good life. As needed.

PHI 204 LOGIC (3)

The aim of this course is to give the student a general knowledge of the fundamental laws of correct deductive and inductive reasoning. Emphasis is placed on practical exercise and the detection of formal and informal fallacies. Spring, annually.

PHI 206 INTRODUCTION TO ETHICS (3)

This course is an introduction to thinking about the ethical life from the perspective of philosophy. Ethical principles, virtues, and rights are linked to concrete situations of everyday moral decision-making. Each semester.

PHI 208 ENVIRONMENTAL ETHICS (3)

This course examines diverse conceptions of nature and a range competing ethical theories about the relationship of humans to nature. Readings are drawn from historically significant ethical theories as well as contemporary philosophical writings. Philosophical questions addressed include: Is nature intrinsically valuable? Is nature a mere raw resource for meeting human needs? What are rights? Do non-humans (e.g. other animals, natural objects) have rights? What responsibilities do we have to future generations and their environment? What is the role of the environment in shaping a person's identity and conception of the "good life"? Contemporary environmental issues addressed include: biodiversity, global warming, species preservation, population policy, animal experimentation, and sustainable development. Spring, annually.

PHI 225/325 PHILOSOPHY OF RELIGION (W, 325 only) (3)

This course explores traditional and recent, philosophical and theological thinking in areas such as arguments for the existence of God, the nature of religious knowledge, the problem of evil, the question of human destiny, and the nature of religious language, etc. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. Same as REL 325. As needed.

PHI 231/331 SOCIAL AND POLITICAL PHILOSOPHY (W, 331 only) (3)

This course examines a number of critical issues at the intersection of ethical theory, political thought and social life. Among the subjects of special concern are the concepts of political freedom, the grounds of coercion, the acceptability of the "harm principle," the notion of legal rights, the concept of human rights, and theories of social justice. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. Same as PSI 331. As needed.

PHI 233/333 METAPHYSICS AND HUMAN NATURE (W, 333 only) (3)

This course focuses upon some recent answers to the question "What is a human being?" noting questions about such concepts as 'person,' 'body,' 'freedom,' 'determinism,' 'causation' and matters such as the relation of mind and body, as these issues are raised in the thinking of prominent natural and social scientists. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. Fall, odd years.

PHI 234/334 PHILOSOPHY OF ART (W, 334 only) (3)

This course is an occasion for reflection on what it is one does when one 'does art.' It will focus on such issues as the nature of art, the relations of the various 'arts,' the relevance of such notions as 'expression,' 'creativity,' 'truth,' 'form,' to the doing of art and problems in interpreting and criticizing art. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. Fall, even years.

PHI 236/336 EXISTENTIALISM (W, 336 only) (3)

This course centers upon representative members of that group of modern philosophical thinkers called 'existentialists,' and upon the themes which these thinkers have made central to their work. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. As needed.

PHI 245/345 PHILOSOPHY OF SCIENCE (W, 345 only) (3)

This course explores major philosophical problems raised by modern science including such issues as the distinction between science and non-science, the nature of scientific explanation, the confirmation and acceptance of hypotheses, and the relevance of values to scientific inquiry. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. As needed.

- PHI 263/363 HISTORY OF PHILOSOPHY: GREEK AND MEDIEVAL (W, 363 only) (3)**
 This course is a historical survey of the great movements of philosophic thought from the Greek period to Scholasticism. The great philosophers of history are studied from the point of view of their own particular philosophy and their influence on the thinking of their own and subsequent periods. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. Fall, even years.
- PHI 264/364 HISTORY OF PHILOSOPHY: RENAISSANCE AND MODERN (W, 364 only) (3)**
 This course presents a survey of the period of thought from Scholasticism to modern critical philosophy. Special attention will be given to Descartes, Spinoza, Locke, Kant, Hegel, Schopenhauer, Nietzsche, Kierkegaard, and major twentieth century thinkers. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. Spring, odd years.
- PHI 280-289 TOPICS IN PHILOSOPHY (1-4)**
 Studies in topical or specialized areas of Philosophy not included in the regular curriculum. As needed.
- PHI 380-389 TOPICS IN PHILOSOPHY (W) (1-4)**
 Studies in topical or specialized areas of Philosophy not included in the regular curriculum. As needed.
- PHI 290/390 ETHICS AND PUBLIC POLICY (W, 390 only) (3)**
 This course examines recent philosophical thinking about such fundamental ethical and social issues as racial and sexual discrimination, criminal punishment and the death penalty, civil disobedience, the morality of war, the enforcement of morals, and abortion. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. Spring, odd years.
- PHI 291/391 BIOMEDICAL ETHICS (W, 391 only) (3)**
 This course explores the ethical implications of recent developments in biological research and medical practice, including experimentation with human subjects, biological engineering, death, transplantation and resource allocation, behavior control, and health care delivery. Students taking this course as PHI 325 will be required to complete a process-oriented major writing project in addition to other required writings. Students may elect to take this course at one level, but not both. Fall, even years.
- PHI 410 SENIOR THESIS IN PHILOSOPHY (W) (3)**
 This course involves independent study under the supervision of a faculty member in philosophy. The objective is the preparation and writing of a senior thesis suitable for submission to an undergraduate philosophy journal. Spring, annually.
- PHI 480 INDEPENDENT STUDY IN PHILOSOPHY (1-4)**
- PHI 490 SEMINAR IN PHILOSOPHY (1-4)**
 Prerequisite: junior or senior standing as a philosophy major.
- PHY 101 ASTRONOMY (3)**
 This is a basic course in astronomy dealing with the historical development of astronomy, the elements of positional astronomy, the solar system, stars and galaxies, and cosmology. Each semester.
- PHY 110 INTRODUCTION TO PHYSICAL SCIENCE (3)**
 This course will explore the major unifying concepts of physics and chemistry. In addition, the course will investigate the accepted practices of science and their implications. Within this context, the course will then discuss the interaction among science, technology, and society. Spring, annually.
- PHY 211 GENERAL PHYSICS I (4)**
 This is an introductory course in mechanics, heat, and sound, which meets for three one-hour lectures and one three-hour laboratory period per week. A student must pass the laboratory portion of any science course to pass the entire course. Prerequisite: MTH 133. Each semester.
- PHY 212 GENERAL PHYSICS II (4)**
 This is an introductory course in electricity, magnetism, and optics, which meets for three one-hour lectures and one three-hour laboratory period per week. A student must pass the laboratory portion of any science course to pass the entire course. Prerequisite: MTH 133. Each semester.
- PHY 221 UNIVERSITY PHYSICS I: MECHANICAL AND THERMAL PHYSICS (5)**
 This course is the first course in the calculus-based physics sequence intended for mathematics, science, and computer science majors. The topics covered include: vectors, Newton's Laws, circular motion, work and energy, linear momentum, rotation of a rigid bodies, angular momentum, static equilibrium, gravitation,

fluid mechanics, wave motion, temperature, heat, thermodynamics, and the kinetic theory of gases. The course meets for four hours of lecture per week and one three-hour laboratory per week. Prerequisite: MTH 211 or concurrent enrollment. A student must pass the laboratory portion of any science course to pass the entire course. As needed. IAI-PHY911

**PHY 222 UNIVERSITY PHYSICS II: ELECTRICITY, MAGNETISM,
AND QUANTUM PHYSICS (5)**

This course is the second course in the calculus-based physics sequence intended for mathematics, science, and computer science majors. The topics covered include: electric fields, Gauss's Law, electric potential, capacitance and dielectrics, current and resistance, circuits, magnetic fields, Faraday's Law, inductance, electromagnetic waves, the nature of light, geometric optics, interference, diffraction, polarization, introduction to quantum physics, and quantum mechanics. The course meets for four hours of lecture per week and one three-hour laboratory per week. Prerequisite: PHY 221. A student must pass the laboratory portion of any science course to pass the entire course. As needed. IAI-PHY912

PHY 301 ENGINEERING MECHANICS I: STATICS (3)

This course is an introduction to static mechanical systems. The topics covered include: forces, moments, couples, resultants of force systems, equilibrium analysis, free-body diagrams, analysis of forces on members, trusses, frames, shear-force, Coulomb friction, centroids, center of mass, moment of inertia, product of inertia, virtual work, hydrostatic pressure, and applications of statics in design. The course meets for three hours of lecture per week. Prerequisite: PHY 221. As needed.

PHY 302 ENGINEERING MECHANICS II: DYNAMICS (3)

This course is an introduction to dynamic mechanical systems. The topics covered include: kinematics, dynamics of three-dimensional motion of particles, rigid body motion, methods of work, energy, momentum, impulse, and moving frames of reference. The course meets for three hours of lecture per week. Prerequisite: PHY 301. As needed.

PHY 303 ELECTRONIC CIRCUITS (3)

This course is an introduction to the basic principles of circuit analysis. The topics covered include: circuit analysis, transient analysis, AC steady-state analysis, introduction to semiconductor devices and fabrication, digital logic circuits, op-amps, and analog to digital or digital to analog conversion. The course meets for three hours of lecture per week. Prerequisite: PHY 222. As needed.

PHY 309 PRACTICUM IN PHYSICS (1-3)

For students at the sophomore level or above who wish to arrange a practicum in a laboratory or other appropriate direct-experience learning situation in physics. Prerequisites: 15 hours of related coursework, grade point average consistent with departmental graduation requirements, and permission of the instructor. No more than eight credit hours combined total for this practicum and any internship may be counted as credit toward the major.

PRS 200 PRINCIPLES OF PUBLIC RELATIONS (3)

This course introduces the principles and practices of effective public relations with exercises and projects emphasizing application of key public relation concepts including campaign design, media audits, SWOT analyses, and press release writing. Fall, annually.

PRS 210 PUBLIC RELATIONS TECHNIQUES (W) (3)

This course introduces the basic principles associated with writing in a variety of styles and to multiple publics. Students learn how to construct specialized written documents such as backgrounders, biographies, pitch letters, and news releases. Students will also learn the features of effective design and what design options exist. Students will engage in a service project. Spring, annually.

PRS 320 CAMPAIGN AND EVENT PLANNING (W) (3)

This course introduces the systematic process of researching, planning, conducting, and evaluating the major elements of both campaigns and events. The course focuses on establishing campaign and event goals, objectives, strategies, and tactics. Students will also analyze public relations campaigns locally, nationally, and internationally. Spring, odd years.

PRS 330 CRISIS AND CONFLICT (3)

This course provides an introduction to crisis communication theory, conflict management, and applications. The course reflects on crisis and conflict management approaches, classic cases, and the influence of culture on communication. Crisis and conflict will be covered within interpersonal, intergroup, and public contexts. Spring, even years.

PRS 340 SOCIAL MEDIA AND PUBLIC RELATIONS (3)

This course examines the strategic use of social media for public communication. The course applies classic and contemporary theory to new media and technologies. Students will understand the practical knowledge and insights required to establish objectives and strategies, properly select social media platforms to engage publics, and monitor and measure the results of these efforts. Fall, odd years.

- PRS 360 INTERNATIONAL PUBLIC RELATIONS (3)**
This course introduces students to the global perspective of public relations. Students will analyze and discuss the impact of culture, identity, and power on public image, international relations, and global interactions. Fall, even years.
- PRS 380-389 SPECIAL TOPICS IN PUBLIC RELATIONS STUDIES (3)**
These courses offer in-depth treatment of special topics in public relations. Topics may include advanced research methods, public relations theory, or sports public relations. As needed.
- COM 460 COMMUNICATION RESEARCH METHODS (3)**
This course provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. Topics in the class include speech communication, organizational communication, and public relations research. The primary goal of this course is to help students become knowledgeable consumers and producers of communication research by developing skills in gathering, organizing, interpreting, and presenting research information using competent and ethical methods. Fall, annually.
- PRS 470 INTERNSHIP IN PUBLIC RELATIONS STUDIES (3-4)**
Prerequisite: Instructor consent. As needed.
- PRS 480 INDEPENDENT STUDY IN PUBLIC RELATIONS STUDIES (1-3)**
Prerequisite: Instructor consent. As needed.
- PSI 101 AMERICAN POLITICS (3)**
A survey course focusing on the development, organization, and dynamics of American political processes and institutions. This course examines how the public, interest groups, the media, political parties, and the constitutional branches of government work together to produce public policies. Each semester. IAI-S5900
- PSI 102 STATE AND LOCAL GOVERNMENT (3)**
Introductory course providing an understanding of the way in which state and local governments function and their place within the American political system. Spring, annually.
- PSI 201 INTRODUCTION TO POLITICAL SCIENCE (3)**
A comprehensive introduction to the discipline of political science, including political theory, American politics, comparative politics, and international relations. Recommended for Social Science Education majors. Spring, odd years.
- PSI 210 INTRODUCTION TO WORLD POLITICS (3)**
This course studies the attempts of the international community to deal with current global security issues, including the proliferation of weapons, terrorism, civil war, genocide, and human rights violations. Fall, annually.
- PSI 220 INTRODUCTION TO COMPARATIVE POLITICS (3)**
This course is an introduction to the comparative study of politics and government. It includes both a regionally diverse selection of case studies as well as an introduction to cross-national comparison, especially democratization. Spring, odd years.
- PSI 230 INTRODUCTION TO POLITICAL THEORY (3)**
An introduction to the classical theorists, including Plato, Machiavelli, Hobbes, Locke, Mill, and Marx. Spring, even years.
- PSI 280-289 SPECIAL TOPICS IN POLITICAL SCIENCE (1-3)**
As needed.
- PSI 296 RESEARCH METHODS (3)**
This course introduces students to the basic skills required to conduct research in political science. The course examines a variety of quantitative and qualitative methods, including survey research, regression analysis, case studies, and policy analysis. This course is not intended as a substitute for MTH 170. Fall, annually.
- PSI 300 CONGRESS (W) (3)**
A study of the organizational structure of Congress, the nature of its processes, and the behavior of its members. Specific topics include: Constitutional powers, the role and importance of the committee and party systems, congressional decision making, and Congressional interaction with other parts of the political system. Prerequisite: PSI 101. Fall, odd years.
- PSI 301 THE PRESIDENCY (W) (3)**
This course examines the historical development, organizational structure, and function of the Presidency. Specific topics include: presidential leadership in foreign and domestic policy and the relationship between the President and other political actors, including the public, the media, Congress, and the bureaucracy. Prerequisite: PSI 101. Spring, even years.

PSY 201 PSYCHOLOGY CORNERSTONE (1)

This course is an introduction to the psychology major. The class will provide an overview of APA-style writing, service learning, interviewing skills, subfields of psychology, career opportunities, journal article reading, and psychological research. Prerequisite: PSY 153. Each semester.

