

MCKENDREE  
UNIVERSITY



**2022 - 2023**

**Undergraduate Catalog**

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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.

**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.**

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 program. 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.





One McKendree



# A LETTER FROM THE PRESIDENT

Congratulations on your decision to enroll at McKendree University!

Our faculty and staff are committed to providing you a high-quality educational experience in a vibrant and engaged academic community. A broad-based education will help develop critical thinking, leadership, problem solving, and communication skills to prepare you for the future.

This catalog communicates important information about our courses of study, policies, and procedures. It is an excellent resource intended to help you best plan your student experience. If you have any question or concerns, please feel free to ask any member of the faculty or staff for assistance. We are committed to your success!

Thank you for choosing McKendree University! We look forward to helping to inspire and support your journey. Welcome and best wishes as you begin your McKendree experience.

*Sincerely,*



**Daniel C. Dobbins '81**

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.



**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.**

## 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 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, 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](http://www.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. Please refer to the Veterans Benefits and Transition Act of 2018 at [www.mckendreee.edu](http://www.mckendreee.edu) for more information.

**For additional information,  
call the McKendree at Scott office  
at (618) 744-9321.**

## 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 Healthcare Management**
- **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 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 Business Administration in Supply Chain Management and Logistics**
- **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 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.

### 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](http://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 curriculum rigor, 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). 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.

## 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. Please refer to the Veterans Benefits and Transition Act of 2018 at [www.mckendreee.edu](http://www.mckendreee.edu) for more information.

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://studentaid.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 Direct Student Loan (Subsidized and Unsubsidized)

This loan is made available by the government. Students must complete the FAFSA annually to determine eligibility. Loans are only offered to those enrolled at least half-time. 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. Contact the Office of Financial Aid for the 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 the 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.

## VA Pending Payment Compliance

McKendree University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment
- Assess a late penalty fee
- Require they secure alternative or additional funding
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.



To qualify for this provision, students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class
- Provide written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies. (See the VA School Certifying Official for all requirements.)

## 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.

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.

## 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.

## Room Rent Refunds

Once a student has registered and is assigned a room, payment of the full room rent is required. The room rent refund schedule matches the Tuition Refund Schedule for semester courses. To see the terms and conditions of the housing contract, please visit the residence life section of the McKendree University website.

## Tuition Refunds

### Return of Title IV Funds Policy

Any student who receives Title IV Funds and who completely withdraws or is dismissed from all classes during a semester are subject to the Return of Title IV Funds (R2T4) calculation. The requirements for Title IV Funds when a student withdraws, or is dismissed, is separate from any refund policy that McKendree University may have. Further details regarding the Return of Title IV Funds 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.



## Statistical Record Hispanic Americans **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, Blu-rays, 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 can check out laptops and Chromebooks..

Holman library is a member of the CARLI consortium, which provides access to over 38 million items from 91 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 are available from our dedicated librarians.

## Student Success and Advising Center

The mission of the Student Success and Advising Center is to support a successful transition for undergraduate students into the intellectual, social, and cultural community of McKendree University. The 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](http://www.mckendree.edu).

## 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. The 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.

## 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](http://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 offers a one-credit-hour course each spring so that students are well prepared for their job search and life after graduation. The office also coordinates the internship program for academic credit (available to qualifying junior- and senior-level students). Career Services provides workshops and individual advising to offer assistance with resume preparation, job search correspondence, interview skills, and graduate school preparation. The office also sponsors job fairs and career conferences to introduce students to available fields of work and prospective employers. Students and alumni are encouraged to register with Handshake, the McKendree University online job system, and to participate in on-campus interviews.





# ACADEMIC POLICIES

## Academic Calendar

*McKendree University offers classes at a variety of sites in Illinois, 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

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.

- a. **Cheating** involves many forms of academic misrepresentation. Examples of cheating include, but are not limited to, 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, using unauthorized examination aids, buying or selling assignments, and helping or offering to help other students commit acts of academic misrepresentation.
- b. **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.
- c. **Duplicate submission** means the submission of the same work in the same course or two different courses. This is not permitted except when permission has been given by the instructors in the courses involved.
- d. **Plagiarism** consists of presenting the words or ideas of another without proper acknowledgment. This applies to direct quotations, paraphrases, or summarized ideas.

### The Violation and Initial Report

If 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. If the act of dishonesty is substantiated by material evidence, the faculty member will submit an incident report.

*If the act occurs in a course taught by the faculty member who discovered the dishonesty, the faculty member may take any of the following steps:*

- a. Allow the student to resubmit the assignment or re-take the exam, test, or quiz for full or partial credit;

- b. Reduce the grade earned by the student for the specific assignment, exam, test, or quiz by whatever factor the faculty member deems appropriate, up to and including issuing a failing grade;
- c. Reduce the grade earned by the student for the course by whatever factor the faculty member deems appropriate, up to and including issuing a failing grade;

If a staff member suspects or learns of an alleged instance of academic dishonesty on the part of a student, the staff member will contact the student. If the act of dishonesty is substantiated by material evidence, then the staff member will submit an incident report.

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

### Evidence

*Within two weeks of receipt of the reporting form, and on the basis of the evidence presented, the Associate Provost 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. **Schedule a hearing of the Academic Integrity Committee** if it is a second or subsequent offense, or is deemed a particularly egregious offense.

### The Academic Integrity Committee Hearing

The student is contacted in writing by the Associate Provost.

*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 the student.

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, without any interjections, 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 bring witnesses of the incident to the hearing. The student and/or witnesses may be queried by the Academic Integrity Committee.
- e.** Any member of the Academic Integrity Committee involved in the incident will be excluded from the hearing process.
- f.** The Associate Provost 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 testimony must be audio recorded. The audio recording and evidence will then be submitted to the Associate Provost.

### 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 Provost.
- b.** A reduced grade for the course if the instructor of record has yet to submit grades at the time of adjudication.
- c.** A retroactive reduced grade for the course if the instructor of record has submitted grades at the time of adjudication.
- 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 Associate Provost will notify the student in writing about actions taken by the Academic Integrity Committee within one week of the hearing.

## Appeals

The Provost will consider appeals of sanctions imposed by the Academic Integrity Committee. The student must file an appeal with 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. New testimony must be audio 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 or faculty 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. Please refer to the Veterans Benefits and Transition Act of 2018 at [www.mckendree.edu](http://www.mckendree.edu) for more information.

## 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 their work has been improperly evaluated or who think 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, fourteen (14) calendar days after the first class day of the semester immediately following the issuing of the grade—for the spring and summer terms, this will be the following fall term, and for the fall term this will be the following spring term—to determine if the problem can be resolved.
2. If the problem cannot be resolved through Step 1, and if the student wishes to proceed, the student 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 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 fourteen (14) calendar days following the completion of Step 1.
3. If the problem cannot be resolved through Step 2, and if the student wishes to proceed, the student must submit a written petition to the Provost, who will attempt to assist the student and the chair of the division or school in bringing the

problem to a satisfactory conclusion. This step shall be completed within fourteen (14) calendar days following completion of Step 1 and/or Step 2 as appropriate.

4. If the problem cannot be resolved through Step 3, and if the student wishes to proceed, the student must submit a written petition to the Undergraduate Council through its chairperson, the Associate Provost. The student submitting the petition has a right to appear before the committee, as does the faculty member. 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 self-represent. (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 as close to the completion of Step 3 as possible. 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 Provost, 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 a 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 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 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
- Address (local and home)
- Telephone Number (local and home)
- Date and place of birth
- Major field of study
- Dates of attendance
- Degrees and awards received
- Most recent educational institution attended
- Participation in activities and sports
- Weight and height of members of athletic teams
- Photos which may be published on the McKendree website or social media sites, magazines, brochures, or press releases

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:
- a. Make a request to discuss the grades of the student after mid-term and final grades have been posted;
  - b. Make a request to speak to the instructors of the student regarding attendance, class participation, and grades the student has earned in the class;
  - c. 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 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.

## Grade Forgiveness

Students reentering McKendree after an absence of ten or more years may elect to have grades of D and F forgiven. The previous grades of D and F will remain on the student's transcript but will not affect GPA. Grades of C or better will remain and will continue to be calculated in the student's grade point average. Eligible students wishing to petition for grade forgiveness should send an email to Academic\_Records\_Office@mckendree.edu.

## Grading System

*McKendree University uses the following grading system:*

	Quality points per credit hr.
A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2
C-	1.7
D	1
F	0
I – Incomplete	0
W – Withdrawal	0
without attempted credit	0
CR – Credit (D or better)	0
NC – No Credit (less than D)	0
AU – Audit	0
NS – Not submitted by instructor	0

**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 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 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.

## 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.

## Independent and Directed Study

### Independent Study:

- 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 Associate 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**

1. Students who feel that their goals can be more adequately served through an individually designed major rather than one of the standing majors will request the academic advisor assist in the planning of that major.
2. 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.
3. The student, in consultation with the academic advisor, 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.
4. Once the major has been planned by the student and academic advisors, the student will submit the proposed program to the Associate Provost for approval. The proposed program must be submitted for approval no later than one year prior to the anticipated graduation date.
5. 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 90 hours either in residence or transfer.

**Individually Designed Minors**

1. Students who feel that their goals can be more adequately served through an individually designed minor rather than one of the standing minors will request the academic advisor assist in the planning of that major.
2. The minor will constitute a total of not fewer than 18 hours. At least 50% of the coursework applied to the minor must be taken at McKendree University.
3. The student, in consultation with the faculty member, will complete the Individually Designed Minor form and have it approved by the Associate Provost.
4. Upon approval, the form will be submitted to the Academic Records Office.
5. The proposal of what constitutes the minor must be submitted for final approval to the Associate Provost not later than one year prior to the anticipated graduation date. Any amendments or changes in the proposal must have the approval of the Associate Provost for Curriculum.

**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.

## 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:*

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

- 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 computing a 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 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 pursuing a bachelor's degree must earn their final 30 hours in residence. The phrase "in residence" means "at McKendree University."
- Degree-seeking students pursuing an associate's degree must earn their final 18 hours in residence.
- All upper-division hours required for the major and minor should be earned in residence.
- 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.
- 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.

## 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 or a skilled trade. "Vocational" or "skilled trade" refers to programs that generally do not require a four-year degree and are in disciplines not offered as majors at McKendree University (e.g., welding, auto mechanics, cosmetology). Coursework from vocational or skilled trade degrees will be evaluated for transfer credit on a course-by-course basis.

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 DANTEs 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 DANTEs).
4. Please see the McKendree website for acceptable scores for examination programs (CLEP, PEP, NLN, APT, IB, and DANTEs).
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 eform 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](http://www.ece.org) or (414) 289-3400 or World Educational Services at [www.wes.org](http://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 Self-Service 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.

Term Length	Days*	Transcript Notation
16 weeks	Until 5th business day	No W on transcript
	6th – 60th business day	W on transcript
	61st business day onward	Cannot drop
8 weeks	Until 5th business day	No W on transcript
	6th – 30th business day	W on transcript
	30th business day onward	Cannot drop
4 weeks	Until 5th business day	No W on transcript
	6th – 15th business day	W on transcript
	16th business day onward	Cannot drop

## Path to Graduation

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

### Degree Requirements

1. Complete a minimum of 120 credit hours;
2. Complete a minimum of 30 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.*

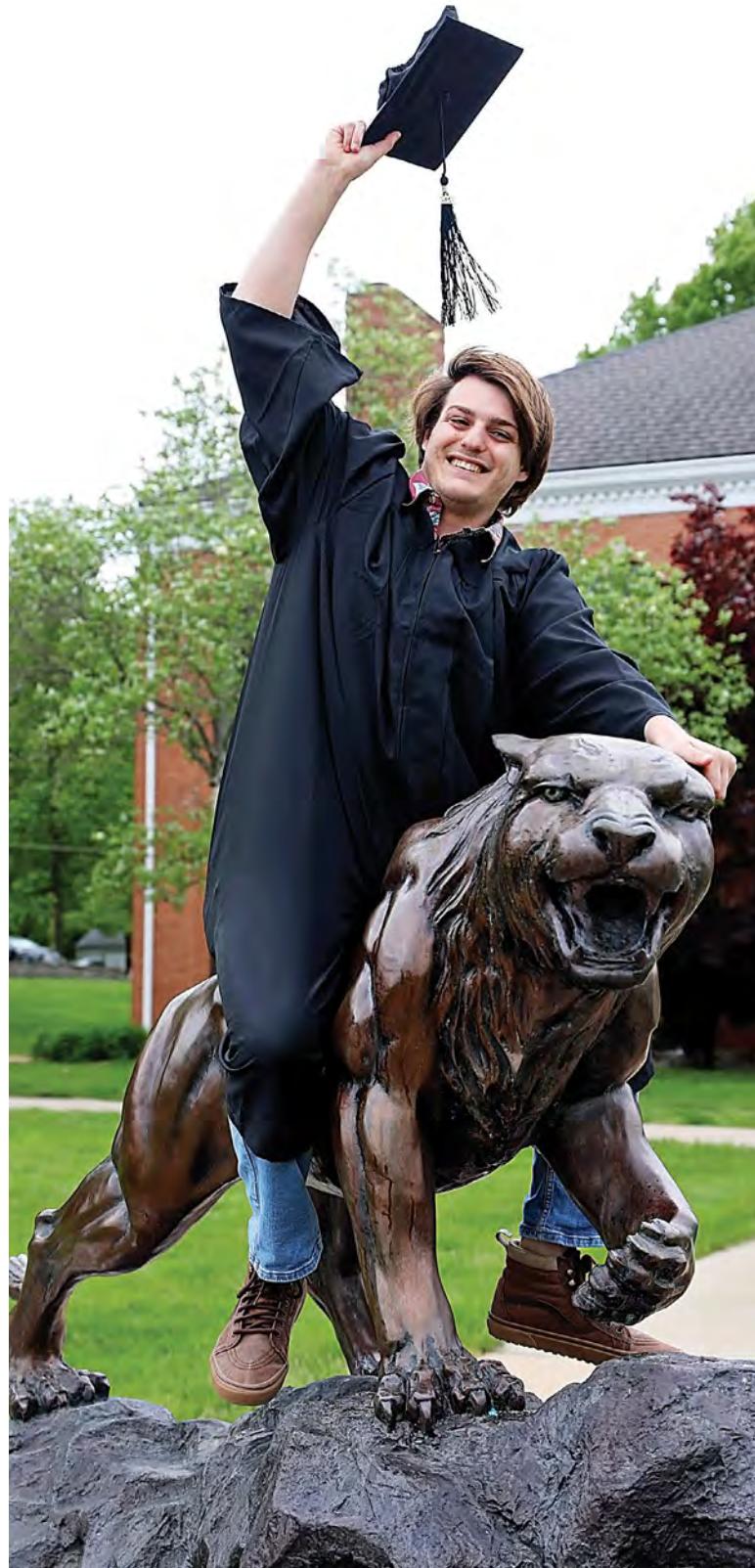
**Additionally**

- 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:*

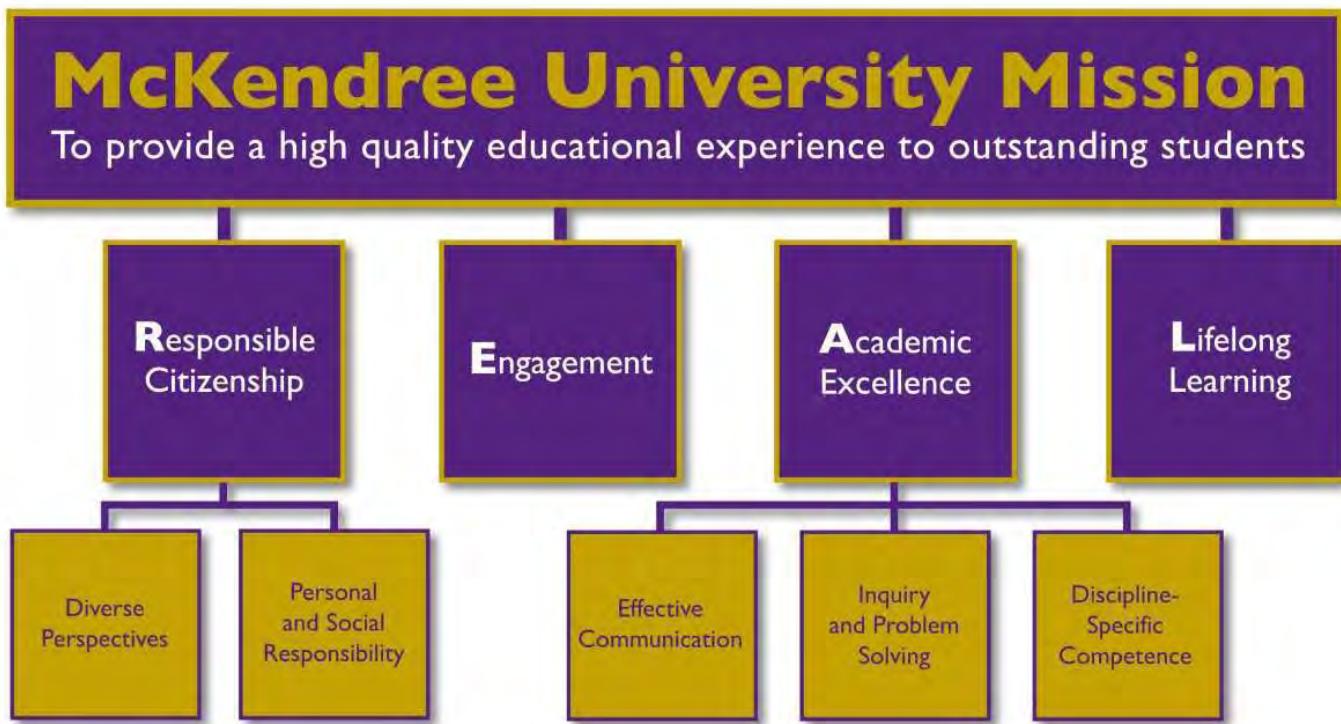
1. Take charge of your academic career and become your own advocate.
2. Become familiar with this catalog; especially the sections on academic programs and policies, general education program, and major(s) and minor(s).
3. Consult your online Program Evaluation before registration each semester.
4. Print and consult the Four-Year Planning sheet associated with your major(s).
5. Visit your Academic Advisor to discuss which courses you should take and when you should take them.
6. 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 and acknowledge variety in viewpoints in order to foster empathy and interpersonal understanding.

### 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 280-289, REL 350, 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 CIVILIZATIONS I
HIS 162	WORLD CIVILIZATIONS II
HIS 261	UNITED STATES HISTORY TO 1877
HIS 262	UNITED STATES HISTORY SINCE 1877
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 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 CIVILIZATIONS I
HIS 162	WORLD CIVILIZATIONS II
MGT 340	INTERNATIONAL BUSINESS
MKT 340	INTERNATIONAL BUSINESS

<b>MUS 265</b>	<b>MUSIC IN WORLD CULTURES</b>
<b>NSG 404</b>	<b>DIVERSITY IN HEALTHCARE DELIVERY</b>
<b>PHI 202</b>	<b>INTRODUCTION TO PHILOSOPHIES OF ASIA, AFRICA AND LATIN AMERICA</b>
<b>PSI 210</b>	<b>INTRODUCTION TO WORLD POLITICS</b>
<b>PSI 220</b>	<b>INTRODUCTION TO COMPARATIVE POLITICS</b>
<b>PSY 304</b>	<b>CROSS-CULTURAL PSYCHOLOGY</b>
<b>REL 210</b>	<b>LIVING RELIGIONS OF THE EAST</b>
<b>REL 211</b>	<b>LIVING RELIGIONS OF THE WEST</b>
<b>REL 235</b>	<b>RELIGION AND GENDER</b>
<b>REL 250</b>	<b>RELIGIONS OF THE WORLD</b>
<b>REL 355</b>	<b>RELIGION AND CONCERN FOR THE NATURAL ENVIRONMENT</b>
<b>SOC 240</b>	<b>CROSS-CULTURAL PRACTICUM</b>
<b>SPA 101</b>	<b>SPANISH LANGUAGE AND CULTURES I</b>
<b>SPA 102</b>	<b>SPANISH LANGUAGE AND CULTURES II</b>
<b>COM 353</b>	<b>INTERCULTURAL COMMUNICATION</b>
<b>STA 380</b>	<b>STUDY ABROAD</b>

**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**

<b>ENG 201</b>	<b>SHAKESPEARE</b>
<b>ENG 235</b>	<b>GENDER IN LITERATURE</b>
<b>ENG 237</b>	<b>COMING-OF-AGE LITERATURE</b>
<b>ENG 238</b>	<b>THE AMERICAN DREAM IN LITERATURE</b>
<b>ENG 250</b>	<b>DRAMATIC LITERATURE</b>
<b>ENG 252</b>	<b>ETHNIC LITERATURE</b>
<b>ENG 254</b>	<b>AFRICAN AMERICAN LITERATURE</b>
<b>ENG 255</b>	<b>LITERATURE AND THE ENVIRONMENT</b>
<b>ENG 261</b>	<b>POETRY</b>
<b>ENG 272</b>	<b>FICTION</b>
<b>ENG 273</b>	<b>FILM AND LITERATURE</b>
<b>ENG</b>	
<b>203/303</b>	<b>AMERICAN LITERATURE TO 1900</b>
<b>ENG 304</b>	<b>AMERICAN LITERATURE FROM 1900 TO PRESENT</b>
<b>ENG 309</b>	<b>WORLD LITERATURE I</b>
<b>ENG 310</b>	<b>WORLD LITERATURE II</b>

<b>ENG 311</b>	<b>ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE</b>
<b>ENG 312</b>	<b>ENGLISH RENAISSANCE AND EIGHTEENTH CENTURY ENGLISH LITERATURE</b>
<b>ENG 313</b>	<b>TOPICS IN SHAKESPEARE</b>
<b>ENG 317</b>	<b>BRITISH ROMANTICISM</b>
<b>ENG 318</b>	<b>VICTORIAN LITERATURE</b>
<b>ENG 319</b>	<b>MODERN AND CONTEMPORARY BRITISH LITERATURE</b>
<b>ENG</b>	
<b>274/374</b>	<b>AMERICAN LITERATURE AND CULTURE</b>
<b>ENG</b>	
<b>280-289</b>	<b>TOPICS IN LITERATURE</b>
<b>380-389</b>	<b>TOPICS IN LITERATURE</b>



RESPONSIBILITY

**II. PERSONAL AND SOCIAL RESPONSIBILITY**

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

**Approved Course**

<b>HPE 158</b>	<b>HEALTH AND WELLNESS</b>
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**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**

- ABA 398** ETHICS IN RESEARCH AND THERAPY  
**BUS 324** BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)  
**CSI 369** SOCIAL, LEGAL AND ETHICAL ISSUES OF COMPUTING  
**NSG 405** ETHICAL/LEGAL ISSUES IN HEALTHCARE  
**PHI 206** INTRODUCTION TO ETHICS  
**PHI 208** ENVIRONMENTAL ETHICS  
**PHI 390** ETHICS AND PUBLIC POLICY (W)  
**PHI 391** MEDICAL ETHICS (W)  
**PSY 398** ETHICS IN RESEARCH AND THERAPY  
**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  
**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.

**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. Communication: Three credit hours of Communication**

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

**Approved Courses**

- COM 100** FUNDAMENTALS OF COMMUNICATION  
**COM 210** ARGUMENTATIVE COMMUNICATION

**c. Aesthetic Expression: Three credit-hours of Art, Music, Theatre, Fine Arts, 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 historical 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  
(W)
- ENG 206 INTRODUCTION TO WRITING FICTION  
(W)
- ENG 305 ADVANCED WRITING OF POETRY (W)
- ENG 306 ADVANCED WRITING OF FICTION (W)
- FA 202 INTRODUCTION TO THE FINE ARTS
- MUE 128 SPIRIT OF MCKENDREE BAND
- MUE 148 JAZZ ENSEMBLE
- MUE 154 CONCERT CHOIR
- MUE 156 CONCERT BAND

**Any MUL**

- MUS 110 FUNDAMENTALS OF MUSIC
- MUS 165 MUSIC APPRECIATION
- MUS 265 MUSIC IN WORLD CULTURES
- MUS 269 JAZZ APPRECIATION
- MUS 275 HISTORY OF THE AMERICAN MUSICAL
- THE 100 INTRODUCTION TO THEATRE
- THE 111 INTRODUCTION TO ACTING
- THE 215 THEATRE PRACTICUM



## 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: Two credit hours**

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

**Approved Courses**

- BUS 350 BASIC PROGRAMMING FOR BUSINESS AND CYBER DEFENSE
- CSI 120 COMPUTER CONCEPTS AND APPLICATIONS
- CSI 131 COMPUTATIONAL THINKING

**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 BIOLOGY FOR LIFE
- BIO 110 PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY\*
- PHY 211 GENERAL PHYSICS: MECHANICS, HEAT, SOUND\*
- PHY 212 GENERAL PHYSICS: ELECTRICITY, MAGNETISM, OPTICS\*

**Non-Lab Sciences**

- BIO 250 INTRODUCTION TO ENVIRONMENTAL SCIENCE
- CHE 100 GENERAL CHEMISTRY FUNDAMENTALS
- ES 110 EARTH AND ASTRONOMICAL 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

Students take at least two writing-intensive courses after successfully completing ENG 111 and 112. Each writing-intensive course provides the opportunity for students to practice the writing, reading, and critical thinking skills they learned in ENG 111 and 112, 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:*

- One of the course objectives must be the development of writing skills.
- The course must adopt a process-based approach to writing. This approach includes, but is not limited to, instruction about writing in the course’s academic discipline, written and/or verbal feedback to students during their writing process, and emphasis on revision of written work.
- The instructor must use the Written Communication rubric to assess at least one assignment in D2L Brightspace.

• Writing must be an integral part of the course. Expectations for writing vary from discipline to discipline and class to class; instructors should use their best judgment in ensuring that writing is integral to the course, using the following guidelines:

- Some classes require twenty pages of polished prose. Others require writing that includes charts and graphs, intensive study of grammar/rhetoric, or perhaps writing for the web; in these cases, instructors may define their focus on writing in terms of something other than numbers of pages.
- Students’ proficiency in writing should constitute a substantial portion of the course grade.

Instructors might assign informal writing as well as formal writing. Informal writing might be graded or ungraded and can include journals, field notes, reflections, memos, informal responses to readings, online discussions, and in-class writing. Informal writing may be used as a way to begin a formal paper or as a means to generate good class discussion. Formal writing assignments are usually graded and might include critical and/or creative work. Genres include argumentative essays, research papers, literature reviews, case studies, op-eds, proposals, reports, blogs, digital writing, critical narratives, and so forth, depending on the discipline. The best practice for writing-intensive courses is to require students to produce a written document that is considered the standard form for professional communication in the discipline.



# COLLEGE OF ARTS AND SCIENCES

College of Arts  
and  
Sciences



The College of Arts and Sciences offers the following programs:

- Art
- Biology
- Biopsychology
- Chemistry
- Clinical and Counseling Psychology
- Computing (Computer Science, Computer Information Systems, Computational Science, Cybersecurity, and Management Information Systems)
- Creative Writing
- Data Analytics
- Economics
- English
- Environmental Studies
- Ethnic Studies
- Forensic Studies
- Gender Studies
- Global Studies
- History
- 3+3 Law Program
- Legal Studies
- Mathematics
- Music
- Music Education
- Music Marketing
- Occupational Therapy
- Philosophy
- Political Science/International Relations
- Pre-professional Studies
- Psychology
- Religious Studies
- Sociology
- Sport Psychology



MCKENDREE  
UNIVERSITY

MAKE YOUR MARK

# 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 broad range of skills and concepts within visual art and design, providing a high quality educational experience through an engaged and critical curriculum. Students explore courses that emphasize a multi-faceted study of various mediums and processes, critical understanding and context of art history, and best practices of professional development within the arts. Students are empowered to cultivate creativity through their expressive voice, become leaders within the creative arts, and promote artistic and creative enrichment in the region.