PSY 211 STRESS MANAGEMENT (3)

An introduction to psychological aspects of stress – the etiology and the physiological and psychological consequences of stress. Practical and theoretical experience in a variety of stress management techniques (stress management planning, progressive relaxation, autogenic training, hypnosis, systematic desensitization, and implosive therapy). Prerequisite: PSY 153. Fall, annually.

PSY 230 SUBSTANCE ABUSE (3)

This course introduces the field of substance abuse and addiction and covers causal factors, theoretical models, assessments, and treatments. Research papers, case studies, and observational methods will be incorporated. Prerequisite: PSY 153. Spring, annually.

PSY 250 CHILD WELFARE (3)

This course covers the history of child welfare, defining and recognizing child maltreatment, professional responses to child maltreatment, the skills necessary to work with child victims, and child abuse prevention. The course is designed for students pursuing careers in criminal justice, education, social work, sociology, psychology, nursing, paralegal, and other areas where knowledge of child maltreatment and advocating for children might be necessary. Prerequisite: PSY 153. As needed.

PSY 255 INTRODUCTION TO OCCUPATIONAL THERAPY (2)

An introduction into the field of occupational therapy. This course will require observation and service learning hours at locations working with children, the elderly, or other populations that occupational therapists assist. Prerequisite: PSY 153. Spring, annually.

PSY 259 CHILD AND ADOLESCENT PSYCHOLOGY (W) (3)

A study of the development of the individual from infancy through adolescence with emphasis on major developmental theories, specifically as related to psychosexual, psychosocial, cognitive, moral, and physical development. Methodologies in child research are also explored. Requires systematic observation of children and adolescents. Prerequisite: PSY 153. Each semester. IAI-S6904

PSY 265 PSYCHOLOGY OF GENDER (3)

A psychological examination of the individual development of gender. Findings from psychological research on gender will be reviewed including: interpersonal relations, stereotypes of men and women, physical and mental health, media portrayals, educational biases, career decisions, and individual differences in abilities and personalities. Prerequisite: PSY 153. Spring, even years.

PSY 275 BIOPSYCHOLOGY (3)

This course will provide an overview of physiological psychology and includes topics such as: structure and function of the central nervous system, biological foundations of behavior and personality, brain damage, sensation and perception, sex, sleep, substance abuse and addiction, psychopathology, stress, and mental health. Prerequisite: PSY 153. Fall, annually.

PSY 280-289 SPECIAL TOPICS IN PSYCHOLOGY (1-4)

Prerequisite: PSY 153. As needed.

**PSY 299/
399/499 RESEARCH PRACTICUM (0-3)**

This course provides students with the experience of engaging in psychology research under the supervision of a faculty member. Students will also learn about the process of presenting and/or publishing research. This course may be repeated. Up to 6 credits may count as electives in the psychology major or minor. Prerequisites: PSY 153, 3.00 overall GPA, and instructor consent. As needed.

PSY 301 PSYCHOLOGICAL STATISTICS (3)

This course will introduce students to descriptive and inferential statistics used in psychology. Topics will include the interpretation, analysis, and reporting of psychological data. Prerequisite: PSY 201. Each semester.

PSY 302 ADULT DEVELOPMENTAL PSYCHOLOGY (3)

An exploration of the development of the adult over the following periods of adulthood: the young adult, middle adult years, maturity, and old age. The nature of stability and changes experienced across adulthood in physical, mental and social life will be examined. The influence of gender and cultural differences in adult developmental trajectories will also be considered. Prerequisite: PSY 259 or instructor consent. Each semester.

- PSY 304 CROSS CULTURAL PSYCHOLOGY (3)**
This course will provide an overview of the impact of cultural effects on human behavior by focusing on similarities and differences from a global perspective utilizing theories of personality. The purpose of this course is to enhance student sensitivity and awareness of diversity aimed at reducing ethnocentric thinking while sharpening critical thinking skills. Prerequisite: PSY 153. Fall, annually.
- PSY 305 FORENSIC PSYCHOLOGY (3)**
This class provides an overview of forensic, criminal, and legal psychology, including such topics as interrogations, lie detection, forensic identification, profiling, jury selection, eyewitness testimony, and the death penalty. Prerequisite: PSY 153. Spring, annually.
- PSY 315 ABNORMAL PSYCHOLOGY (3)**
A study of the development and characteristics of mental disorders such as anxiety disorders, personality disorders, psychotic disorders, somatoform disorders, and mood disorders will be examined. Various treatment modalities will also be considered. Prerequisite: PSY 153. Each semester.
- PSY 320 MILITARY PSYCHOLOGY (3)**
This class provides an overview of military psychology including such topics as fitness-for-duty evaluations, posttraumatic stress disorder, depression, neuropsychological conditions, substance abuse, and the psychology of terror. In addition, the course will explore psychology careers working with the military. Prerequisite: PSY 153. As needed.
- PSY 321 PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING (3)**
This course will provide a study of death and dying and includes topics such as: fear of death, care of the dying, grief, suicide, euthanasia, acceptance of death, children and death, funeral customs, legal aspects of death, and death education. Same as GRN 321. Prerequisite: PSY 153. Fall, annually.
- PSY 322 PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING (3)**
This course will provide a study of human aging and includes topics such as: myths and theories of aging, the psychological, sociological, and biological aspects of human aging, the effects of aging on personality, intelligence, memory, sensory functioning, and mental health. Service learning component is required. Same as GRN 322. Prerequisite: PSY 153. Spring, odd years.
- PSY 330 BASIC PRINCIPLES OF APPLIED BEHAVIORAL ANALYSIS (3)**
Same as ABA 330. Prerequisite: PSY 153. As needed.
- PSY 350 EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING (3)**
Same as EDU 350. Prerequisite: PSY 153. Each semester.
- PSY 355 PSYCHOLOGY OF INSTRUCTIONAL STRATEGIES (3)**
An examination of a variety of instructional strategies, the purposes they serve, and the psychological foundations on which they were formulated. There is an emphasis on the way in which these strategies interact with cognitive thinking, personality preferences, course content, and learning styles. Same as EDU 355. Prerequisite: PSY 153. As needed.
- PSY 365 COGNITIVE PSYCHOLOGY (3)**
This course will provide an introduction to the concepts and methodologies of cognitive psychology. Course topics may include the history of cognitive psychology, research methods, perception, attention, learning and memory, reasoning, problem solving, language, decision making, consciousness, and intelligence. Prerequisite: PSY 153. Spring, annually.
- PSY 370 PSYCHOLOGY OF HUMAN SEXUALITY (3)**
An investigation of human sexual behavior, including but not limited to sexuality in its cultural, biological, and social contexts. Examined will be such topics as conception and contraception, physiological and anatomical factors, sexual dysfunction, and variations in sexual behavior. Prerequisite: PSY 153. Each semester.
- PSY 375 PSYCHOLOGICAL TESTING AND MEASUREMENT (3)**
This course will cover the basic theories relating to the foundations of testing and measurement. The purpose of this course is to help students understand the use of testing, reliability, validity, designing tests and surveys, and gaining an understanding of the many psychological tests currently used in counseling, education, and the workplace. Prerequisite: PSY 153. Fall, annually.
- PSY 380-389 SPECIAL TOPICS IN PSYCHOLOGY (1-4)**
Prerequisite: PSY 153. As needed.
- PSY 396 RESEARCH METHODS (3)**
This course will introduce students to research methods in psychology. Course topics will include searching and reading the research literature, designing studies, analyzing research data, and writing APA style empirical reports. Prerequisite: PSY 301. Each semester.

PSY 398 ETHICS IN RESEARCH AND THERAPY (3)
Same as ABA 398. Prerequisite: PSY 153. As needed.

PSY 401 SOCIAL PSYCHOLOGY (3)
An examination of social interactions, the impact of the group on the individual, and the impact of the individual on the group. Focus is on interpersonal behavior and feelings – liking, love, aggression, conformity, communications and attitude formation, and change. Same as SOC 401. Prerequisite: PSY 153. Spring, annually.

PSY 404 EARLY ADOLESCENTS AND SCHOOLING (W) (3)
Same as EDU 404. Prerequisite: PSY 153. Each semester.

PSY 405 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)
This course will provide a study of the application of psychological methods and techniques to the solution of human problems industry and business and includes topics such as: behavior in organizations, group behavior, organizational climates, interviewing techniques, motivation, leadership, and employment law. Prerequisite: PSY 153. Spring, even years.

PSY 406 PSYCHOLOGY OF THE EXCEPTIONAL CHILD (4)
The identification and characteristics of the various classes of exceptional persons, including those with physical, mental, emotional, and social conditions, as well as those of superior ability. Emphasis is placed upon the needs of exceptional persons, and attention is given to the modification of the environment and teaching techniques to meet those needs. The “culturally different” child is also studied. At discretion of instructor, a field study component is required observing exceptional children in the public or parochial schools. Prerequisite: PSY 153. Spring, odd years.

PSY 408 DIFFERENTIAL DIAGNOSES IN FILM (3)
In this course, students will apply their knowledge of psychological theories to popular culture and film. They will research the epoch and the authenticity of data regarding each movie to gain a more thorough understanding of the sociopolitical climate and its psychological impact on human behavior. In addition, students will be introduced to graduate level critical thinking and differential diagnoses of behavior. Prerequisite: PSY 302 or instructor consent. Spring, annually.

PSY 417 THEORIES OF PERSONALITY (4)
A systematic review of the major personality theories, emphasizing a study of the development and dynamics of personality and its measurement, specifically as related to the individual student. Prerequisite: PSY 315. Spring, annually.

PSY 450 CLINICAL AND COUNSELING PSYCHOLOGY (4)
Introduction to the various techniques of counseling. Course will include an overview of humanistic, psychoanalytic, behavior, and cognitive therapy approaches. Prerequisite: PSY 315. Fall, annually.

PSY 465 SPORT AND HEALTH PSYCHOLOGY (3)
This course will cover primary theories and applications in sport and health behaviors. Theories will be drawn from social psychology, health psychology, cognitive psychology, exercise psychology, and sport psychology. Specific topics will include personality characteristics, motivation, goal-setting, attributions, concentration, imagery, aggression, group dynamics, communication and counseling techniques, research methodologies, and behavior modification. Same as PED 465. Prerequisite: PSY 153. Fall, annually.

PSY 470 INTERNSHIP IN PSYCHOLOGY (W) (3-8)
Prerequisite: PSY 153.

PSY 480 INDEPENDENT STUDY IN PSYCHOLOGY (1-4)
Prerequisite: PSY 153.

PSY 490 SEMINAR IN PSYCHOLOGY (1-4)
Prerequisite: PSY 153. As needed.

PSY 492 BIOPSYCHOLOGY CAPSTONE (1)
This course is the capstone experience for biopsychology majors. The goals are to provide students the opportunity to learn about biopsychology topics and engage with current research in the field. An emphasis will be placed on field trips and guest speakers to allow for greater lifelong learning. Same as BIO 492. Prerequisite: PSY 275. Spring, annually.

PSY 496 SENIOR THESIS (W) (3)
This course will guide students through a senior thesis project involving an independent research project that includes a literature review, research design, implementation of procedures, data collection, data analysis, and reporting of results. Prerequisite: PSY 301 and 396. Each semester.

PSY 498 SENIOR SURVEY IN PSYCHOLOGY (3)

This course is designed for psychology majors to prepare them for graduate school and also for the professional field. The course will include a review of the history of psychology, psychological theories, and current research in the field. There will be an emphasis on transfer of this knowledge to both the graduate school and the professional field. Prerequisite: PSY 153 and junior/senior Standing. Fall, annually.

PWR 210 INTRODUCTION TO PROFESSIONAL WRITING (W) (3)

This course introduces students to the history, genres, methods, and applications of professional writing. Through research and practice, students will begin to develop skills in rhetorical analysis, design, and editing for common workplace documents. At the end of the course, students will be able to make effective rhetorical decisions about genre, style, and design in the documents they create. Prerequisites: ENG 111 and 112 or instructor consent. Fall, annually

PWR 240 VISUAL RHETORIC AND DOCUMENT DESIGN (W) (3)

This course introduces students to theories of visual rhetoric and the practices of effective document design for print and digital environments. Students will develop knowledge and strategies for analyzing and producing documents that use both visual and verbal elements. At the end of the course, students will be able to articulate the characteristics of effective visual design for written documents and will demonstrate basic skills in creating visual/verbal documents. Prerequisites: ENG 111 and 112 or instructor consent. Spring, annually.

PWR 280-289 SPECIAL TOPICS IN PROFESSIONAL WRITING AND RHETORIC (1-3)

These courses offer in-depth treatment of special topics in Professional Writing and Rhetoric. Topics may include rhetorical history, editing for publications, social media, open source writing technologies, or others. Prerequisites: ENG 111 and 112, or instructor consent. As needed.

PWR 340 EDITING FOR PUBLICATION (3)

This course introduces students to the principles and practices of editing, copyediting, and proofreading for print and digital publications. Students will develop skills in editing for audience, purpose, style, clarity, correctness, and conciseness. The class will also introduce students to commonly used publication style guides, decision-making processes used by professional editors, and editing as a profession. Fall, even years.

PWR 350 NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W) (3)

This course introduces students to Web 2.0 tools and other emerging technologies used in professional writing environments. Students will examine and use Web 2.0 tools, social networking sites, asynchronous and synchronous communication tools, collaboration and networking tools, and mobile technologies to write and design professional documents for digital environments. Students will complete this course with a stronger theoretical and practical understanding of designing quality workplace writing using new media and emerging technologies. Prerequisites: ENG 111 and 112. Fall, odd years.

PWR 354 BUSINESS COMMUNICATIONS (W) (3)

An in-depth analysis of communication systems in business. The objective is to develop written, oral, and listening skills within the context of acquiring and holding a job. Other topics include resume format, cover letters, and interviews. Same as MGT 354. Prerequisite: PWR 210. Each semester.

PWR 360 INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W) (3)

This course introduces students to the theories and practices of effective written communication in professional and technical fields. Students will develop skills in document design, use of graphics, and appropriate technical writing styles for print and digital documents. Students will also develop rhetorical strategies for writing for particular audiences. Prerequisites: ENG 111 and 112. Each semester.

PWR 380-389 ADVANCED SPECIAL TOPICS IN PROFESSIONAL WRITING AND RHETORIC (1-3)

These theory-informed and practice-driven courses offer in-depth treatment of special topics in Professional Writing and Rhetoric. Topics may include advanced research methods, digital humanities, writing for particular industries, or others. Prerequisites: ENG 111 and 112. As needed.