### 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.

**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.

<b>ART MAJOR REQUIREMENTS</b>		<b>48-52 crs.</b>
<b>ART 101</b>	<b>DRAWING I</b>	<b>3</b>
<b>ART 102</b>	<b>TWO-DIMENSIONAL DESIGN AND LAYOUT</b>	<b>3</b>
<b>ART 103</b>	<b>THREE-DIMENSIONAL DESIGN</b>	<b>3</b>
<b>ART 210</b>	<b>WESTERN ART HISTORY I (PREHISTORIC - HIGH GOTHIC) (W)</b>	<b>3</b>
<b>ART 211</b>	<b>WESTERN ART HISTORY II (RENAISSANCE - MODERN) (W)</b>	<b>3</b>
<b>ART 310</b>	<b>20TH and 21ST CENTURY ART: AFTER MODERN ART (W)</b>	<b>3</b>
<i>or</i>		
<b>ART 312</b>	<b>AESTHETICS OF FILM (W)</b>	<b>3</b>
<i>or</i>		
<b>ART 314</b>	<b>AMERICAN ART (W)</b>	<b>3</b>
<b>PHI 334</b>	<b>PHILOSOPHY OF ART (W)</b>	<b>3</b>
<b>ART 299</b>	<b>SOPHOMORE REVIEW</b>	<b>0</b>
<b>ART 290</b>	<b>GALLERY PRACTICUM I (2 semesters)</b>	<b>0-1</b>
<b>ART 390</b>	<b>GALLERY PRACTICUM II (2 semesters)</b>	<b>0-1</b>
<b>ART 498</b>	<b>SENIOR STUDIO I</b>	<b>3</b>
<b>ART 499</b>	<b>SENIOR STUDIO II</b>	<b>3</b>

**FOUR COURSES FROM THE FOLLOWING**

<b>ART 202</b>	<b>LIFE DRAWING I</b>	<b>3</b>
<b>ART 220</b>	<b>PHOTOGRAPHY I</b>	<b>3</b>
<b>ART 230</b>	<b>CERAMICS I</b>	<b>3</b>
<b>ART 240</b>	<b>SCULPTURE I</b>	<b>3</b>
<b>ART 250</b>	<b>PAINTING I</b>	<b>3</b>
<b>ART 261</b>	<b>PRINTMAKING I</b>	<b>3</b>
<b>ART 270</b>	<b>COMPUTER GRAPHIC DESIGN I</b>	<b>3</b>

**THREE COURSES FROM THE FOLLOWING**

<b>ART 301</b>	<b>DRAWING II</b>	<b>3</b>
<b>ART 302</b>	<b>LIFE DRAWING II</b>	<b>3</b>
<b>ART 303</b>	<b>COLOR AND DESIGN</b>	<b>3</b>
<b>ART 320</b>	<b>PHOTOGRAPHY II</b>	<b>3</b>
<b>ART 330</b>	<b>CERAMICS II</b>	<b>3</b>
<b>ART 340</b>	<b>SCULPTURE II</b>	<b>3</b>
<b>ART 350</b>	<b>PAINTING II</b>	<b>3</b>
<b>ART 361</b>	<b>PRINTMAKING II</b>	<b>3</b>
<b>ART 370</b>	<b>COMPUTER GRAPHIC DESIGN II</b>	<b>3</b>
<b>ART 371</b>	<b>ILLUSTRATION</b>	<b>3</b>

**ART MINOR REQUIREMENTS** **18-20 crs.**

<b>ART 101</b>	<b>DRAWING I</b>	<b>3</b>
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*or*

<b>ART 102</b>	<b>TWO-DIMENSIONAL DESIGN AND LAYOUT</b>	<b>3</b>
<b>ART 210</b>	<b>WESTERN ART HISTORY I (PREHISTORIC - HIGH GOTHIC) (W)</b>	<b>3</b>
<b>ART 211</b>	<b>WESTERN ART HISTORY II (RENAISSANCE - MODERN) (W)</b>	<b>3</b>
<b>ART 290</b>	<b>GALLERY PRACTICUM I</b>	<b>0-1</b>
<b>ART 390</b>	<b>GALLERY PRACTICUM II</b>	<b>0-1</b>

<b>PLUS A MINIMUM OF 9 ADDITIONAL CREDITS IN ART STUDIO COURSES, 6 OF WHICH MUST BE UPPER LEVEL</b>	<b>9</b>
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# Biology (BIO)

## Division of Science and Mathematics

- **BA: 39-44 hours**
- **BS: 60-65 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:** The university's mission is reflected in the biology major through its special emphasis on engaging students in scientific inquiry and the practice of science, developing skills for responsibly communicating science, and mentoring of students as they develop life-long skills to take advantage of professional opportunities.

### 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 to their career goals.

**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."

Please note, students wishing to pursue graduate work or advanced study (professional school) 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. For example, students wishing to attend professional programs (medical, dental, veterinary, etc.) after graduation are strongly advised to complete a pre-professional studies minor and should consult that section of the catalog.

### **BIOLOGY MAJOR CORE REQUIREMENTS      30 crs.**

*All students majoring in biology must complete the following:*

<b>BIO 108</b>	<b>BIOLOGY CORNERSTONE</b>	<b>1</b>
<b>BIO 110</b>	<b>PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>	<b>5</b>
<b>BIO 111</b>	<b>PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY</b>	<b>5</b>
<b>BIO 211</b>	<b>GENETICS</b>	<b>4</b>
<b>BIO 202</b>	<b>SCIENTIFIC COMMUNICATION (W)</b>	<b>2</b>
<b>BIO 220</b>	<b>EVOLUTION</b>	<b>3</b>
<b>BIO 455</b>	<b>BIOLOGY RESEARCH METHODS</b>	<b>2</b>
<b>CHE 105</b>	<b>GENERAL CHEMISTRY I</b>	<b>4</b>
<b>CHE 106</b>	<b>GENERAL CHEMISTRY II</b>	<b>4</b>

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**BACHELOR OF ARTS** 39-44 crs.

Complete the core requirements, plus the following:

**BIOLOGY ELECTIVES** (6-10)

Students must take elective courses from biology that satisfy TWO of the following required areas: cell/molecular, organismal, ecology/evolution. (See below for a list of courses.)

<b>MTH 133 or 170</b>	<b>(3-4)</b>
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**BACHELOR OF SCIENCE** 60-65 crs.

Complete the core requirements, plus the following:

<b>BIO 300 BIOMEASUREMENT</b>	<b>3</b>
<b>BIO 303 ECOLOGY (W)</b>	<b>5</b>
<b>BIO 313 CELLULAR BIOLOGY</b>	<b>4</b>
<b>CHE 205 ORGANIC CHEMISTRY I</b>	<b>4</b>
<b>MTH 210 CALCULUS I</b>	<b>4</b>

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**BIOLOGY ELECTIVES** (10-15)

Students must take elective courses in biology that satisfy three of the following required areas: cell/molecular, organismal, ecology/evolution (see below for a list of courses).

*Please note: 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.*

Students may take the following courses to fulfill the elective requirements in biology, organized according to elective area. 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 elective requirements are met.

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**Cellular/Molecular:**

<b>BIO 311 MICROBIOLOGY</b>	<b>5</b>
<b>BIO 340 DEVELOPMENTAL BIOLOGY</b>	<b>3</b>
<b>BIO 410 ANIMAL PHYSIOLOGY</b>	<b>4</b>
<b>BIO 430 BIOTECHNOLOGY</b>	<b>4</b>

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**Ecology/Evolution:**

<b>BIO 250 ENVIRONMENTAL SCIENCE</b>	<b>3</b>
<b>BIO 320 CONSERVATION BIOLOGY</b>	<b>3</b>
<b>BIO 325 FIELD BOTANY</b>	<b>4</b>
<b>BIO 340 DEVELOPMENTAL BIOLOGY</b>	<b>3</b>
<b>BIO 350 ANIMAL BEHAVIOR</b>	<b>3</b>
<b>BIO 335 FISH BIOLOGY AND CONSERVATION</b>	<b>4</b>
<b>BIO 420 COMPARATIVE VERTEBRATE ANATOMY</b>	<b>5</b>

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**Organismal:**

<b>BIO 308 HUMAN ANATOMY AND PHYSIOLOGY I</b>	<b>5</b>
<b>BIO 309 HUMAN ANATOMY AND PHYSIOLOGY II</b>	<b>5</b>
<b>BIO 311 MICROBIOLOGY</b>	<b>5</b>
<b>BIO 325 FIELD BOTANY</b>	<b>4</b>
<b>BIO 350 ANIMAL BEHAVIOR</b>	<b>3</b>
<b>BIO 335 FISH BIOLOGY AND CONSERVATION</b>	<b>4</b>
<b>BIO 410 ANIMAL PHYSIOLOGY</b>	<b>4</b>
<b>BIO 420 COMPARATIVE VERTEBRATE ANATOMY</b>	<b>5</b>

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

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**BIOLOGY MINOR REQUIREMENTS** **21 crs.**

<b>BIO 110 PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>	<b>5</b>
<b>BIO 111 PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY</b>	<b>5</b>
<b>BIO 211 GENETICS</b>	<b>4</b>
<b>BIO 220 EVOLUTION</b>	<b>3</b>
<b>BIO ELECTIVES (300 or 400 LEVEL)</b>	<b>4</b>

# Biopsychology (Bachelor of Arts)

## Division of Social Sciences

- BA: 42 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.

<b>BIOPSYCHOLOGY CORE REQUIREMENTS</b>		<b>33 crs.</b>
PSY 153	INTRODUCTION TO PSYCHOLOGY	3
PSY 201	PSYCHOLOGY CORNERSTONE	1
PSY 275	BIOPSYCHOLOGY	3
PSY 315	ABNORMAL PSYCHOLOGY	3
PSY 498	PROFESSIONAL SEMINAR	3
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	5
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

<b>BACHELOR OF ARTS</b>		<b>42 crs.</b>
<i>Complete the core requirements, plus the following:</i>		
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	4

# Biopsychology (Bachelor of Science)

## Division of Science and Mathematics

- BS: 44 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: BIO 455

**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		33 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	5
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

44 crs.

*Complete the core requirements, plus the following:*

BIO 202	SCIENTIFIC COMMUNICATION (W)	2
BIO 211	GENETICS	4
BIO 300	BIOMEASUREMENT	3
BIO 455	BIOLOGY RESEARCH METHODS	2

### RECOMMENDED ELECTIVES

BIO 480	INDEPENDENT STUDY	1-4
CHE 105	GENERAL CHEMISTRY I	4

# Chemistry (CHE)

## Division of Science and Mathematics

- Major: 55 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 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.

**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.

<b>CHEMISTRY MAJOR REQUIREMENTS</b>		<b>55 crs.</b>
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: MECHANICS, HEAT, SOUND	4
PHY 212	GENERAL PHYSICS: ELECTRICITY, MAGNETISM, OPTICS	4

### RECOMMENDED ELECTIVES

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

<b>CHEMISTRY MINOR REQUIREMENTS</b>		<b>30 crs.</b>
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.

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

# 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 becoming 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.

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: 61 credit hours**
- **Minor: 22 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**
**61 crs.**
**REQUIRED COURSES**
**52 crs.**

CSI 131	COMPUTATIONAL THINKING	2
CSI 132	INTRODUCTION TO PROGRAMMING	3
CSI 230	INTRODUCTION TO COMPUTING	5
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
ENG 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	3
MTH 210	CALCULUS I	4
MTH 211	CALCULUS II	4
MTH 170	STATISTICS	4

**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	ADVANCED DATABASE CONCEPTS	3
CSI 420	ADVANCED DATABASE CONCEPTS	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**
**22 crs.**

CSI 131	COMPUTATIONAL THINKING	2
CSI 132	INTRODUCTION TO PROGRAMMING	3
CSI 230	INTRODUCTION TO COMPUTING	5
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	3
CSI 330	DATA STRUCTURES AND ALGORITHMS	3
TWO UPPER-LEVEL CSI ELECTIVES		6

**COMPUTER INFORMATION  
SYSTEMS**

- Major: 68 credit hours
- Minor: 22 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**
**68 crs.**
**REQUIRED COURSES**
**62 crs.**

CSI 131	COMPUTATIONAL THINKING	2
CSI 132	INTRODUCTION TO PROGRAMMING	3
CSI 215	INTRODUCTION TO DATABASES	3
CSI 230	INTRODUCTION TO COMPUTING	5
CSI 235	MATHEMATICS OF COMPUTING	3
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	3

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

<b>TWO COURSES FROM THE FOLLOWING</b>		<b>6 crs.</b>
<b>CSI 325</b>	<b>ELECTRONIC COMMERCE</b>	<b>3</b>
<b>CSI 345</b>	<b>THE STRUCTURE OF OPERATING SYSTEMS</b>	<b>3</b>
<b>CSI 369</b>	<b>SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W)</b>	<b>3</b>
<b>CSI 380-389</b>	<b>SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS</b>	<b>3</b>
<b>CSI 425</b>	<b>WEB PROGRAMMING</b>	<b>3</b>
<b>CSI 337</b>	<b>INFORMATION SECURITY</b>	<b>3</b>
<b>CSI 445</b>	<b>DATA MINING</b>	<b>3</b>
<b>CSI 470</b>	<b>INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE</b>	<b>3</b>
<b>CSI 480</b>	<b>INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE</b>	<b>3</b>

<b>COMPUTER INFORMATION SYSTEMS</b>		
<b>MINOR REQUIREMENTS</b>		<b>22 crs.</b>
<b>CSI 131</b>	<b>COMPUTATIONAL THINKING</b>	<b>2</b>
<b>CSI 132</b>	<b>INTRODUCTION TO PROGRAMMING</b>	<b>3</b>
<b>CSI 215</b>	<b>INTRODUCTION TO DATABASE</b>	<b>3</b>
<b>CSI 230</b>	<b>INTRODUCTION TO COMPUTING</b>	<b>5</b>
<b>CSI 315</b>	<b>SYSTEMS ANALYSIS AND DESIGN</b>	<b>3</b>
<b>CSI 417</b>	<b>PROJECT MANAGEMENT</b>	<b>3</b>
<b>MGT 204</b>	<b>PRINCIPLES OF MANAGEMENT</b>	<b>3</b>

## COMPUTATIONAL SCIENCE

- Major: 62-67 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, or mathematics. Students in consultation with a faculty member may also develop a field of specialization that meets individual interests. Computational science majors are prepared for a variety of careers in industry, research labs, and engineering facilities.

## COMPUTATIONAL SCIENCE

### MAJOR REQUIREMENTS 62-67 crs.

### REQUIRED COURSES 42 crs.

<b>CSI 131</b>	<b>COMPUTATIONAL THINKING</b>	<b>2</b>
<b>CSI 132</b>	<b>INTRODUCTION TO PROGRAMMING</b>	<b>3</b>
<b>CSI 230</b>	<b>INTRODUCTION TO COMPUTING</b>	<b>5</b>
<b>CSI 235</b>	<b>MATHEMATICS OF COMPUTING</b>	<b>3</b>
<b>CSI 300</b>	<b>COMPUTER ORGANIZATION AND ARCHITECTURE</b>	<b>3</b>
<b>CSI 330</b>	<b>DATA STRUCTURES AND ALGORITHMS</b>	<b>3</b>
<b>CSI 335</b>	<b>ANALYSIS OF ALGORITHMS</b>	<b>3</b>
<b>CSI 366</b>	<b>NUMERICAL ANALYSIS</b>	<b>3</b>

<b>CSI 450</b>	<b>COMPUTER NETWORKING AND COMMUNICATIONS</b>	<b>3</b>
<b>CSI 497</b>	<b>SENIOR SEMINAR I</b>	<b>1</b>
<b>CSI 498</b>	<b>SENIOR SEMINAR II</b>	<b>2</b>
<b>ENG 360</b>	<b>INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)</b>	<b>3</b>
<b>MTH 210</b>	<b>CALCULUS I</b>	<b>4</b>
<b>MTH 211</b>	<b>CALCULUS II</b>	<b>4</b>

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

<b>ECONOMICS AND FINANCE TRACK REQUIRED COURSES</b>	<b>18-19 crs.</b>
<b>MTH 170</b>	<b>STATISTICS</b>
<i>or</i>	
<b>MTH 340</b>	<b>PROBABILITY</b>
<b>ECO 211</b>	<b>PRINCIPLES OF MICROECONOMICS</b>
<b>ECO 212</b>	<b>PRINCIPLES OF MACROECONOMICS</b>
<b>FIN 308</b>	<b>PRINCIPLES OF BUSINESS FINANCE</b>
<b>FIN 309</b>	<b>MONEY AND BANKING</b>
<b>ECO 353</b>	<b>MANAGERIAL ECONOMICS</b>

<b>BIOLOGY TRACK REQUIRED COURSES</b>	<b>22 crs.</b>
<b>BIO 110</b>	<b>PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>
<b>BIO 111</b>	<b>PRINCIPLES OF ORGANISMAL AND POPULATION</b>
<b>BIO 211</b>	<b>GENETICS</b>
<b>CHE 105</b>	<b>GENERAL CHEMISTRY I</b>
<b>CHE 106</b>	<b>GENERAL CHEMISTRY II</b>

<b>CHEMISTRY TRACK REQUIRED COURSES</b>	<b>17 crs.</b>
<b>CHE 105</b>	<b>GENERAL CHEMISTRY I</b>
<b>CHE 106</b>	<b>GENERAL CHEMISTRY II</b>
<b>CHE 205</b>	<b>ORGANIC CHEMISTRY I</b>
<b>CHE 300</b>	<b>ANALYTICAL CHEMISTRY</b>

<b>MATHEMATICS TRACK REQUIRED COURSES</b>	<b>17 crs.</b>
<b>MTH 212</b>	<b>CALCULUS III</b>
<b>MTH 340</b>	<b>PROBABILITY</b>
<b>MTH 341</b>	<b>APPLIED STATISTICS</b>
<b>MTH 370</b>	<b>DIFFERENTIAL EQUATIONS AND MODELING</b>
<b>MTH 376</b>	<b>GRAPH THEORY</b>

## CYBERSECURITY

- Major: 62 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 of 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 62 crs.

<b>CSI 131</b>	<b>COMPUTATIONAL THINKING</b>	<b>2</b>
<b>CSI 132</b>	<b>INTRODUCTION TO PROGRAMMING</b>	<b>3</b>
<b>CSI 215</b>	<b>INTRODUCTION TO DATABASES</b>	<b>3</b>
<b>CSI 230</b>	<b>INTRODUCTION TO COMPUTING</b>	<b>5</b>
<b>CSI 235</b>	<b>MATHEMATICS OF COMPUTING</b>	<b>3</b>
<b>CSI 300</b>	<b>COMPUTER ORGANIZATION AND ARCHITECTURE</b>	<b>3</b>
<b>CSI 330</b>	<b>DATA STRUCTURES AND ALGORITHMS</b>	<b>3</b>
<b>CSI 337</b>	<b>INFORMATION SECURITY</b>	<b>3</b>
<b>CSI 345</b>	<b>THE STRUCTURE OF OPERATING SYSTEMS</b>	<b>3</b>
<b>CSI 355</b>	<b>INFORMATION SECURITY POLICY AND LAW</b>	<b>3</b>
<b>CSI 357</b>	<b>ETHICAL HACKING</b>	<b>3</b>
<b>CSI 377</b>	<b>SECURE SOFTWARE DEVELOPMENT</b>	<b>3</b>
<b>CSI 434</b>	<b>INTRODUCTION TO CRYPTOGRAPHY</b>	<b>3</b>
<b>CSI 445</b>	<b>DATA MINING</b>	<b>3</b>
<b>CSI 450</b>	<b>COMPUTER NETWORKING AND COMMUNICATIONS</b>	<b>3</b>
<b>CSI 457</b>	<b>NETWORK SECURITY</b>	<b>3</b>
<b>CSI 467</b>	<b>DIGITAL FORENSICS</b>	<b>3</b>
<b>CSI 497</b>	<b>SENIOR SEMINAR I</b>	<b>1</b>
<b>CSI 498</b>	<b>SENIOR SEMINAR II</b>	<b>2</b>
<b>ENG 360</b>	<b>INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)</b>	<b>3</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>

#### MANAGEMENT INFORMATION SYSTEMS (MIS)

**Major: 59 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

<b>MAJOR REQUIREMENTS</b>		<b>59 crs.</b>
<b>CSI 131</b>	<b>COMPUTATIONAL THINKING</b>	<b>2</b>
<b>CSI 132</b>	<b>INTRODUCTION TO PROGRAMMING</b>	<b>3</b>
<b>CSI 215</b>	<b>INTRODUCTION TO DATABASES</b>	<b>3</b>
<b>CSI 230</b>	<b>INTRODUCTION TO COMPUTING</b>	<b>5</b>
<b>CSI 315</b>	<b>SYSTEMS ANALYSIS AND DESIGN</b>	<b>3</b>
<b>CSI 320</b>	<b>INFORMATION TECHNOLOGY MANAGEMENT (W)</b>	<b>3</b>
<b>CSI 337</b>	<b>INFORMATION SECURITY</b>	<b>3</b>
<b>CSI 417</b>	<b>PROJECT MANAGEMENT</b>	<b>3</b>
<b>CSI 497</b>	<b>SENIOR SEMINAR I</b>	<b>1</b>
<b>CSI 498</b>	<b>SENIOR SEMINAR II</b>	<b>2</b>
<b>CSI 369</b>	<b>SOCIAL, LEGAL AND ETHICAL ISSUES OF COMPUTING (W)</b>	<b>3</b>
<i>or</i>		
<b>BUS 324</b>	<b>BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)</b>	<b>3</b>
<b>MGT 204</b>	<b>PRINCIPLES OF MANAGEMENT</b>	<b>3</b>
<b>ACC 205</b>	<b>PRINCIPLES OF FINANCIAL ACCOUNTING</b>	<b>3</b>
<b>ACC 220</b>	<b>ACCOUNTING INFORMATION SYSTEMS</b>	<b>3</b>
<b>BUS 303</b>	<b>BUSINESS LAW I</b>	<b>3</b>
<b>BUS 310</b>	<b>QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS</b>	<b>3</b>
<b>MGT 314</b>	<b>ORGANIZATIONAL BEHAVIOR</b>	<b>3</b>
<b>MGT 376</b>	<b>OPERATIONS MANAGEMENT</b>	<b>3</b>
<b>BUS 410</b>	<b>MANAGEMENT INFORMATION SYSTEMS</b>	<b>3</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>

# Creative Writing (ENG)

## Division of Humanities

- **Minor: 19 credit hours**
- **Minor GPA required for graduation: 2.25**

**Description of Minor:** The creative writing minor benefits students who wish to develop their voices as 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 a greater understanding of the literary history and practices of poetry and fiction, while also learning to develop their own distinct writer's voice and building strengths in writing, editing, revising, and sensitivity to language. Coursework in the minor includes a 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 an understanding of the forms and history of language, the writer's medium. Students are given opportunities to practice literary editing through opportunities to participate in the campus student literary magazine, *Montage*.

Students pursuing a creative writing minor must complete a senior thesis containing a substantial, polished sample of their poetry or fiction. While particularly beneficial to those who wish to pursue a creative writing career, the minor promotes skills valuable in a variety of fields, including the fine arts, teaching, publishing, communications, and law.

### Student Learning Outcomes

*Students will:*

- Produce an original body of writing in poetry, fiction, or both.
- Understand the aesthetic standards by which poetry and fiction are read, written, and evaluated.
- Understand the relation of aesthetic form to content.
- Read a wide variety of writers and styles within creative writing genres.
- Enhance their sensitivity to language.
- Develop skills in oral and written communication.

### CREATIVE WRITING

**MINOR REQUIREMENTS** 19 crs.

**REQUIRED COURSES** 10 crs.

<b>ENG 205</b>	<b>INTRODUCTION TO WRITING POETRY (W)</b>	<b>3</b>
<b>ENG 206</b>	<b>INTRODUCTION TO WRITING FICTION (W)</b>	<b>3</b>
<b>ENG 331</b>	<b>LITERARY MAGAZINE EDITING</b>	<b>3</b>
<b>ENG 460</b>	<b>CREATIVE WRITING THESIS</b>	<b>1</b>

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

**ENG 261** **POETRY** **3**

*or*

**ENG 272** **FICTION** **3**

**ENG 305** **ADVANCED WRITING OF POETRY (W)** **3**

*or*

**ENG 306** **ADVANCED WRITING OF FICTION (W)** **3**

**ELECTIVE** **3 crs.**

**ONE 300-LEVEL LITERATURE COURSE**

# Data Analytics

## Division of Science and Mathematics

- BA or BS: 58 credit hours
- Major GPA required for graduation: 2.25
- All courses for the major must be completed with a grade of D 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.

**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

<b>MAJOR CORE REQUIREMENTS</b>		<b>40 crs.</b>
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 131	COMPUTATIONAL THINKING	2
CSI 132	INTRODUCTION TO PROGRAMMING	3
CSI 230	INTRODUCTION TO COMPUTING	5
CSI 330	DATA STRUCTURES AND ALGORITHMS	3
ENG 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	3

### BACHELOR OF ARTS:

<b>SOCIAL SCIENCE TRACK</b>		<b>18 crs.</b>
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*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

### 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.

**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.

<b>ECONOMICS MAJOR REQUIREMENTS</b>		<b>40 crs.</b>
<b>REQUIRED COURSES</b>		<b>22 crs.</b>
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

<b>SIX COURSES FROM THE FOLLOWING</b>		<b>18 crs.</b>
ECO 300	ECONOMICS OF PIZZA AND VICTUALS	3
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

<b>ECONOMICS MINOR</b>		<b>22 crs.</b>
ECO 211	MICROECONOMICS	3
ECO 212	MACROECONOMICS	3
ECO 309	MONEY AND BANKING	3
ECO 353	MANAGERIAL ECONOMICS	3
MTH 170	STATISTICS	4

<b>TWO ADDITIONAL UPPER-LEVEL COURSES</b>	
<b>LISTED IN THE ECONOMICS MAJOR</b>	
	<b>6</b>

# English (ENG)

## Division of Humanities

- **Major, Literature Track: 41 credit hours**
- **Major, Professional Writing Track: 43 credit hours**
- **Major, Secondary Education Track: 37 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)**

**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 major teaches students 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 a 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.

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 writing courses in the professional writing track. 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.

**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** **41 crs..**

<b>ENG 290</b>	<b>WRITING FOR MEDIA (W)</b>	<b>3</b>
<b>ENG 303</b>	<b>AMERICAN LITERATURE TO 1900</b>	<b>3</b>
<b>ENG 304</b>	<b>AMERICAN LITERATURE FROM 1900 TO PRESENT</b>	<b>3</b>
<b>ENG 307</b>	<b>APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)</b>	<b>3</b>
<b>ENG 313</b>	<b>TOPICS IN SHAKESPEARE</b>	<b>3</b>
<b>ENG 374</b>	<b>AMERICAN LITERATURE AND CULTURE</b>	<b>3</b>
<b>ENG 470</b>	<b>INTERNSHIP IN ENGLISH</b>	<b>3</b>
<b>ENG 490</b>	<b>SEMINAR IN ENGLISH (W)</b>	<b>4</b>
<b>HUM 221</b>	<b>CAREERS IN THE HUMANITIES</b>	<b>1</b>

**FOUR COURSES FROM THE FOLLOWING**

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

**ENGLISH MAJOR REQUIREMENTS:**

**PROFESSIONAL WRITING TRACK**

**43 crs.**

<b>COM 340</b>	<b>SOCIAL MEDIA AND PUBLIC RELATIONS</b>	<b>3</b>
<b>ENG 290</b>	<b>WRITING FOR MEDIA (W)</b>	<b>3</b>
<b>ENG 307</b>	<b>APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)</b>	<b>3</b>
<b>ENG 331</b>	<b>LITERARY MAGAZINE EDITING</b>	<b>3</b>
<b>ENG 340</b>	<b>EDITING FOR PUBLICATION</b>	<b>3</b>
<b>ENG 360</b>	<b>INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)</b>	<b>3</b>
<b>ENG 470</b>	<b>INTERNSHIP IN ENGLISH</b>	<b>3</b>
<b>ENG 490</b>	<b>SEMINAR IN ENGLISH (W)</b>	<b>4</b>
<b>HUM 221</b>	<b>CAREERS IN THE HUMANITIES</b>	<b>1</b>

**ONE COURSE FROM THE FOLLOWING**

<b>ENG 252</b>	<b>AMERICAN ETHNIC LITERATURE</b>	<b>3</b>
<b>ENG 254</b>	<b>AFRICAN AMERICAN LITERATURE</b>	<b>3</b>
<b>ENG 309</b>	<b>WORLD LITERATURE I</b>	<b>3</b>
<i>or</i>		
<b>ENG 310</b>	<b>WORLD LITERATURE II</b>	<b>3</b>

**ONE COURSE FROM THE FOLLOWING**

<b>ENG 205</b>	<b>INTRODUCTION TO WRITING POETRY (W)</b>	<b>3</b>
<b>ENG 206</b>	<b>INTRODUCTION TO WRITING FICTION (W)</b>	<b>3</b>

**WRITING REQUIREMENTS:**  
**FOUR COURSES FROM THE FOLLOWING**

ENG 235	GENDER IN LITERATURE	3
ENG 250	DRAMATIC LITERATURE	3
ENG 252	AMERICAN ETHNIC LITERATURE	3
ENG 254	AFRICAN AMERICAN LITERATURE	3
ENG 261	POETRY	3
ENG 272	FICTION	3
ENG	AMERICAN LITERATURE	
274/374	AND CULTURE	3
ENG 303	AMERICAN LITERATURE TO 1900	3
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT	3
ENG 309	WORLD LITERATURE I	3
ENG 310	WORLD LITERATURE II	3
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

**ENGLISH MAJOR REQUIREMENTS:**

<b>SECONDARY EDUCATION TRACK</b>		<b>37 crs.</b>
ENG 290	WRITING FOR MEDIA (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
or		
ENG 310	WORLD LITERATURE II	3
ENG 313	TOPICS IN SHAKESPEARE	3
ENG 490	SEMINAR IN ENGLISH (W)	4

**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	3

**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		9

**PROFESSIONAL WRITING MINOR** **21 crs.**

ENG 290	WRITING FOR MEDIA	3
COM 340	SOCIAL MEDIA AND PUBLIC RELATIONS	3
ENG 307	APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)	3
ENG 340	EDITING FOR PUBLICATION	3
ENG 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	3
ENG 470	INTERNSHIP IN ENGLISH	3
ONE 300-LEVEL LITERATURE COURSE		3

# Environmental Studies (ENS)

## Division of Science and Mathematics

- **B.A. Major: 48-50 hours**
- **Minor: 27-30 hours**
- **Major/minor GPA required for graduation: 2.25**

### PROGRAM REQUIREMENTS:

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

**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.

**Mission:** The mission of the environmental science program at McKendree University is to educate students about issues related to environmental stewardship, conservation, and the use of natural resources. Through the development of critical thinking skills and the application of varying teaching approaches, students will gain the knowledge and skills necessary to affect positive change in their communities as well as the world at large. This includes the ability to participate actively in policy decisions related to environmental issues, to communicate scientific knowledge to the public, and to develop expertise about the ecosystems that we interact with daily.

### 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, and scientific knowledge as it applies to current environmental issues and propose solutions.
- Develop professional skills associated with their career goals.

**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 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	32 crs.
<b>BIO 108</b> BIOLOGY CORNERSTONE	1
<b>BIO 111</b> PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	5
<b>BIO 202</b> SCIENTIFIC COMMUNICATION (W)	2
<b>BIO 250</b> INTRODUCTION TO ENVIRONMENTAL SCIENCE	3
<b>BIO 300</b> BIOMEASUREMENT	3
<b>BIO 455</b> BIOLOGY RESEARCH METHODS	2
<b>CHE 100</b> CHEMISTRY IN THE MODERN WORLD	3
<b>ENS 200</b> ENVIRONMENTAL METHODS	1
<b>ES 110</b> EARTH AND ASTRONOMICAL SCIENCE	3
<b>HIS</b> UNITED STATES	
<b>275/375</b> ENVIRONMENTAL HISTORY	3
<b>PHI 208</b> ENVIRONMENTAL ETHICS	3
<b>SOC 150</b> INTRODUCTION TO SOCIOLOGY	3

**CHOOSE ONE OF THE FOLLOWING**      **3-5crs.**

BIO 303	ECOLOGY (W)	5
BIO 320	CONSERVATION BIOLOGY	3
BIO 325	FIELD BOTANY	4
BIO 335	FISH BIOLOGY AND CONSERVATION	4
BIO 350	ANIMAL BEHAVIOR	3

**CHOOSE ONE OF THE FOLLOWING**      **6-7 crs.**

SOC 355	RURAL SOCIOLOGY	3
SOC 356	POPULATION AND DEMOGRAPHY	3
SOC 357	INEQUALITY AND ENVIRONMENTAL SOCIOLOGY	3

**ELECTIVES**      **10 crs.**

*Students must take at least 10 credit hours from the following list of courses without double-dipping from the courses above.*

BIO 303	ECOLOGY (W)	5
BIO 320	CONSERVATION BIOLOGY	3
BIO 325	FIELD BOTANY	4
BIO 335	FISH BIOLOGY AND CONSERVATION	4
BIO 350	ANIMAL BEHAVIOR	3
ECO 333	ENVIRONMENTAL ECONOMICS	3
ENG 255	LITERATURE AND THE ENVIRONMENT	3
ENS 470	INTERNSHIP	3-4
PSI 309	PUBLIC POLICY	3
REL 355	RELIGION AND CONCERN FOR THE NATURAL ENVIRONMENT (W)	3
SOC 355	RURAL SOCIOLOGY	3
SOC 356	POPULATION AND DEMOGRAPHY	3
SOC 357	INEQUALITY AND ENVIRONMENTAL SOCIOLOGY	3

**ENVIRONMENTAL STUDIES**
**MINOR REQUIREMENTS**      **27-30 crs.**
**CORE REQUIREMENTS**      **21 crs.**

BIO 108	BIOLOGY CORNERSTONE	1
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	5
BIO 202	SCIENTIFIC COMMUNICATION (W)	2
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	3
ES 110	EARTH AND ASTRONOMICAL SCIENCE	3
ENS 200	ENVIRONMENTAL METHODS	1
PHI 208	ENVIRONMENTAL ETHICS	3
SOC 150	INTRODUCTION TO SOCIOLOGY	3

**TWO COURSES FROM THE FOLLOWING**      **6-9 crs.**

BIO 303	ECOLOGY (W)	5
BIO 320	CONSERVATION BIOLOGY	3
BIO 325	FIELD BOTANY	4
BIO 335	FISH BIOLOGY AND CONSERVATION	4
BIO 350	ANIMAL BEHAVIOR	3
BIO 455	BIOLOGY RESEARCH METHODS	2
ENS 470	INTERNSHIP	3-4
ENS 480	INDEPENDENT STUDY	1-4
ECO 333	ENVIRONMENTAL ECONOMICS	3
ENG 255	LITERATURE AND THE ENVIRONMENT	3
PSI 309	PUBLIC POLICY	3
REL 355	RELIGION AND CONCERN FOR THE NATURAL ENVIRONMENT (W)	3
SOC 355	RURAL SOCIOLOGY	3
SOC 356	POPULATION AND DEMOGRAPHY	3
SOC 357	INEQUALITY AND ENVIRONMENTAL SOCIOLOGY	3
HIS	UNITED STATES	
275/375	ENVIRONMENTAL HISTORY	3

# Ethnic Studies

## Division of Social Sciences

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

**Description of 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.

### Student Learning Outcomes

*Students will:*

- Analyze diverse ethnic communities in a sympathetic and even-handed manner.
- Explain how racial/ethnic heritage can influence the way people understand and relate to the world around them.
- Discuss the effects of racial or ethnic prejudice in American society, including their own lives.
- Function more effectively as citizens in our increasingly pluralistic society.
- Relate more empathetically to people from diverse racial or ethnic backgrounds.

**Degree Preparation:** 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.

### 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
ENG 254	AFRICAN AMERICAN 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

*(6 credits must be at the 300 level or above.)*

# Forensic Studies (FOR)

## Division of Social Sciences

- **Minor: 22 credit hours**
- **Minor GPA required for graduation: 2.50**

**Description of Minor:** 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.

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.

Relevant internship hours may be substituted for three credit hours of the minor.

### Student Learning Outcomes

*Students will:*

- Know the wide-ranging academic disciplines that make up forensic studies.
- Analyze academic questions within forensic studies using the approaches of disciplines in the field.
- Apply the approaches of academic disciplines within forensic studies to theoretical investigations of specific cases.
- Know how forensic scientists use scientific evidence in a legal context.

*To minor in forensic studies, no more than two courses can be taken from any one discipline.*

### FORENSIC STUDIES

#### MINOR REQUIREMENTS 22 crs.

CHE 100	GENERAL CHEMISTRY FUNDAMENTALS	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

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

**Description of Minor:** 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 the world, the representations of gender in literature, and the psychology and sociology of gender. 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.

### Student Learning Outcomes

*Students will:*

- Describe the varied and complex relations among social ideology, social structures/hierarchies, gender roles, and sexuality in various cultures.
- Identify the presence and effects of gender discrimination in the United States and other societies.
- Analyze cultural artifacts and texts using the interdisciplinary methods of gender criticism.
- Summarize the basic elements of a feminist critique of Western society, including its political implications.
- Evaluate various theories about the inherent similarities and differences among and between women and men.
- Recover the long-neglected history and viewpoints of women in various cultures around the world.
- Relate more effectively to individuals of the other gender in their social and professional lives.

**Preparation:** 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.

### GENDER STUDIES

#### MINOR REQUIREMENTS 18 crs.

HIS 271	UNITED STATES WOMEN'S HISTORY	3
<i>or</i>		
HIS 371	UNITED STATES 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

# Global Studies (GLS)

## Division of Social Sciences

- **Minor: 24 credit hours**
- **All courses must be completed with a grade of C- or better**

**Description of Minor:** Global studies is a minor 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 minor focuses on these processes and problems, complementing both traditional liberal arts majors and professional courses of study.

### 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 to communicate effectively in other societies.

**Preparation:** The global studies minor is ideal for students who want to pursue career opportunities in international organizations, international business, economic development, international law, human rights, humanitarian groups, health, the environment, mass communication, and a wide variety of government agencies.

<b>GLOBAL STUDIES</b>	
<b>MINOR REQUIREMENTS</b>	
	<b>24 crs.</b>
<b>GLS 101 INTRODUCTION TO GLOBAL STUDIES</b>	<b>3</b>
<b>FOREIGN LANGUAGE</b>	<b>6</b>

### TWO COURSES FROM THE FOLLOWING

<b>BIO 250</b>	<b>INTRODUCTION TO ENVIRONMENTAL SCIENCE</b>	<b>3</b>
<b>GLS 240</b>	<b>CROSS-CULTURAL PRACTICUM</b>	<b>3</b>
<b>PSI 210</b>	<b>INTRODUCTION TO WORLD POLITICS</b>	<b>3</b>
<b>PSI 220</b>	<b>INTRODUCTION TO COMPARATIVE POLITICS</b>	<b>3</b>

### THREE COURSES FROM THE FOLLOWING

<b>COM 353</b>	<b>INTERCULTURAL COMMUNICATION</b>	<b>3</b>
<b>PSI 311</b>	<b>INTERNATIONAL ORGANIZATIONS (W)</b>	<b>3</b>
<b>PSI 312</b>	<b>INTERNATIONAL LAW</b>	<b>3</b>
<b>PSI 313</b>	<b>INTERNATIONAL POLITICAL ECONOMY (W)</b>	<b>3</b>
<b>SOC 354</b>	<b>URBAN SOCIOLOGY</b>	<b>3</b>
<b>SOC 356</b>	<b>POPULATION AND DEMOGRAPHY</b>	<b>3</b>
<b>SOC 357</b>	<b>INEQUALITY AND ENVIRONMENTAL SOCIOLOGY</b>	<b>3</b>

# History (HIS)

## Division of Social Sciences

- **BA Major in History: 40 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)**

**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 alternative 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.

**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.

<b>HISTORY MAJOR REQUIREMENTS</b>		<b>40 crs.</b>
<b>HIS 110</b>	<b>HISTORICAL METHODS</b>	<b>1</b>
<b>HIS 161</b>	<b>WORLD CIVILIZATIONS I</b>	<b>3</b>
<b>HIS 162</b>	<b>WORLD CIVILIZATIONS II</b>	<b>3</b>
<b>HIS 261</b>	<b>UNITED STATES HISTORY TO 1877</b>	<b>3</b>
<b>HIS 262</b>	<b>UNITED STATES HISTORY SINCE 1877</b>	<b>3</b>
<b>HIS 265</b>	<b>INTRODUCTION TO PUBLIC HISTORY</b>	<b>3</b>
<b>HIS 371</b>	<b>UNITED STATES WOMEN'S HISTORY</b>	<b>3</b>
<b>HIS 372</b>	<b>AMERICAN ECONOMIC HISTORY</b>	<b>3</b>
<b>HIS 376</b>	<b>MINORITIES IN THE AMERICAN EXPERIENCE</b>	<b>3</b>
<b>HIS 310</b>	<b>SEMINAR IN HISTORICAL RESEARCH</b>	<b>3</b>
<b>HIS 410</b>	<b>SENIOR THESIS IN HISTORY (W)</b>	<b>3</b>
<b>ADDITIONAL HISTORY ELECTIVES</b>		<b>9</b>

**HISTORY EDUCATION MAJOR REQUIREMENTS**

<b>REQUIRED HISTORY COURSES</b>		<b>37 crs.</b>
HIS 110	HISTORICAL METHODS	1
HIS 161	WORLD CIVILIZATIONS I	3
HIS 162	WORLD CIVILIZATIONS II	3
HIS 261	UNITED STATES HISTORY TO 1877	3
HIS 262	UNITED STATES HISTORY SINCE 1877	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
<b>ADDITIONAL HISTORY ELECTIVES</b>		<b>15</b>

**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.**
*Select two from the following:*

HIS 161	WORLD CIVILIZATIONS I	3
HIS 162	WORLD CIVILIZATIONS II	3
HIS 261	UNITED STATES HISTORY TO 1877	3
HIS 262	UNITED STATES HISTORY SINCE 1877	3

**PLUS:**

<b>ADDITIONAL HISTORY ELECTIVES</b>	<b>2</b>
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*(9 credits must be at the 300 level or above.)*

# 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:*

- 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

- **Minor: 22 credit hours**
- **Minor GPA required for graduation: 2.50**

While obtaining admission into law school is 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.

### Student Learning Outcomes

*Students will:*

- Demonstrate analytical and critical thinking skills appropriate to the study of legal issues and legal problems.
- Express, both verbally and in written form, complex theoretical perspectives while acknowledging multiple and distinctive points of view.
- Understand the structure and operation of the United States legal system and its relationship to social and economic institutions.
- Articulate alternative points of view and asymmetries of power within the legal system as it currently operates in the United States.

To minor in legal studies, no more than two courses can be taken from any one discipline.

#### **LEGAL STUDIES MINOR REQUIREMENTS 22 crs.**

<b>PHI 204</b>	<b>LOGIC</b>	<b>3</b>
<b>BUS 303</b>	<b>BUSINESS LAW I</b>	<b>3</b>

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

<b>ACC 205</b>	<b>PRINCIPLES OF FINANCIAL ACCOUNTING</b>	<b>3</b>
<b>BUS 304</b>	<b>BUSINESS LAW II</b>	<b>3</b>
<b>LGS 480</b>	<b>INTERNSHIP IN LEGAL STUDIES</b>	<b>1-4</b>
<b>PSI 101</b>	<b>AMERICAN POLITICS</b>	<b>3</b>
<b>PSI 305</b>	<b>CONSTITUTIONAL LAW</b>	<b>3</b>
<b>PSI 312</b>	<b>INTERNATIONAL LAW</b>	<b>3</b>
<b>PSY/</b>		
<b>SOC 401</b>	<b>SOCIAL PSYCHOLOGY</b>	<b>3</b>
<b>SOC 170</b>	<b>INTRODUCTION TO CRIMINAL JUSTICE</b>	<b>3</b>
<b>SOC 235</b>	<b>CORRECTIONAL INSTITUTIONS</b>	<b>3</b>
<b>COM 115</b>	<b>SPEECH AND DEBATE ACTIVITIES</b>	<b>.5-3</b>
<b>COM 391</b>	<b>PERSUASION</b>	<b>3</b>

*(6 credits must be at the 300 level or above.)*

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

<b>ECO 211</b>	<b>PRINCIPLES OF MICROECONOMICS</b>	<b>3</b>
<b>HIS 261</b>	<b>UNITED STATES HISTORY SINCE 1877</b>	<b>3</b>
<b>PHI 201</b>	<b>INTRODUCTION TO PHILOSOPHY</b>	<b>3</b>
<b>PHI 390</b>	<b>ETHICS AND PUBLIC POLICY (W)</b>	<b>3</b>
<b>PSI 102</b>	<b>STATE AND LOCAL GOVERNMENT</b>	<b>3</b>
<b>PSY 153</b>	<b>INTRODUCTION TO PSYCHOLOGY</b>	<b>3</b>
<b>COM 210</b>	<b>ARGUMENTATIVE COMMUNICATION</b>	<b>3</b>
<b>COM 310</b>	<b>BUSINESS AND PROFESSIONAL PRESENTATIONS</b>	<b>3</b>

# Mathematics (MTH)

## Division of Science and Mathematics

- **BA, General Track: 45 credit hours**
- **BA, Secondary Education Track: 40 credit hours**
- **BS, Financial and Actuarial Sciences Track: 54-59 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 D 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.

**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.**

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

#### BACHELOR OF ARTS: GENERAL TRACK

**45 crs.**

*Complete the core requirements, plus the following:*

<b>MTH 392</b>	<b>INTRODUCTION TO ANALYSIS</b>	<b>3</b>
<b>MTH 393</b>	<b>MODERN ALGEBRA I</b>	<b>3</b>
<b>CSI 131</b>	<b>COMPUTATIONAL THINKING</b>	<b>2</b>
<b>CSI 132</b>	<b>INTRODUCTION TO PROGRAMMING</b>	<b>3</b>

**TWO COURSES FROM THE FOLLOWING**

<b>MTH 301</b>	<b>COLLEGE GEOMETRY</b>	<b>3</b>
<b>MTH 320</b>	<b>FINANCIAL MATHEMATICS</b>	<b>3</b>
<b>MTH 366</b>	<b>NUMERICAL ANALYSIS</b>	<b>3</b>
<b>MTH 370</b>	<b>DIFFERENTIAL EQUATIONS AND MODELING</b>	<b>3</b>
<b>MTH 375</b>	<b>DISCRETE MODELS</b>	<b>3</b>
<b>MTH 376</b>	<b>GRAPH THEORY</b>	<b>3</b>
<b>MTH 394</b>	<b>MODERN ALGEBRA II</b>	<b>3</b>

**RECOMMENDED ELECTIVES**

<b>ENG 360</b>	<b>INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)</b>	<b>3</b>
<b>PHI 204</b>	<b>LOGIC</b>	<b>3</b>

**BACHELOR OF SCIENCE:**
**GENERAL TRACK**
**54-58 crs.**

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

1. Four science courses.
2. Four business courses (except BUS 310).

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

*Complete the core requirements, plus the following:*

<b>MTH 301</b>	<b>COLLEGE GEOMETRY</b>	<b>3</b>
<b>MTH 375</b>	<b>DISCRETE MODELS</b>	<b>3</b>
<b>MTH 392</b>	<b>INTRODUCTION TO ANALYSIS</b>	<b>3</b>
<b>MTH 393</b>	<b>MODERN ALGEBRA I</b>	<b>3</b>

**BACHELOR OF SCIENCE:**
**SECONDARY EDUCATION TRACK**
**46-50 crs.**

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

1. Four science courses.
2. Four business courses (except BUS 310).

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**
**54-59 crs.**

*Complete the core requirements, plus the following:*

<b>MTH 320</b>	<b>FINANCIAL MATHEMATICS</b>	<b>3</b>
<b>MTH 375</b>	<b>DISCRETE MODELS</b>	<b>3</b>
<b>MTH 470</b>	<b>INTERNSHIP IN MATHEMATICS</b>	<b>3-8</b>
<i>or</i>		
<b>MTH 490</b>	<b>SEMINAR IN MATHEMATICS</b>	<b>3</b>
<b>CSI 131</b>	<b>COMPUTATIONAL THINKING</b>	<b>2</b>
<b>CSI 132</b>	<b>INTRODUCTION TO PROGRAMMING</b>	<b>3</b>
<b>ACC 205</b>	<b>PRINCIPLES OF FINANCIAL ACCOUNTING</b>	<b>3</b>
<b>ECO 211</b>	<b>PRINCIPLES OF MICROECONOMICS</b>	<b>3</b>
<b>ECO 212</b>	<b>PRINCIPLES OF MACROECONOMICS</b>	<b>3</b>
<b>FIN 308</b>	<b>PRINCIPLES OF BUSINESS FINANCE</b>	<b>3</b>
<b>MGT 204</b>	<b>PRINCIPLES OF MANAGEMENT</b>	<b>3</b>

**RECOMMENDED ELECTIVES**

<b>BUS 324</b>	<b>BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)</b>	<b>3</b>
<b>CSI 230</b>	<b>INTRODUCTION TO COMPUTING II</b>	<b>5</b>
<b>CSI 260</b>	<b>EVENT DRIVEN PROGRAMMING</b>	<b>3</b>
<b>ENG 360</b>	<b>INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)</b>	<b>3</b>

**MATHEMATICS MINOR REQUIREMENTS**
**18 crs.**

<b>MTH 210</b>	<b>CALCULUS I</b>	<b>4</b>
<b>MTH 211</b>	<b>CALCULUS II</b>	<b>4</b>
<b>MTH 212</b>	<b>CALCULUS III</b>	<b>4</b>

**TWO ADDITIONAL UPPER-LEVEL**
**MATHEMATICS COURSES**
**6**

# Music (MUS)

## Division of Visual and Performing Arts

- **Major: 45 – 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, evaluate, and 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 a collegiate repertoire with an understanding of instrument-specific performance practices.
- Critique and evaluate performances of musical works.

**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

**45 crs.**

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

### REQUIREMENTS FOR

#### EMPHASIS IN JAZZ PERFORMANCE

**8 crs.**

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

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.

<b>REQUIREMENTS FOR EMPHASIS IN CLASSICAL PERFORMANCE (Available in brass, woodwinds, percussion, organ, piano or voice)</b>		<b>3 crs.</b>
<b>MUE 154</b>	<b>CONCERT CHOIR (every semester)</b>	<b>0</b>
<i>or</i>		
<b>MUE 156</b>	<b>CONCERT BAND (every semester)</b>	<b>0</b>
<b>MUL 298</b>	<b>PIANO PROFICIENCY GATE (vocal and keyboard majors)</b>	<b>0</b>
<b>MUS 324</b>	<b>INTRODUCTION TO DICTION (vocal majors )</b>	<b>2</b>
<b>MUS 302</b>	<b>CLASS WOODWINDS AND PEDAGOGY I (clarinet and saxophone majors)</b>	<b>2</b>
<b>MUS 303</b>	<b>CLASS WOODWINDS AND PEDAGOGY II (flute, oboe, and bassoon majors)</b>	<b>2</b>
<b>MUS 306</b>	<b>CLASS BRASS AND PEDAGOGY (brass majors)</b>	<b>2</b>
<b>MUS 308</b>	<b>CLASS PERCUSSION AND PEDAGOGY (percussion majors)</b>	<b>2</b>
<b>MUL 369</b>	<b>ACCOMPANYING (keyboard majors)</b>	<b>1</b>
<b>MUL 370</b>	<b>ACCOMPANYING (keyboard majors)</b>	<b>1</b>
<b>MUL 367</b>	<b>ADVANCED CONDUCTING</b>	<b>1</b>
<b>MUL 398</b>	<b>JUNIOR RECITAL</b>	<b>0</b>
<b>MUL 498</b>	<b>SENIOR RECITAL (capstone experience)</b>	<b>0</b>

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.

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

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:** 156-162, including general education, music, and professional education classes
- **Emphases in vocal and instrumental 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, evaluate, and 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 a standard junior high-level repertoire on all band instruments.
- Design and implement lesson 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 a music education curriculum and classroom organization.

**Preparation:** The music education degree prepares students to teach at the K-12 level in Illinois. Note: The Bachelor of Music Education degree course of study is a 4-5 year program.

<b>A. GENERAL EDUCATION</b>	<b>43-45 crs.</b>
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 or 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>B. PROFESSIONAL EDUCATION REQUIREMENTS</b>	<b>38 crs.</b>
EDU 205 MULTICULTURAL EDUCATION	3
EDU 210 INTRODUCTION TO TEACHING (W)	3
EDU 350 EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	3
SPE 405 INSTRUCTION OF DIVERSE LEARNERS	3
EDU 412 METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS	3
EDU 454 FIELD PRACTICUM I	1
EDU 455 FIELD PRACTICUM II	2
EDU 456 FIELD PRACTICUM III	3
EDU 490 STUDENT TEACHING SEMINAR	3
EDU 497 STUDENT TEACHING (MUSIC)	14
EDU 499 TEACHING PERFORMANCE ASSESSMENT	0

**C. MAJOR REQUIREMENTS  
FOR MUSIC EDUCATION**

**55 crs.**

<b>MUS 100</b>	<b>PERFORMANCE LAB</b>	
	(every semester of enrollment)	<b>0</b>
<b>MUS 255</b>	<b>MUSIC THEORY I</b>	<b>3</b>
<b>MUS 255L</b>	<b>AURAL SKILLS LAB I</b>	<b>1</b>
<b>MUS 256</b>	<b>MUSIC THEORY II</b>	<b>3</b>
<b>MUS 256L</b>	<b>AURAL SKILLS LAB II</b>	<b>1</b>
<b>MUS 265</b>	<b>MUSIC AND WORLD CULTURES</b>	<b>3</b>
<b>MUS 322</b>	<b>INTRODUCTION TO CONDUCTING</b>	<b>2</b>
<b>MUS 355</b>	<b>MUSIC THEORY III</b>	<b>3</b>
<b>MUS 355L</b>	<b>AURAL SKILLS LAB III</b>	<b>1</b>
<b>MUS 356</b>	<b>MUSIC THEORY IV</b>	<b>3</b>
<b>MUS 356L</b>	<b>AURAL SKILLS LAB IV</b>	<b>1</b>
<b>MUS 363</b>	<b>WORLD MUSIC</b>	<b>3</b>
<b>MUS 364</b>	<b>MUSIC HISTORY I</b>	<b>3</b>
<b>MUS 365</b>	<b>MUSIC HISTORY II (W)</b>	<b>3</b>
<b>MUS 366</b>	<b>MUSIC HISTORY III (W)</b>	<b>3</b>

**Applied lessons on primary instrument  
(2 crs. the 2 semesters preceding MUL 498;  
1 credit/remaining semesters)**

**10 crs.**

<b>MUL 103</b>	<b>APPLIED PIANO</b>	<b>1</b>
<b>MUL 104</b>	<b>APPLIED PIANO</b>	<b>1</b>
<b>MUL 198</b>	<b>FIRST YEAR GATE JURY</b>	<b>0</b>
<b>MUL 203</b>	<b>APPLIED PIANO</b>	<b>1</b>
<b>MUL 204</b>	<b>APPLIED PIANO</b>	<b>1</b>
<b>MUL 298</b>	<b>PIANO PROFICIENCY GATE</b>	<b>0</b>
<b>MUL 498</b>	<b>SENIOR RECITAL</b>	<b>0</b>
<b>MUED 298</b>	<b>DISPOSITIONS ASSESSMENT</b>	<b>0</b>
<b>MUED 353</b>	<b>METHODS OF TEACHING GENERAL MUSIC</b>	<b>3</b>
<b>MUED 350</b>	<b>MIDDLE SCHOOL BAND AND CHOIR METHODS</b>	<b>3</b>
<b>MUED 410</b>	<b>BAND AND CHOIR ORGANIZATION</b>	<b>2</b>

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.

**ADDITIONAL REQUIREMENTS**

**FOR THE CHORAL TRACK**

**12 crs.**

<b>MUL 303</b>	<b>APPLIED PIANO</b>	<b>1</b>
<b>MUL 304</b>	<b>APPLIED PIANO</b>	<b>1</b>
<b>MUE 154</b>	<b>CONCERT CHOIR (each semester)</b>	<b>0</b>
<b>MUE 254</b>	<b>CHAMBER CHOIR (4 semesters)</b>	<b>0</b>
<b>MUED 312</b>	<b>INSTRUMENTAL METHODS FOR VOCAL MAJORS</b>	<b>3</b>
<b>MUED 324</b>	<b>DICTION FOR CHORAL MUSIC EDUCATOR</b>	<b>2</b>
<b>MUED 341</b>	<b>CHORAL LITERATURE</b>	<b>2</b>
<b>MUED 423</b>	<b>CHORAL CONDUCTING AND SECONDARY METHODS</b>	<b>3</b>

**ADDITIONAL REQUIREMENTS**

**FOR THE INSTRUMENTAL TRACK**

**14 crs.**

<b>MUE 148</b>	<b>JAZZ ENSEMBLE (1 semester; concurrent with MUED 337)</b>	<b>0</b>
<b>MUE 154</b>	<b>CONCERT CHOIR (2 semesters)</b>	<b>0</b>
<b>MUE 156</b>	<b>CONCERT BAND (each semester)</b>	<b>0</b>
<b>MUED 302</b>	<b>WOODWIND METHODS AND TECHNIQUES I</b>	<b>2</b>
<b>MUED 303</b>	<b>WOODWIND METHODS AND TECHNIQUES II</b>	<b>2</b>
<b>MUED 306</b>	<b>BRASS METHODS AND TECHNIQUES</b>	<b>2</b>
<b>MUED 308</b>	<b>PERCUSSION METHODS AND TECHNIQUES</b>	<b>2</b>
<b>MUED 335</b>	<b>MARCHING BAND TECHNIQUES</b>	<b>1</b>
<b>MUED 337</b>	<b>JAZZ BAND TECHNIQUES</b>	<b>1</b>
<b>MUED 424</b>	<b>INSTRUMENTAL CONDUCTING AND SECONDARY METHODS</b>	<b>3</b>
<b>MUL 161</b>	<b>IMPROVISATION</b>	<b>1</b>

# 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, evaluate, and 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.

**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.

<b>MUSIC MARKETING</b>	
<b>MAJOR REQUIREMENTS</b>	<b>55 crs.</b>
<b>MUSIC COURSES</b>	<b>31 crs.</b>
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
<b>APPLIED LESSONS ON PRIMARY INSTRUMENT (1 cr. per semester)</b>	<b>4</b>
<b>PARTICIPATION IN AN ENSEMBLE EACH SEMESTER</b>	<b>0</b>

<b>ALL OF THE FOLLOWING</b>	<b>12 crs.</b>
MKT 205 PRINCIPLES OF MARKETING	3
MGT 204 PRINCIPLES OF MANAGEMENT	3
MKT 305 CONSUMER BEHAVIOR	3
MKT 354 ADVERTISING AND PROMOTION	3

<b>FOUR COURSES FROM THE FOLLOWING</b>	<b>12 crs.</b>
MKT 320 PERSONAL SELLING	3
MKT 330 PRINCIPLES OF RETAILING	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: 39-41 credit hours**
- **Minor: 35-36 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 so 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 live.