PWR 440 ADVANCED VISUAL RHETORIC AND DOCUMENT DESIGN (W) (3)

This course focuses on rhetorical strategies writers use when creating with new media and digital technologies. Students will examine HTML code, Cascading Style Sheets (CSS), effective use of layout, graphics, colors, and font styles and sizes as they relate to best practices in professional writing. Upon completion of this course, students will have created and compiled a professional portfolio of their work. Prerequisite: PWR 240. As needed.

PWR 450 CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W) (3)

This course prepares students to write for nonprofit organizations through analysis of model documents, research on nonprofit communication practices, and participation in service learning with a nonprofit organization. Students will develop effective rhetorical strategies for nonprofit communication, complete documents for their professional portfolios, and explore careers in nonprofit professional writing. Prerequisite: PWR 210. Fall, annually.

PWR 470 INTERNSHIP IN PROFESSIONAL WRITING (3-4)

Prerequisite: Instructor consent.

**PWR 480 INDEPENDENT STUDY
IN PROFESSIONAL WRITING AND RHETORIC (1-3)**

Prerequisite: Instructor consent.

PWR 490 RESEARCH AND PRACTICE IN PROFESSIONAL WRITING (W) (3)

Primarily self-designed, this course serves as the culminating experience for students pursuing a major in the Professional Writing and Rhetoric Program. Students will explore research, methodology, and production as they relate to writing in their anticipated careers. Students will choose a project in which they put professional writing theories to practice. At the end of this class, students will add this project to their professional portfolio. Prerequisites: Senior standing or instructor consent and PWR 210 and 240. Spring, annually.

REL 210 LIVING RELIGIONS OF THE EAST (3)

An introduction to the indigenous religions of India, China, and Japan, including the traditions of Hinduism, Buddhism, Taoism and Confucianism. The course includes analysis of important beliefs, practices and historical developments within each tradition, readings of classic and contemporary literature from the traditions, and visiting of religious sites. Fall, annually.

REL 211 LIVING RELIGIONS OF THE WEST (3)

An introduction to the monotheistic religions of Judaism, Christianity, and Islam. The course includes analysis of important beliefs, practices and historical developments within each tradition, readings from classic and contemporary literature from the traditions, and visiting of religious sites. Spring, annually.

REL 215/315 RELIGION IN THE UNITED STATES (3)

An overview of the history, character, and variety of religion in the United States. Elements of the course include summarizing historical developments in religion, analyzing constitutional issues regarding the separation of church and state, and examining the distinctive characteristics of denominational and religious groups, including the way they respond to important contemporary issues. Spring, annually.

REL 230 INTRODUCTION TO CHRISTIANITY (3)

An overview of the Christian tradition, including its roots in Judaism and its growth and development through the centuries. Special attention is given to critical analysis of significant issues Christian churches face in the contemporary world. Fall, annually.

REL 233/333 RELIGION AND SCIENCE: CONFLICT OR COMPATIBILITY? (3)

An examination of major issues in the relation between science and religion. The course focuses on the way different religious systems may or may not be compatible with contemporary scientific theories. Scientific theories examined may include big bang cosmology, relativity, quantum theory, and biological evolution by means of natural selection. Religious systems examined may include classical theism, process thought, pantheism, and forms of eastern mysticism. Students elect to take this course at one level, not both. Fall, odd years.

REL 235 RELIGION AND GENDER (3)

An exploration of the diverse experiences of women and men in a variety of religious traditions. Issues to be examined include beliefs about women and men in the major world religions; the role of religion in determining gender roles in human society; the relation between gender and spirituality; and the contemporary feminist challenge to male-dominated forms of religion. As needed.

REL 240 RELIGION AND RACE (3)

A broadly interdisciplinary study of the historic and contemporary relation between religion and racial ideologies in the United States and around the globe. The course will focus on the many ways in which religion has been used both to support and to combat racism in the modern world. Special attention will be given to the history of black-white relations in America and the rise of anti-Semitism in Europe. Spring, even years.

REL 250 RELIGIONS OF THE WORLD (3)

A historical and comparative study of the world's living religions, including their beliefs, practices, literature, and influence in the world today. As needed.

Course Descriptions

REL 280-89 TOPICS IN RELIGION (3)

Focused study of a particular topic, theme, or issue in Religious Studies that is meant to be accessible to general education students. Topics will be announced in the course schedule each semester. As needed.

REL 310 INTERFAITH EXPLORATIONS (3)

This course explores issues surrounding interfaith relations in the United States, including interfaith dialogue, service and advocacy, politics, theology and worship, personal issues, and available resources for interfaith engagement. The course includes applying theory through case studies, engaging in dialogue with students from different cultures, leading and implementing campus interfaith programming, and formulating a personal plan for future interfaith interactions. As needed.

REL 325 PHILOSOPHY OF RELIGION (3)

An exploration of traditional and recent philosophical and theological thinking in such areas as arguments for the existence of God, the nature of religious knowledge, the problem of evil, the question of human destiny, and the nature of religious language. Same as PHI 325. Spring, odd years.

REL 330 HISTORY OF CHRISTIAN THOUGHT (W) (3)

An examination of key thinkers and issues that have shaped Christian theology over the last two thousand years, including extensive reading in primary sources. Prerequisite: REL 230 or instructor consent. As needed.

REL 332 CONTEMPORARY CHRISTIAN THOUGHT (W) (3)

An examination of key thinkers and issues in Christian thought. This may include but is not limited to feminist theologies, liberation theologies, environmental theologies, process theologies, theology and pluralism, theology and the natural sciences, and post-modern theologies. As needed.

REL 335 CHRISTIAN ETHICS (3)

An investigation of the means by which Christians attempt to discern what is "right" and "wrong" for themselves and their society. Case studies are used throughout the course to illustrate and examine broader theoretical issues. Spring, annually.

REL 340 THE OLD TESTAMENT (3)

An introduction to the beliefs and practices of the ancient Hebrew people, as expressed in the literature of the Hebrew Bible/Old Testament. Fall, annually.

REL 345 THE NEW TESTAMENT (3)

An introduction to the literature of early Christianity, with special attention to the authors' ideas about Jesus of Nazareth and the life and problems of the earliest Christian communities. Spring, annually.

REL 350 GOD AND EVIL (W) (3)

An interreligious examination of the question of theodicy, or how there can be both a good and all-powerful Deity and the existence of natural and social evil. While the major focus of the course is the Judeo-Christian tradition's response to this issue, the perspective of other world religions will be considered. As needed.

REL 355 RELIGION AND CONCERN FOR THE NATURAL ENVIRONMENT (W) (3)

Religious beliefs play an important role in shaping the attitude of individuals and societies toward the natural environment. This course analyzes the way in which those beliefs can contribute both to a constructive and a destructive human relationship to the natural environment. The course asks whether and to what degree religious beliefs can or need to be reconceived to promote environmental conservation and restoration. The primary focus of the course is the Judeo-Christian tradition, but other religious traditions may be examined. Fall, even years.

REL 367 MUSIC OF THE CHURCH (3)

A study of the music of the Christian church, including an examination of the history of hymnody and the relationship between hymns and the history of the church and its theology. Important works written for the church by composers such as Bach, Mozart, Beethoven, Brahms, and Schubert will also be studied. Same as MUS 367. As needed.

REL 380-89 TOPICS IN RELIGION (3)

Focused study of a particular topic, theme, or issue in Religious Studies that should prove interesting to majors and serious general education students. Topics will be announced in the course schedule each semester. As needed.

REL 470 INTERNSHIP IN RELIGIOUS STUDIES (3-8)

Internships are arranged by the student in consultation with faculty and the Career Placement office. Prerequisites: Senior standing, 15 hours of Religious Studies course work, 2.0 overall GPA. Internships with a current employer must represent a change of duties. No more than 4 credit hours of internship may be applied toward a major or minor in Religious Studies.

REL 480 INDEPENDENT STUDY IN RELIGION (1-4)
Individualized research in topic areas not covered in the regular curriculum. Prerequisite: 15 hours in Religious Studies, 3.0 GPA, and instructor consent.

REL 490 SEMINAR IN RELIGIOUS STUDIES (W) (1-4)
Intensive study of a current topic in Religious Studies. Seminar topics will be announced in the course schedule as they are offered. Prerequisite: Major or minor in Religious Studies, or instructor consent. As needed.

SOC 150 INTRODUCTION TO SOCIOLOGY (3)
An introduction to sociology with an emphasis on basic concepts and theoretical perspectives, and their application to an understanding of social institutions, processes, and inequalities. Each semester. IAI-57900

SOC 170 INTRODUCTION TO CRIMINAL JUSTICE (3)
An introduction to the criminal justice system with an emphasis on the structure and functioning of law enforcement agencies, the courts, and correctional institutions. Each semester.

SOC 190 INTRODUCTION TO SOCIAL WELFARE AND SOCIAL JUSTICE (3)
This course focuses on an examination of the well-being of all members of a society, the programs and policies in place affecting our quality of life and the development of skills and strategies to empower individuals and advocate for the inclusion and equality of all members of society. Fall, annually.

SOC 220 JUVENILE DELINQUENCY (3)
An introduction to the study of juvenile delinquency including a focus on theoretical background and current trends. Fall, annually.

SOC 230 POLICE AND URBAN SOCIETY (3)
An examination of the social and historical origins of the police and the changing nature of police organizations in contemporary urban society. Spring, annually.

SOC 235 CORRECTIONAL INSTITUTIONS (3)
Examination and analysis of contemporary correctional systems. Consideration will be given to such issues as the goals of incarceration, prisoner's rights, prison violence, treatment and rehabilitation programs, and parole. Fall, annually.

SOC 240 CROSS CULTURAL PRACTICUM (3 or 1)
An analysis of global issues and the impact of globalization on social inequality. Students are required to participate in an international service-learning experience during spring break. Course may be repeated for 1 credit hour. No more than 4 credits may be applied to the major. Cross-listed as GLS 240. Prerequisites: application and instructor consent. Spring, as needed.

SOC 250 CHILD WELFARE (3)
This course covers the history of child welfare, defining and recognizing child maltreatment, professional responses to child maltreatment, the skills necessary to work with child victims, and child abuse prevention. The course is designed for students pursuing careers in criminal justice, education, social work, sociology, psychology, nursing, paralegal, and other areas where knowledge of child maltreatment and advocating for children might be necessary. As needed.

SOC 270 SOCIAL PROBLEMS (3)
A sociological analysis of the social problems confronting contemporary societies, particularly the United States, and the processes by which they become identified as social problems. Each semester. IAI: S7901

SOC 279 COMMUNITY ORGANIZATION AND CHANGE (3)
This course covers the study of communities and strategies for creating community change to help all people have a greater say in their community. Fall, even years.

SOC 280-289 SPECIAL TOPICS IN SOCIOLOGY (1-4)
Special topics courses allow offerings not regularly scheduled to be taught. These may be offered by the faculty or students may request courses in areas of their interest and faculty expertise. Depending on the subject matter, this may be cross listed with courses in other disciplines. As needed.

SOC 320 SOCIOLOGY OF FAMILIES (3)
A study of the institutions of marriage and the family with an emphasis on the family in the U.S. Specifically, students will investigate the origin and evolution of the family, human sexuality, love and marriage, sex roles parent/child interactions, and the relationship between the family and other cultural institutions. As needed.

SOC 330 POPULAR CULTURE (3)
Pop-culture artifacts and practices are vital cultural spaces for the articulation of our social, political, and personal identities. Focusing on popular culture, the course will examine the communicative roles of cultural artifacts and practices. Sites of interrogation will include pop culture texts, locales, practices, and actors. Prerequisite: SOC 150 or instructor consent. As needed.

- SOC 340 SOCIAL CLASS AND INEQUALITY (3)**
An examination of the relationship between inequality and the historical development of societies. Various theoretical perspectives on social stratification will be discussed, as will the concept of class conflict and the role of ideology in the maintenance of inequality. Prerequisite: SOC 150 or instructor consent. Spring, annually.
- SOC 350 SOCIOLOGY OF GENDER (3)**
A sociological examination of the social creation of gender and how that concept is transmitted and maintained. The implications of gender will be studied in relation to social, economic, and political stratification. Prerequisite: SOC 150 or instructor consent. Fall, annually.
- SOC 354 URBAN SOCIOLOGY (3)**
An introduction to the study of urban areas. The history and development of urbanization, processes of urban change and conflict, and social and psychological effects of urban life will be examined. Prerequisite: SOC 150 or instructor consent. As needed.
- SOC 355 RURAL SOCIOLOGY (3)**
An introduction to the study of rural areas in contemporary U.S. and global society. Key topics explored include: the meaning of rural in contemporary society, measurements of rurality, social change within U.S. and world society, diversity within rural areas in the U.S., agriculture and natural resource use, and challenges facing rural society. Prerequisite: SOC 150 or instructor consent. Spring, even years.
- SOC 356 POPULATION AND DEMOGRAPHY (3)**
How many people are there in the world? Why do people move? Why is the world growing as fast as it is? What are the implications of this growth? This course covers the basics of the study of human population called demography. It includes factors and processes of birth, death, and immigration. It covers the history and recent trends in population changes and the resulting problems, policies, and programs. As needed.
- SOC 357 INEQUALITY AND ENVIRONMENTAL SOCIOLOGY (3)**
This course focuses on the societal origins and solutions to environmental problems, the unequal implications of climate change and environmental degradation on global human societies, and the fair treatment and involvement of all people regardless of race, national origin, or income in the development and enforcement of environmental laws and policies. Spring, odd years.
- SOC 360 RACE AND ETHNIC RELATIONS (3)**
A study of race and ethnic relations in the United States and other countries. The course examines the origins of ethnic conflict, the establishment of ethnic group stratification and the factors that perpetuate ethnic group conflict. Special emphasis will be given to the experience of African Americans. Prerequisite: SOC 150 or instructor consent. Spring, annually.
- SOC 371 SOCIOLOGY OF DEVIANCE (3)**
An analysis of the sociological theories of deviant behavior. The social construction of deviance will be examined along with an analysis of some of the actions identified as deviant in our society. Prerequisite: SOC 150. Fall, annually.
- SOC 375 SOCIAL WELFARE AND SOCIAL JUSTICE PRACTICUM (3)**
An introduction to social work practice through a combination of community service and classroom sessions. Extended field observation required. Prerequisite: SOC 190 or instructor consent. Spring, odd years.
- SOC 380-389 SPECIAL TOPICS IN SOCIOLOGY (1-4)**
As needed.
- SOC 390 SOCIAL WELFARE POLICY (3)**
This course focuses on the process of social welfare policy formation, the history of social welfare policy in the United States, and the implications of policy change on individuals. Fall, odd years.
- SOC 400 SOCIOLOGICAL THEORY (W) (3)**
An overview of the development of sociological theory starting with the classical theorists and ending with the work of contemporary sociological thinkers. This course exposes students to theories and theorists who make up the backbone of modern sociology. The course is designed to cultivate in students the analytical skills they will need to be good social thinkers. Prerequisite: SOC 150 or instructor consent. Each semester.
- SOC 401 SOCIAL PSYCHOLOGY (3)**
Same as PSY 401. Prerequisite: instructor consent. Spring, annually.
- SOC 450 SOCIOLOGY OF SPORT (3)**
A sociological examination of sports and sport-related behaviors as they occur in social and cultural contexts. Same as PED 450. Prerequisite: SOC 150 or instructor consent. As needed.