**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 alternate 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** **39-41 crs.**

<b>BIO 101</b>	<b>BIOLOGY FOR LIFE</b>	<b>4</b>
<i>or</i>		
<b>BIO 110</b>	<b>PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>	<b>5</b>
<b>BIO 308</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY I</b>	<b>5</b>
<b>BIO 309</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY II</b>	<b>5</b>
<b>CHE 100</b>	<b>GENERAL CHEMISTRY FUNDAMENTALS</b>	<b>3</b>
<i>or</i>		
<b>CHE 105</b>	<b>GENERAL CHEMISTRY I</b>	<b>4</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>
<b>PSY 153</b>	<b>INTRODUCTION TO PSYCHOLOGY</b>	<b>3</b>
<b>PSY 201</b>	<b>PSYCHOLOGY CORNERSTONE</b>	<b>1</b>
<b>PSY 255</b>	<b>INTRODUCTION TO OCCUPATIONAL THERAPY</b>	<b>2</b>
<b>PSY 259</b>	<b>CHILD AND ADOLESCENT PSYCHOLOGY (W)</b>	<b>3</b>
<b>PSY 302</b>	<b>ADULT DEVELOPMENTAL PSYCHOLOGY</b>	<b>3</b>
<b>PSY 315</b>	<b>ABNORMAL PSYCHOLOGY</b>	<b>3</b>
<b>PSY 498</b>	<b>PROFESSIONAL SEMINAR</b>	<b>3</b>

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**

<b>ATH 200</b>	<b>MEDICAL TERMINOLOGY</b>	<b>3</b>
<b>HPE 158</b>	<b>HEALTH AND WELLNESS</b>	<b>3</b>
<b>PED 206</b>	<b>FIRST AID</b>	<b>2</b>
<b>PED 403</b>	<b>KINESIOLOGY (W)</b>	<b>3</b>
<b>PHY 211</b>	<b>GENERAL PHYSICS: MECHANICS, HEAT, SOUND</b>	<b>4</b>
<i>or</i>		
<b>PHY 212</b>	<b>GENERAL PHYSICS: ELECTRICITY, MAGNETISM, OPTICS</b>	<b>4</b>

\* 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** **35-36 crs.**

<b>BIO 101</b>	<b>BIOLOGY FOR LIFE</b>	<b>4</b>
<i>or</i>		
<b>BIO 110</b>	<b>PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>	<b>5</b>
<b>BIO 308</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY I</b>	<b>5</b>
<b>BIO 309</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY II</b>	<b>5</b>
<b>CHE 100</b>	<b>GENERAL CHEMISTRY FUNDAMENTALS</b>	<b>3</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>
<b>PSY 153</b>	<b>INTRODUCTION TO PSYCHOLOGY</b>	<b>3</b>
<b>PSY 255</b>	<b>INTRODUCTION TO OCCUPATIONAL THERAPY</b>	<b>2</b>
<b>PSY 259</b>	<b>CHILD AND ADOLESCENT PSYCHOLOGY (W)</b>	<b>3</b>
<b>PSY 315</b>	<b>ABNORMAL PSYCHOLOGY</b>	<b>3</b>
<b>PSY 302</b>	<b>ADULT DEVELOPMENTAL PSYCHOLOGY</b>	<b>3</b>

# Philosophy (PHI)

## Division of Humanities

- **Major: 30 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:

- **Capstone: Senior Thesis in Philosophy (PHI 410)**

**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 be 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 empathetic skills in entering the “mindset” 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.

**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 another academic discipline, will serve the student well as career advancement comes to require the 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 general education 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      30 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

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

### PROGRAM REQUIREMENTS:

- **Capstone: Senior Seminar (W) (PSI 498)**

**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 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.

**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

36 crs.

PSI 101	AMERICAN POLITICS	3
PSI 498	SENIOR SEMINAR (W)	3

##### THREE 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

##### SEVEN 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
PSI	SPECIAL TOPICS	
380-389	IN POLITICAL SCIENCE	1-3
PSI 311	INTERNATIONAL ORGANIZATIONS (W)	3
PSI 312	INTERNATIONAL LAW	3
PSI 314	UNITED STATES FOREIGN POLICY	3

#### POLITICAL SCIENCE

##### MINOR REQUIREMENTS

21 crs.

PSI 101	AMERICAN POLITICS	3
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**TWO COURSES FROM THE FOLLOWING**

<b>PSI 102</b>	STATE AND LOCAL GOVERNMENT	3
<b>PSI 210</b>	INTRODUCTION TO WORLD POLITICS	3
<b>PSI 220</b>	INTRODUCTION TO COMPARATIVE POLITICS	3
<b>PSI 230</b>	INTRODUCTION TO POLITICAL THEORY	3

**FOUR COURSES FROM THE FOLLOWING**

<b>PSI 300</b>	CONGRESS (W)	3
<b>PSI 301</b>	THE PRESIDENCY (W)	3
<b>PSI 305</b>	CONSTITUTIONAL LAW	3
<b>PSI 307</b>	CAMPAIGNS AND ELECTIONS	3
<b>PSI 309</b>	PUBLIC POLICY	3
<b>PSI 311</b>	INTERNATIONAL ORGANIZATIONS (W)	3
<b>PSI 312</b>	INTERNATIONAL LAW	3
<b>PSI 314</b>	UNITED STATES FOREIGN POLICY	3

**INTERNATIONAL RELATIONS**

<b>MAJOR REQUIREMENTS</b>	<b>36 crs.</b>
<b>PSI 101</b>	AMERICAN POLITICS
<b>PSI 210</b>	INTRODUCTION TO WORLD POLITICS
<b>PSI 220</b>	INTRODUCTION TO COMPARATIVE POLITICS
<b>PSI 230</b>	INTRODUCTION TO POLITICAL THEORY
<b>PSI 311</b>	INTERNATIONAL ORGANIZATIONS (W)
<b>PSI 312</b>	INTERNATIONAL LAW
<b>PSI 314</b>	UNITED STATES FOREIGN POLICY
<b>PSI 498</b>	SENIOR SURVEY IN POLITICAL SCIENCE (W)

**FOUR COURSES FROM THE FOLLOWING**

<b>PSI 300</b>	CONGRESS (W)	3
<b>PSI 301</b>	THE PRESIDENCY (W)	3
<b>PSI 305</b>	CONSTITUTIONAL LAW	3
<b>PSI 309</b>	PUBLIC POLICY	3
<b>PSI 316</b>	MODEL UNITED NATIONS	3
<b>PSI</b>	SPECIAL TOPICS	
<b>380-389</b>	IN POLITICAL SCIENCE	3

**INTERNATIONAL RELATIONS**

<b>MINOR REQUIREMENTS</b>	<b>21 crs.</b>
<b>PSI 210</b>	INTRODUCTION TO WORLD POLITICS

**SIX COURSES FROM THE FOLLOWING**

<b>PSI 101</b>	AMERICAN POLITICS	3
<b>PSI 220</b>	INTRODUCTION TO COMPARATIVE POLITICS	3
<b>PSI 230</b>	INTRODUCTION TO POLITICAL THEORY	3
<b>PSI 311</b>	INTERNATIONAL ORGANIZATIONS (W)	3
<b>PSI 312</b>	INTERNATIONAL LAW	3
<b>PSI 314</b>	UNITED STATES FOREIGN POLICY	3
<b>PSI 316</b>	MODEL UNITED NATIONS	3
<b>PSI</b>	SPECIAL TOPICS	
<b>380-389</b>	IN POLITICAL SCIENCE	3

# Pre-professional Studies

## Division of Science and Mathematics

- **Minor: 42 credit hours**
- **Minor GPA required for graduation: 2.5**

**Description of Minor:** Students will take a variety of courses in biology, chemistry, physics, and mathematics. The curriculum is designed to cover content areas that are not only required for admission to post-baccalaureate programs, but also are known to be included in a variety of standardized exams such as the GRE, MCAT, DAT, and VCAT.

*Note: Students not planning on majoring in biology or chemistry, but still wishing to apply to a professional program after graduation, should consult Dr. Robb Van Putte or Dr. Vincent Dunlap.*

Specific requirements of the desired graduate or professional program should be considered when selecting courses.

### Student Learning Outcomes

*Students will:*

- Develop and execute a well-rounded plan that prepares them for graduate study.
- Develop the skills needed for career development in the sciences.
- Demonstrate successful problem-solving through the use of scientific reasoning, critical thinking, analysis, and synthesis of information.

**Preparation:** The pre-professional minor serves students who wish to pursue a post-baccalaureate degree in areas such as medicine, optometry, dentistry, pharmacy, physical therapy, physician's assistant, podiatry, chiropractic, and veterinary medicine.

PRE-PROFESSIONAL STUDIES		
MINOR REQUIREMENTS		42 crs.
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	5
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	5
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 303	PRINCIPLES OF BIOCHEMISTRY	4
MTH 210	CALCULUS I	4
PHY 211	GENERAL PHYSICS: MECHANIC, HEAT, SOUND	4
PHY 212	GENERAL PHYSICS: ELECTRICITY, MAGNETISM, OPTICS	4

# 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) (PSY 496)**
- **Research: Research Methods and Senior Thesis (W) (PSY 496)**

**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 a 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. 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.

**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 level. 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 level. No more than four credit hours from PSY 350, PSY 355 and PSY 404 may be counted toward a psychology major or minor.

**PSYCHOLOGY MAJOR REQUIREMENTS      35 crs.**

<b>PSY 153</b>	<b>INTRODUCTION TO PSYCHOLOGY</b>	<b>3</b>
<b>PSY 201</b>	<b>PSYCHOLOGY CORNERSTONE</b>	<b>1</b>
<b>PSY 301</b>	<b>PSYCHOLOGICAL STATISTICS</b>	<b>3</b>
<b>PSY 315</b>	<b>ABNORMAL PSYCHOLOGY</b>	<b>3</b>
<b>PSY 396</b>	<b>RESEARCH METHODS</b>	<b>3</b>
<b>PSY 496</b>	<b>SENIOR THESIS (W)</b>	<b>3</b>
<b>PSY 498</b>	<b>PROFESSIONAL SEMINAR</b>	<b>3</b>
<b>ADDITIONAL PSYCHOLOGY ELECTIVES</b>		<b>16</b>

**ADDITIONAL ELECTIVES STRONGLY  
RECOMMENDED FOR GRADuate SCHOOL**

<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>
<b>PSY 259</b>	<b>CHILD AND ADOLESCENT PSYCHOLOGY (W)</b>	<b>3</b>
<b>PSY 275</b>	<b>BIOPSYCHOLOGY</b>	<b>3</b>
<b>PSY 302</b>	<b>ADULT DEVELOPMENTAL PSYCHOLOGY</b>	<b>3</b>
<b>PSY 321</b>	<b>PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING</b>	<b>3</b>
<b>PSY 401</b>	<b>SOCIAL PSYCHOLOGY</b>	<b>3</b>
<b>PSY 417</b>	<b>THEORIES OF PERSONALITY</b>	<b>3</b>

**PSYCHOLOGY MINOR REQUIREMENTS      17-18 crs.**

<b>PSY 153</b>	<b>INTRODUCTION TO PSYCHOLOGY</b>	<b>3</b>
<b>PSY 315</b>	<b>ABNORMAL PSYCHOLOGY</b>	<b>3</b>
<b>PSY 259</b>	<b>CHILD AND ADOLESCENT PSYCHOLOGY (W)</b>	<b>3</b>
<b>ADDITIONAL PSYCHOLOGY ELECTIVES</b>		<b>8-9</b>

# 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 the 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.

**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 encounters 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
<b>REL</b>		
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
<b>FOREIGN LANGUAGE</b>		
<b>FOUR ELECTIVES IN RELIGIOUS STUDIES</b>		
<b>(AT LEAST TWO MUST BE 300 OR 400 LEVEL)</b>		<b>12</b>

**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	3
<b>THREE ELECTIVES IN RELIGIOUS STUDIES</b>		
<b>(AT LEAST TWO MUST BE 300 OR 400 LEVEL)</b>		<b>9</b>

# Sociology (SOC)

## Division of Social Sciences

- **Three Tracks: General Sociology, Criminal Justice, and Children and Families**
- **Major: 43 credit hours for each track**
- **Minor: 18 hours for each track**
- **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. **Children and Families Track:** This track prepares students for a variety of careers in social welfare agencies and community organizations as well as graduate work in social work, law school, sociology, or criminal justice. Students in this track will learn about the larger social, political, and economic forces affecting children and families in contemporary society.

No more than four credits of cross-listed courses may count toward a major or minor in sociology.

### Student Learning Outcomes

*Students will:*

- Integrate social theory, research methods, and analysis.
- Evaluate and assess empirical data.
- Evaluate current social issues, conditions, power issues, and problems facing diverse populations.
- Demonstrate ethical responsibility in social science research.
- Engage in applied and experiential learning.

**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.

<b>SOCIOLOGY CORE REQUIREMENTS</b>		<b>22 crs.</b>
<b>SOC 150</b>	<b>INTRODUCTION TO SOCIOLOGY</b>	<b>3</b>
<b>SOC 270</b>	<b>SOCIAL PROBLEMS</b>	<b>3</b>
<b>SOC 340</b>	<b>SOCIAL CLASS AND INEQUALITY</b>	<b>3</b>
<i>or</i>		
<b>SOC 350</b>	<b>SOCIOLOGY OF GENDER</b>	<b>3</b>
<i>or</i>		
<b>SOC 360</b>	<b>RACE AND ETHNIC RELATIONS</b>	<b>3</b>
<b>SOC 400</b>	<b>SOCIOLOGICAL THEORY (W)</b>	<b>3</b>
<b>SOC 496</b>	<b>METHODS OF SOCIAL RESEARCH (W)</b>	<b>3</b>
<b>SOC 498</b>	<b>SOCIOLOGICAL ANALYSIS</b>	<b>3</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>

**SOCIOLOGY MAJOR REQUIREMENTS:**
**GENERAL TRACK** **43 crs.**

*Complete the core requirements, plus the following:*

**SEVEN ADDITIONAL SOCIOLOGY ELECTIVES** **21**
**SOCIOLOGY MAJOR REQUIREMENTS:**
**CRIMINAL JUSTICE TRACK** **43 crs.**

*Complete the core requirements, plus the following:*

<b>SOC 170</b>	<b>INTRODUCTION TO CRIMINAL JUSTICE</b>	<b>3</b>
<b>SOC 220</b>	<b>JUVENILE DELINQUENCY</b>	<b>3</b>
<b>SOC 230</b>	<b>POLICE AND URBAN SOCIETY</b>	<b>3</b>
<i>or</i>		
<b>SOC 235</b>	<b>CORRECTIONAL INSTITUTIONS</b>	<b>3</b>
<b>SOC 371</b>	<b>SOCIOLOGY OF DEVIANCE</b>	<b>3</b>
<b>THREE ADDITIONAL SOCIOLOGY ELECTIVES</b>		<b>9</b>

**SOCIOLOGY MAJOR REQUIREMENTS:**
**CHILDREN AND FAMILIES TRACK** **43 crs.**

*Complete the core requirements, plus the following:*

**FOUR COURSES FROM:**

<b>SOC 250</b>	<b>CHILD WELFARE</b>	<b>3</b>
<b>SOC 279</b>	<b>COMMUNITY ORGANIZATION AND CHANGE</b>	<b>3</b>
<b>SOC 320</b>	<b>SOCIOLOGY OF FAMILIES</b>	<b>3</b>
<b>SOC 375</b>	<b>PRACTICUM IN APPLIED SOCIOLOGY</b>	<b>3</b>
<b>SOC 390</b>	<b>SOCIAL WELFARE POLICY</b>	<b>3</b>
<b>THREE ADDITIONAL SOCIOLOGY ELECTIVES</b>		<b>9</b>

**SOCIOLOGY MINOR REQUIREMENTS:**
**GENERAL TRACK** **18 crs.**

<b>SOC 150</b>	<b>INTRODUCTION TO SOCIOLOGY</b>	<b>3</b>
<b>SOC 400</b>	<b>SOCIOLOGICAL THEORY (W)</b>	<b>3</b>
<b>SOC 340</b>	<b>SOCIAL CLASS AND INEQUALITY</b>	<b>3</b>
<i>or</i>		
<b>SOC 350</b>	<b>SOCIOLOGY OF GENDER</b>	<b>3</b>
<i>or</i>		
<b>SOC 360</b>	<b>RACE AND ETHNIC RELATIONS</b>	<b>3</b>
<b>ADDITIONAL UPPER-LEVEL SOCIOLOGY ELECTIVES</b>		
		<b>9</b>

**SOCIOLOGY MINOR REQUIREMENTS:**
**CRIMINAL JUSTICE TRACK** **18 crs.**

<b>SOC 150</b>	<b>INTRODUCTION TO SOCIOLOGY</b>	<b>3</b>
<b>SOC 170</b>	<b>INTRODUCTION TO CRIMINAL JUSTICE</b>	<b>3</b>
<b>SOC 220</b>	<b>JUVENILE DELINQUENCY</b>	<b>3</b>
<b>SOC 230</b>	<b>POLICE AND URBAN SOCIETY</b>	<b>3</b>
<i>or</i>		
<b>SOC 235</b>	<b>CORRECTIONAL INSTITUTIONS</b>	<b>3</b>
<b>SOC 340</b>	<b>SOCIAL CLASS AND INEQUALITY</b>	<b>3</b>
<i>or</i>		
<b>SOC 350</b>	<b>SOCIOLOGY OF GENDER</b>	<b>3</b>
<i>or</i>		
<b>SOC 360</b>	<b>RACE AND ETHNIC RELATIONS</b>	<b>3</b>
<b>SOC 371</b>	<b>SOCIOLOGY OF DEVIANC</b>	<b>3</b>

**SOCIOLOGY MINOR REQUIREMENTS:**
**CHILDREN AND FAMILIES TRACK** **18 crs.**

<b>SOC 150</b>	<b>INTRODUCTION TO SOCIOLOGY</b>	<b>3</b>
<b>SOC 340</b>	<b>SOCIAL CLASS AND INEQUALITY</b>	<b>3</b>
<i>or</i>		
<b>SOC 350</b>	<b>SOCIOLOGY OF GENDER</b>	<b>3</b>
<i>or</i>		
<b>SOC 360</b>	<b>RACE AND ETHNIC RELATIONS</b>	<b>3</b>

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

<b>SOC 250</b>	<b>CHILD WELFARE</b>	<b>3</b>
<b>SOC 279</b>	<b>COMMUNITY ORGANIZATION AND CHANGE</b>	<b>3</b>
<b>SOC 320</b>	<b>SOCIOLOGY OF FAMILIES</b>	<b>3</b>
<b>SOC 375</b>	<b>PRACTICUM IN APPLIED SOCIOLOGY</b>	<b>3</b>
<b>SOC 390</b>	<b>SOCIAL WELFARE POLICY</b>	<b>3</b>

# Sport Psychology

## Division of Social Sciences

- **Minor: 20 credit hours**
- **Minor GPA required for graduation: 2.25**

**Description of Minor:** 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 coaches. 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.

### Student Learning Outcomes

*Students will:*

- Demonstrate fundamental knowledge and comprehension of the major concepts and theoretical perspectives from sport psychology and apply them to sport behaviors.
- Apply the basic principles of behavior modification.
- Develop the professional skills needed for success after graduation.

### To minor in Sport Psychology:

1. At least nine hours must be upper level.
2. 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.**

<b>HPE 158</b>	<b>HEALTH AND WELLNESS</b>	<b>3</b>
<b>PSY 153</b>	<b>INTRODUCTION TO PSYCHOLOGY</b>	<b>3</b>
<b>PSY 465/</b>		
<b>PED 465</b>	<b>SPORT AND HEALTH PSYCHOLOGY</b>	<b>3</b>

### **ADDITIONAL 10-11 CREDITS FROM THE FOLLOWING**

<b>PSY 200</b>	<b>APPLIED SPORT PSYCHOLOGY</b>	<b>0-1</b>
<b>(may be repeated for up to (3) credits)</b>		

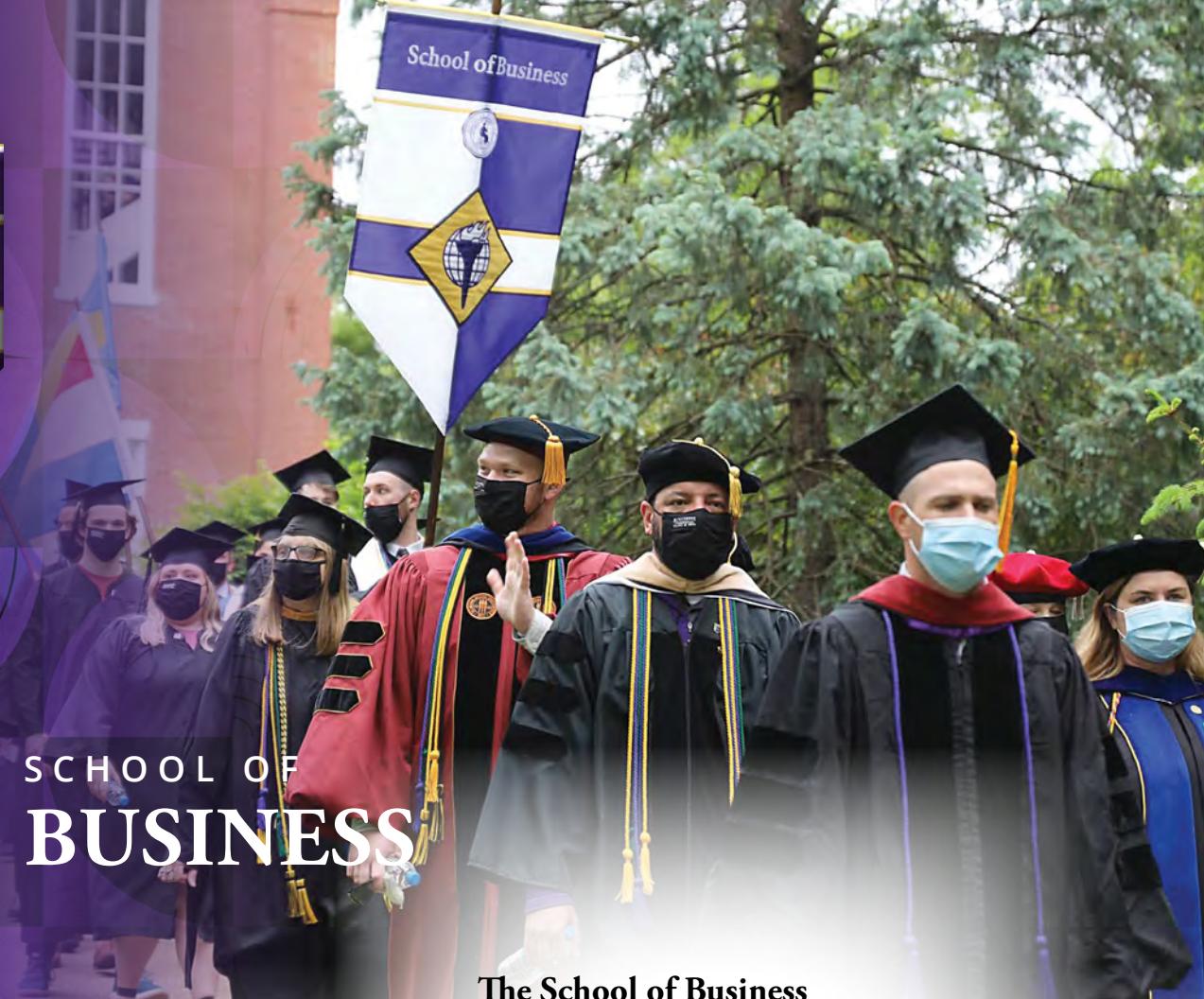
A student must take at least one course from each of the clusters:

**BIOLOGY/PED CLUSTER**

<b>BIO 101</b>	<b>BIOLOGY FOR LIFE</b>	<b>4</b>
<i>or</i>		
<b>BIO 110</b>	<b>PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>	<b>5</b>
<b>BIO 308</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY I</b>	<b>5</b>
<i>or</i>		
<b>BIO 309</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY II</b>	<b>5</b>
<b>ATH 349/</b>		
<b>PED 349</b>	<b>PHYSIOLOGY OF EXERCISE</b>	<b>3</b>
<b>PED 403</b>	<b>KINESIOLOGY (W)</b>	<b>3</b>
<b>PED 202</b>	<b>PSYCHOLOGY OF COACHING</b>	<b>3</b>

**PSYCHOLOGY/SOCIOLOGY/BUSINESS CLUSTER**

<b>SPM 320</b>	<b>PRINCIPLES OF SPORT MANAGEMENT</b>	<b>3</b>
<b>PSY 211</b>	<b>STRESS MANAGEMENT</b>	<b>3</b>
<b>PSY 401/</b>		
<b>SOC 401</b>	<b>SOCIAL PSYCHOLOGY</b>	<b>3</b>
<b>SOC 450/</b>		
<b>PED 450</b>	<b>SOCIOLOGY OF SPORT</b>	<b>3</b>

A vertical purple banner on the left side of the page. It features the words "School of Business" at the top in white. Below this is a stylized graphic of three overlapping circles in purple, white, and yellow. The yellow circle contains a globe with a torch.A photograph showing a group of graduates in black caps and gowns walking outdoors. In the foreground, a person in a red graduation gown and cap walks towards the camera. Behind them, several other graduates in black gowns and caps are visible. A tall blue and gold flag or banner stands in the background. The scene is set against a backdrop of trees and a building.

# SCHOOL OF **BUSINESS**

**The School of Business  
offers the following programs:**

- Accounting
- Business Administration
- Communication
- Cyber Defense
- Economics
- Economics and Finance
- Entrepreneurship
- Healthcare Management
- Human Resource Management
- Leadership Studies
- Management
- Marketing
- Sport Management
- Supply Chain Management and Logistics
- **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.



MAKE YOUR MARK

# 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.

**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.

<b>ACCOUNTING MAJOR</b>	<b>70 crs.</b>
<b>BUSINESS CORE REQUIREMENTS</b>	<b>37 crs.</b>
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.**

<b>ACC 305</b>	<b>INTERMEDIATE ACCOUNTING I</b>	<b>3</b>
<b>ACC 306</b>	<b>INTERMEDIATE ACCOUNTING II</b>	<b>3</b>
<b>ACC 307</b>	<b>INTERMEDIATE ACCOUNTING III</b>	<b>3</b>
<b>ACC 330</b>	<b>MANAGERIAL COST ACCOUNTING</b>	<b>3</b>
<b>ACC 352</b>	<b>TAXATION OF INDIVIDUALS</b>	<b>3</b>
<b>ACC 354</b>	<b>TAXATION OF BUSINESS ENTITIES</b>	<b>3</b>
<b>ACC 401</b>	<b>ADVANCED FINANCIAL ACCOUNTING</b>	<b>3</b>
<b>ACC 421</b>	<b>AUDITING</b>	<b>3</b>
<b>ACC 431</b>	<b>RESEARCH IN ACCOUNTING</b>	
	<b>THEORY (W)</b>	<b>3</b>
<b>BUS 324</b>	<b>BUSINESS ETHICS AND CORPORATE</b>	
	<b>SOCIAL RESPONSIBILITY (W)</b>	<b>3</b>
<b>MGT 354</b>	<b>BUSINESS COMMUNICATIONS (W)</b>	<b>3</b>

**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.

<b>ACC 205</b>	<b>PRINCIPLES OF FINANCIAL</b>	
	<b>ACCOUNTING</b>	<b>3</b>
<b>ACC 220</b>	<b>ACCOUNTING INFORMATION</b>	
	<b>SYSTEMS</b>	<b>3</b>
<b>ACC 230</b>	<b>PRINCIPLES OF</b>	
	<b>MANAGERIAL ACCOUNTING</b>	<b>3</b>
<b>ACC 305</b>	<b>INTERMEDIATE ACCOUNTING I</b>	<b>3</b>
<b>ACC 330</b>	<b>MANAGERIAL COST ACCOUNTING</b>	<b>3</b>
<b>TWO ACCOUNTING ELECTIVES</b>		
<b>AT THE 300 or 400 LEVEL</b>		<b>6</b>

# 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.

**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.

<b>BUSINESS ADMINISTRATION MAJOR</b>		<b>55 crs.</b>
<b>BUSINESS CORE REQUIREMENTS</b>		<b>40 crs.</b>
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
<b>BUSINESS ADMINISTRATION MAJOR REQUIREMENTS</b>		<b>15 crs.</b>
MGT 334	HUMAN RESOURCE MANAGEMENT	3
Four electives from accounting, business, communication studies, cyber defense, entrepreneurship, economics, finance, human resource management, management, marketing, sport management, supply chain management and logistics; LDR 101; 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 accounting, communication studies, cyber defense, economics, entrepreneurship, finance, human resource management, management, marketing, sport management, supply chain management and logistics; LDR 101.

<b>ACC 205</b>	<b>PRINCIPLES OF FINANCIAL ACCOUNTING</b>	<b>3</b>
<b>ECO 211</b>	<b>PRINCIPLES OF MICROECONOMICS</b>	<b>3</b>
<b>MGT 204</b>	<b>PRINCIPLES OF MANAGEMENT</b>	<b>3</b>
<b>MKT 205</b>	<b>PRINCIPLES OF MARKETING</b>	<b>3</b>

# Communication (COM)

## Division of Humanities

- **Major: 42 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 305)**

**Mission:** Through interactive and engaging work in and out of the classroom, the communication major aims to develop professional, empathetic, and scholarly students by emphasizing: (1) an ethical understanding of professional and personal communication, (2) a mind for communication research, (3) strong public and interpersonal communication skills, (4) a clear understanding of communication theories and key case studies, and a (5) creative and critical focus on how relational, organizational, and public identity is communicated.

**Description of Major:** Students in this major choose one of three tracks: Human Communication, Organizational Communication, or Strategic Communication. The communication program also offers four minors, which complement a variety of other majors at McKendree University. At least 24 credits for the major must be earned at McKendree University.

### Student Learning Outcomes

*Students will:*

- Employ theories, perspectives, principles, and concepts to professional and personal relationships.
- Engage in communication inquiry through communication scholarship.
- Apply ethical communication principles to embrace diversity, influence public discourse, and engage in organizational leadership.
- Demonstrate self-efficacy through written communication, oral communication, and critical thinking skills.

**Preparation:** The communication major emphasizes a wide range of communication topics and theories considered essential for competing successfully in today's world. Classes in the program emphasize communication in a variety of contexts ranging from interpersonal to public 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 MAJOR REQUIREMENTS 42 crs.

<b>COM 205 PRINCIPLES OF PUBLIC RELATIONS</b>	<b>3</b>
<b>COM 251 ORGANIZATIONAL COMMUNICATION</b>	<b>3</b>
<b>COM 252 INTERPERSONAL COMMUNICATION (W)</b>	<b>3</b>
<b>COM 315 STRATEGIC COMMUNICATION TECHNIQUES</b>	<b>3</b>
<b>COM 353 INTERCULTURAL COMMUNICATION</b>	<b>3</b>
<b>COM 430 COMMUNICATION THEORY</b>	<b>3</b>
<b>COM 460 COMMUNICATION RESEARCH METHODS</b>	<b>3</b>
<b>COM 490 SEMINAR IN COMMUNICATION</b>	<b>3</b>

Select one of the following tracks/concentrations.

### 1. Human Communication

COM 360	FAMILY COMMUNICATION	3
COM 367	NONVERBAL COMMUNICATION	3
COM 375	GENDER AND COMMUNICATION	3

### 2. Organizational Communication

COM 305	SMALL GROUP COMMUNICATION	3
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	3
MGT 354	BUSINESS COMMUNICATIONS (W)	3

### 3. Strategic Communication

COM 264	MEDIA PRACTICUM I	3
COM 330	CRISIS AND CONFLICT	3
COM 340	SOCIAL MEDIA AND PUBLIC RELATIONS	3
<b>ELECTIVES</b>		<b>9</b>

*Electives: You must take an additional 9 credit hours at the 300 level or above from the classes above or the following:*

BUS 324	BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY	3
COM 210	ARGUMENTATIVE COMMUNICATION	3
COM 320	CAMPAIGN AND EVENT PLANNING	3
COM 335	INTERNATIONAL PUBLIC RELATIONS	3
COM 365	HEALTH COMMUNICATION	3
COM 370	TRAINING AND DEVELOPMENT	3
COM 364	MEDIA PRACTICUM II	3
COM		
380-389	TOPICS IN COMMUNICATION	3
COM 391	PERSUASION	3
COM 470	INTERNSHIP IN COMMUNICATION	3-8
COM 480	INDEPENDENT STUDY IN COMMUNICATION	1-4
ENG 340	EDITING FOR PUBLICATION	3
ENG 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING	3
MGT 204	PRINCIPLES OF MANAGEMENT	3
MGT 314	ORGANIZATIONAL BEHAVIOR	3

MGT 334	HUMAN RESOURCES MANAGEMENT	3
MGT 340	INTERNATIONAL BUSINESS	3
MKT 205	PRINCIPLES OF MARKETING	3
MKT 305	CONSUMER BEHAVIOR	3
MKT 320	PERSONAL SELLING	3
MKT 354	ADVERTISING AND PROMOTION	3

### COMMUNICATION MINOR REQUIREMENTS 18 crs.

COM 205	PRINCIPLES OF PUBLIC RELATIONS	3
COM 251	ORGANIZATIONAL COMMUNICATION	3
COM 252	INTERPERSONAL COMMUNICATION (W)	3
<b>ADDITIONAL COMMUNICATION ELECTIVES</b>		<b>9</b>

### HUMAN COMMUNICATION

MINOR REQUIREMENTS	18 crs.	
COM 252	INTERPERSONAL COMMUNICATION	
COM 353	INTERCULTURAL COMMUNICATION	
COM 360	FAMILY COMMUNICATION	
COM 367	NONVERBAL COMMUNICATION	
<b>ADDITIONAL COMMUNICATION ELECTIVES</b>		<b>6</b>

### ORGANIZATIONAL COMMUNICATION

MINOR REQUIREMENTS	18 crs.	
COM 251	ORGANIZATIONAL COMMUNICATION (W)	
COM 305	SMALL GROUP COMMUNICATION	
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	
MGT 354	BUSINESS COMMUNICATIONS (W)	
<b>ADDITIONAL COMMUNICATION ELECTIVES</b>		<b>6</b>

### STRATEGIC COMMUNICATION

MINOR REQUIREMENTS	18 crs.	
COM 205	PRINCIPLES OF PUBLIC RELATIONS	
COM 315	STRATEGIC COMMUNICATION TECHNIQUES (W)	
COM 330	CRISIS AND CONFLICT	
COM 340	SOCIAL MEDIA AND PUBLIC RELATIONS	
<b>ADDITIONAL COMMUNICATION ELECTIVES</b>		<b>6</b>

# 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 sectors. 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.

**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.

<b>CYBER DEFENSE MAJOR</b>	<b>60 crs.</b>
<b>BUSINESS CORE REQUIREMENTS</b>	<b>40 crs.</b>
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.**

<b>BUS 350</b>	<b>BASIC PROGRAMMING FOR BUSINESS AND CYBER DEFENSE</b>	<b>3</b>
<b>CBD 330</b>	<b>INTRODUCTION TO CYBER DEFENSE</b>	<b>3</b>
<b>CBD 332</b>	<b>CYBER DEFENSE NETWORKING</b>	<b>3</b>
<b>CBD 334</b>	<b>LEGAL AND ETHICAL ENVIRONMENT OF CYBER DEFENSE (W)</b>	<b>3</b>
<b>CBD 336</b>	<b>CYBER RISK MANAGEMENT AND MITIGATION</b>	<b>3</b>
<b>CBD 451</b>	<b>PRACTICUM IN CYBER DEFENSE</b>	<b>3</b>

**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.*

<b>BUS 350</b>	<b>BASIC PROGRAMMING FOR BUSINESS AND CYBER DEFENSE</b>	<b>3</b>
<b>BUS 410</b>	<b>MANAGEMENT INFORMATION SYSTEMS</b>	<b>3</b>
<b>CBD 330</b>	<b>INTRODUCTION TO CYBER DEFENSE</b>	<b>3</b>
<b>CBD 332</b>	<b>CYBER DEFENSE NETWORKING</b>	<b>3</b>
<b>CBD 334</b>	<b>LEGAL AND ETHICAL ENVIRONMENT OF CYBER DEFENSE (W)</b>	<b>3</b>
<b>CBD 336</b>	<b>CYBER RISK MANAGEMENT AND MITIGATION</b>	<b>3</b>
<b>MGT 204</b>	<b>PRINCIPLES OF MANAGEMENT</b>	<b>3</b>

# 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.

**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.

<b>ECONOMICS MAJOR</b>		<b>61 crs.</b>
<b>BUSINESS CORE REQUIREMENTS</b>		<b>40 crs.</b>
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.**

<b>ECO 309</b>	<b>MONEY AND BANKING</b>	<b>3</b>
<b>ECO 353</b>	<b>MANAGERIAL ECONOMICS</b>	<b>3</b>
<b>ECO 410</b>	<b>ECONOMETRICS</b>	<b>3</b>
<b>PLUS FOUR ECONOMICS ELECTIVES</b>		<b>12</b>

**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.

<b>ECO 211</b>	<b>PRINCIPLES OF MICROECONOMICS</b>	<b>3</b>
<b>ECO 212</b>	<b>PRINCIPLES OF MACROECONOMICS</b>	<b>3</b>
<b>ECO 309</b>	<b>MONEY AND BANKING</b>	<b>3</b>
<b>ECO 353</b>	<b>MANAGERIAL ECONOMICS</b>	<b>3</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>
<b>TWO ECONOMICS ELECTIVES</b>		<b>6</b>

**ECONOMICS ELECTIVES**

<b>ECO 300</b>	<b>ECONOMICS OF PIZZA AND VICTUALS</b>	<b>3</b>
<b>ECO 320</b>	<b>ECONOMICS OF SPORT</b>	<b>3</b>
<b>ECO 333</b>	<b>ENVIRONMENTAL ECONOMICS</b>	<b>3</b>
<b>ECO 352</b>	<b>LABOR ECONOMICS</b>	<b>3</b>
<b>ECO 380</b>	<b>TOPICS IN ECONOMICS</b>	<b>3</b>
<b>ECO 410</b>	<b>ECONOMETRICS</b>	<b>3</b>
<b>ECO 450</b>	<b>CURRENT ECONOMIC ISSUES (W)</b>	<b>3</b>
<b>ECO 470</b>	<b>INTERNSHIP IN ECONOMICS</b>	<b>3</b>
<b>ECO 480</b>	<b>INDEPENDENT STUDY IN ECONOMICS</b>	<b>3</b>
<b>HIS 372</b>	<b>AMERICAN ECONOMIC HISTORY</b>	<b>3</b>
<b>PSI 313</b>	<b>INTERNATIONAL POLITICAL ECONOMY (W)</b>	<b>3</b>

# Economics and Finance (ECO/FIN)

- Major: 61 credit hours
- Economics Minor: 22 credit hours
- Finance Minor: 21 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.

**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 postgraduate studies in finance, economics and business administration.

<b>ECONOMICS AND FINANCE MAJOR</b>		<b>61 crs.</b>
<b>BUSINESS CORE REQUIREMENTS</b>		<b>40 crs.</b>
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

<b>MAJOR REQUIREMENTS</b>		<b>21 crs.</b>
ECO 309	MONEY AND BANKING	3
ECO 353	MANAGERIAL ECONOMICS	3
FIN 355	INVESTMENTS	3
FIN 360	FINANCIAL MANAGEMENT – APPLICATIONS AND CASES (W)	3
FIN 363	FINANCIAL MARKETS AND INSTITUTIONS	3
<b>TWO ECONOMICS OR FINANCE ELECTIVES, AT LEAST TWO OF WHICH MUST BE AT THE 300 OR 400 LEVEL</b>		<b>6</b>

**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.

<b>ECO 211</b>	<b>PRINCIPLES OF MICROECONOMICS</b>	<b>3</b>
<b>ECO 212</b>	<b>PRINCIPLES OF MACROECONOMICS</b>	<b>3</b>
<b>ECO 309</b>	<b>MONEY AND BANKING</b>	<b>3</b>
<b>ECO 353</b>	<b>MANAGERIAL ECONOMICS</b>	<b>3</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>
<b>TWO ADDITIONAL UPPER-LEVEL ECONOMICS COURSES</b>		<b>6</b>

**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.

<b>ACC 205</b>	<b>PRINCIPLES OF FINANCIAL ACCOUNTING</b>	<b>3</b>
<b>ECO 211</b>	<b>PRINCIPLES OF MICROECONOMICS</b>	<b>3</b>
<b>FIN 308</b>	<b>PRINCIPLES OF BUSINESS FINANCE</b>	<b>3</b>
<b>FIN 355</b>	<b>INVESTMENTS</b>	<b>3</b>
<b>FIN 360</b>	<b>FINANCIAL MANAGEMENT – APPLICATIONS AND CASES (W)</b>	<b>3</b>
<b>FIN 363</b>	<b>FINANCIAL MARKETS AND INSTITUTIONS</b>	<b>3</b>
<b>ONE FINANCE ELECTIVES AT THE 300 or 400 LEVEL</b>		<b>3</b>

**ELECTIVES**

<b>ACC 352</b>	<b>TAXATION OF INDIVIDUALS</b>	<b>3</b>
<i>or</i>		
<b>ACC 354</b>	<b>TAXATION OF BUSINESS ENTITIES</b>	<b>3</b>
<b>ECO 300</b>	<b>ECONOMICS OF PIZZA AND VICTUALS</b>	<b>3</b>
<b>ECO 309</b>	<b>MONEY AND BANKING</b>	<b>3</b>
<b>ECO 320</b>	<b>ECONOMICS OF SPORT</b>	<b>3</b>
<b>ECO 333</b>	<b>ENVIRONMENTAL ECONOMICS</b>	<b>3</b>
<b>ECO 352</b>	<b>LABOR ECONOMICS</b>	<b>3</b>
<b>ECO 380</b>	<b>TOPICS IN ECONOMICS</b>	<b>3</b>
<b>ECO 410</b>	<b>ECONOMETRICS</b>	<b>3</b>
<b>ECO 450</b>	<b>CURRENT ECONOMIC ISSUES (W)</b>	<b>3</b>
<b>ECO 470</b>	<b>INTERNSHIP IN ECONOMICS</b>	<b>3</b>
<b>ECO 480</b>	<b>INDEPENDENT STUDY IN ECONOMICS</b>	<b>1-3</b>
<b>FIN 306</b>	<b>CONSUMER FINANCE</b>	<b>3</b>
<b>FIN 320</b>	<b>BUDGETING AND FINANCE OF SPORT</b>	<b>3</b>
<b>FIN 355</b>	<b>INVESTMENTS</b>	<b>3</b>
<b>FIN 357</b>	<b>INTERNATIONAL FINANCE</b>	<b>3</b>
<b>FIN 380</b>	<b>TOPICS IN FINANCE</b>	<b>3</b>
<b>FIN 470</b>	<b>INTERNSHIP IN FINANCE</b>	<b>3</b>
<b>FIN 480</b>	<b>INDEPENDENT STUDY IN FINANCE</b>	<b>1-3</b>

# 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.

**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**

*or*

<b>BUS 410</b>	<b>MANAGEMENT INFORMATION SYSTEMS</b>	<b>3</b>
<b>ACC 230</b>	<b>PRINCIPLES OF MANAGERIAL ACCOUNTING</b>	<b>3</b>
<b>ECO 211</b>	<b>PRINCIPLES OF MICROECONOMICS</b>	<b>3</b>
<b>ECO 212</b>	<b>PRINCIPLES OF MACROECONOMICS</b>	<b>3</b>
<b>BUS 303</b>	<b>BUSINESS LAW I</b> <i>(or BUS 304 BUSINESS LAW II)</i>	<b>3</b>
<b>BUS 324</b>	<b>BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)</b>	<b>3</b>
<b>FIN 308</b>	<b>PRINCIPLES OF BUSINESS FINANCE</b>	<b>3</b>
<b>BUS 310</b>	<b>QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS</b>	<b>3</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>
<b>MGT 204</b>	<b>PRINCIPLES OF MANAGEMENT</b>	<b>3</b>
<b>MKT 205</b>	<b>PRINCIPLES OF MARKETING</b>	<b>3</b>
<b>BUS 450</b>	<b>BUSINESS STRATEGY AND POLICY</b>	<b>3</b>

## 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**

## ELECTIVES

**BUS 350 BASIC PROGRAMMING FOR BUSINESS AND CYBER DEFENSE** **3**

**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 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**

**SCL 316 SUPPLY CHAIN MANAGEMENT** **3**

# Healthcare Management (HCM)

- Major: BA in Healthcare Management:  
33 credit hours
- Major GPA required for graduation: 2.25

## PROGRAM REQUIREMENTS:

- Capstone: Capstone in Healthcare Management (HCM 450)

**Description of Major:** The healthcare management major provides students the opportunity to apply management skills and strategies to the healthcare industry. This degree prepares students for entry-level management roles within diverse healthcare settings. Students will explore topics that include finance, legal, and human resource issues.

## Student Learning Outcomes:

*Students will:*

- Apply critical thought regarding the environment of healthcare management.
- Demonstrate and apply knowledge of healthcare management principles.
- Develop a skillset that advances their oral, written, and creative communication abilities for managing in the healthcare field.
- Apply analytical and critical thinking skills in healthcare management.
- Differentiate professional and ethical obligations in the field of healthcare management.

**Degree Preparation:** McKendree University's healthcare management major provides students with a robust professional background in health and business topics. This program will prepare students for a managerial role in various healthcare facilities, including hospitals, urgent care centers, and long-term care facilities, along with providing students the skills necessary to pursue an advanced degree in healthcare management.

## HEALTHCARE MGT MAJOR REQUIREMENTS 33 crs.

BUS 330	PROJECT MANAGEMENT	3
COM 251	ORGANIZATIONAL COMMUNICATION	3
NSG 440	HEALTHCARE ORGANIZATIONS AND SYSTEMS APPROACH	3
NSG 355	HEALTH POLICY AND ECONOMICS	3
NSG 405	ETHICAL/LEGAL ISSUES IN HEALTHCARE	3
HCM 450	CAPSTONE IN HEALTHCARE MANAGEMENT	3
HRM 360	LEARNING AND DEVELOPMENT	3
MGT 204	PRINCIPLES OF MANAGEMENT	3
MGT 314	ORGANIZATIONAL BEHAVIOR	3
MGT 334	HUMAN RESOURCE MANAGEMENT	3
ADDITIONAL ELECTIVE		3

## ELECTIVES

HCM 470	INTERNSHIP IN HEALTHCARE MANAGEMENT	3-8
NSG 404	DIVERSITY IN HEALTHCARE DELIVERY	3
NSG 451	CONCEPTS OF POPULATION-BASED CARE	3
SCL 316	SUPPLY CHAIN MANAGEMENT	3
MGT 376	OPERATIONS MANAGEMENT	3
PSY 405	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3

## HCM/MHA 4+1 Option

McKendree University offers qualified applicants the opportunity to earn both a Bachelor of Arts (BA) in healthcare management degree and a Master of Health Administration (MHA) degree in five years.

Students with at least 60 completed credit hours and a minimum cumulative GPA of 3.0 may apply for admission to the HCM/MHA 4+1 option.

## Option Features

- Students spend up to four academic years in undergraduate-level study pursuing a BA in healthcare management 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 BA in healthcare management degree is conferred.
- Upon conferral of the BA degree in healthcare management, students may enroll in graduate school full-time and complete the MHA degree in the fifth year.

## Admission Requirements

Current McKendree students pursuing a BA in healthcare management degree, who have earned at least 60 credit hours, may formally apply to the HCM/MHA 4+1 option during their junior year.

Admission to the HCM/MHA 4+1 option is a three-step process.

### Step 1: Provisional Admission

- Earned a minimum cumulative GPA of 3.0.
- Completed application submitted to the Director of the MHA program early in the student's junior year at McKendree.
- The Director of the MHA will evaluate the application and transcript(s). Students will be notified for 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 HCM/MHA 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 MHA will notify students of admitted status by McKendree email.
- Admitted status will permit undergraduate

senior-level students to take up to four select 500/600-level MHA courses during their senior year.

- The Director of the MHA will work with the student's undergraduate advisor to develop a schedule of 500/600-level courses for the student to complete in the senior year.
- These 500/600-level graduate courses will count as undergraduate credit, meeting undergraduate BA in healthcare management requirements. Course completed with a grade of B or better will also count for graduate credit.

### Step 3: Full MHA Program Admission

- During the senior year, students will apply for admission to the MHA program.
- Formal acceptance into the MHA program requires students to have earned a minimum cumulative GPA of 3.0.
- Students will be notified by McKendree email regarding MHA program admission and when 500/600 level course registration begins.

Transfer and international students interested in the HCM/MHA 4+1 option should contact the Director of the MHA program for details.

## COURSE EQUIVALENCIES

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**MHA 501** HEALTH POLICY AND  
LEGAL ASPECTS IN HEALTHCARE

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**NSG 355** HEALTH POLICY AND ECONOMICS

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**MHA 502** ETHICS, SOCIAL JUSTICE, DIVERSITY  
AND HEALTHCARE EQUITY

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**NSG 405** ETHICAL/LEGAL ISSUES  
IN HEALTHCARE

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**MHA 601** LEADING AND MANAGING IN  
ORGANIZATIONS AND SYSTEMS

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**BUS 330** PROJECT MANAGEMENT

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**MHA 652** ORGANIZATIONAL BEHAVIOR

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**MGT 314** ORGANIZATIONAL BEHAVIOR

# 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 prepares students to apply knowledge and skills to the design, management, and evaluation of programs to improve individual productivity and organizational effectiveness. Courses include topics in recruiting, staffing, the employer/employee relationship, compensation, risk management, organizational behavior, labor relations, and applications to issues such as employee development, international HR, and workforce changes.

The human resource management major has been certified by the Society for Human Resource Management (SHRM) as one that "aligns with the SHRM Curriculum." The major incorporates the SHRM key competencies: business acumen, communication, consultation, critical evaluation, ethical practice, global and cultural effectiveness, leadership and navigation, and relationship management.

Any business course outside of the business core may be applied toward the completion of requirements for only one business major or minor.

**Preparation:** Managing people in every organization is key to the success of any endeavor. People are one of the most expensive line items in every budget. Managing the costs requires an understanding of the business and the functions in business, as well as the laws and regulations (federal, state, and local). Human resource management includes all people functions from recruiting to retention to succession planning and exiting. The major prepares students for entry-level careers in human resources which can be the HR Generalist or the HR Specialist in any industry.

## 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.
- Analyze human resource issues due to political, economic, social, technological, legal, and environmental forces.
- Utilize data, evidence-based research, benchmarks, human resources, and business metrics to facilitate decision-making.

## 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
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)

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

**Description of Minor:** Leadership is broadly defined and can be studied from various theoretical perspectives. The leadership studies program purports that leaders are made and not born. Through education, reflection, group work, and activities, students will learn the skills, habits, and characteristics that fit unique leadership styles.

## 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.
- Develop and assess personal leadership skills.

**Preparation:** The leadership studies minor will provide students with vital hands-on leadership experiences that can easily be drawn upon when entering the workforce. The leadership studies minor will benefit students in the initial job search and throughout their careers.

*Note: At least six credit hours must be upper level.*

<b>LEADERSHIP STUDIES</b>		<b>18 crs.</b>
<b>MINOR REQUIREMENTS</b>		
LDR 101	RECOGNIZED LEADERSHIP	3
LDR 201	ENGAGED LEADERSHIP	3
LDR 301	ADAPTIVE LEADERSHIP	3
<b>NINE CREDITS FROM THE FOLLOWING</b>		
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 210	ARGUMENTATIVE COMMUNICATION	3
COM 251	ORGANIZATIONAL COMMUNICATION (W)	3
COM 305	SMALL GROUP COMMUNICATION	3
COM 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	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.

**Preparation:** Management skills are necessary for 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.

<b>MANAGEMENT MAJOR</b>	<b>61 crs.</b>
<b>BUSINESS CORE REQUIREMENTS</b>	<b>40 crs.</b>
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
<b>MANAGEMENT MAJOR REQUIREMENTS</b>	<b>21 crs.</b>
MGT 314 ORGANIZATIONAL BEHAVIOR	3
MGT 334 HUMAN RESOURCE MANAGEMENT	3
MGT 376 OPERATIONS MANAGEMENT	3
<b>FOUR MANAGEMENT ELECTIVES, AT LEAST TWO OF WHICH MUST BE AT THE 300 or 400 LEVEL</b>	
	12
<b>MANAGEMENT MINOR REQUIREMENTS</b>	<b>18 crs.</b>
MGT 204 PRINCIPLES OF MANAGEMENT	3
MGT 314 ORGANIZATIONAL BEHAVIOR	3
MGT 334 HUMAN RESOURCE MANAGEMENT	3
MGT 376 OPERATIONS MANAGEMENT	3
<b>TWO MANAGEMENT ELECTIVES AT THE 300 or 400 LEVEL</b>	
	6

**ELECTIVES**

<b>BUS 350</b>	<b>BASIC PROGRAMMING FOR BUSINESS AND CYBER DEFENSE</b>	<b>3</b>
<b>COM 251</b>	<b>ORGANIZATION COMMUNICATION (W)</b>	<b>3</b>
<b>COM 310</b>	<b>BUSINESS AND PROFESSIONAL PRESENTATIONS</b>	<b>3</b>
<b>ECO 352</b>	<b>LABOR ECONOMICS</b>	<b>3</b>
<i>or</i>		
<b>ECO 353</b>	<b>MANAGERIAL ECONOMICS</b>	<b>3</b>
<b>ENT 301</b>	<b>THEORY OF ENTREPRENEURSHIP</b>	<b>3</b>
<b>HRM 411</b>	<b>TALENT MANAGEMENT (W)</b>	<b>3</b>
<i>or</i>		
<b>HRM 430</b>	<b>BENEFITS AND COMPENSATION</b>	<b>3</b>
<i>or</i>		
<b>HRM 440</b>	<b>EMPLOYMENT LAW</b>	<b>3</b>
<b>LDR 101</b>	<b>RECOGNIZED LEADERSHIP</b>	<b>3</b>
<b>MGT 340</b>	<b>INTERNATIONAL BUSINESS</b>	<b>3</b>
<b>MGT 354</b>	<b>BUSINESS COMMUNICATIONS (W)</b>	<b>3</b>
<b>MGT 360</b>	<b>CONTEMPORARY MANAGEMENT</b>	<b>3</b>
<b>MGT</b>		
<b>380-389</b>	<b>TOPICS IN MANAGEMENT</b>	<b>1-3</b>
<b>MGT 470</b>	<b>INTERNSHIP IN MANAGEMENT</b>	<b>3</b>
<b>MGT 480</b>	<b>INDEPENDENT STUDY IN MANAGEMENT</b>	<b>1-4</b>
<b>MGT 490</b>	<b>SEMINAR IN MANAGEMENT</b>	<b>1-4</b>
<b>SCL 316</b>	<b>SUPPLY CHAIN MANAGEMENT</b>	<b>3</b>
<b>SPM 320</b>	<b>PRINCIPLES OF SPORT MANAGEMENT</b>	<b>3</b>

# 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 to generate suitable marketing strategies and tactics.
- Recognize the effect of human psychology on business and consumer behavior.

**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.

<b>MARKETING MAJOR</b>	<b>61 crs.</b>
<b>BUSINESS CORE REQUIREMENTS</b>	<b>40 crs.</b>
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
<b>MARKETING MAJOR REQUIREMENTS</b>	<b>21 crs.</b>
MKT 305 CONSUMER BEHAVIOR	3
MKT 410 MARKETING RESEARCH (W)	3
MKT 354 ADVERTISING AND PROMOTION	3
<b>FOUR MARKETING ELECTIVES, AT LEAST TWO OF WHICH MUST BE AT THE 300 or 400 LEVEL</b>	
	12
<b>MARKETING MINOR REQUIREMENTS</b>	<b>18 crs.</b>
MKT 205 PRINCIPLES OF MARKETING	3
MKT 305 CONSUMER BEHAVIOR	3
MKT 410 MARKETING RESEARCH (W)	3
MKT 354 ADVERTISING AND PROMOTION	3
<b>TWO MARKETING ELECTIVES AT THE 300 or 400 LEVEL</b>	
	6

**ELECTIVES**

<b>ECO 353</b>	<b>MANAGERIAL ECONOMICS</b>	<b>3</b>
<b>ENT 301</b>	<b>THEORY OF ENTREPRENEURSHIP</b>	<b>3</b>
<b>MGT 334</b>	<b>HUMAN RESOURCE MANAGEMENT</b>	<b>3</b>
<b>MKT 320</b>	<b>PERSONAL SELLING</b>	<b>3</b>
<b>MKT 325</b>	<b>SPORT MARKETING (W)</b>	<b>3</b>
<b>MKT 330</b>	<b>PRINCIPLES OF RETAILING</b>	<b>3</b>
<b>MKT 340</b>	<b>INTERNATIONAL BUSINESS</b>	<b>3</b>
<b>MKT 345</b>	<b>DIGITAL MARKETING</b>	<b>3</b>
<b>MKT</b>		
<b>380-389</b>	<b>TOPICS IN MARKETING</b>	<b>1-3</b>
<b>MKT 470</b>	<b>INTERNSHIP IN MARKETING</b>	<b>3</b>
<b>MKT 480</b>	<b>INDEPENDENT STUDY IN MARKETING</b>	<b>1-4</b>
<b>MKT 490</b>	<b>SEMINAR IN MARKETING</b>	<b>1-4</b>
<b>SCL 316</b>	<b>SUPPLY CHAIN MANAGEMENT</b>	<b>3</b>

# Sport Management (SPM)

- **Major: 64 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);**
- **Application: Internship (SPM 380) (General 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.

The major provides students with training in key areas important for the sport world, focusing on the economic and social environment of sport business, the financing and operations of facilities, and the marketing and managing of events.

Internships 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.