- SOC 470 INTERNSHIP IN SOCIOLOGY (3-8)**
- SOC 480 INDEPENDENT STUDY IN SOCIOLOGY (1-4)**
- SOC 490 SEMINAR IN SOCIOLOGY (2-4)**
Selected topics. As needed.
- SOC 496 METHODS OF SOCIAL RESEARCH (W) (3)**
The first senior capstone course in which students are introduced to social science writing and research skills. This course is designed to cultivate the student's skills in evaluating the significance of published research findings and in designing original research. Topics include the interdependence of theory and research, hypothesis formation, research design, sampling techniques, and various methods of observation. Students will develop a research proposal. Prerequisite: Senior standing and 12 completed hours in sociology. Each semester.
- SOC 498 SOCIOLOGICAL ANALYSIS (3)**
The second senior capstone course for sociology majors focusing on a review and integration of sociological knowledge. Students will explore career and graduate school opportunities. Students will complete their research projects in this course. Prerequisite: Senior standing, SOC 496, and MTH 170. Each semester.
- SPA 101 SPANISH LANGUAGE AND CULTURES I (3)**
An introductory course designed for the student with no knowledge of the Spanish language. Emphasis is placed on listening, speaking, reading, and writing skills as well as an introduction to Spanish cultures and histories. A student must earn a C or better in order to move to the next Spanish course. Prerequisite: Completion of placement test for students with prior knowledge in Spanish. Fall, annually.
- SPA 102 SPANISH LANGUAGE AND CULTURES II (3)**
A continuation of SPA 101. The course emphasizes speaking and understanding of conversational Spanish with a continued development of writing and reading skills as well as continued understanding of Spanish cultures and histories. A student must earn a C or better in order to move to the next Spanish course. Prerequisite: SPA 101 or placement test. Spring, annually.
- SPA 150 SPANISH LANGUAGE FOR HEALTH PROFESSIONS I (3)**
An introductory course designed for students with no knowledge of the Spanish language. Emphasis is placed on listening, speaking, writing, and developing awareness and understanding of native Spanish-speakers' cultures. This course focuses on vocabulary and discourse necessary in Health professions. Fall, odd years.
- SPA 160 SPANISH LANGUAGE FOR HEALTH PROFESSIONS II (3)**
A continuation of SPA 150. Emphasis is placed on listening, speaking, and writing and developing an awareness and understanding of Spanish-speakers' cultures. This course focuses on vocabulary and discourse necessary in Health Care field. Spring, odd years.
- SPA 220 SPANISH LANGUAGE AND CULTURES III (3)**
This course focuses on developing the students' skills to an intermediate level of proficiency. Emphasis is placed on the development of the spoken language, original composition, and knowledge of the culture through readings in Spanish and in translation. A student must earn a C or better in order to move to the next Spanish course. Prerequisite: SPA 102 or placement test. Fall, annually.
- SPA 300 SPANISH/LATIN AMERICAN CULTURES
AND BEGINNING CONVERSATION (3)**
This course introduces students to the cultures of Spain and Latin America, especially through the discussion of modern issues. Students will develop fluency in the spoken language. A student must earn a C or better in order to move to the next Spanish course. Prerequisite: SPA 220 or instructor consent. Spring, annually.
- SPA 301 ADVANCED GRAMMAR AND COMPOSITION (3)**
This course reviews and reinforces the knowledge of Spanish grammar and develops writing fluency in the language. A student must earn a C or better in order to move to the next Spanish course. Prerequisite: SPA 220 or instructor consent. Spring, annually.
- SPA 302 ADVANCED CONVERSATION (3)**
A continuation of SPA 300. This course reinforces speaking abilities in the language and students learn more about Spanish cultures. A student must earn a C or better in order to move to the next Spanish course. Prerequisite: SPA 301 or instructor consent. Spring, annually.
- SPA 303 ADVANCED GRAMMAR AND COMPOSITION II (3)**
This course reviews and reinforces the knowledge of Spanish grammar. It develops writing fluency in the language developed in Spanish 301 and requires longer compositions. Prerequisite: SPA 301 or instructor consent. Spring, annually.

SPA 310 SPANISH/LATIN AMERICAN HISTORIES AND CIVILIZATIONS (3)

This course focuses on the history of Spain, Spanish colonization of the Americas, and the histories of Latin America. Students will gain a better understanding of the origins of the language variations and its native speakers. Prerequisite: 301 or instructor consent. As needed.

SPA 311 SPANISH/LATIN AMERICAN FILMS (3)

This course introduces student to the histories, cultures, and language variations of Spain and Latin American through films. Prerequisite: 301 or instructor consent. As needed.

SPA 312 LATIN AMERICANS IN THE U.S. (3)

This courses focuses on the histories, current issues, cultures, and literatures of the Hispanic communities in the U.S. Students will gain a better understanding of the Hispanic populations in the U.S. Prerequisite: SPA 301 (or concurrent enrollment) or instructor consent. As needed.

SPA 320 SPANISH/LATIN AMERICAN LITERATURES AND CULTURES (3)

Study of Spain and Latin America through art, history and literature from early ages to the present. Prerequisite: 301 or instructor consent. As needed. May be repeated.

SPA 330 ADVANCED BUSINESS SPANISH (3)

This course prepares students to use Spanish in the Business field. Prerequisite: SPA 301 or instructor consent. As needed.

SPA 350 LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY I (3)

A six to eight week period of intensive language and cultural study during a summer session in Spain or another Spanish-speaking country. Credit is determined through arrangement with the instructor for projects in Spanish history and culture. As needed.

SPA 351 LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY II (3)

A six to eight week period of intensive language and cultural study during a summer session in Spain or another Spanish-speaking country. Credit is determined through arrangement with the instructor for projects in Spanish history and culture. As needed.

SPA 380-389 TOPICS IN SPANISH/LATIN AMERICAN LANGUAGES AND CULTURES (3)

The focus on this course is the development of language proficiency as well as the histories, current issues, cultures, and literatures of Spanish-speaking countries and Hispanic communities in the United States. The course will be taught in the Spanish language; various methodologies will be used to further social and linguistic interaction in the classroom. Students should realize an appreciable growth in oral comprehension and expression in the language. Prerequisite: SPA 301 (or concurrent enrollment) or instructor consent. As needed.

SPA 480 INDEPENDENT STUDY IN SPANISH (3)

Prerequisite: Instructor consent and academic advisor. As needed.

SPE 400 FOUNDATIONS OF SPECIAL EDUCATION (2)

The study of philosophical, historical, and legal foundations of special education. An investigation of service delivery models and related services for individuals with disabilities across the lifespan. Each semester.

SPE 405 INSTRUCTION OF DIVERSE LEARNERS (3)

This course focuses on the learning needs of students as they differ from the norm in physical, emotional, cognitive, cultural, or social characteristics. Primary emphasis is placed on methods and strategies for working with students across various disability categories and meeting the needs of these learners through differentiated instruction in the least restrictive environment. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 441, 445, 460 and 463. Each semester.

SPE 410 BEHAVIOR MANAGEMENT (3)

Theoretical foundations of behavioral strategies, approaches and techniques for effective classroom management for individuals with disabilities. Behavioral assessment and selection, implementation and evaluation of appropriate interventions will be addressed. Each semester.

SPE 420 COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION (2)

The examination of effective collaborative and consultation between special educators and school personnel, community members, families, and learners. The roles and responsibilities of stakeholders on IEP development and implementation will be investigated. Each semester.

SPE 430 LANGUAGE DEVELOPMENT (2)

The exploration of theories, research, and methods regarding typical and atypical language development concerning school-aged students with learning difficulties. The role of language in learning and communication as well as cultural and environment effects on student development are examined. Each semester.

SPE 440 ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES (3)

The understanding of low-incidence populations including strategies and techniques for meeting educational, social-emotional, and physical needs. A strong emphasis directed toward the use of assistive technology from a Universal Design for Learning (UDL) perspective. Each semester.

SPE 462 FIELD PRACTICUM II (2)

Field experience in a special education classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten week period. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 420, 430, 442, 446, and EDU 350. Each semester.

SPE 464 FIELD PRACTICUM IV (3)

Field experience in a special education classroom of a local middle or secondary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Concurrent enrollment: SPE 420, 430, 440, 492, and 494. Each semester.

SPE 492 ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION (3)

The understanding of nondiscriminatory evaluation in identification and eligibility of individuals with disabilities. Formal and informal assessment procedures and techniques for monitoring student progress in classroom and school settings. Each semester.

SPE 493 STUDENT TEACHING (SPECIAL EDUCATION) (7)

Field experience in a selected special education classroom of a local middle or secondary school under the guidance and supervision of an experienced teacher and university supervisor. Full-time student teaching in the fall or spring for 8 weeks. This course is a co-requisite with EDU 493. Each semester.

SPE 494 METHODS OF TEACHING STUDENTS WITH DISABILITIES (3)

The examination and implementation of research-based strategies and materials for teaching students with disabilities. A focus on academic and social aspects of learning will be addressed in a variety of classroom settings across the curriculum. Each semester.

SPM 320 PRINCIPLES OF SPORT MANAGEMENT (3)

The management of sport-related businesses will be examined by applying key concepts of management to sporting events and programs. Topics may include: strategic planning; facility and event planning; organizing and delegation; the financing and economics of sport; managing change; behavior in organizations; and quality control. The course may be taught from a case perspective and will cover a broad base of businesses involved in sports. Prerequisite or concurrent enrollment: MGT 204 or ATH/PED 357. Each semester.

SPM 354 SPORT AND THE MEDIA (3)

This course examines the world of mediated professional, collegiate, and amateur sport. Students will investigate the commercial origins of mediated sport and consider the likely future of the business of sport media and its influence on the sports business. Fall, annually.

SPM 376 SPORT FACILITIES AND EVENT MANAGEMENT (W) (3)

A course covering the theoretical foundations and practical applications for understanding the management of facilities and sporting events. Topics include key strategies for managing event logistics, critical planning techniques, and applications through the development, planning, execution, and evaluation of a fundraising sporting event. Prerequisites: ECO 320, FIN 320, and SPM 320. Spring, annually.

SPM 380-389 TOPICS IN SPORT MANAGEMENT (3)

As needed.

SPM 470 INTERNSHIP IN SPORT MANAGEMENT (3-8)

Internship in sport management will focus on experiences that enable the student to synthesize and apply knowledge from the core and specialized courses. Prerequisites: Junior standing and SPM 320. As needed.

SSC 105 WORLD GEOGRAPHY (3)

The physical and human geography of the planet will be explored. Each region of the world offers unique interrelationships between its people, culture, and physical environment. Specifically, migration patterns,

languages, demographics, and physical characteristics will be studied. Special emphasis will be placed on the ongoing natural human processes that continue to structure our world. Students will use a variety of interdisciplinary sources such as maps, pictures, and documents to learn about the geography of different world regions. Spring, annually.

SSC 280-289 TOPICS IN SOCIAL SCIENCE (1-4)
As needed.

STA 380 STUDY ABROAD (3)
This course includes both on-campus study and travel abroad. Students will experience cultural, social, economic, and political aspects of life in a foreign country. Fulfills cross-cultural general education requirement. A fee is charged for this course. Prerequisite: Instructor consent. As needed.

THE 100 INTRODUCTION TO THEATRE (3)
An introductory course designed to acquaint the student with the basics of theatrical production. The course will cover the basics of acting, directing, technology, and design elements. This course is intended both for general education student and theatre minors. Each semester.

THE 111 ACTING I (3)
This introductory course explores the idea of acting, with work in the basics of voice, movement, and characterization. Students will do exercises, improvisations, monologues, and duet scenes. Fall, annually.

THE 212 ACTING II (3)
This course is a continuation of Introduction to Acting, with more advanced work in voice, movement, and characterization, as well as some work with classic texts. Students will do exercises, improvisations, monologues, and duet scenes. Prerequisite: THE 111 or equivalent. Spring, annually.

THE 215 THEATRE PRACTICUM (0-1)
The student will participate in the semester's theatre production, receiving instruction within that framework and in regular meetings with the instructor. Additional work will be required, assigned according to the student's duties in the production. Prerequisite: Instructor consent. Each semester.

THE 219 PLAY PRODUCTION – SETS AND LIGHTING (3)
This course introduces students to the theory, technique, and practice of scene design and construction, lighting design, and stage electric. Students may do some hands-on work in campus theatre productions. Fall, even years.

THE 221 PLAY PRODUCTION – COSTUME AND MAKEUP (3)
This course introduces students to the theory, technique, and practice of costume design and construction, and makeup design and execution. Students may do some hands-on work in campus theatre productions. Spring, odd years.

THE 250 DRAMATIC LITERATURE (3)
A survey of the world's dramatic masterpieces tracing the evolution of the theatre from the Greeks to the contemporary theatre. Emphasis is on dramatic literature in performance, and the survey includes the development of the theatre as a historical institution. Same as ENG 250. Fall, annually.

THE 280-289 TOPICS IN THEATRE (3)
This course introduces topics or areas in theatre that are not generally included in the regular curriculum. As needed.

THE 313 ACTING WORKSHOP (1)
This course continues the student actor's work on the craft of acting. Each semester will focus on a single topic in acting technique. Potential subjects include auditioning, classical works, acting styles, improvisation, training techniques, or other topics. This course may be repeated. No more than three credit hours may be applied as elective hours for a theatre major. Prerequisite: THE 212. As needed.

THE 315 ADVANCED THEATRE PRACTICUM (0-2)
The student will have significant responsibility in design or performance for the semester's theatre production, receiving instruction within that framework and in regular meetings with the instructor. Additional work will be required, assigned according to the student's project for the production. Prerequisite: Instructor consent. Each semester.

THE 319 ADVANCED PLAY PRODUCTION (3)
This course will continue the development of skills in specific areas of technical theatre production. Students will learn advanced methods of executing set, lighting, prop, costume, and/or makeup design for theatrical production. Prerequisite: THE 219 and 221. As needed.