**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 crs.**

### **SPORT MANAGEMENT** **40 crs.**

<b>MAJOR CORE REQUIREMENTS</b>	
<b>ACC 205</b>	<b>PRINCIPLES OF FINANCIAL ACCOUNTING</b> <span style="float: right;">3</span>
<b>ACC 230</b>	<b>PRINCIPLES OF MANAGERIAL ACCOUNTING</b> <span style="float: right;">3</span>
<b>ECO 211</b>	<b>PRINCIPLES OF MICROECONOMICS</b> <span style="float: right;">3</span>
<b>ECO 212</b>	<b>PRINCIPLES OF MACROECONOMICS</b> <span style="float: right;">3</span>
<b>BUS 305</b>	<b>LEGAL ASPECTS OF SPORT MANAGEMENT</b> <span style="float: right;">3</span>
<b>FIN 308</b>	<b>PRINCIPLES OF BUSINESS FINANCE</b> <span style="float: right;">3</span>
<b>BUS 310</b>	<b>QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS</b> <span style="float: right;">3</span>
<b>BUS 324</b>	<b>BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)</b> <span style="float: right;">3</span>
<b>MTH 170</b>	<b>STATISTICS</b> <span style="float: right;">4</span>
<b>MGT 204</b>	<b>PRINCIPLES OF MANAGEMENT</b> <span style="float: right;">3</span>
<b>MKT 205</b>	<b>PRINCIPLES OF MARKETING</b> <span style="float: right;">3</span>
<b>BUS 410</b>	<b>MANAGEMENT INFORMATION SYSTEMS</b> <span style="float: right;">3</span>
<b>BUS 450</b>	<b>BUSINESS STRATEGY AND POLICY</b> <span style="float: right;">3</span>

**SPORT MANAGEMENT**
**MAJOR REQUIREMENTS**
**24 crs.**

<b>ECO 320</b>	<b>ECONOMICS OF SPORT</b>	<b>3</b>
<b>FIN 320</b>	<b>BUDGETING AND FINANCING OF SPORT</b>	<b>3</b>
<b>MKT 325</b>	<b>SPORT MARKETING (W)</b>	<b>3</b>
<b>PSY 465</b>	<b>SPORT AND HEALTH PSYCHOLOGY</b>	<b>3</b>
<i>or</i>		
<b>SOC 450</b>	<b>SOCIOLOGY OF SPORT</b>	<b>3</b>
<i>or</i>		
<b>SPM 360</b>	<b>SPORT MANAGEMENT IN U.S. CULTURE</b>	<b>3</b>
<b>SPM 320</b>	<b>PRINCIPLES OF SPORT MANAGEMENT</b>	<b>3</b>
<b>SPM 354</b>	<b>SPORT AND THE MEDIA</b>	<b>3</b>
<b>SPM 376</b>	<b>SPORT FACILITIES AND EVENT MANAGEMENT (W)</b>	<b>3</b>
<b>SPM 470</b>	<b>INTERNSHIP IN SPORT MANAGEMENT</b>	<b>3</b>

**RECOMMENDED ELECTIVE**

<b>MGT 314</b>	<b>ORGANIZATIONAL BEHAVIOR</b>	<b>3</b>
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**SPORT MANAGEMENT MINOR**
**18 crs.**

<b>REQUIRED COURSES</b>	<b>12 crs.</b>
<b>BUS 305</b>	<b>SPORT LAW</b>
<b>PSY 465</b>	<b>SPORT AND HEALTH PSYCHOLOGY</b>
<i>or</i>	
<b>SOC 450</b>	<b>SOCIOLOGY OF SPORT</b>
<i>or</i>	
<b>SPM 360</b>	<b>SPORT MANAGEMENT IN U.S. CULTURE</b>
<b>SPM 320</b>	<b>PRINCIPLES OF SPORT MANAGEMENT</b>
<b>SPM 376</b>	<b>SPORT FACILITIES AND EVENT MANAGEMENT (W)</b>

**ELECTIVES**
**6 crs.**

<b>SPM 354</b>	<b>SPORT AND THE MEDIA</b>	<b>3</b>
<b>SPM</b>		
<b>380-389</b>	<b>TOPICS IN SPORT MANAGEMENT</b>	<b>3</b>
<b>ECO 320</b>	<b>ECONOMICS OF SPORT</b>	<b>3</b>
<b>FIN 320</b>	<b>BUDGETING AND FINANCING OF SPORT</b>	<b>3</b>
<b>MKT 325</b>	<b>SPORT MARKETING (W)</b>	<b>3</b>
<b>PSY 465</b>	<b>SPORT AND HEALTH PSYCHOLOGY</b>	<b>3</b>
<b>SPM 470</b>	<b>INTERNSHIP IN SPORT MANAGEMENT</b>	<b>3</b>

# Supply Chain Management and Logistics (SCL)

- Major: 61 credit hours
- Minor: 25 credit hours
- Major/Minor: GPA required for graduation: 2.25

## PROGRAM REQUIREMENTS:

- CAPSTONE: Business Strategy and Policy (BUS 450)

**Description of Major:** Supply chain management and logistics consists of a set of methodologies used to integrate and manage efficiently systems of people, resources, and information. Supply chain management and logistics 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 and logistics resources 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 knowledge of the major concepts in 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 management and logistics process analysis and innovation.
- Assess purchasing, procurement, sourcing, distribution, and warehousing activities effects on the supply chain and logistics management.

**Preparation:** The supply chain management and logistics major is designed to prepare students for a professional career in the most dynamic and comprehensive field in industry, supply chain management and logistics. Students will possess the knowledge, skills, and abilities for career opportunities in the supply chain management and logistics field in positions such as operations manager, logistics analyst, supply chain manager, purchasing manager, logistics manager, and storage and distribution manager.

## SUPPLY CHAIN MANAGEMENT

AND LOGISTICS 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 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

<b>SUPPLY CHAIN MANAGEMENT AND LOGISTICS MAJOR REQUIREMENTS</b>		<b>21 crs.</b>
<b>SCL 316</b>	<b>SUPPLY CHAIN MANAGEMENT</b>	<b>3</b>
<b>SCL 318</b>	<b>LOGISTICS</b>	<b>3</b>
<b>MGT 376</b>	<b>OPERATIONS MANAGEMENT</b>	<b>3</b>
<b>BUS 330</b>	<b>PROJECT MANAGEMENT</b>	<b>3</b>
<b>THREE SUPPLY CHAIN MANAGEMENT AND LOGISTICS ELECTIVES, AT LEAST TWO OF WHICH MUST BE AT THE 300/400 LEVEL</b>		<b>9</b>
<b>SUPPLY CHAIN MANAGEMENT AND LOGISTICS MINOR REQUIREMENTS</b>		<b>25 crs.</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>
<b>MGT 204</b>	<b>PRINCIPLES OF MANAGEMENT</b>	<b>3</b>
<b>MGT 376</b>	<b>OPERATIONS MANAGEMENT</b>	<b>3</b>
<b>BUS 310</b>	<b>QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS</b>	<b>3</b>
<b>BUS 330</b>	<b>PROJECT MANAGEMENT</b>	<b>3</b>
<b>BUS 410</b>	<b>MANAGEMENT INFORMATION SYSTEMS</b>	<b>3</b>
<b>SCL 316</b>	<b>SUPPLY CHAIN MANAGEMENT</b>	<b>3</b>
<b>ONE COURSE FROM THE FOLLOWING</b>		
<b>ACC 330</b>	<b>MANAGERIAL COST ACCOUNTING</b>	<b>3</b>
<b>BUS 350</b>	<b>BASIC PROGRAMMING FOR BUSINESS AND CYBER DEFENSE</b>	<b>3</b>
<b>COM 330</b>	<b>CRISIS AND CONFLICT</b>	<b>3</b>
<b>COM 335</b>	<b>INTERNATIONAL PUBLIC RELATIONS</b>	<b>3</b>
<b>ECO 410</b>	<b>ECONOMETRICS</b>	<b>3</b>
<b>MKT 305</b>	<b>CONSUMER BEHAVIOR</b>	<b>3</b>
<b>MKT 320</b>	<b>PERSONAL SELLING</b>	<b>3</b>
<b>MKT/</b>		
<b>MGT 340</b>	<b>INTERNATIONAL BUSINESS</b>	<b>3</b>
<b>MKT 410</b>	<b>MARKETING RESEARCH (W)</b>	<b>3</b>
<b>ENG 360</b>	<b>INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)</b>	<b>3</b>
<b>PSY 304</b>	<b>CROSS-CULTURAL PSYCHOLOGY</b>	<b>3</b>
<b>PSY 320</b>	<b>MILITARY PSYCHOLOGY</b>	<b>3</b>
<b>PSY 405</b>	<b>INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</b>	<b>3</b>

## **ELECTIVES**

<b>BUS 350</b>	<b>BASIC PROGRAMMING FOR BUSINESS AND CYBER DEFENSE</b>	<b>3</b>
<b>ACC 330</b>	<b>MANAGERIAL COST ACCOUNTING</b>	<b>3</b>
<b>ECO 352</b>	<b>LABOR ECONOMICS</b>	<b>3</b>
<i>or</i>		
<b>ECO 353</b>	<b>MANAGERIAL ECONOMICS</b>	<b>3</b>
<b>ECO 410</b>	<b>ECONOMETRICS</b>	<b>3</b>
<b>FIN 360</b>	<b>FINANCIAL MANAGEMENT – APPLICATIONS AND CASES (W)</b>	<b>3</b>
<b>HRM 411</b>	<b>TALENT MANAGEMENT (W)</b>	<b>3</b>
<i>or</i>		
<b>HRM 430</b>	<b>BENEFITS AND COMPENSATION</b>	<b>3</b>
<i>or</i>		
<b>HRM 440</b>	<b>EMPLOYMENT LAW</b>	<b>3</b>
<b>LDR 101</b>	<b>RECOGNIZED LEADERSHIP</b>	<b>3</b>
<b>MGT/</b>		
<b>MKT 340</b>	<b>INTERNATIONAL BUSINESS</b>	<b>3</b>
<b>MGT 314</b>	<b>ORGANIZATIONAL BEHAVIOR</b>	<b>3</b>
<b>MGT 334</b>	<b>HUMAN RESOURCE MANAGEMENT</b>	<b>3</b>
<b>MGT 354</b>	<b>BUSINESS COMMUNICATIONS (W)</b>	<b>3</b>
<b>MGT 360</b>	<b>CONTEMPORARY MANAGEMENT</b>	<b>3</b>
<b>MGT</b>		
<b>380-389</b>	<b>TOPICS IN MANAGEMENT</b>	<b>1-3</b>
<b>MGT 470</b>	<b>INTERNSHIP IN MANAGEMENT</b>	<b>3</b>
<b>MGT 480</b>	<b>INDEPENDENT STUDY IN MANAGEMENT</b>	<b>1-4</b>
<b>MGT 490</b>	<b>SEMINAR IN MANAGEMENT</b>	<b>1-4</b>
<b>MKT 305</b>	<b>CONSUMER BEHAVIOR</b>	<b>3</b>
<b>MKT 320</b>	<b>PERSONAL SELLING</b>	<b>3</b>
<b>MKT</b>		
<b>380-389</b>	<b>TOPICS IN MARKETING</b>	<b>1-3</b>
<b>MKT 410</b>	<b>MARKETING RESEARCH (W)</b>	<b>3</b>
<b>MKT 470</b>	<b>INTERNSHIP IN MARKETING</b>	<b>3</b>
<b>SCL</b>	<b>TOPICS IN SUPPLY CHAIN</b>	
<b>380-389</b>	<b>MANAGEMENT AND LOGISTICS</b>	<b>1-3</b>

# 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, 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 advisor 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 a 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 advisor 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**

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**MBA 625** **LEGAL ISSUES FOR MANAGERS****BUS 303** **BUSINESS LAW I***or***BUS 304** **BUSINESS LAW II**

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**MBA 631** **CORPORATE FINANCE****FIN 308** **PRINCIPLES OF BUSINESS FINANCE**

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**MBA 632** **INVESTMENTS AND  
FINANCIAL MARKETS****FIN 355** **INVESTMENTS**

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**MBA 642** **CUSTOMERS AND  
COMPETITIVE ADVANTAGE****MKT 305** **CONSUMER BEHAVIOR**

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**MBA 651** **GLOBAL ORGANIZATION  
AND MANAGEMENT****MGT/**

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**MKT 340** **INTERNATIONAL BUSINESS**

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**MBA 652** **ORGANIZATIONAL BEHAVIOR**

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**MGT 314** **ORGANIZATIONAL BEHAVIOR**

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**MBA 653** **STAKEHOLDER MANAGEMENT  
AND ETHICS**

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**BUS 324** **ETHICS AND CORPORATE  
SOCIAL RESPONSIBILITY (W)**

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**MBA 662** **STRATEGIC HUMAN RESOURCES  
AND GLOBALIZATION**

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**HRM 450** **STRATEGIC HUMAN  
RESOURCE MANAGEMENT**

School of Education



## 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
- Science Education
- Social Science Education
- K-12 Education (Music or Physical)

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



MCKENDREE  
UNIVERSITY

MAKE YOUR MARK

# 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.

## Student Learning Outcomes

*Students will:*

- Have the knowledge and skills to enhance teaching and learning for their students.
- Demonstrate effective oral and written communication skills.
- Exhibit dispositions appropriate to the profession.
- Develop interpersonal and collaborative skills to work with all stakeholders in education.

- Demonstrate proficiency in the use of current technology relevant to teaching.

## 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 one mathematics course (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:*

- Meet all retention standards listed above.
- Complete all required coursework for the 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 an application for student teaching by the 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 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 Educator 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 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](http://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.
<b>1. Basic Skills</b>	<b>9-11 crs.</b>
ENGLISH (ENG 111 and 112)	6-8
SPEECH (100 or 220)	3
<b>2. Mathematics and Science</b>	<b>19-22 crs.</b>
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
<b>3. Humanities</b>	<b>12-15 crs.</b>
LITERATURE	3-4
PHILOSOPHY or RELIGION	3-4
ETHICS	3
ART, MUSIC, or THEATRE	3-4
<b>4. Social Sciences</b>	<b>12 crs.</b>
AMERICAN POLITICS (PSI 101)	3
INTRODUCTION TO PSYCHOLOGY (PSY 153)	3
WORLD GEOGRAPHY (SSC 105)	3
U.S. HISTORY (HIS 261 or 262)	3
<b>5. Health and Physical Development</b>	<b>3 crs.</b>
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 and 112)	6-8
SPEECH (COM 100 or 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 or RELIGION	3-4
ETHICS	3
ART, MUSIC, or THEATRE	3-4

4. Social Sciences	12 crs.
AMERICAN POLITICS (PSI 101)	3
INTRODUCTION TO PSYCHOLOGY (PSY 153)	3
WORLD GEOGRAPHY (SSC 105)	3
U.S. HISTORY (HIS 261 or 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

<b>EDU 460</b>	<b>MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS</b>	<b>2</b>
<b>EDU 461</b>	<b>FIELD I (ELE)</b>	<b>1</b>
<b>EDU 463</b>	<b>FIELD III (ELE)</b>	<b>3</b>
<b>EDU 490</b>	<b>STUDENT TEACHING SEMINAR</b>	<b>3</b>
<b>EDU 493</b>	<b>STUDENT TEACHING (ELEMENTARY)</b>	<b>7</b>
<b>EDU 499</b>	<b>TEACHING PERFORMANCE ASSESSMENT</b>	<b>0</b>
<b>SPE 400</b>	<b>FOUNDATIONS OF SPECIAL EDUCATION</b>	<b>2</b>
<b>SPE 405</b>	<b>INSTRUCTION OF DIVERSE LEARNERS</b>	<b>3</b>
<b>SPE 410</b>	<b>BEHAVIOR MANAGEMENT</b>	<b>3</b>
<b>SPE 420</b>	<b>COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION</b>	<b>2</b>
<b>SPE 430</b>	<b>LANGUAGE DEVELOPMENT</b>	<b>2</b>
<b>SPE 440</b>	<b>ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES</b>	<b>3</b>
<b>SPE 462</b>	<b>FIELD PRACTICUM II (ELEMENTARY)</b>	<b>2</b>
<b>SPE 464</b>	<b>FIELD PRACTICUM IV (ELEMENTARY)</b>	<b>3</b>
<b>SPE 492</b>	<b>ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION</b>	<b>3</b>
<b>SPE 493</b>	<b>STUDENT TEACHING (SPE)</b>	<b>7</b>
<b>SPE 494</b>	<b>METHODS OF TEACHING STUDENTS WITH DISABILITIES</b>	<b>3</b>

# 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

<b>A. GENERAL EDUCATION</b>		<b>49-55 crs.</b>
<b>1. Basic Skills</b>		<b>9-11 crs.</b>
ENGLISH (ENG 111 and 112)		6-8
SPEECH (COM 100 or 220)		3
<b>2. Mathematics and Science</b>		<b>13-14 crs.</b>
MATHEMATICS (MTH 150 or higher)		3
SCIENCE (Both biological and physical science must be represented.)		7-8
COMPUTER SCIENCE (EDU 115)		3
<b>3. Humanities</b>		<b>12-15 crs.</b>
LITERATURE		3-4
PHILOSOPHY or RELIGION		3-4
ETHICS		3
ART, MUSIC, or THEATRE		3-4
<b>4. Social Sciences</b>		<b>12 crs.</b>
AMERICAN POLITICS (PSI 101)		3
INTRODUCTION TO PSYCHOLOGY (PSY 153)		3
MULTICULTURAL EDUCATION (EDU 205)		3
U.S. HISTORY		3
<b>5. Health and Physical Development</b>		<b>3 crs.</b>
HEALTH AND WELLNESS (HPE 158)		3
<b>6. Completion of Major Requirements</b>		

## 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: English/language arts, mathematics, science, or social science. Coursework for each content area is listed below.

**MIDDLE SCHOOL**

<b>ENGLISH/LANGUAGE ARTS</b>		<b>20 crs.</b>
ENG 111	ENGLISH I: ACADEMIC WRITING	4
ENG 112	ENGLISH II: RESEARCH AND WRITING	3
ENG 307	APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)	3
ENG 303, 304, 309 or 310		3
ENG 235, 237, or 252-255		3

ENG elective(s) to equal no less than a total of 21 English credit hours

**MIDDLE SCHOOL MATHEMATICS**
**21 crs.**

MTH 150	QUANTITATIVE LITERACY	3
MTH 133	Precalculus	3
MTH 210	CALCULUS I	4
MTH 301	COLLEGE GEOMETRY	3
MTH 170	STATISTICS	4
MTH 375	DISCRETE MODELS	3

MTH elective(s) to equal no less than a total of 21 mathematics credit hours

**MIDDLE SCHOOL SCIENCE**
**24 crs.**

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	5
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	5
CHE 105	GENERAL CHEMISTRY I	4
ES 110	EARTH AND ASTRONOMICAL SCIENCE	3
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	3
PHY 211	GENERAL PHYSICS: MECHANICS, HEAT, SOUND	4

**MIDDLE SCHOOL SOCIAL SCIENCE**
**18 crs.**

PSI 101	AMERICAN POLITICS	3
ECO 211	PRINCIPLES OF MICROECONOMICS	3
or		
ECO 212	PRINCIPLES OF MACROECONOMICS	3
SOC 281	INTRODUCTION TO GEOGRAPHY	3
HIS 261	UNITED STATES HISTORY TO 1877	3
HIS 262	UNITED STATES HISTORY SINCE 1877	3
PSY 153	INTRODUCTION TO PSYCHOLOGY	3

Social Science elective(s) to equal no less than 21 social science credit hours

# 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

<b>A. GENERAL EDUCATION</b>		<b>49-55 crs.</b>
<b>1. Basic Skills</b>		<b>9-11 crs.</b>
ENGLISH (ENG 111 and 112)		6-8
SPEECH (COM 100 or 220)		3
<b>2. Mathematics and Science</b>		<b>13-14 crs.</b>
MATHEMATICS (MTH 150 or higher)		3
SCIENCE (Both biological and physical science must be represented.)		7-8
COMPUTER SCIENCE (EDU 115)		3
<b>3. Humanities</b>		<b>12-15 crs.</b>
LITERATURE		3-4
PHILOSOPHY or RELIGION		3-4
ETHICS		3
ART, MUSIC, or THEATRE		3-4

<b>4. Social Sciences</b>	<b>12 crs.</b>
AMERICAN POLITICS (PSI 101)	3
INTRODUCTION TO PSYCHOLOGY (PSY 153)	3
MULTICULTURAL EDUCATION (EDU 205)	3
U.S. HISTORY	3
<b>5. Health and Physical Development</b>	<b>3 crs.</b>
HEALTH AND WELLNESS (HPE 158)	3
<b>6. Completion of Major Requirements</b>	
<b>B. PROFESSIONAL EDUCATION (SECONDARY)</b>	
<b>56 crs.</b>	
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 (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) or political science 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 may also teach advanced placement courses in the discipline. To major in science education, the student must complete the science education core as listed below and the courses required for specialization in biology.

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.**

<b>BIO 110</b>	<b>PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>	<b>5</b>
<b>BIO 111</b>	<b>PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY</b>	<b>5</b>
<b>CHE 105</b>	<b>GENERAL CHEMISTRY I</b>	<b>4</b>
<b>CHE 106</b>	<b>GENERAL CHEMISTRY II</b>	<b>4</b>
<b>ES 110</b>	<b>EARTH AND ASTRONOMICAL SCIENCE</b>	<b>3</b>
<b>PHY 211</b>	<b>GENERAL PHYSICS: MECHANIC, HEAT, SOUND</b>	<b>4</b>
<b>PHY 212</b>	<b>GENERAL PHYSICS: ELECTRICITY, MAGNETISM, OPTICS</b>	<b>4</b>

**BIOLOGY EMPHASIS** **10 crs.**

*The core requirements plus the following:*

<b>BIO 211</b>	<b>GENETICS</b>	<b>4</b>
<b>BIO 220</b>	<b>EVOLUTION</b>	<b>3</b>
<b>BIO 250</b>	<b>INTRODUCTION TO ENVIRONMENTAL SCIENCE</b>	<b>3</b>

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.

<b>SOCIAL SCIENCE MAJOR REQUIREMENTS</b>	<b>49-58 crs.</b>
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<b>SOCIAL SCIENCE CORE REQUIREMENTS</b>	<b>43 crs.</b>
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<b>ECO 212 MACROECONOMICS</b>	<b>3</b>
<b>HIS 161 WORLD CIVILIZATIONS I</b>	<b>3</b>
<b>HIS 162 WORLD CIVILIZATIONS II</b>	<b>3</b>
<b>HIS 261 UNITED STATES HISTORY TO 1877</b>	<b>3</b>
<b>HIS 262 UNITED STATES HISTORY SINCE 1877</b>	<b>3</b>

<b>HIS</b>	
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<b>271/371 UNITED STATES WOMEN'S HISTORY</b>	<b>3</b>
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*or*

<b>HIS</b>	<b>MINORITIES IN THE</b>	
<b>276/376 AMERICAN EXPERIENCE</b>		<b>3</b>
<b>HIS 110 HISTORICAL METHODS</b>		<b>1</b>
<b>HIS 331 ILLINOIS HISTORY</b>		<b>3</b>
<b>PSI 101 AMERICAN POLITICS</b>		<b>3</b>
<b>PSI 220 INTRODUCTION TO COMPARATIVE POLITICS</b>		<b>3</b>
<b>PSY 153 INTRODUCTION TO PSYCHOLOGY*</b>		<b>3</b>
<b>PSY 259 CHILD AND ADOLESCENT PSYCHOLOGY (W)</b>		<b>3</b>
<b>PSY 315 ABNORMAL PSYCHOLOGY</b>		<b>3</b>
<b>SOC 150 INTRODUCTION TO SOCIOLOGY</b>		<b>3</b>

<b>HISTORY EMPHASIS</b>	<b>6 crs.</b>
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<b>HIS 372 AMERICAN ECONOMIC HISTORY</b>	<b>3</b>
<b>PSI 102 STATE AND LOCAL GOVERNMENT</b>	<b>3</b>

<b>POLITICAL SCIENCE EMPHASIS</b>	<b>15 crs.</b>
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<b>PSI 210 INTRODUCTION TO WORLD POLITICS</b>	<b>3</b>
<b>PSI 300 CONGRESS (W)</b>	<b>3</b>
<b>PSI 301 THE PRESIDENCY (W)</b>	<b>3</b>
<b>PSI 305 CONSTITUTIONAL LAW</b>	<b>3</b>
<b>PSI 309 PUBLIC POLICY</b>	<b>3</b>

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

<b>A. GENERAL EDUCATION</b>		<b>54-60 crs.</b>
<b>1. Basic Skills</b>		<b>9-11 crs.</b>
ENGLISH (ENG 111 and 112)		6-8
SPEECH (COM 100 or 220)		3
<b>2. Mathematics and Science</b>		<b>13-15 crs.</b>
(2) MATHEMATICS COURSES (MTH 150 or higher)		3-4
SCIENCE (Both biological and physical science must be represented.)		7-8
COMPUTER SCIENCE (EDU 115)		3
<b>3. Humanities</b>		<b>12-15 crs.</b>
LITERATURE		3-4
PHILOSOPHY or RELIGION		3-4
ETHICS		3
ART, MUSIC, or THEATRE		3-4
<b>4. Social Sciences</b>		<b>12 crs.</b>
AMERICAN POLITICS (PSI 101)		3
INTRODUCTION TO PSYCHOLOGY (PSY 153)		3
MULTICULTURAL EDUCATION (EDU 205)		3
U.S. HISTORY		3
<b>5. Health and Physical Development</b>		<b>2-3 crs.</b>
HEALTH (HPE 158)		2-3
<b>6. Completion of Major Requirements</b>		

## B. PROFESSIONAL EDUCATION

		<b>56 crs.</b>
EDU 115	TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM	3
<i>or</i>		
MUED 200	MUSIC CLASSROOM TECHNOLOGY <i>(fulfills computer competency in the general education program)</i>	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 451; or MUED 353, MUED 423, and 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 and 112)	6-8
SPEECH (COM 100 or 220)	3
2. Mathematics and Science	13-14 crs.
MATHEMATICS (MTH 150 or higher)	3
SCIENCE	7-8
COMPUTER SCIENCE (EDU 115 or MUED 200) (fulfills computer competency in the general education program)	3
3. Humanities	12 crs.
LITERATURE	3
PHILOSOPHY or RELIGION	3
ETHICS	3
ART, MUSIC, or THEATRE	3
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

**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***or***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***or***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***or***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)*



# 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
- Nursing
- Physical Education

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# Exercise Science and Sports Performance

## Division of Health Professions

- **Major: 70.5-71.5 credit hours**
- **Minor: 23-24 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:** 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.
- Understand general exercise physiology principles and demonstrate the creation of exercise prescription (pre-exercise assessment, flexibility, muscular strength, endurance, and cardiovascular).
- Assess, design, implement, and evaluate cardiorespiratory, flexibility, muscular strength, muscular endurance, and dietary habits for a diverse spectrum of participants.
- Demonstrate the ability to work with diverse populations while practicing both written and oral communication grounded in current evidence-based professional research and practices.
- Investigate benefits offered through professional memberships and certifications and provide opportunities for achieving professional memberships and certifications.
- Comprehend and develop administrative and organizational policies and procedures for exercise and recreational programming.

**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 Major**  
Exercise Science and Sports Performance majors must complete the health professions core requirements and the exercises science and sports performance major requirements.

**HEALTH PROFESSIONS**
**CORE REQUIREMENTS** 28-29 crs.

BIO 101	BIOLOGY FOR LIFE	4
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	5
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	5
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	5
HPE 158	HEALTH AND WELLNESS	3
HPE 250	ASSESSMENT THROUGH TEST AND MEASUREMENTS FOR HEALTH PROFESSIONS	3
HPE 300	HUMAN NUTRITION	3
PED 157	FOUNDATIONS OF HEALTH PROFESSIONS	3
PED 206	FIRST AID	2

**EXERCISE SCIENCE AND SPORTS PERFORMANCE**
**MAJOR REQUIREMENTS** 42.5 crs.
**RECREATIONAL ACTIVITIES** 1.5

Students will complete:

1)	Principles of Strength Training,	
2)	Principles of Speed, Agility, and Quickness, and	
3)	Advanced Strength Training	
<hr/>		
HPE 200	FOUNDATIONS OF HUMAN MOVEMENT	3
ATH 200	MEDICAL TERMINOLOGY	3
PED 202	PSYCHOLOGY OF COACHING	3
<i>or</i>		
PED 465	SPORT AND HEALTH PSYCHOLOGY	3
PED 349	PHYSIOLOGY OF EXERCISE	3
PED 356	INSTRUCTION FOR EXERCISE AND LIFETIME ACTIVITY	4
PED 357	ADMINISTRATION AND DEVELOPMENT OF PHYSICAL ACTIVITY PROGRAMMING (W)	3
PED 365	MOTOR DEVELOPMENT ACROSS THE LIFESPAN	3
PED 403	KINESIOLOGY (W)	3
PED 404	MOTOR LEARNING	2
PED 405	EVALUATION AND RESEARCH IN EXERCISE SCIENCE AND SPORT	3
PED 455	CONCEPTS OF RESISTANCE TRAINING	3

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

**EXERCISE SCIENCE AND SPORTS PERFORMANCE MINOR** 23-24 crs.

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

# 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 courses 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 Major

Accelerated Exercise Science and Sports Performance majors must complete the health professions core requirements and the exercises science and accelerated sports performance major requirements.