THE 320 DIRECTING (3)

This course introduces students to the directing process through observation and practice. Topics include script analysis, casting, production coordinating, and rehearsing with actors. Course will culminate in the student's direction of a short one-act play. THE 320 and 420 will be run concurrently. Prerequisite: THE 111. Spring, even years.

THE 330 MOVEMENT (3)

This course focuses on the physical skills needed for performance. Students will learn skills in mask work, tumbling, mime, juggling and basic stage combat, both hand-to-hand and armed. This course will also introduce students to the basics of combat choreography. Through work on specific skills, students will explore how the actor uses his or her body to communicate with the audience. THE 330 and 430 will be run concurrently. Prerequisite: THE 111 or instructor consent. As needed.

THE 340 STAGE SPEECH (3)

This course focuses on the vocal skills needed for performance. Each student will explore his or her own voice, its connection to emotion, how it is used for communication, and how the voice is used on stage for speaking performance. The International Phonetic Alphabet will be introduced. This course will also cover basic dialect work. Through work on specific skills, students will explore how the actor uses his or her voice to communicate with the audience. THE 340 and 440 will be run concurrently. Prerequisite: THE 111 or instructor consent. As needed.

THE 350 THEATRE HISTORY I (W) (3)

A study of the history of theatre and its development as an art form. Course will discuss performance spaces, technical development, acting styles, playwriting, and how social and cultural dynamics have influenced theatrical performance from the beginnings of the art to the Renaissance. Fall, odd years.

THE 351 THEATRE HISTORY II (W) (3)

A study of the history of theatre and its development as an art form. Course will discuss performance spaces, technical development, acting styles, playwriting, and how social and cultural dynamics have influenced theatrical performance from the Renaissance to the present. Spring, even years.

THE 360 DESIGN FOR THEATRE (3)

This course will focus on the process of design development for the theatre. Topics include script analysis, research methods, design development, model creation, drafting, computer aided drafting, and renderings. Prerequisite: THE 219 and THE 221. As needed.

THE 380-389 TOPICS IN THEATRE (3)

This course introduces topics or areas in theatre that are not generally included in the regular curriculum. As needed.

THE 390 JUNIOR PROJECT IN THEATRE (2-4)

For this course, individual students will conduct a major theatre project from planning to completion and final review of the process. The requirements will include such assignments as creating and maintaining a project timeline, doing background research, conducting the project, completing a production notebook (or equivalent), and submitting a final paper assessing the process. Prerequisite: Instructor consent and academic advisor. As needed.

THE 420 ADVANCED DIRECTING (3)

This course continues the study of directing. Topics include script selection and analysis, auditions, casting, production coordination, scheduling, publicity, budgeting, rehearsing with actors, and working with designers. Students will produce and direct a full-length production or a large cast one-act. THE 320 and 420 will be run concurrently. Prerequisite: THE 320. Spring, even years.

THE 430 ADVANCED MOVEMENT (3)

This course focuses on the physical skills needed for performance. Students will refine their skills in mask work, tumbling, mime, juggling, and stage combat, both hand-to-hand and armed. Students will continue to develop their understanding of combat choreography. Through work on specific skills, students will continue to explore how the actor uses his or her body to communicate with the audience. THE 330 and 430 will be run concurrently. Prerequisite: THE 330. As needed.

THE 440 ADVANCED STAGE SPEECH (3)

This course focuses on the vocal skills needed for performance. Each student will continue to explore his or her own voice, its connection to emotion, how it is used for communication, and how the voice is used on stage for speaking performance. Study of the International Phonetic Alphabet will continue. This course will also cover additional aspects of dialect work such as collection of primary sources, transcription, and analysis of source material for use. Through work on specific skills, students will continue to explore how the actor uses his or her voice to communicate with the audience. THE 340 and 440 will be run concurrently. Prerequisite: THE 340. As needed.

Board of Trustees

OFFICERS

Chairman

Daniel J. Lett '91
St. Louis, MO

Vice Chair

George W. Obernagel III '78
Waterloo, IL

Secretary

Jamie A. Auffmanberg Jr.
O'Fallon, IL

Treasurer

Thomas E. Holloway
Edwardsville, IL

Board Members

John L. Bailey '76
Mascoutah, IL

Bishop Frank J. Beard*
Springfield, IL

Rose Booker-Jones*
O'Fallon, IL

Charles R. Caciono '82
Kirkwood, MO

Barbara M. Carstens '86
Waterloo, IL

Linda Cassens
Edwardsville, IL

Dr. James M. Dennis*
Lebanon, IL

Daniel C. Dobbins '81
O'Fallon, IL

Carl E. Draper '60
Wood River, IL

Rev. Robert H. Edwards '57
Mascoutah, IL

Ryan M. Furniss '00
St. Louis, MO

Michael F. Gauble '66
Chesterfield, MO

Jeff C. Lanter '85
Belleville, IL

Jackie I. Leemon '85
Wellington, FL

Michael C. Marchal
Highland, IL

Gregory M. Mennerick '06
University City, MO

Donald L. Metzger
Edwardsville, IL

Matthew R. Olmsted '01
Hong Kong, China

A. Maria Page '89, '06
Fairview Heights, IL

Rev. Dr. Miley E. Palmer '58
Decatur, IL

James P. Poneta
St. Louis, MO

Dr. Valerie L. Thaxton '76
Belleville, IL

Nicholas I. Tropiano '69
North Wales, PA

Mark J. Turner
Swansea, IL

Mark Waltermire
Maryville, IL

Rev. Sylvester Weatherall '88
Springfield, IL

Rev. Edward R. Weston
Belleville, IL

Rebecca K. Wohltman '09
O'Fallon, IL

**Ex-Officio Members*

Current Honorary and Trustee Emeritus

Dr. Paul S. Funkhouser '70
O'Fallon, IL

Jacqueline Joyner-Kersee
Honorary Trustee 1992

Allen A. Kaisor
Trustee Emeritus 1998

Donald L. Lowe '48
Trustee Emeritus 2009

Kenji Tanaka
Honorary Trustee 1995

Rev. Ralph A. Totten '53
Woodlawn, IL

Rev. Jack D. Travelstead
Trustee Emeritus 2010

Alumni Board Members

Martha Roy '67
Marianna Romine '69
Dennis Korte '70
David Philip '70
R. Bruce Hogan '71
Dr. Constance Rockingham '75
Robert Hardy '76
Cheryl Heard '78
Connie (Holzinger) Elmore '86
Kathleen Duckworth '89
Taree McGee '90
Clayton Thornhill '95
Christopher Lally '96
Angie Grossmann- Roewe '98
Dana Barnard '00
Ryan Furniss '00
John Zweck '04
Megan (Weiler) Connelly '05
Becky Rakers '05
Jeremy Alexander '09
Braden Posey '10
Brandi Brown-Harris '10
Lorina Lancaster '14

Alumni Association Alumni Board

McKendree University Alumni Association Board Officers

President
Ryan Furniss '00

Vice President
Brandon Voss '01

Executive Secretary
Haleigh Albers '13

**Personal and Professional
Development Committee Chair**
Clay Thornhill '95

**Student Engagement
Committee Chair**
Connie Elmore '86

**Alumni Engagement
Committee Chair**
Jeremy Alexander '09



University Administration

Office of the President

James M. Dennis, PhD

President of the University and Professor
of Education
BA, Occidental College
PhD, University of Southern California

Daryl Hancock, MS

Chief of Staff
BS, University of Illinois – Urbana/Champaign
MA, Naval War College
MS, Purdue University

Victoria A. Dowling, MBA

Senior Vice President
BA, MBA, California Lutheran University

Patti J. Daniels, BBA

Administrative Assistant to the President
BBA, McKendree University

Office of Academic Affairs

Christine M. Bahr, PhD

Provost and Dean of the University
BA, Fontbonne College
MS, Southern Illinois University – Edwardsville
PhD, Indiana University

Tami J. Eggleston, PhD

Associate Dean for Institutional Effectiveness
Professor of Psychology
BS, Morningside College
MS, PhD, Iowa State University

J. Alan Alewine, PhD

Associate Dean for Curriculum
Professor of Mathematics
BS, Furman University
MS, PhD, Vanderbilt University

Academic Records

Deborah L. Larson, MA

Assistant Dean and Registrar
AS, Christ for the Nations Institute
MA, Covenant Theological Seminary

Jessica L. Hopkins, BS

Director of Institutional Research
AA, Kaskaskia College
BS, Southern Illinois University – Edwardsville

Holman Library

Paula Martin, MA

Director of Holman Library
BA, Northeast Missouri State University
MA, University Missouri – Columbia

Office of Administration and Finance

Marilee Kaye Montanaro, EdD, MBA

Vice President for Administration & Finance
BA, MBA, University of Rochester
EdD, St. John Fisher College

Hilary B. Smith, CPA

Controller
BB, Western Illinois University

Kristie Jaques-Anglin

Director of Student Accounts

Shirley Baugh, MS

Director of Human Resources
BS, McKendree College
MS, Webster University

Safety and Security

Ranodore Foggs, MBA

Director of Public Safety
BS, Southern Illinois University Carbondale
MA, Webster University

Office of Admission and Financial Aid

Chris Hall, BA

Vice President for Admission and Financial Aid
BA, University of Memphis

Josie Blasdel, BS

Director of Undergraduate Admission
BS, Murray State University

McKendree Worldwide

Daryl Hancock, MS

Executive Director for McKendree Worldwide
BS, University of Illinois – Urbana/Champaign
MA, Naval War College
MS, Purdue University

Melissa Meeker, EdD

Dean of McKendree Worldwide
BSEd, McKendree College
MAEd, McKendree University
EdD, Northcentral University

Sabrina Storer, MS

Assistant Dean for McKendree Worldwide
BS, MS, Illinois State University

Office of Institutional Advancement

Victoria A. Dowling, MBA

Senior Vice President
BA, MBA, California Lutheran University

Rev. Dr. B. Timothy Harrison, DMin

University Chaplain and
Director of Church Relations
BA, Bethany College
MDiv, Emory University
DMin, Wesley Theological Seminary

Development, Alumni, and Parent Relations

Scott L. Billhartz, MBA

Director of Donor and Prospect Management
BA, McKendree College
MBA, Southern Illinois University – Edwardsville

Whitney Strang, BA

Director of Major and Planned Giving
BA, McKendree University

Phillip B. Thompson Jr., BA

Director of Alumni Relations
BA, Eastern Illinois University

Communications and Marketing**Krysti Connelly, MA**

Executive Director of Communications
and Marketing
BS, MA, Southern Illinois University – Edwardsville

Lisa Brandon, BA

Director of Media Relations
BA, Millikin University

Michael Embrich, BS

Director of Web Communications
and Digital Assets
BS, Southern Illinois University – Edwardsville

Michele Erschen, MA

Director of Community Relations and Marketing
BA, Eastern Illinois University
MA, Webster University

Matt Senior, BS

Graphic Design & Multimedia Coordinator
BS, Southern Illinois University – Edwardsville

Tony Barsanti, BA

Video Editor
BA, Webster University

Office of Information Technology**George Kriss, MBA**

Director of Information Technology
BS, McKendree College
MBA, McKendree University

Office of Student Affairs**Joni J. Bastian, PhD**

Vice President for Student Affairs
and Dean of Students
BS, Illinois State University
MA, Webster University
PhD, Saint Louis University

Beth Ann Allan, MSN, RN, BSN, CSN, NP-C

Director of Health Services
ASN, Lewis and Clark Community College
BSN, McKendree University
CSN, Southern Illinois University at Edwardsville
MSN, Maryville University

Samantha Englar, MA

Director of Residence Life
BA, McKendree University
MA, Western Kentucky University

Charles Gregory, MA, LCPC, LPC

Counselor
BS, MA, Southern Illinois University – Edwardsville

Melissa McHenry, MA, MS, LCPC

Assistant Director of Health Services
BS, Old Dominion University
MA, MS, Southern Illinois University –
Edwardsville

Jennifer R. Miller, EdS

Assistant Dean for Student Success
University 101 Co-coordinator
BA, McKendree College
MAEd, McKendree University
EdS, Northcentral University

Jennifer Pickerell, MA

Director of Career Services
BA, McKendree College
MA, Webster University

Brent Reeves, BA

Director of Multicultural Affairs
BA, Washington University

Craig Robertson, BFA

Director of Campus Activities
BFA, Millikin University

Athletics**Chuck Brueggemann, MA '88**

Director of Athletics
BA, McKendree College
MA, Naval Postgraduate School

Melissa Ringhausen, MS

Associate Director of Athletics
BS, Ottawa University
MS, University of Kansas, Lawrence

Anthony Francis, MA

Associate Director of Athletics
Compliance Officer
BA, University of Alaska – Anchorage
MA, California Baptist University

Scott Cummings, BS

Sports Information Director
BS, Union College

Lance Ringhausen, MA

Head Athletic Trainer
BS, Cedarville University
MA, McKendree University

Brad Oster, MA

Equipment Manager
BA, McKendree College
MAEd, McKendree University

Ann Heimann, BS

Business Manager
BS, Eastern Illinois University

Current Emeriti Administrators and Faculty

David Ahola, PhD

Professor Emeritus of Political Science 2003

Ted Anderson, PhD

Professor Emeritus of Biology 2004

Ronald J. Black, PhD

James M. Hamill Professor Emeritus
of English 2004

Murella A. Bosse, PhD

Professor Emerita of Psychology 2012

Mary Frances Daylor, RN

Nurse and Health Educator Emerita 2011

James R. Drake, MFA

Professor Emeritus of Art 2011

Martha M. Eggers, MEd

Assistant Professor Emerita of Education 2012

Patrick A. Folk, PhD

Professor Emeritus of History 2015

John R. Greenfield, PhD

Professor Emeritus of English 2017

William A. Haskins, PhD

Professor Emeritus of
Speech Communication 2012

Lyn J. Huxford, PhD

Professor Emerita of Sociology 2014

K. Jean Kirts, PhD

Professor Emerita of Physical Education 2007

Sally A. Mayhew, MBA

Vice President Emerita for Administration
and Finance 2017

Philip W. Neale, PhD

Professor Emeritus of Philosophy 2006

David L. Ottinger, MFA

Professor Emeritus of Art 2016

Feza A. Ozturk, PhD

Professor Emerita of Chemistry 2018

Thomas A. Pawlow, MS

Associate Dean Emeritus 2015

Myron C. Reese, PhD

Professor Emeritus of Chemistry 2018

Michèle Stacey-Doyle, PhD

Professor Emerita of English 2013

Jane V. Weingartner, MA

Director Emerita of Gift Planning 2004

Faculty

(Year of hiring in parentheses)

Eric B. Abrams, PhD (2006)