<b>HEALTH PROFESSIONS CORE REQUIREMENTS</b>		<b>28-29 crs.</b>
<b>BIO 101</b>	<b>BIOLOGY FOR LIFE</b>	<b>4</b>
<i>or</i>		
<b>BIO 110</b>	<b>PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>	<b>5</b>
<b>BIO 308</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY I</b>	<b>5</b>
<b>BIO 309</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY II</b>	<b>5</b>
<b>HPE 158</b>	<b>HEALTH AND WELLNESS</b>	<b>3</b>
<b>HPE 250</b>	<b>ASSESSMENT THROUGH TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS</b>	<b>3</b>
<b>HPE 300</b>	<b>HUMAN NUTRITION</b>	<b>3</b>
<b>PED 157</b>	<b>FOUNDATIONS OF HEALTH PROFESSIONS</b>	<b>3</b>
<b>PED 206</b>	<b>FIRST AID</b>	<b>2</b>

**ACCELERATED EXERCISE SCIENCE  
AND SPORTS PERFORMANCE  
MAJOR REQUIREMENTS** **43 crs.**

<b>PED 121</b>	<b>PRINCIPLES OF STRENGTH TRAINING</b>	<b>.5</b>
<b>PED 124</b>	<b>PRINCIPLES OF SPEED, AGILITY AND QUICKNESS</b>	<b>.5</b>
<b>MTH 170</b>	<b>STATISTICS</b>	<b>4</b>
<b>CHE 100</b>	<b>GENERAL CHEMISTRY FUNDAMENTALS</b>	<b>3</b>
<b>HPE 200</b>	<b>FOUNDATIONS OF HUMAN MOVEMENT</b>	<b>3</b>
<b>PHY 211</b>	<b>GENERAL PHYSICS: MECHANICS, HEAT, SOUND</b>	<b>4</b>
<b>ATH 200</b>	<b>MEDICAL TERMINOLOGY</b>	<b>3</b>
<b>ATH 208</b>	<b>PRINCIPLES OF ATHLETIC TRAINING</b>	<b>4</b>
<b>ATH 353</b>	<b>PHARMACOLOGY FOR ATHLETIC TRAINERS</b>	<b>3</b>
<b>HPE 325</b>	<b>EXERCISE NUTRITION (W)</b>	<b>3</b>
<b>PED 349</b>	<b>PHYSIOLOGY OF EXERCISE</b>	<b>3</b>
<b>PED 365</b>	<b>MOTOR DEVELOPMENT</b>	<b>3</b>
<b>PED 403</b>	<b>KINESIOLOGY (W)</b>	<b>3</b>

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** **27 crs.**

<b>ATH 500</b>	<b>FOUNDATIONS OF EVIDENCE-BASED PRACTICE</b>	<b>3</b>
<b>ATH 501</b>	<b>DIAGNOSTICS, SPLINTING, AND BRACING</b>	<b>3</b>
<b>ATH 510</b>	<b>EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES I</b>	<b>3</b>
<b>ATH 511</b>	<b>EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES II</b>	<b>3</b>
<b>ATH 512</b>	<b>EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES III</b>	<b>2</b>
<b>ATH 513</b>	<b>EVALUATION AND ASSESSMENT OF MEDICAL CONDITIONS</b>	<b>3</b>
<b>ATH 514</b>	<b>THERAPEUTIC MODALITIES</b>	<b>3</b>
<b>ATH 515</b>	<b>CLINICAL INTEGRATION I</b>	<b>2</b>
<b>ATH 516</b>	<b>CLINICAL INTEGRATION II</b>	<b>2</b>
<b>ATH 520</b>	<b>THERAPEUTIC EXERCISE AND RECONDITIONING I</b>	<b>3</b>

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**

<b>AT THE GRADUATE LEVEL</b>	<b>27 crs.</b>
<b>ATH 517</b>	<b>CLINICAL INTEGRATION III</b>
<b>ATH 518</b>	<b>CLINICAL INTEGRATION IV</b>
<b>ATH 519</b>	<b>CLINICAL INTEGRATION V</b>
<b>ATH 521</b>	<b>THERAPEUTIC EXERCISE AND RECONDITIONING II</b>
<b>ATH 525</b>	<b>HEALTH AND RECOVERY</b>
<b>ATH 600</b>	<b>SEMINAR I</b>
<b>ATH 601</b>	<b>SEMINAR II</b>
<b>ATH 602</b>	<b>SEMINAR III</b>
<b>ATH 610</b>	<b>HEALTHCARE ADMINISTRATION I</b>
<b>ATH 611</b>	<b>HEALTHCARE ADMINISTRATION II</b>
<b>ATH 614</b>	<b>PROFESSIONAL BEHAVIORS AND RESEARCH I</b>
<b>ATH 615</b>	<b>PROFESSIONAL BEHAVIORS AND RESEARCH II</b>

**Admission**

Students in the accelerated BS/MSAT program who have satisfactorily fulfilled all requirements are guaranteed admission into the MSAT portion of the program. 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 Materials (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:*

- Introduction to Psychology – 3 hours
- Health and Wellness – 3 hours
- Human Nutrition – 3 hours
- Biology for Life or Principles of Cellular and Molecular Biology (with lab) – 4 hours
- College Chemistry (lab not required) – 3-4 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
- 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. Background check through Castlebranch (Certified Background) by April 15.

- \* Applicants who are completing prerequisite coursework after the March 1 application due date may apply to the program. However, final review and full acceptance into 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 (HPE)

## Division of Health Professions

- **Major: 33-34 credit hours**
- **Minor: 23 credit hours**
- **Major/minor GPA required for graduation: .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 health major prepares students to be proficient in the knowledge and understanding of health promotion and wellness content and theory, with culminating coursework in real-world internship settings.

Coursework and program requirements provide preparation in the knowledge and skill necessary to plan, implement, and lead in health promotion and wellness settings.

**Description of Major:** This major builds the foundation for students interested in careers in the field of health promotion and wellness. Completion of this major will prepare students to plan, implement, lead, and evaluate strategies designed to promote health and wellness for diverse populations.

### Student Learning Outcomes

*Students will:*

- Demonstrate an understanding of the multiple dimensions of health and wellness, including health promotion, disease prevention, and overall wellness.
- Demonstrate an awareness of the unique needs of varying populations with regard to health and wellness priorities.
- Demonstrate the use of goal setting to plan, implement, and administer health education and wellness programs using interventions based on sound theory.
- Assess individual and community needs for health education.
- Conduct and evaluate research related to health promotion and wellness.
- Demonstrate the ability to use interpersonal communication skills to advocate for personal, family and community health.

**Preparation:** The health major prepares students for careers in schools, healthcare facilities, worksites, government agencies, colleges and universities, and other health and wellness venues, as well as for further study at the graduate level in areas such as nursing, physical therapy, and dietetics.

### Health 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 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 for 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. Gayford to discuss appropriate internship locations and review updated resume.</p> <p>After meeting with Dr. Gayford, 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. Gayford 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 <b>Permit to Register</b> 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.**

<b>HEALTH MAJOR REQUIREMENTS</b>		<b>33-34 crs.</b>
<b>ATH 200</b>	<b>MEDICAL TERMINOLOGY</b>	<b>3</b>
<b>HPE 158</b>	<b>HEALTH AND WELLNESS</b>	<b>3</b>
<b>HPE 214</b>	<b>PRINCIPLES AND FOUNDATIONS OF HEALTH PROMOTION AND WELLNESS</b>	<b>3</b>
<b>HPE 250</b>	<b>ASSESSMENT THROUGH TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS</b>	<b>3</b>
<b>HPE 300</b>	<b>HUMAN NUTRITION</b>	<b>3</b>
<b>HPE 410</b>	<b>EVALUATION IN HEALTH PROMOTION AND WELLNESS</b>	<b>3</b>
<b>HPE 420</b>	<b>PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS (W)</b>	<b>3</b>
<b>HPE 470</b>	<b>INTERNSHIP IN HEALTH PROMOTION AND WELLNESS</b>	<b>3-4</b>
<b>HPE 490</b>	<b>SEMINAR IN HEALTH PROMOTION AND WELLNESS</b>	<b>3</b>
<b>PED 157</b>	<b>FOUNDATIONS OF HEALTH PROFESSIONS</b>	<b>3</b>
<b>PED 357</b>	<b>ADMINISTRATION AND DEVELOPMENT OF PHYSICAL ACTIVITY PROGRAMMING (W)</b>	<b>3</b>

<b>HEALTH MINOR REQUIREMENTS</b>		<b>23 crs.</b>
<b>HPE 158</b>	<b>HEALTH AND WELLNESS</b>	<b>3</b>
<b>ATH 200</b>	<b>MEDICAL TERMINOLOGY</b>	<b>3</b>
<b>PED 206</b>	<b>FIRST AID</b>	<b>2</b>
<b>HPE 250</b>	<b>ASSESSMENT THROUGH TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS</b>	<b>3</b>
<b>HPE 300</b>	<b>HUMAN NUTRITION</b>	<b>3</b>
<b>HPE 390</b>	<b>ADMINISTRATIVE SKILLS IN HEALTH PROMOTION</b>	<b>3</b>
<b>HPE 420</b>	<b>PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS (W)</b>	<b>3</b>
<b>HPE 450</b>	<b>PROGRAMS IN COMMUNITY HEALTH</b>	<b>3</b>

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

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### RN to BSN

- **Major: 30 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, master's, or doctor of nursing practice 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 (<http://www.ccneaccreditation.org>).

**Program Description:** The BSN degree is offered exclusively as a baccalaureate completion program for graduates of an associate degree or diploma nursing programs.

### 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 the 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 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.

*Note that all McKendree general education requirements are considered to be met if an appropriate associate's degree has been earned.*

<b>NURSING MAJOR REQUIREMENTS</b>		<b>30 crs.</b>
<b>NSG 351</b>	<b>HEALTH ASSESSMENT AND PATHOPHYSIOLOGY I</b>	<b>3</b>
<b>NSG 352</b>	<b>HEALTH ASSESSMENT AND PATHOPHYSIOLOGY II</b>	<b>3</b>
<b>NSG 366</b>	<b>CONCEPTS IN RESEARCH</b>	<b>3</b>
<b>NSG 367</b>	<b>RESEARCH APPLICATION IN PRACTICE (W)</b>	<b>4</b>
<b>NSG 440</b>	<b>HEALTHCARE ORGANIZATIONS AND SYSTEMS APPROACH</b>	<b>3</b>
<b>NSG 451</b>	<b>CONCEPTS OF POPULATION BASED CARE</b>	<b>4</b>
<b>NSG 452</b>	<b>PRACTICUM IN POPULATION BASED CARE</b>	<b>3</b>
<b>NSG 471</b>	<b>CONCEPTS OF LEADERSHIP AND MANAGEMENT (W)</b>	<b>4</b>
<b>NSG 472</b>	<b>PRACTICUM IN LEADERSHIP AND MANAGEMENT</b>	<b>3</b>

**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 to the RN to MSN program will not be required to apply to the MSN program. Students in the RN to MSN program may have 3 hours (NSG 502) of the MSN courses waived 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 and/or 451.

# Physical Education (PED)

## Division of Health Professions

- **Major: 103-104 credit hours for Physical Education (includes professional education courses)**
- **Major GPA required for graduation: 2.75**
- **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:** 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 skills 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 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).

### Students Learning Outcomes

*Students will:*

- Demonstrate competency and literacy in a variety of motor skills and movement patterns for the K-12 learner.
- Apply knowledge of concepts, principles, and differentiated strategies related to movement and performance and assessment strategies for the K-12 learner.
- Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness for the lifetime.
- Exhibit the ability to teach responsible personal and social behavior and respect for self and others.
- Recognize and be able to convey the value of physical activity for life-long health, enjoyment, self-expression and/or social interaction.

### PHYSICAL EDUCATION MAJOR REQUIREMENTS

**47 crs.**

Physical Education majors must complete the health professions core requirements and the physical education major requirements.

### HEALTH PROFESSIONS CORE REQUIREMENTS

**28-29 crs.**

<b>BIO 101</b>	<b>BIOLOGY FOR LIFE</b>	<b>4</b>
<i>or</i>		
<b>BIO 110</b>	<b>PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>	<b>5</b>
<b>BIO 308</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY I</b>	<b>5</b>
<b>BIO 309</b>	<b>HUMAN ANATOMY AND PHYSIOLOGY II</b>	<b>5</b>
<b>HPE 158</b>	<b>HEALTH AND WELLNESS</b>	<b>3</b>
<b>HPE 250</b>	<b>ASSESSMENT THROUGH TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS</b>	<b>3</b>
<b>HPE 300</b>	<b>HUMAN NUTRITION</b>	<b>3</b>
<b>PED 157</b>	<b>FOUNDATIONS OF HEALTH PROFESSIONS</b>	<b>3</b>
<b>PED 206</b>	<b>FIRST AID</b>	<b>2</b>

**PHYSICAL EDUCATION****MAJOR REQUIREMENTS****19 crs.**

<b>PED 365</b>	<b>MOTOR DEVELOPMENT</b>	
	ACROSS THE LIFESPAN	<b>3</b>
<b>PED 404</b>	<b>MOTOR LEARNING</b>	<b>2</b>
<b>PED 356</b>	<b>INSTRUCTION FOR EXERCISE</b>	
	AND LIFETIME ACTIVITIES	<b>4</b>
<b>PED 357</b>	<b>ADMINISTRATION AND</b>	
	DEVELOPMENT OF PHYSICAL	
	ACTIVITY PROGRAMMING (W)	<b>3</b>
<b>PED 403</b>	<b>KINESIOLOGY (W)</b>	<b>3</b>
<b>PED 405</b>	<b>EVALUATION AND RESEARCH</b>	
	IN SPORT AND EXERCISE SCIENCE	<b>3</b>
<b>PED 490</b>	<b>SEMINAR IN PHYSICAL EDUCATION</b>	<b>1</b>

For a list of professional education program requirements, see the K-12 section under "School of Education."

**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.



## ADDITIONAL COURSE AND PROGRAM OFFERINGS

- Aerospace Studies
- Army ROTC
- Exploratory Studies
- Honors Program
- University Courses

# 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](http://slu.edu/parks/air-force-rotc), [www.afrotc.com](http://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 the Aerospace Studies curriculum, the 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

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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:*

<b>UNI 101</b>	<b>UNIVERSITY 101</b>	
	(Sections specifically designed for exploratory studies students)	<b>1</b>
<b>UNI 201</b>	<b>CAREER DECISION MAKING</b>	<b>2</b>
<b>UNI 202</b>	<b>CAREERS, THE JOB SEARCH, AND BEYOND (Junior or Senior year)</b>	<b>1</b>

# 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.

## Requirements for admission to the Honors Program for incoming first-year students:

Students must have earned a minimum high school GPA of 3.6 (A=4.0) and a minimum composite ACT score of 27 (or a minimum combined SAT score of 1200).

## Requirements for admission to the Honors Program for transfer students:

Interested students or their recommenders should reach out to the Director of the Honors Program. To be considered for the Honors Program, a transfer student must provide a recommendation by a faculty or staff member at the student's previous institution or at McKendree. The student must also be a member of a recognized honor society at their previous institution or have at least a 3.0 cumulative GPA from the previous institution (if the student is in the first semester at McKendree) or a 3.0 cumulative GPA from McKendree (if the student is not in the first semester at McKendree).

## Requirements for completion of the Honors Program for transfer students:

Transfer students must take HON 280–Intellectual Climate Seminar and complete HON 300–Honors Practicum or take at least one general education Honors course.

Transfer students must also complete HON 401 – Honors Thesis I and HON 402 – Honors Thesis II. See \* below.

**Requirements for admission to the Honors Program for McKendree students not part of the Honors Program upon matriculation:**

Interested students or their recommenders should reach out to the Director of the Honors Program. In order to be considered for the Honors Program, a student must provide a recommendation by a McKendree faculty or staff member. The student must also be a member of a honor society at McKendree or have at least a 3.0 cumulative GPA from McKendree.

**Requirements for completion of the Honors Program for McKendree students not part of the Honors Program upon matriculation:**

Same as for transfer students.

- \* During the final two semesters, all honors students enroll in HON 401-Honors Thesis I and HON 402-Honors Thesis II 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 a 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. Successfully complete at least one honors course each semester, including HON 401 and HON 402 in their final two semesters;

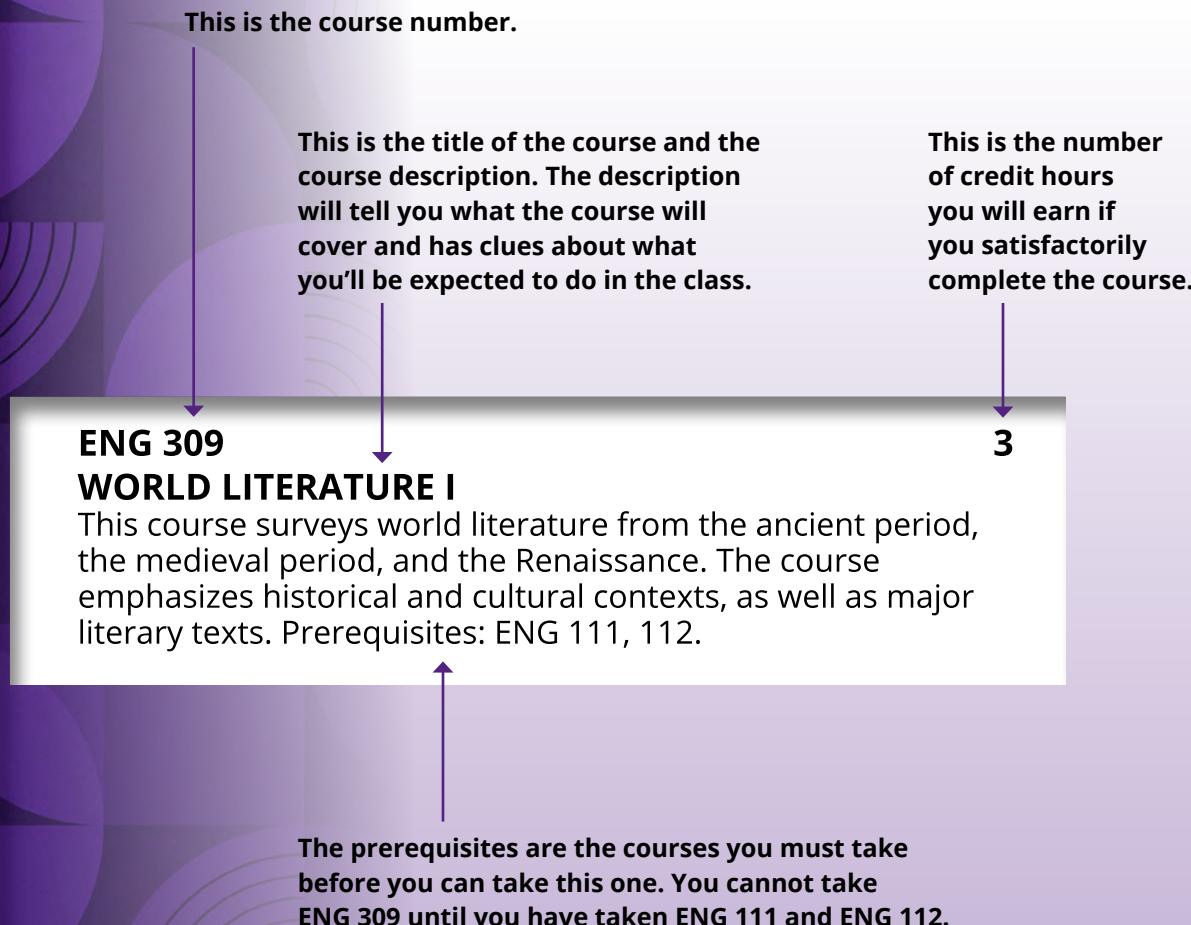
Honors courses are designated with an "H" on student transcripts. The Director of the Honors Program will be an academic advisor for all honors students. Students who successfully complete all requirements in the program and who meet all other graduation requirements of McKendree University will be identified 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

## University Courses (UNI)

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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

## Applied Behavioral Analysis (ABA)

**ABA 330** 3

### **BASIC PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS**

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.

**ABA 398** 3

### **ETHICS IN RESEARCH AND THERAPY**

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.

## Accounting (ACC)

<b>ACC 205</b>	<b>3</b>	<b>ACC 330</b>	<b>3</b>
<b>PRINCIPLES OF FINANCIAL ACCOUNTING</b>		<b>MANAGERIAL COST ACCOUNTING</b>	
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.		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 230, MGT 204.	
<b>ACC 220</b>	<b>3</b>	<b>ACC 352</b>	<b>3</b>
<b>ACCOUNTING INFORMATION SYSTEMS</b>		<b>TAXATION OF INDIVIDUALS</b>	
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.		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.	
<b>ACC 230</b>	<b>3</b>	<b>ACC 354</b>	<b>3</b>
<b>PRINCIPLES OF MANAGERIAL ACCOUNTING</b>		<b>TAXATION OF BUSINESS ENTITIES</b>	
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.		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.	
<b>ACC 305</b>	<b>3</b>	<b>ACC 380-389</b>	<b>1-3</b>
<b>INTERMEDIATE ACCOUNTING I</b>		<b>TOPICS IN ACCOUNTING</b>	
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.			
<b>ACC 306</b>	<b>3</b>	<b>ACC 401</b>	<b>3</b>
<b>INTERMEDIATE ACCOUNTING II</b>		<b>ADVANCED ACCOUNTING</b>	
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.		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.	
<b>ACC 307</b>	<b>3</b>	<b>ACC 421</b>	<b>3</b>
<b>INTERMEDIATE ACCOUNTING III</b>		<b>AUDITING</b>	
Topics include revenue recognition, accounting for income taxes, pension and post-retirement 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.		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.	

## Accounting (ACC)

**ACC 431** **3**

**RESEARCH IN ACCOUNTING THEORY (W)**

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.

**ACC 470** **3-8**

**INTERNSHIP IN ACCOUNTING**

**ACC 480** **1-4**

**INDEPENDENT STUDY IN ACCOUNTING**

**ACC 490** **1-4**

**SEMINAR IN ACCOUNTING**

## Aerospace Studies (AES)

<b>AES 101</b>	<b>2</b>	<b>AES 301</b>	<b>3</b>
<b>HERITAGE AND VALUES OF THE UNITED STATES AIR FORCE I</b>		<b>LEADING PEOPLE AND EFFECTIVE COMMUNICATION I</b>	
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.		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.	
<b>AES 102</b>	<b>2</b>	<b>AES 302</b>	<b>3</b>
<b>HERITAGE AND VALUES OF THE UNITED STATES AIR FORCE II</b>		<b>LEADING PEOPLE AND EFFECTIVE COMMUNICATION II</b>	
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.		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.	
<b>AES 201</b>	<b>2</b>	<b>AES 401</b>	<b>3</b>
<b>TEAM AND LEADERSHIP FUNDAMENTALS I</b>		<b>NATIONAL SECURITY AFFAIRS/ PREPARATION FOR ACTIVE DUTY I</b>	
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.		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.	
<b>AES 202</b>	<b>2</b>		
<b>TEAM AND LEADERSHIP FUNDAMENTALS II</b>			
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.			

## Aerospace Studies (AES)

**AES 402** **3**

**NATIONAL SECURITY AFFAIRS/  
PREPARATION FOR ACTIVE DUTY II**

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.

## Anthropology (ANT)

**ANT 149****3****INTRODUCTION TO CULTURAL ANTHROPOLOGY**

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. IAI-S1 901N

## Art (ART)

<b>ART 100</b>	<b>3</b>	<b>ART 211</b>	<b>3</b>
<b>ART APPRECIATION</b>			
This survey course explores visual art forms and their cultural relationships across history. With an emphasis on the foundations of visual art, students develop an awareness and appreciation for the history, function, techniques, and purposes surrounding visual art. Students will gain an understanding of visual vocabulary in an effort to describe, analyze, and interpret art against its political, social, and cultural backdrops.			
<b>ART 101</b>	<b>3</b>	<b>ART 220</b>	<b>3</b>
<b>DRAWING I</b>			
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.			
<b>ART 102</b>	<b>3</b>	<b>ART 230</b>	<b>3</b>
<b>TWO-DIMENSIONAL DESIGN AND LAYOUT</b>			
This course covers the fundamentals of two-dimensional design and layout as it relates to 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.			
<b>ART 103</b>	<b>3</b>	<b>ART 240</b>	<b>3</b>
<b>THREE-DIMENSIONAL DESIGN</b>			
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.			
<b>ART 202</b>	<b>3</b>	<b>ART 250</b>	<b>3</b>
<b>LIFE DRAWING</b>			
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.			
<b>ART 210</b>	<b>3</b>	<b>ART 261</b>	<b>3</b>
<b>WESTERN ART HISTORY I</b>			
<b>(PREHISTORIC-HIGH GOTHIC) (W)</b>			
This lecture-based survey course explores the canon of Western art history from prehistory to the 15th century. Focus is placed on the relationship between art, culture, function, technique, materials, and content. Each era is examined through a series of selected works, reflecting the roles and significance of art.			
<b>ART 211</b>	<b>3</b>	<b>ART 270</b>	<b>3</b>
<b>WESTERN ART HISTORY II</b>			
<b>(RENAISSANCE-MODERN) (W)</b>			
This lecture-based survey course explores the canon of Western art history from the Renaissance to modern art. Focus is placed on the relationship between 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.			
<b>ART 220</b>	<b>3</b>	<b>ART 270</b>	<b>3</b>
<b>PHOTOGRAPHY I</b>			
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.			
<b>ART 230</b>	<b>3</b>	<b>ART 270</b>	<b>3</b>
<b>CERAMICS I</b>			
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.			
<b>ART 240</b>	<b>3</b>	<b>ART 270</b>	<b>3</b>
<b>SCULPTURE I</b>			
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.			
<b>ART 250</b>	<b>3</b>	<b>ART 270</b>	<b>3</b>
<b>PAINTING I</b>			
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.			
<b>ART 261</b>	<b>3</b>	<b>ART 270</b>	<b>3</b>
<b>PRINTMAKING I</b>			
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. Recommended prerequisites: ART 101, 102.			
<b>ART 270</b>	<b>3</b>	<b>ART 270</b>	<b>3</b>
<b>COMPUTER GRAPHIC DESIGN I</b>			
This course focuses on the fundamentals of graphic design and design thinking, with an emphasis on creating effective and engaging visual communication in print and digital media. Students develop concepts responding to a variety of visual problems through a study of layout design, design principles, and production software in the Adobe Creative Suite.			

## Art (ART)

<b>ART 280-289</b>	<b>3</b>		
<b>TOPICS IN ART</b>			
 <b>ART 290</b>	<b>0-1</b>		
<b>GALLERY PRACTICUM I</b>			
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.			
 <b>ART 299</b>	<b>0</b>		
<b>SOPHOMORE REVIEW</b>			
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 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.			
 <b>ART 301</b>	<b>3</b>		
<b>DRAWING II</b>			
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.			
 <b>ART 302</b>	<b>3</b>		
<b>LIFE DRAWING II</b>			
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 relation to the figure and space. Prerequisite: ART 202.			
 <b>ART 303</b>	<b>3</b>		
<b>COLOR AND DESIGN</b>			
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.			
 <b>ART 310</b>	<b>3</b>		
<b>TWENTIETH AND TWENTY-FIRST CENTURY ART: AFTER MODERN ART (W)</b>			
This art history course focuses on twentieth and twenty-first century art from Impressionism to 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, 211.			
 <b>ART 312</b>	<b>3</b>		
<b>AESTHETICS OF FILM</b>			
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.			
 <b>ART 314</b>	<b>3</b>		
<b>AMERICAN ART (W)</b>			
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.			
 <b>ART 320</b>	<b>3</b>		
<b>PHOTOGRAPHY II</b>			
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.			
 <b>ART 330</b>	<b>3</b>		
<b>CERAMICS II</b>			
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.			
 <b>ART 340</b>	<b>3</b>		
<b>SCULPTURE II</b>			
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 to produce work that reflects an in-depth study of concept and material. Independent exploration and experiment are encouraged. Prerequisite: ART 240.			
 <b>ART 350</b>	<b>3</b>		
<b>PAINTING II</b>			
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.			
 <b>ART 361</b>	<b>3</b>		
<b>PRINTMAKING II</b>			
This advanced studio course builds on the methods and processes established in Printmaking I. With an emphasis on lithography, students continue an in-depth study of printmaking as a form of art. Prerequisite: ART 261 or instructor consent.			

## Art (ART)

**ART 370** **3****COMPUTER GRAPHIC DESIGN II**

This course is a continuation of Computer Graphic Design I. Students build on the themes associated with graphic design and design thinking through the creation of concept-driven visual solutions in print, digital and web media. Prerequisites: ART 270.

**ART 371** **3****ILLUSTRATION**

This course explores the art of illustration in many forms. Emphasis is placed on the creation and manipulation of imagery to create compelling works. The relationship between illustration and narrative will be examined in book illustration, editorial and sequential art, character development, and others. Students will explore techniques and processes in use in the field to create expressive works. Prerequisites: ART 101, 102, or instructor consent.