Associate Professor of Economics
BS, Carnegie Mellon University
PhD, University of Iowa

Janice L. Albers, DNP, RN, APHN-BC, CLC (2014)

Assistant Professor of Nursing
BSN, Southern Illinois University – Edwardsville
MSN, McKendree University
DNP, Southern Illinois University – Edwardsville

J. Alan Alewine, PhD (2002)

Professor of Mathematics
Associate Dean for Curriculum
BS, Furman University
MS, PhD, Vanderbilt University

Melissa A. Barfield, PhD (2006)

Associate Professor of Sociology
BA, Truman State University
MS, PhD, Mississippi State University

Roxanne Beard, PhD (2015)

Associate Professor of Management
Director of MBA program
BS, Bowling Green State University
MBA, University of Findlay
PhD, Capella University

Joseph E. Blasdel, MA (2005)

Senior Instructor of Political Science
Director of Speech and Debate
BA, McKendree College
MA, Syracuse University

Sara S. Bolten, MS, RN, CNE (1997)

Senior Instructor of Nursing
BSN, Harding University
MSN, University of Cincinnati

W. Richard Bonsall, DMgt (2008)

Associate Professor of Management
AAS, Community College of the Air Force
BS, Southern Illinois University – Carbondale
MS, Troy State University
MA, DMgt, Webster University

Brenda D. Boudreau, PhD (1998)

Professor of English
BS, Framingham University
MA, PhD, West Virginia University

Guy A. Boysen, PhD (2012)

Associate Professor of Psychology
BA, St. John's University
MS, PhD, Iowa State University

Jeffrey L. Brasel, MBA (2012)

Instructor of Accounting and Finance
BS, McKendree University
MBA, Southern Illinois University – Edwardsville

Jessica A. Campbell, PhD (2017)

Assistant Professor of English
BA, Middlebury College
MA, PhD, University of Washington

Aur lie C. Capron, PhD (2010)

Associate Professor of Spanish
BS, MA, University of Hawaii
PhD, University of California – Santa Cruz

Ann V. Collins, PhD (2007)

Associate Professor of Political Science
BA, Texas State University – San Marcos
MA, Louisiana State University
MA, PhD, Washington University

Darren D. Cross, MBA (2013)

Assistant Professor of Management
BSB, University of Phoenix
MBA, Fontbonne University
DBA, Walden University

Nichole B. DeWall, PhD (2008)

Associate Professor of English
BA, St. Olaf College
MA, University of Nebraska
PhD, Northeastern University

Mark A. DiDonato, PhD (2017)

Assistant Professor of Sport Management
BS, MA, Towson University
PhD, Florida State University

Darryn R. Diuguid, PhD (2008)

Associate Professor of Education
BA, Western Kentucky University
BS, MA, Eastern Kentucky University
PhD, Saint Louis University

Christopher J. Dulaney, DBA (2016)

Assistant Professor of Computing
BS, MBA, McKendree University
DBA, Capella University

Sameer Dutta, PhD (2014)

Assistant Professor of Computing
BCom, Dehli University
MS, MBA, PhD, Drexel University

Heather A. Dye, PhD (2007)

Professor of Mathematics
BS, BA, State University of New York – Buffalo
MS, University of Texas
PhD, University of Illinois – Chicago

Tami J. Eggleston, PhD (1996)

Professor of Psychology
Associate Dean for Institutional Effectiveness
BS, Morningside College
MS, PhD, Iowa State University

Ahed A. Elmsallati, PhD (2017)

Assistant Professor of Computing
BS, University of Tripoli
MS, New Mexico State University
PhD, University of Colorado

Elisabeth A. Erickson, PhD (2014)

Assistant Professor of Sport Management
BA, Wartburg College
MS, University of Massachusetts – Amherst
PhD, University of Iowa

Allison J. Fahsl, PhD (2014)

Professor of Education
Chair, School of Education
BS, MEd, University of Missouri – St. Louis
PhD, Oklahoma State University

George J. Fero, EdD (2001)

Professor of Education
BM, Youngstown State University
MA, Ohio State University
EdD, Northern Arizona University

Brian K. Frederking, PhD (1998)

Professor of Political Science
BA, McKendree College
MA, PhD, Syracuse University

Kari L. Frizzo, DNP, RN (2016)

Instructor of Nursing
BSN, Maryville University
MSN, DNP, McKendree University

Jennifer A. Funk, MLIS (2011)

Public Services Librarian
Instructor
BA, Southern Illinois University – Edwardsville
MLIS, San Jose State University
MAED, McKendree University

Katy Gayford, PhD, ATC, LAT (2007)

Assistant Professor of Athletic Training
BS, Western Illinois University
MS, Indiana State University
PhD, Saint Louis University

Julie A. Goodin, MS, CPA (2016)

Instructor of Accounting
BS, MS, University of Illinois – Urbana/Champaign

Stephen P. Hagan, PhD (2011)

Associate Professor of Sociology
BA, MA, PhD, Southern Illinois University –
Carbondale

Irwin Halfond, PhD (1988)

Professor of History
Distinguished Service Professor
BA, New York University
MA, PhD, Temple University

Dawn M. Hankins, PhD, ATC, LAT (1997)

Professor of Athletic Training
Chair, Division of Health Professions
BA, Coe College
MS, Southern Illinois University – Carbondale
PhD, Saint Louis University

Darrel L. Hardt, EdD (2010)

Assistant Professor of Educational Leadership
Director of EdS and EdD programs
BS, Illinois State University
MS, EdS, Southern Illinois University –
Edwardsville
EdD, Saint Louis University

Faculty continued

(Year of hiring in parentheses)

Laura K. Harrawood, PhD, LCPC, LMFT (2011)

Associate Professor of Counseling
Director of MA in Clinical Mental Health
Counseling program
BA, MS, PhD, Southern Illinois University –
Carbondale

Jennifer M. G. Hope, PhD (2012)

Associate Professor of Education
Director of Teacher Education
BS, Lenoir–Rhyne College
MA, Maryville University
PhD, University of Missouri – St. Louis

Deborah J. Houk, MLS (1996)

Technical Services and
Government Documents Librarian
Assistant Professor
AA, Belleville Area College
BA, McKendree College
MLS, University of Missouri – Columbia

Kevin R. Kao, MFA (2016)

Assistant Professor of Art
BS, University of California – San Diego
MFA, University of Tennessee – Knoxville

M. Terese Kasson, MSBA, CPA (2004)

Instructor of Accounting
Faculty Athletic Representative
BS, University of Notre Dame
MSBA, Washington University

J. L. Kemp, PsyD (2000)

Professor of Psychology
AA, Belleville Area College
BA, McKendree College
PsyD, Indiana State University

Yun–Hee Kim, PhD (2014)

Assistant Professor of Marketing
BS, Western Kentucky University
MS, University of North Carolina – Greensboro
PhD, University of Tennessee – Knoxville

Angela D. LaMora, PhD (2014)

Associate Professor of Biology
BS, Lindenwood University
PhD, St. Louis University School of Medicine

Shelly L. Lemons, PhD (2010)

Associate Professor of History
Director of Honors Program
BA, Missouri Southern State College
MA, Missouri State University
PhD, Oklahoma State University

Michael J. Louison, PhD (2018)

Assistant Professor of Biology
BA, Ripon College
MS, PhD, University of Illinois –
Urbana/Champaign

Amy S. MacLennan, MFA (2011)

Associate Professor of Art
Director of McKendree University Gallery of Art
BFA, MFA, Indiana State University

Michelle L. Magnussen, MFA (2006)

Associate Professor of Theatre
Director of Theatre
BA, Carthage College
MFA, University of Louisville

Pamela D. Manning, PhD (2013)

Assistant Professor of Education
BS, Middle Tennessee State University
MS, Hampton University
PhD, St. Louis University

Paula H. Martin, MA (2007)

Director of Holman Library
Assistant Professor
BA, Northeast Missouri State University
MA, University of Missouri – Columbia

Theodore B. Massey, MEd, MS (2014)

Instructor of Computing
AS, West Coast University
BS, University of North Carolina at Greensboro
MEd, Northern Arizona University
MS, Florida Institute of Technology

John T. McDonald, DMA (2017)

Assistant Professor of Music Education
BM, Middle Tennessee State University
MM, East Carolina University
DMA, University of Missouri – Kansas City

**Martha E. McDonald, DNS, RN, CCNS, CNE
(1993)**

Associate Professor of Nursing
AAS, Kaskaskia College
BSN, MSN, University of Evansville
DNS, Indiana University

Jennifer A. Moder, IPhD (2013)

Assistant Professor of Music Education
BMed, University of Illinois – Urbana/Champaign
MMEd, Illinois State University
IPhD, University of Missouri – Kansas City

Mostafa G. Mostafa, PhD (2009)

Associate Professor of Computing
BS, Cairo University
MS, University of Louisville
PhD, University of Louisville

Jenny I. Mueller, PhD (2002)

Professor of English
BA, MA, University of Chicago
MFA, University of Iowa
PhD, University of Utah

Richard E. Murphy, PhD (2015)

Associate Professor of Public Relations/
Speech Communication
BS, University of Illinois – Springfield
MS, Illinois State University
PhD, University of Nebraska – Lincoln

Karee M. Nasser, EdD (2011)

Associate Professor of Special Education
BS, Auburn University
MEd, Middle Tennessee State University
EdD, Tennessee State University

Duane L. Olson, PhD (2000)

Professor of Religious Studies
BA, Trinity College
MDiv, Princeton Theological Seminary
PhD, University of Iowa

Karan L. Onstott, RhD (2006)

Associate Professor of
Health Promotion/Wellness
BS, MS, Southern Illinois University – Edwardsville
RhD, Southern Illinois University – Carbondale

Martha H. Patterson, PhD (2004)

Professor of English
BA, Carleton College
MA, PhD, University of Iowa

Amy Piontek, PhD, RN (2015)

Assistant Professor of Nursing
BSN, Saint Louis University
MSN, McKendree University
PhD, Southern Illinois University – Carbondale

Kian L. Pokorny, PhD (2002)

Professor of Computing
Chair, Division of Computing
BS, MS, Central Missouri State University
PhD, Louisiana Tech University

Stephanie M. A. Quinn, PhD (2013)

Associate Professor of English
BA, University of Toledo
MEd, EdS, PhD, Bowling Green State University

P. Neil Quisenberry, PhD (2003)

Professor of Sociology
Chair, Division of Social Sciences
BA, Western Kentucky University
MA, University of South Florida
PhD, University of Kentucky

Richelle A. Rennegarbe, PhD, RN, CENP (2009)

Professor of Nursing
Director of MSN and DNP programs
ADN, Kaskaskia College
BSN, McKendree University
MSN, Southern Illinois University – Edwardsville
PhD, Southern Illinois University – Carbondale

Timothy J. Richards, PhD (1997)

Professor of Education
BA, St. Mary's University of Texas
MEd, University of Illinois
MS, Southern Illinois University – Edwardsville
PhD, Southern Illinois University – Carbondale

Deanne F. Riess, PhD (2002)

Associate Professor of Health Promotion/
Wellness and Physical Education
BS, Eastern Illinois University
MS, PhD, Indiana State University

Dennis P. Ryan, PhD (1991)

Professor of Mathematics
BS, MS, PhD, University of Illinois – Chicago

M. Faisal Safa, PhD (2013)

Assistant Professor of Finance
BComm, MComm, University of Dhaka
MBA, Dalhousie University
MS, Georgia State University
PhD, University of New Orleans

Maria T. Salari (2018)

Assistant Professor of Chemistry
BS, University of Pittsburgh
PhD, Rutgers University

Jean M. Sampson, DMgt (2005)

Professor of Management and Marketing
Chair, School of Business
BBA, McKendree College
MA, DMgt, Webster University

Michele R. Schutzenhofer, PhD (2007)

Associate Professor of Biology
Chair, Division of Science and Mathematics
BS, McKendree College
PhD, Saint Louis University

Helene P. Seibert, PhD, RN (2011)

Assistant Professor of Nursing
BA, Southern Illinois University – Carbondale
BSN, MSN, Southern Illinois University –
Edwardsville
PhD, University of Missouri – St. Louis

Gabriel J. Shapiro, MA (2002)

Assistant Professor of Journalism and English
BA, State University of New York – Binghamton
MA, University of Missouri – Columbia

Peter J. Sigiois, DBA (2015)

Associate Professor of Business Administration
BBA, MBA, Loyola University
JD, John Marshall Law School
DBA, Argosy University

Kelly D. Stewart, EdD (2015)

Assistant Professor of Education
AA, Rend Lake College
BS, MS, PhD, Southern Illinois University –
Carbondale

Tyson A. Thomas, PhD (2018)

Assistant Professor of Economics
BS, MS, Southern Illinois University – Edwardsville
PhD, Kansas State University

Lauren K. Thompson, PhD (2017)

Assistant Professor of History
BA, Marietta College
MA, West Virginia University
PhD, Florida State University

Faculty continued

(Year of hiring in parentheses)

Julie Tonsing-Meyer, EdD (2012)

Associate Professor of Education
BSEd, University of Missouri – St. Louis
MA, Maryville University
EdD, Northcentral University

Adam G. Tournier, PhD (2010)

Associate Professor of Physics
BA, MS, University of Missouri – St. Louis
PhD, University of Missouri – Rolla

Sara L. Trask, PhD (2018)

Assistant Professor of Speech Communication
BA, McKendree University
MA, University of Missouri – St. Louis
PhD, University of Missouri – Columbia

Donna M. Ulrich, MBA (2014)

Instructor of Human Resource Management
BA, Indiana University
MBA, Bellarmine University

Robb D. Van Putte, PhD (1999)

Professor of Biology
Occupant: The Harvey C. and
Winifred Ann Pitt Professorship of Biology
BA, Wittenberg University
PhD, Texas A&M University

Jennifer H. Webster, PhD (2015)

Assistant Professor of Criminal Justice
Director of MA in Criminal Justice program
BA, East Tennessee State University
MS, PhD, University of Cincinnati

Kelli D. Whittington, PhD, RN, CNE (2010)

Assistant Professor of Nursing
Chair, Division of Nursing
BSN, Middle Tennessee State University
MSN, Southern Illinois University – Edwardsville
PhD, Southern Illinois University – Carbondale

Janet L. Wicker, PhD (2004)

Associate Professor of Education
BA, Concordia University
MSEd, PhD, Southern Illinois University –
Carbondale

Janice M. Wiegmann, PhD, RN (1982)

Professor of Nursing
Distinguished Service Professor
BSN, St. Xavier College
MSN, PhD, Saint Louis University

Paul Worrell, MLIS (2017)

Reference and Instruction Librarian
Instructor
BA, Cornell College
MLIS, University of Denver

Nancy S. Ypma, DMus (1988)

Professor of Music
University Organist
Chair, Division of Visual and Performing Arts
Distinguished Service Professor
BA, University of California – Los Angeles
MMus, DMus, Northwestern University

Kevin Zanelotti, PhD, (2006)

Associate Professor of Philosophy
Chair, Division of Humanities
BA, Goucher College
MA, PhD, University of Kentucky

Endowed Scholarships and Loan Funds

McKendree University is grateful to the many alumni, parents and friends of the university who have provided gifts to establish the following endowed scholarship funds.

Abbott Lab Nurses Scholarship

Given to a minority student pursuing a degree in nursing.

Dorothy Dee Adair Scholarship

Given to a student in good standing with the Clonian Literary Society.

Belulah M. and Milburn P. Akers Scholarship

Given to a student who exhibits academic excellence.

Alton Foundation / Barth Scholarship

Given to a student from the Alton, IL area.

Edwin P. Baker Scholarship

Given to a student who carries a full academic load for at least two consecutive semesters.

Michelle D. Barr Scholarship

Given to a student whose parent or parents are deceased.

Lucille Schmidt Barton Scholarship

Given to students majoring in theatre or to students with an interest in theatre and the performing arts.

Endowed Scholarship Fund for Minority Students in Business (Belleville News Democrat)

Given to minority students who are pursuing degrees in business and who exhibit entrepreneurial spirit.

Shirley and Wayne Bise Scholarship

Given to a student athlete who participates in men's basketball or football.

Bertha Boettcher Trust

Given to a student who excels in music.

Louis, Wilbur and Clarence Bohm Scholarship

Given to a student who exhibits financial need.

Bothwell Scholarship

Given to a student preparing for ministry.

Frieda Bowler Scholarship

Given to a student pursuing a degree in education.

Ethelyn Draser Boyd and Harry E. Boyd Scholarship

Given to a junior or senior who is in good academic standing and exhibits financial need.

Rick Brinkman Memorial Scholarship

Given to a student athlete who exhibits high moral character and evidence of financial need.

Britton-Hughes Memorial Scholarship

Given to a student graduating from high school in Crawford, Effingham, and/or Pulaski counties in Illinois or in the school district of Midland, MI.

Robert H. Brown Memorial Social Science Scholarship

Given to a student pursuing a degree in the social sciences.

John and Dorothy J. Budina Scholarship

Given to a student who is pursuing a degree in business administration.

Reta Smith Buford Memorial Scholarship

Given to a student preparing for ministry in the Methodist church.

Louis A. Butts Memorial Athletic Scholarship

Given to a student athlete who exhibits high moral character and academic achievement.

Kenneth and Florence Dey Campbell Scholarship

Given to a student who exhibits financial need.

Carroll Scholarship

Given to a student who resides in the Southern Illinois area.

Pamela J. Chambers Memorial Scholarship

Given to a student from Washington County, IL, who exhibits financial need.

Alice D. Classen and Russell Classen Scholarship

Given to students of high moral character who exhibit financial need.

Esther B. Clements Scholarship

Given to a student pursuing a major in the life sciences.

Dr. James E. Collie Scholarship

Given to a student athlete participating in men's basketball or baseball.

Computer Science Scholarship

Given to a student pursuing a career in computer science.

Coach L. Dale Cruse Scholarship

Given to a student athlete participating in men's basketball or baseball.

Peggy Jackson Cruse Scholarship

Given to a student athlete participating in women's basketball or softball.

Doris and Margaret Ann Cummings Scholarship

Given to a student who is a member of Mt. Vernon First UMC (first preference) or a Mt. Vernon High School graduate (second preference) or a resident of Jefferson County (IL).

Charles L. and Dorothy J. Daily Scholarship

Given to an incoming first year student with a minimum GPA of 3.0.

Dr. H. P. Dexheimer Scholarship

Given to a student pursuing a medical career, with a preference for Belleville or Southern Illinois residents.

Karl D. Dexheimer Family Scholarship

Given to a student athlete participating on the hockey team.

William and Mary Dike Scholarship

Given to a student preparing for a career in journalism.

Irving Dilliard Scholarship

Given to a student preparing for a career in journalism.

John and Margaret Dillinger Scholarship

Given to a first year student from St. Clair County, IL pursuing a career in education, business, or the arts.

Eldon Dittmore Memorial Scholarship

Given to a McKendree student of high moral character who has attended for one year, who is pursuing a degree in business or economics, and who exhibits financial need.

Loren and Irene Douthit Scholarship

Given to a student who exhibits financial need.

Luella C. Dueker Scholarship

Given to a male student preparing for ministry in the Methodist church.

Willford and Thelma Foree Eckert Scholarship

Given to a volunteer firefighter or the child of a volunteer firefighter with preference given to the Lebanon, IL or O'Fallon, IL fire departments.

Toni K. Edwards Memorial Scholarship

Given to a student who is pursuing the study of medicine.

Eiila Fields and Isabella Fields Warren Scholarship

Given to a student pursuing a career in the field of music.

Fleming Associates Scholarship

Given to a student pursuing a career in the field of science.

Rayburn C. Fox Memorial Scholarship

Given to a Lebanon, IL student who graduates in the top 10% of his/her class and who exhibits financial need.

Kenneth C. Frazer Memorial Scholarship

Given to a student who is a member of the Ferox Social Service Society.

Sydney W. and Lenis Yargar Frey Memorial Scholarship

Given to a student who exhibits financial need.

Wiley B. Garvin Scholarship

Given to a student from Mascoutah High School.

Lulu Gaskill Scholarship

Given to a student who exhibits financial need.

James and Linda Gisondi Scholarship

Given to a student majoring in business who demonstrates entrepreneurial spirit.

Howard W. and Alice Everett Gould Scholarship

Given to a student pursuing a degree in the field of science.

Admiral and Marion Grandfield Scholarship

Given to a student who exhibits financial need.

Walter E. and Mildred A. Landwehr Grauel Memorial Scholarship

Given to a student pursuing a degree in education.

Estelle and Bart Greenwood Scholarship

Given to a student pursuing a degree in English or history.

Russell and Louise Greenwood Memorial Scholarship

Given to non-divinity students who exhibit financial need.

Ethel Mae Haas Scholarship

Given to a student pursuing a degree in education.

Janet Leemon Hakala Scholarship

Given to a student pursuing a degree in instrumental music performance, music education or for the participation in band or instrumental ensembles.

Hake Science Scholarship

Given to a student pursuing a career in the field of science.

William P. Hale Memorial Scholarship Fund

Given to a student who is a member of First United Methodist Church of Collinsville or a member of another Illinois Great Rivers Conference church.

Eddie L. Hall Black Student Laureate Achievement Scholarship

Given to an African American student with the highest McKendree GPA in the previous semester.

Reverend Joseph Hall Memorial Scholarship

Given to a student who is an active member of the Illinois Great Rivers Conference – UMYF or Sunday School program.

Hard–Plato Scholarship

Given to a student who exhibits financial need.

David M. Hardy Scholarship

Given to a student from Monroe County, Illinois.

Endowed Scholarships and Loan Funds

Dr. Cameron Harmon Scholarship

Given to a student who exhibits a keen desire to obtain an education.

Ernest H. Hartwig and Dorothy W. Foley Scholarship

Given to a female student who exhibits financial need.

Lillian Hayes Scholarship

Given to a deserving student.

Dr. Lewis Nathaniel Head Memorial Scholarship

Given to a student who is preparing for a Christian vocation.

Ron Herrin and Homer R. Herrin Memorial Scholarship

Given to a student athlete participating in men's basketball who exhibits a strong work ethic.

Hodapp Scholarship Fund

Given to students pursuing a degree in religion.

William and Margaret Hodge Scholarship

Given to a student pursuing a degree in art.

Robert and Bernice Hogan Scholarship

Given to a student pursuing a degree in a business-related discipline.

Loren Joseph Hortin Scholarship

Given to a student who exhibits financial need.

Arthur V. Huffman Scholarship

Given to full-time students taking courses in criminal justice or courses related to law enforcement and criminology.

Fred E. Huffstetler Scholarship

Given to a student pursuing a degree in mathematics.

Dr. Benjamin Murray Hypes Scholarship

Given to a student who exhibits financial need.

Arthur Clarence and Zylphia May Jacobs Memorial Scholarship

Given to a worthy and qualified student.

Dale D. Jacobs Memorial Endowed Scholarship

Given to a student athlete participating in men's or women's soccer or golf.

Zella Jones Scholarship

Given to a student who exhibits financial need.

Orval and Joellen Kimmle Memorial Scholarship

Given to a student graduating from Wesclin High School or Clinton County Illinois or a surrounding county school who is majoring in education.

Delmar and Harriet Koebel Scholarship

Given to students pursuing careers in education.

Mr. and Mrs. Theodore Korb Sr. Scholarship

Given to a Protestant student who exhibits financial need. Preference is given to those pursuing careers in ministry or in education.

Korte-Fertig Scholarship

Given to a student preparing for a career in education, with preference given to Lebanon residents.

Lloyd Bohm Kriege Memorial Scholarship

Given to a student entering the ministry of the United Methodist Church.

William C. Krueger Scholarship

Given to a student whose parent or parents work in public or civil service for a local, county or state government, or the United States federal government. Preference shall be given to a student attending McKendree within one year of graduation from either high school or transferring from another college.

Eleanor A. Kuehn Memorial Scholarship

Given to a junior or senior participating in the music program at McKendree.

Louis Latzer Memorial Scholarship

Given to a student from Madison County, IL who exhibits financial need.

Chuck Leemon Scholarship

Given to a student pursuing a degree in a business-related discipline.

Patricia Leemon Scholarship

Given to a student from Marissa, IL.

Cecil C. and Agnes C. Lowe Scholarship

Given to a student who is pursuing a second career in the ministry (first preference) or a member of Kinmundy United Methodist Church (second preference) or a resident of Marion County, IL.

Consuello and Homer Luttrell Scholarship

Given to a student who exhibits financial need.

Rachel Aidella Watson Martin Scholarship

Given to a student preparing for a Christian vocation.

Steven C. Marty Memorial Scholarship

Given to a student who already has a career in law enforcement and is working to complete a degree (first preference) or a junior or senior who is studying criminal justice.

Michael R. McAfee Scholarship

Given to a full-time student who is involved in extracurricular activities.

Standleigh Myron McClure Scholarship

Given to a student who exhibits financial need.

**McKendree College Stalwarts
(1941–45) Scholarship**

Given to a student in good academic standing.

L. Dean McKinley Scholarship

Given to a student pursuing the ministry.

Mercer Endowed Scholarship

Given to a student with financial need for whom the pursuit of a college education would not be possible if it were not for the assistance of this scholarship.

Edwin F. and Vivian V. Meyer Scholarship

Given to a student pursuing a degree in science or mathematics.

**Ralph W. Miller Family/Gloria J. Miller
Endowed Scholarship**

Given to a student who exhibits financial need with preference given to students participating in the music department.

Monticello College Foundation Scholarship

Given to outstanding female students majoring in business, computer science, or other professional programs.

Bowe-Murray Memorial Scholarship

Given to a student majoring in speech or English who exhibits financial need.

**Nashville Grace United Methodist Church
Scholarship**

Given to a student who is a member of Grace United Methodist Church of Nashville, Illinois.

**Stanley and Eleanor Oexemann
Endowed Scholarship Fund for Business**

Given to a student pursuing a degree in business administration.

**Stanley Oexemann Endowed
Scholarship Fund for Biology**

Given as a merit scholarship for students majoring in biology.

Ogilvy-Angus Scholarship

Given to a student who exhibits financial need with preference given to those with talent in music.

Michael and Dorothy Ogilvy Scholarship

Given to students who are Illinois residents with first preference given to students who participate in the music program and second preference to students from Marissa, Sparta, Coulterville and other nearby communities.

Bobbie L. Oost Memorial Scholarship

Given to a student from the Kentucky centers who is a federal employee.

Pearl L. Osterhage Scholarship

Given to a student pursuing a career in Christian service who exhibits financial need. Preference is given to Monroe County (IL) students.

Ottwell Family Scholarship

Given to a student who exhibits financial need.

**Emerial L. Owen Jr. Memorial
Psychology Scholarship**

Given to a student pursuing a degree in psychology who exhibits high moral character, academic achievement, a passion for volunteer service, and financial need.

Parents' Association Scholarship

Given to a student who requires emergency financial assistance during the year.

**A.W. and Frances Dotson Pitchford
Memorial Scholarship**

Given to a student from Clay or Wayne Counties in Illinois.

Philip H. Postel Memorial Scholarship

Given to a student from Mascoutah Community High School who exhibits high moral character and leadership qualities.

Irvin G. Pringle Scholarship

Given to a student preparing for ministry.

Malcom Randall Scholarship Fund

Given to a student who participates in intercollegiate football.

**Regions Bank Scholarship
(formerly Union Planters Scholarship)**

Given to a student who exhibits financial need.

Roland P. Rice Scholarship

Given to a student who exhibits financial need.

Dr. Cal and Lois Ryan Scholarship

Given to a Methodist student preparing for a career in Christian service.

Saegesser-Church Scholarship

Given to a student who exhibits financial need.

Bill and Gladys Sanders Scholarship

Given to a student with an interest in journalism, public relations, or the insurance field, with a preference given to students from White County (IL).

Louise Schiek Scholarship

Given to a student from St. Clair County (IL).

William and Florence Schmidt Memorial Scholarship

Given to a student pursuing a degree in business, economics, or computer science.

Edith Sawyer Schnaare Scholarship

Given to a student pursuing a degree leading to full-time Christian service.

John Sheehan Memorial Volleyball Scholarship

Given to a student athlete participating in men's or women's volleyball.

Endowed Scholarships and Loan Funds

Carrie Field Smith and Emma Lee Foree Walkup Smith Memorial Scholarship

Given to the McKendree junior and sophomore who earned the highest GPA in the previous academic year.

Lieudell Smith Memorial Scholarship

Given to McKendree seniors who possessed highest and second highest GPAs as juniors.

Spencer Science Scholarship

Given to an upper classman who exhibits special scientific abilities.

Robert E. Stadge Music Scholarship

Given to a student pursuing a degree in a music-related discipline.

Vada Statham Memorial Scholarship

Given to a student at McKendree studying sport psychology.

Irene Darrow Steinheimer Scholarship

Given to a student who exhibits financial need.

Jeff "Doc" Sues and Todd Bruns Memorial Soccer Scholarship

Given to a soccer player who exhibits academic and athletic excellence.

Gerrit J. TenBrink Scholarship

Given to a student who is a professing Christian.

Edith Flint Thrall Scholarship

Given to a student in good standing with the Clonion Literary Society.

Throgmorton Endowment Fund

Given to a student who exhibits financial need.

Jack and Jerry Travelstead Endowed Scholarship

Given to a student who exhibits financial need.

Thelma Tschudy and Clarence Tschudy Scholarship

Given to students from Aviston or Clinton County (IL) who possess a good academic record. Secondary preference shall be given to non-traditional students and students with children.

Guy and Maxine Tucker Memorial Scholarship

Given to a student at McKendree pursuing a degree in mathematics, business administration or education.

William C. Turner Scholarship

Given to a junior or senior student at McKendree pursuing a degree in business.

Vesely Memorial Scholarship

Given to a student athlete participating in men's basketball who exhibits high moral character, academic achievement, and promise for a bright future.

Fay L. Waggoner Scholarship

Given to a student pursuing a degree in Christian ministry.

Kenneth William and Mary Sue Walters Endowed Scholarship

Given to a student pursuing a degree in nursing.

Walton Scholarship

Given to a female student who exhibits financial need.

Jack and Etta Jean Watters Study Abroad Scholarship

Given to a student who is studying abroad with financial need.

Samuel F. Wehrly Memorial Scholarship

Given to a student with a sincere desire to obtain a college education.

Alexander Wildy Scholarship

Given to a student who exhibits financial need.

Faye and Bill Williams Scholarship

Given to a student who is a member of First Presbyterian Church in Carmi, IL (first preference) or a member of a church in Carmi, IL (second preference) or a resident of White County, IL.

Dorothy Faulkner Winterrowd Scholarship

Given to a student pursuing a degree in music or nursing.

Lewis A. Winterrowd Athletic Scholarship

Given to a student athlete participating in men's or women's basketball.

Terry Lewis Winterrowd Scholarship

Given to a student in good academic standing who is pursuing a degree in science.

Dr. Joseph S. and Helen R. Koennecke Wolfram Memorial Scholarship

Given to a student pursuing a degree in nursing with preference given to Wesclin and Mater Dei high school graduates.

Jeanne Elaine Woodward Memorial Scholarship

Given to a student who exhibits financial need.

Melvin J. and Suzannah Wright Memorial Fund

Given to a student who exhibits financial need.

Bruce Young Memorial Scholarship

Given to a student with high ethical standards who exhibits financial need.

Charles Young Family Scholarship

Given to a student who exhibits financial need.

Loren S. Young Scholarship

Given to a student pursuing a degree in science or mathematics.

Roger L. Zeller Scholarship

Given to a student athlete participating in men's basketball who exhibits excellence on the court and in the classroom. Preference given to ROTC members.

INDEX

A.

Academic Honesty	26
Academic Policies.....	25
Accreditations.....	ii
Adding Classes	29
Additional Minor or Major After Graduation	29
Administration.....	284
Administrative Withdrawal Policy	30
Admission	13
Advising	30
Aerospace Studies.....	202
Alumni Association (Board Members)	283
Alumni Association (Officers).....	284
Application	14
Applying for Financial Aid.....	19
Approvals and Licenses.....	ii
Army ROTC.....	203
Attendance.....	30
Auditing Courses	31

B.

Board of Trustees (Board Members)	282
Board of Trustees (Current Honorary and Trustee Emeritus).....	283
Board of Trustees (Officers).....	282

C.

Calendar.....	26
Career Services.....	24
Challenges to Academic Decisions.....	31
Check Policy	19
Class and Status	33
College of Arts and Sciences.....	61
Community Service.....	12
Concurrent Admissions Program.....	18
Course Descriptions	207
Credit for Prior Learning.....	33
Credit/No Credit Option.....	39

D.

Dean's List.....	34
Declaration of Major.....	34
Degrees Offered.....	34
Directed Study.....	41
Disability Services	24
Dismissal.....	44
Diverse Perspectives	54
Domestic Study and Travel	10
Dropping Classes.....	29
Dual Enrollment/Dual Credit Program	17

E.

Effective Communication	58
Email.....	35
Emeriti.....	286
Endowed Scholarships and Loan Funds	291
Enrolling for classes.....	14
Exploratory Studies.....	204

F.

Faculty	286
Family Educational Rights and Privacy Act (FERPA)	35
Financial Aid.....	19
Financial Information.....	18
Foreign Language Requirements.....	38

G.

General Education.....	53
Grade Changes.....	38
Grading System.....	39
Graduate Level Credit	48
Graduation Dates	40
Grants	20

H.

Home Schooling Admission Policy.....	18
Honor Societies.....	9
Honors at Graduation	41
Honors Program.....	204

**For a list of majors, minors,
tracks, and emphases,
please see pp. 298 – 300.**

I.		R.	
Illinois Articulation Initiative (IAI)	41	Re-admission	14
Incomplete Grades	39	Refund (Board)	22
Independent Study	41	Refund (Tuition)	21, 22
Individually Designed Majors	42	Repeat/Delete	20
Inquiry and Problem Solving	59	Repeat/Delete	45
Institutional Review Board (IRB)	45	Residence Requirement	45
International Student Admission	16		
Internships	43	S.	
Interruption of Studies	43	Scholarships	21
		School of Business	143
K.		School of Education	169
Kentucky Centers	7	School of Nursing and Health Professions	185
		Scott Air Force Base	8
L.		Second Degree	46
Library	23	State Seal of Biliiteracy Credit	46
Loans	20	Student Learning Outcomes	52
		Student Services	23
M.		Student Success and Advising Center	24
Maximum Course Load	43	Study Abroad	10
McKendree University	6	Study Abroad	206
McKendree Worldwide	7	Suspension	44
Mission	4		
		T.	
O.		Transfer	14
Online	8	Transfer of Credit	47
P.		U.	
Path to Graduation	49	University Courses	206
Permission to Register	44		
Personal and Social Responsibility	57	W.	
Placement	17	W Grade	40
President's List	34	Weather Policy	46
Probation	44	Withdrawals	21
		Withdrawals	48
		Writing Center	24
		Writing-Intensive Courses	60
		WW Grade	40



MAJORS/MINORS/TRACKS/EMPHASES

	<i>Major</i>	<i>Minor</i>	<i>Track/Emphasis</i>	<i>Page #</i>
Accounting (BBA)	✓	✓		144
Aerospace Studies			✓	202
Army ROTC			✓	203
Art (BA)	✓	✓		63
Athletic Equipment Management			✓ in Sport Management	163
BA/MACJ 4+1 Option (BA and MACJ)	✓			132
BBA/MBA 4+1 Option (BBA and MBA)	✓			166
Biology (BA/BS)	✓	✓		64
Biopsychology (BA, BS)	✓			66, 67
BS/MSAT 3+2 Option (BS and MSAT)	✓			182
Business Administration (BBA)	✓	✓		145
Business and Professional Writing (BBA)	✓	✓		147
Chemistry (BS)	✓	✓		68
Classical Performance			✓ in Music	105
Clinical and Counseling Psych.		✓		71
Communication Studies	✓	✓		71
Computational Science (BS)	✓			76
Computer Information Systems (BS)	✓	✓		75
Computer Science (BS)	✓			74
Cybersecurity (BS)	✓			78
Creative Writing		✓		80
Criminal Justice			✓ in Sociology	129
Cyber Defense (BBA)	✓	✓		148
Dance		✓		81
Data Analytics (BA, BS)	✓			82
Economics (BA, BBA)	✓	✓		83, 150
Economics and Finance (BBA)	✓			152
Education				
Elementary (BSEd)	✓			172
Special/Elementary Dual (BSEd)	✓			173
Middle				175
English/LA Ed. (BSEd)	✓			177
Mathematics Education (BSEd)	✓			176
Science Education (BSEd)	✓			177
Social Science Education (BSEd)	✓			177

	<i>Major</i>	<i>Minor</i>	<i>Track/Emphasis</i>	<i>Page #</i>
Secondary				177
English (BA)	✓			88
Mathematics (BA/BS)	✓			103
Science Education (BS)	✓			179
Social Science Education (BA)	✓			180
K-12				181
Music Education (BME)	✓			106
Physical Education (BS)	✓			197
Educational Studies (BSEd)	✓			182
English (BA)	✓	✓		85
Entrepreneurship (BBA)	✓			154
Environmental Studies (BA)	✓	✓		89
Ethnic Studies		✓		91
Exercise Science/Sports Perf. (BS)	✓			186
Finance		✓		153
Financial and Actuarial Sciences			✓ in Mathematics	103
Forensic Studies		✓		92
Gender Studies		✓		92
Gerontology		✓		93
Global Studies (BA)	✓	✓		94
Health Promotion and Wellness (BS)	✓	✓		191
History (BA)	✓	✓		96
History Education (BS)	✓			96
Human Resource Management (BBA)	✓			156
International Relations (BA)	✓	✓		117
Jazz Performance			✓ in Music	105
Journalism		✓		98
3+3 Law Program				99
Leadership Studies		✓		157
Legal Studies		✓		100
Literature and Writing			✓ in English	87
Management (BBA)	✓	✓		158
Management Information Systems (BS)	✓			80
Marketing (BBA)	✓	✓		160
Mathematics (BA/BS)	✓	✓		101
Music (BA)	✓	✓		104
Music Education (BME)				106

MAJORS/MINORS/TRACKS/EMPHASES *continued*

	<i>Major</i>	<i>Minor</i>	<i>Track/Emphasis</i>	<i>Page #</i>
Music Marketing (BA)	✓			109
Musical Theatre (BA)	✓			140
Nursing (RN to BSN)	✓			195
Nursing (RN to MSN)	✓			197
Occupational Therapy (BS)	✓			110
Organizational Communication (BA)	✓	✓		113
Philosophy (BA)	✓	✓		115
Physical Education (BS)	✓			197
Physics			✓ in Computational Science	78
Political Science (BA)	✓	✓		117
Pre-Professional			✓ in Biology ✓ in Chemistry	120
Professional Writing (BA)	✓	✓		120
Psychology (BA)	✓	✓		123
Public Relations Studies (BA)	✓	✓		124
Religious Studies (BA)	✓	✓		127
Social Welfare and Social Justice			✓ in Sociology	130
Sociology (BA)	✓	✓		129
Spanish (BA)	✓	✓		133
Sport Management (BBA)	✓			162
Sport Psychology		✓		136
Sports Performance		✓		200
Supply Chain Management		✓		164
Theatre (BA)	✓	✓		138

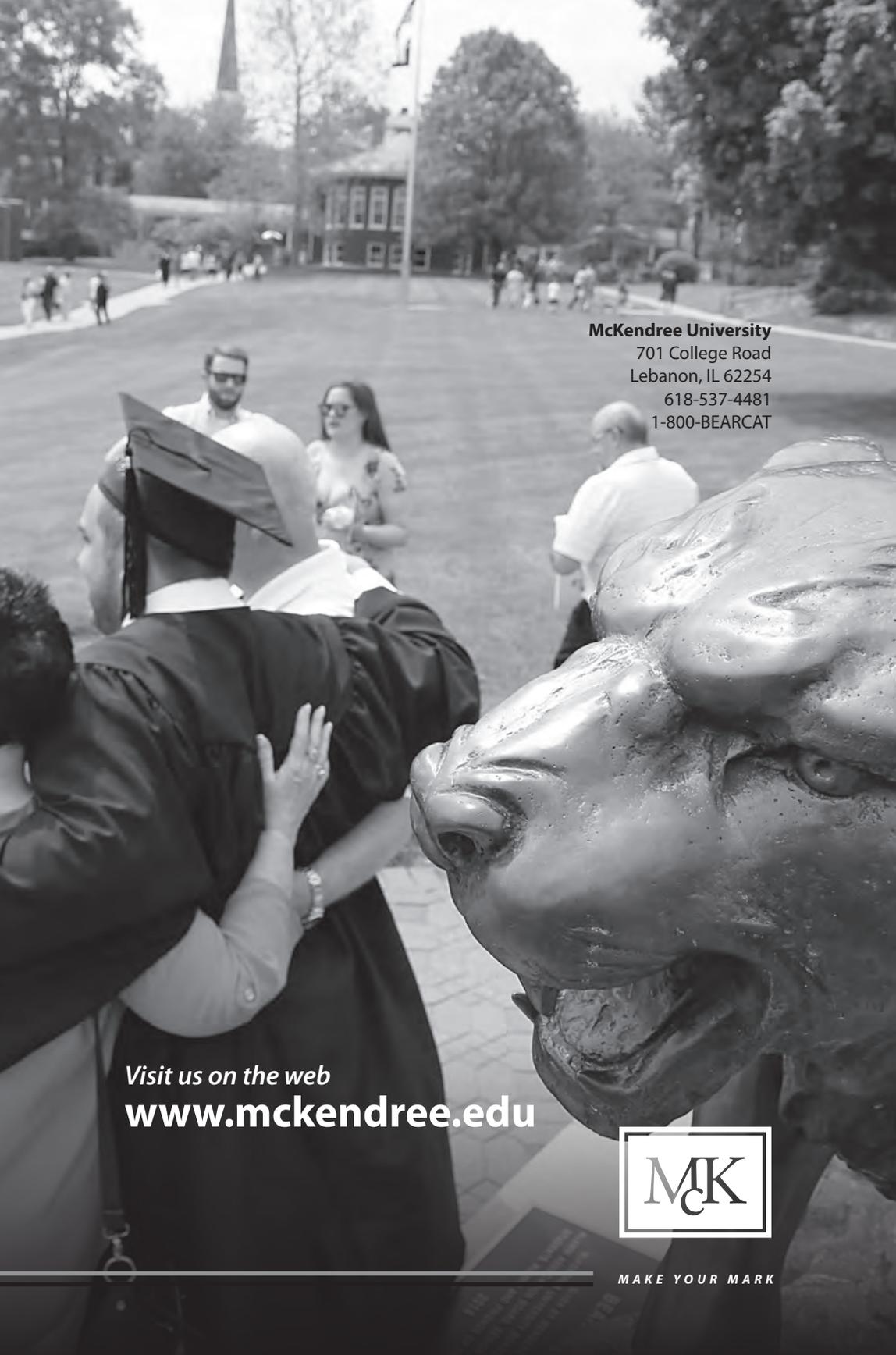
MCKENDREE
UNIVERSITY



The mission of McKendree University
is to provide a high quality
educational experience
to outstanding students.



MAKE YOUR MARK



McKendree University

701 College Road

Lebanon, IL 62254

618-537-4481

1-800-BEARCAT

Visit us on the web

www.mckendree.edu

McK

MAKE YOUR MARK



MCKENDREE
UNIVERSITY

701 College Road

Lebanon, IL 62254

618-537-4481

www.mckendree.edu