**ART 380-389** **1-3****TOPICS IN ART****ART 390** **0-1****GALLERY PRACTICUM II**

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.

**ART 470** **3-8****INTERNSHIP IN ART****ART 480** **1-4****INDEPENDENT STUDY IN ART****ART 498** **3****SENIOR STUDIO I**

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.

**ART 499** **3****SENIOR STUDIO II**

This final capstone course represents the culmination of 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.

## Athletic Training (ATH)

**ATH 200****3****MEDICAL TERMINOLOGY**

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.

**ATH 208****4****PRINCIPLES OF ATHLETIC TRAINING**

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.

**ATH 280-289****1-4****SPECIAL TOPICS IN ATHLETIC TRAINING****ATH 349****3****PHYSIOLOGY OF EXERCISE**

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, HPE 300. Same as PED 349.

**ATH 353****3****PHARMACOLOGY FOR ATHLETIC TRAINERS**

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 101 or 110, 308 or 309.

**ATH 455****3****CONCEPTS OF RESISTANCE TRAINING**

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.

**ATH 460****2****FIRST AID / CPR / AED INSTRUCTOR**

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.

## Biology (BIO)

<b>BIO 101</b>	<b>4</b>	<b>BIO 211</b>	<b>4</b>
<b>BIOLOGY FOR LIFE</b>		<b>GENETICS</b>	
This course is intended for the non-science major. The principal objectives are to prepare students to be scientifically literate citizens and to connect biological principles to real-world problems. This includes the effect of biotechnology on society as well as environmental issues such as climate change and habitat destruction. 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.		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, 111, and C- or better in BIO 110, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course.	
IAI-L1900/L1900L.			
<b>BIO 108</b>	<b>1</b>	<b>BIO 220</b>	<b>3</b>
<b>BIOLOGY CORNERSTONE</b>		<b>EVOLUTION</b>	
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.		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, 211, or instructor consent.	
<b>BIO 110</b>	<b>5</b>	<b>BIO 250</b>	<b>3</b>
<b>PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY</b>		<b>INTRODUCTION TO ENVIRONMENTAL SCIENCE</b>	
This course is an introductory biology course for biology majors that 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.		This course introduces the interrelationships among 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.	
<b>BIO 111</b>	<b>5</b>	<b>BIO 280-289</b>	<b>1-3</b>
<b>PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY</b>		<b>SPECIAL TOPICS IN BIOLOGY</b>	
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.			
<b>BIO 202</b>	<b>2</b>	<b>BIO 299</b>	<b>1-3</b>
<b>SCIENTIFIC COMMUNICATION (W)</b>		<b>PRACTICUM IN BIOLOGY</b>	
Scientists are responsible for not only generating data, but for communicating data both to other scientists and the general population. As the communication process within the sciences is in many ways different from that found in other subject areas, this course will provide students with the background needed to master those skills. Major areas of skill development include the composition of formal manuscripts and review articles, the development of figures and tables that summarize and effectively communicate findings, and the spoken presentation of original data sets to an audience. Prerequisite: Biology, biopsychology, or environmental studies major.		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 an internship may be counted as credit toward the major.	
<b>BIO 300</b>	<b>3</b>	<b>BIOMEASUREMENT</b>	
		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 prerequisite: MTH 170.	

## Biology (BIO)

<b>BIO 303</b>	5	<b>BIO 313</b>	4
<b>ECOLOGY (W)</b>			
<p>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. This course satisfies the ecology/evolution elective area for students pursuing a Bachelor of Arts in Biology. Prerequisites: BIO 111, 300, and C- or better in BIO 111, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course.</p>			
<b>BIO 308</b>	5	<b>BIO 320</b>	3
<b>HUMAN ANATOMY AND PHYSIOLOGY I</b>			
<p>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.</p>			
<b>BIO 309</b>	5	<b>BIO 325</b>	4
<b>HUMAN ANATOMY AND PHYSIOLOGY II</b>			
<p>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.</p>			
<b>BIO 311</b>	5	<b>BIO 335</b>	4
<b>MICROBIOLOGY</b>			
<p>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, 106, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course.</p>			
<b>CELLULAR BIOLOGY</b>			
<p>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. This course satisfies the cell/molecular elective area for students pursuing a Bachelor of Arts in Biology. 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.</p>			
<b>CONSERVATION BIOLOGY</b>			
<p>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.</p>			
<b>FIELD BOTANY</b>			
<p>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.</p>			
<b>FISH BIOLOGY AND CONSERVATION</b>			
<p>This course will provide a broad overview of numerous aspects of fish biology, including anatomy, physiology, taxonomy, evolution, and ecology. In addition, the course will also examine management strategies for preserving aquatic ecosystems, with an emphasis on the conservation and management of fish populations targeted by recreational and/or commercial fishing. The laboratory portion of the course will be partially field-based, providing students with the opportunity to sample fishes using techniques employed by natural resources managers. The course will also provide background in the process of identifying local fish species, for the purpose of population assessment and environmental monitoring. This course fulfills the ecology/evolution or organismal elective requirement. Prerequisites: Bio 111, 202.</p>			

## Biology (BIO)

<b>BIO 340</b>	<b>3</b>	<b>BIO 430</b>	<b>4</b>
<b>DEVELOPMENTAL BIOLOGY</b>			
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, 106, or instructor consent.			
<b>BIO 350</b>	<b>3</b>	<b>BIO 451</b>	<b>2</b>
<b>ANIMAL BEHAVIOR</b>			
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. Prerequisite: BIO 111.			
<b>BIO 380-389</b>	<b>1-3</b>	<b>BIO 455</b>	<b>2</b>
<b>SPECIAL TOPICS IN BIOLOGY</b>			
<b>BIO 410</b>	<b>4</b>	<b>BIO 470</b>	<b>3-8</b>
<b>ANIMAL PHYSIOLOGY</b>			
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, 106, or instructor consent. Recommended: CHE 205. A student must pass the laboratory portion of any science course to pass the entire course.			
<b>BIO 420</b>	<b>5</b>	<b>BIO 480</b>	<b>1-4</b>
<b>COMPARATIVE VERTEBRATE ANATOMY</b>			
This course examines the anatomical and physiological adaptations of vertebrates from an evolutionary perspective using lectures and laboratory exercises. Vertebrate diversity is studied by 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, 220, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course.			
<b>BIO 492</b>	<b>1</b>	<b>BIO 492</b>	<b>1</b>
<b>BIOPSYCHOLOGY CAPSTONE</b>			
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.			

## Business Administration (BUS)

<b>BUS 303</b>	<b>3</b>	<b>BUS 350</b>	<b>3</b>
<b>BUSINESS LAW I</b>		<b>BASIC PROGRAMMING FOR BUSINESS AND CYBER DEFENSE</b>	
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.		This course develops the awareness and skills associated with programming languages used by businesses and industries to automate cybersecurity and business processes. The knowledge learned in this course will prepare students to understand how novel programming languages and low code software development are used in business to automate manual processes to provide secure real-time results with limited human intervention. Students will gain a basic understanding of the use of Python, Bash, Power Shell, and Robot Process Automation.	
<b>BUS 304</b>	<b>3</b>	<b>BUS 380-389</b>	<b>1-3</b>
<b>BUSINESS LAW II</b>		<b>TOPICS IN BUSINESS ADMINISTRATION</b>	
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.			
<b>BUS 305</b>	<b>3</b>	<b>BUS 410</b>	<b>3</b>
<b>LEGAL ASPECTS OF SPORT MANAGEMENT</b>		<b>MANAGEMENT INFORMATION SYSTEMS</b>	
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.		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, CSI 120, CSI 132 or equivalent.	
<b>BUS 310</b>	<b>3</b>	<b>BUS 450</b>	<b>3</b>
<b>QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS</b>		<b>BUSINESS STRATEGY AND POLICY</b>	
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.		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.	
<b>BUS 324</b>	<b>3</b>	<b>BUS 470</b>	<b>3-8</b>
<b>BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY (W)</b>		<b>INTERNSHIP IN BUSINESS ADMINISTRATION</b>	
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, MKT 205, or instructor consent.			
<b>BUS 330</b>	<b>3</b>	<b>BUS 480</b>	<b>1-4</b>
<b>PROJECT MANAGEMENT</b>		<b>INDEPENDENT STUDY IN BUSINESS ADMINISTRATION</b>	
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.			

## Cyber Defense (CBD)

**CBD 330** 3**INTRODUCTION TO CYBER DEFENSE**

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.

**CBD 332** 3**CYBER DEFENSE NETWORKING**

Students in this course explore the fundamentals of 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.

**CBD 334** 3**LEGAL AND ETHICAL ENVIRONMENT****OF CYBER DEFENSE (W)**

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.

**CBD 336** 3**CYBER RISK MANAGEMENT AND MITIGATION**

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.

**CBD 451** 3**PRACTICUM IN CYBER DEFENSE**

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: BUS 350, CBD 330, 332, 334, CBD 336.

## Chemistry (CHE)

<b>CHE 100</b>	<b>3</b>	<b>CHE 206</b>	<b>4</b>
<b>GENERAL CHEMISTRY FUNDAMENTALS</b>		<b>ORGANIC CHEMISTRY II</b>	
The course is an examination of general chemistry principles, particularly those necessary for biological sciences and health sciences and assumes no previous background in chemistry. Topics will include dimensional analysis, energy, atomic structure, bonding, intermolecular forces, reactions, gas laws, solutions, and nuclear chemistry. Topics of relevance to chemistry in society will also be discussed. Three hours of lecture.		The course focuses on more advanced aspects of the materials surveyed in CHE205. Greater emphasis will be placed on reaction mechanisms, the use of spectroscopic techniques such as IR and NMR for structure determination, synthetic methods, and physical organic concepts and phenomena. The laboratory component focuses on the use of spectroscopic methods of analysis, more advanced syntheses, and more advanced laboratory techniques. The course is designed for chemistry majors and minors and pre-professional students seeking more advanced study. 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.	
<b>CHE 105</b>	<b>4</b>	<b>CHE 280</b>	<b>1-3</b>
<b>GENERAL CHEMISTRY I</b>		<b>SPECIAL TOPICS IN CHEMISTRY</b>	
Topics covered are: atomic theory and the electronic structure of atoms, molecules, and ions; the periodic table and 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 with a grade of B or better, CHE 100, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course.			
IAI-P1902/P1902L			
<b>CHE 106</b>	<b>4</b>	<b>CHE 299</b>	<b>1-3</b>
<b>GENERAL CHEMISTRY II</b>		<b>PRACTICUM IN CHEMISTRY</b>	
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.		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 instructor consent. No more than eight credit hours combined total for this practicum and an internship may be counted as credit toward the major.	
<b>CHE 205</b>	<b>4</b>	<b>CHE 300</b>	<b>4</b>
<b>ORGANIC CHEMISTRY I</b>		<b>ANALYTICAL CHEMISTRY</b>	
This course is a foundational survey of general organic chemistry and is concerned with the properties, structure, nomenclature, and reactions of compounds belonging to the major organic chemical families. The functional group approach is used with an emphasis on those of importance in biochemistry. The laboratory component focuses on common techniques used in organic chemistry, as well as elementary organic syntheses and qualitative analysis. Three hours of lecture and three hours of laboratory per week. Prerequisites: CHE 105, 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.		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, 106, MTH 210. A student must pass the laboratory portion of any science course to pass the entire course.	
<b>CHE 303</b>	<b>4</b>	<b>CHE 303</b>	<b>4</b>
<b>PRINCIPLES OF BIOCHEMISTRY</b>		<b>PRINCIPLES OF BIOCHEMISTRY</b>	
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. Four hours lecture. Prerequisites: CHE 206 with a grade of C- or better.			
<b>CHE 305</b>	<b>4</b>	<b>CHE 305</b>	<b>4</b>
<b>PHYSICAL CHEMISTRY I</b>		<b>PHYSICAL CHEMISTRY I</b>	
A course that 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, 212, or concurrent enrollment. A student must pass the laboratory portion of any science course to pass the entire course.			

## Chemistry (CHE)

**CHE 306** 4

### **PHYSICAL CHEMISTRY II**

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, MTH 212, or concurrent enrollment. A student must pass the laboratory portion of any science course to pass the entire course.

**CHE 310** 2

### **INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS**

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: CHE 303 or instructor consent.

**CHE 380-389** 1-3

### **SPECIAL TOPICS IN CHEMISTRY**

Prerequisite: Instructor consent.

**CHE 455** 3

### **CHEMISTRY RESEARCH METHODS (W)**

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.

**CHE 470** 3-8

### **INTERNSHIP IN CHEMISTRY**

**CHE 480** 1-4

### **INDEPENDENT STUDY IN CHEMISTRY**

## Communication (COM)

<b>COM 100</b>	<b>3</b>	<b>COM 310</b>	<b>3</b>
<b>FUNDAMENTALS OF COMMUNICATION</b>		<b>BUSINESS AND PROFESSIONAL PRESENTATIONS</b>	
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.		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: Instructor consent.	
<b>COM 115</b>	<b>.5 or 0</b>	<b>COM 315</b>	<b>3</b>
<b>SPEECH AND DEBATE ACTIVITIES</b>		<b>STRATEGIC COMMUNICATION TECHNIQUES (W)</b>	
Participation as a member of the Speech and Debate Team. Students may work with individual events, debate, or both. Students on the team will research materials, prepare for competition, and practice performances/debates. Travel is required. Must have instructor consent to enroll.		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 backgrounder, 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.	
<b>COM 205</b>	<b>3</b>	<b>COM 320</b>	<b>3</b>
<b>PRINCIPLES OF PUBLIC RELATIONS</b>		<b>CAMPAIGN AND EVENT PLANNING (W)</b>	
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.		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.	
<b>COM 210</b>	<b>3</b>	<b>COM 330</b>	<b>3</b>
<b>ARGUMENTATIVE COMMUNICATION</b>		<b>CRISIS AND CONFLICT</b>	
Study of the principles and practice of argumentation as applied to debating issues within different communication contexts, such as interpersonal or public.		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.	
<b>COM 251</b>	<b>3</b>	<b>COM 335</b>	<b>3</b>
<b>ORGANIZATIONAL COMMUNICATION (W)</b>		<b>INTERNATIONAL PUBLIC RELATIONS</b>	
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.		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.	
<b>COM 252</b>	<b>3</b>	<b>COM 340</b>	<b>3</b>
<b>INTERPERSONAL COMMUNICATION (W)</b>		<b>SOCIAL MEDIA AND PUBLIC RELATIONS</b>	
Examination of person-to-person communication with specific emphasis on such daily communication aspects as self-concept, perception, language, nonverbal communication, and listening.		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.	
<b>COM 264</b>	<b>3</b>	<b>COM 353</b>	<b>3</b>
<b>MEDIA PRACTICUM I</b>		<b>INTERCULTURAL COMMUNICATION</b>	
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 taking photos.		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.	
<b>COM 280-289</b>	<b>3</b>		
<b>TOPICS IN COMMUNICATION</b>			
This course introduces topics or areas in Communication that are not generally included in the regular curriculum.			
<b>COM 305</b>	<b>3</b>		
<b>SMALL GROUP COMMUNICATION</b>			
Principles and practical application of group discussion processes, decision making, problem solving, and leadership techniques.			

## Communication (COM)

<b>COM 360</b>	<b>3</b>	<b>COM 375</b>	<b>3</b>
<b>FAMILY COMMUNICATION</b>			
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 identities, 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.			
<b>COM 364</b>	<b>3</b>	<b>COM 380-389</b>	<b>3</b>
<b>MEDIA PRACTICUM II</b>			
Students serving as editors for 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. Prerequisite: COM 264.			
<b>COM 365</b>	<b>3</b>	<b>COM 391</b>	<b>3</b>
<b>HEALTH COMMUNICATION</b>			
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.			
<b>COM 367</b>	<b>3</b>	<b>COM 430</b>	<b>3</b>
<b>NONVERBAL COMMUNICATION</b>			
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.			
<b>COM 370</b>	<b>3</b>	<b>COM 460</b>	<b>3</b>
<b>TRAINING AND DEVELOPMENT</b>			
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.			
<b>COM 375</b>	<b>3</b>	<b>COM 470</b>	<b>3-8</b>
<b>GENDER AND COMMUNICATION</b>			
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 emphasis on classroom and workplace settings.			
<b>COM 380-389</b>	<b>3</b>	<b>COM 470</b>	<b>3-8</b>
<b>TOPICS IN COMMUNICATION</b>			
This course introduces topics or areas in communication that are not generally included in the regular curriculum.			
<b>COM 391</b>	<b>3</b>	<b>COM 480</b>	<b>1-4</b>
<b>PERSUASION</b>			
The theory and practical application of rhetorical skills as they relate to the motivation and change of individuals and groups.			
<b>COM 430</b>	<b>3</b>	<b>COM 480</b>	<b>1-4</b>
<b>COMMUNICATION THEORY</b>			
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.			
<b>COM 460</b>	<b>3</b>	<b>COM 490</b>	<b>3</b>
<b>COMMUNICATION RESEARCH METHODS</b>			
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, 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.			
<b>COM 470</b>	<b>3-8</b>	<b>COM 470</b>	<b>3-8</b>
<b>INTERNSHIP IN COMMUNICATION</b>			
<b>COM 480</b>	<b>1-4</b>	<b>COM 480</b>	<b>1-4</b>
<b>INDEPENDENT STUDY IN COMMUNICATION</b>			
<b>COM 490</b>	<b>3</b>	<b>COM 490</b>	<b>3</b>
<b>SEMINAR IN COMMUNICATION</b>			
Special topics in communication will be developed in seminar fashion.			

## Computing (CSI)

<b>CSI 105</b>	<b>1</b>	<b>CSI 201</b>	<b>(0-5)</b>
<b>INTRODUCTION TO DATABASE MANAGEMENT</b>		<b>APPLIED INFORMATION TECHNOLOGY</b>	
The fundamentals of database systems will be presented. Different sections will be offered to provide students with the opportunity to learn a database software package.		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 132 and instructor consent.	
<b>CSI 106</b>	<b>1</b>	<b>CSI 215</b>	<b>3</b>
<b>INTRODUCTION TO OPERATING SYSTEMS</b>		<b>INTRODUCTION TO DATABASES</b>	
The fundamentals of operating system use will be presented. Different sections will be offered to provide students with the opportunity to learn the use of an operating system with different computer systems such as Windows 95, UNIX, and the Macintosh.		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 be covered. Prerequisite: CSI 130.	
<b>CSI 107</b>	<b>1</b>	<b>CSI 220</b>	<b>3</b>
<b>INTRODUCTION TO COMPUTER NETWORKS</b>		<b>INTRODUCTION TO PROGRAMMING LANGUAGE</b>	
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.		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.	
<b>CSI 109</b>	<b>1-3</b>	<b>CSI 230</b>	<b>5</b>
<b>SPECIAL TOPICS IN COMPUTER USE</b>		<b>INTRODUCTION TO COMPUTING</b>	
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.		An introduction to software design techniques necessary for writing programs of moderate complexity. The course provides 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 132. IAI-CS911	
<b>CSI 120</b>	<b>3</b>	<b>CSI 235</b>	<b>3</b>
<b>COMPUTER CONCEPTS AND APPLICATIONS</b>		<b>MATHEMATICS OF COMPUTING</b>	
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 1-hour laboratory component.		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 132. IAI-CS915	
<b>CSI 131</b>	<b>2</b>	<b>CSI 240</b>	<b>4</b>
<b>COMPUTATIONAL THINKING</b>		<b>INTRODUCTION TO COMPUTER SYSTEMS</b>	
An introduction to computational thinking. Topics to be discussed include computational thinking, algorithm development, problem solving, and professional disciplines in computing. Students will use flowcharts, code tracing, and control structures to implement algorithmic solutions to problems. Prerequisite of high school algebra proficiency, or a co-requisite of MTH 131, 133, or 210.		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.	
<b>CSI 132</b>	<b>3</b>		
<b>INTRODUCTION TO PROGRAMMING</b>			
An introduction to programming and problem solving. This course is a continuation of CSI 131. Topics to be discussed include more problem-solving strategies, programming, and software design techniques. Students will be introduced to arrays, functions, structs, external files, and searching and sorting strategies. Prerequisite: CSI 131.			
<b>CSI 140</b>	<b>4</b>		
<b>INTRODUCTION TO PROGRAMMING USING JAVA</b>			
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: MTH 133 or equivalent.			

## Computing (CSI)

<b>CSI 260</b>	<b>3</b>	<b>CSI 330</b>	<b>3</b>
<b>EVENT DRIVEN PROGRAMMING</b>		<b>DATA STRUCTURES AND ALGORITHMS</b>	
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 132.		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. IAI-CS912	
<b>CSI 280-289</b>	<b>3</b>	<b>CSI 335</b>	<b>3</b>
<b>SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS</b>		<b>ANALYSIS OF ALGORITHMS</b>	
		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, MTH 210.	
<b>CSI 299</b>	<b>1-3</b>	<b>CSI 337</b>	<b>3</b>
<b>PRACTICUM IN COMPUTING</b>		<b>INFORMATION SECURITY</b>	
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 instructor consent. Note: No more than 9 credit hours combined total for this practicum, any internship, or any independent study may be counted toward the major.		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.	
<b>CSI 300</b>	<b>3</b>	<b>CSI 345</b>	<b>3</b>
<b>COMPUTER ORGANIZATION AND ARCHITECTURE</b>		<b>THE STRUCTURE OF OPERATING SYSTEMS</b>	
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.		The hardware and software requirements for modern operating systems are studied. Topics include operating system services, file systems, CPU scheduling, deadlock, memory management, virtual memory, disk scheduling, and concurrent programming. Prerequisites: CSI 300, 330.	
<b>CSI 315</b>	<b>3</b>	<b>CSI 355</b>	<b>3</b>
<b>SYSTEMS ANALYSIS AND DESIGN</b>		<b>INFORMATION SECURITY POLICY AND LAW</b>	
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, 230.		The course will examine issues for policymakers 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.	
<b>CSI 320</b>	<b>3</b>	<b>CSI 357</b>	<b>3</b>
<b>INFORMATION TECHNOLOGY MANAGEMENT (W)</b>		<b>ETHICAL HACKING</b>	
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.		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.	
<b>CSI 325</b>	<b>3</b>		
<b>ELECTRONIC COMMERCE</b>			
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.			

## Computing (CSI)

<b>CSI 366</b>	<b>3</b>	<b>CSI 417</b>	<b>3</b>
<b>NUMERICAL ANALYSIS</b>			
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, CSI 230; Same as MTH 366.			
<b>CSI 369</b>	<b>3</b>	<b>CSI 420</b>	<b>3</b>
<b>SOCIAL, LEGAL AND ETHICAL ISSUES OF COMPUTING (W)</b>			
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.			
<b>CSI 377</b>	<b>3</b>	<b>CSI 425</b>	<b>3</b>
<b>SECURE SOFTWARE DEVELOPMENT</b>			
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.			
<b>CSI 380-389</b>	<b>3</b>	<b>CSI 430</b>	<b>3</b>
<b>SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS</b>			
<b>CSI 410</b>	<b>3</b>	<b>COMPUTER GRAPHICS AND USER INTERFACE DESIGN</b>	<b>3</b>
<b>SOFTWARE ENGINEERING (W)</b>			
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.			
<b>CSI 415</b>	<b>3</b>	<b>CSI 434</b>	<b>3</b>
<b>ADVANCED DATABASE CONCEPTS</b>			
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, 300, 330.			
<b>PROJECT MANAGEMENT</b>			
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 132.			
<b>THEORY OF PROGRAMMING LANGUAGES</b>			
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. Prerequisite: CSI 330.			
<b>WEB PROGRAMMING</b>			
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.			
<b>INTRODUCTION TO CRYPTOGRAPHIC METHODS IN CYBERSECURITY</b>			
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 230, 235, MTH 170.			

## Computing (CSI)

**CSI 435**
**FORMAL LANGUAGES AND AUTOMATA (W)**

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, ENG 360.

3

**CSI 440**
**ARTIFICIAL INTELLIGENCE**

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.

3

**CSI 445**
**DATA MINING**

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 230, MTH 170.

3

**CSI 450**
**COMPUTER NETWORKING AND COMMUNICATIONS**

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.

3

**CSI 451**
**BUSINESS DATA COMMUNICATIONS**

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, CSI 120.

3

**CSI 457**
**NETWORK SECURITY**

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 network security protocols used to prevent, detect, and correct potential vulnerabilities. Prerequisites: CSI 450, 337.

3

**CSI 465**
**COMPILER DESIGN**

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.

3

**CSI 467**
**DIGITAL FORENSICS**

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 355.

3

**CSI 470**
**INTERNSHIP IN COMPUTING  
AND INFORMATION SCIENCE**

No more than three hours of this course may be applied towards the major.

3-8

**CSI 480**
**INDEPENDENT STUDY IN COMPUTING  
AND INFORMATION SCIENCE**

No more than three hours of this course may be applied toward the major.

1-3

**CSI 497**
**SENIOR SEMINAR I**

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.

1

**CSI 498**
**SENIOR SEMINAR II**

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.

2

## Economics (ECO)

<b>ECO 100</b>	<b>3</b>	<b>ECO 352</b>	<b>3</b>
<b>PIZZA ECONOMICS</b>			
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.			
<b>ECO 211</b>	<b>3</b>	<b>ECO 353</b>	<b>3</b>
<b>PRINCIPLES OF MICROECONOMICS</b>			
Analysis of individual decision making and the firm's decision making regarding the allocation of resource inputs and pricing of outputs. IAI-S3902			
<b>ECO 212</b>	<b>3</b>	<b>MANAGERIAL ECONOMICS</b>	<b>3</b>
<b>PRINCIPLES OF MACROECONOMICS</b>			
Introduction to major areas of macroeconomic theory and policy. Topics include national income, fiscal policy, monetary policy, international trade, and economic growth.			
<b>ECO 300</b>	<b>3</b>	<b>ECO 380-389</b>	<b>1-3</b>
<b>ECONOMICS OF PIZZA AND VICTUALS</b>			
This course is an economic examination of the pizza and food industries. Topics covered will include identifying profitable pricing solutions, conducting market analyses (including demand analysis and industrial organization), and analyzing policy and regulatory effects. Prerequisite: ECO 211.			
<b>ECO 309</b>	<b>3</b>	<b>TOPICS IN ECONOMICS</b>	
<b>MONEY AND BANKING</b>			
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, 212. Same as FIN 309.			
<b>ECO 320</b>	<b>3</b>	<b>ECO 410</b>	<b>3</b>
<b>ECONOMICS OF SPORT</b>			
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.			
<b>ECO 333</b>	<b>3</b>	<b>ECONOMETRICS</b>	
<b>ENVIRONMENTAL ECONOMICS</b>			
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.			
<b>ECO 450</b>	<b>3</b>	<b>CURRENT ECONOMIC ISSUES (W)</b>	
<b>INTERNSHIP IN ECONOMICS</b>			
<b>ECO 470</b>	<b>3-8</b>	<b>INDEPENDENT STUDY IN ECONOMICS</b>	<b>1-3</b>

## Endorsement in Reading (EDR)

**EDR 410****3****ADOLESCENT LITERATURE**

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.

## Education (EDU)

<b>EDU 115</b>	<b>3</b>	<b>EDU 380-389</b>	<b>1-3</b>
<b>TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM</b>		<b>TOPICS IN EDUCATION</b>	
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.		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.	
<b>EDU 205</b>	<b>3</b>	<b>EDU 401</b>	<b>3</b>
<b>MULTICULTURAL EDUCATION</b>		<b>METHODS OF TEACHING FINE ARTS</b>	
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.		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, 461.	
<b>EDU 210</b>	<b>3</b>	<b>EDU 403</b>	<b>3</b>
<b>INTRODUCTION TO TEACHING (W)</b>		<b>MIDDLE SCHOOL: PHILOSOPHY AND PRACTICES</b>	
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.		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.	
<b>EDU 350</b>	<b>3</b>	<b>EDU 404</b>	<b>3</b>
<b>EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING</b>		<b>EARLY ADOLESCENTS AND SCHOOLING (W)</b>	
This course provides an examination of the major theories and research studies that 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, 461. Concurrent enrollment: EDU 420, 430, 442, 446, 462.		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. (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.)	
<b>EDU 355</b>	<b>3</b>		
<b>PSYCHOLOGY OF INSTRUCTIONAL STRATEGIES</b>			
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 how these strategies interact with cognitive thinking, personality preferences, course content, and learning styles. Same as PSY 355.			

## Education (EDU)

<b>EDU 407</b>	<b>1</b>	<b>EDU 430</b>	<b>3</b>
<b>WORKSHOPS</b>		<b>EARLY LITERACY (W)</b>	
An intensive course for 5 days (or equivalent) presented by guest instructors and regular staff members. Does not count toward a major.		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, 461. Concurrent enrollment: EDU 350, 420, 442, 446, 462.	
<b>EDU 409</b>	<b>3</b>	<b>EDU 435</b>	<b>3</b>
<b>INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY</b>		<b>METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY)</b>	
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, 461.		This course involves study about the teaching of content area reading in 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, 462. Concurrent enrollment: EDU 441, 445, 460, 463, SPE 405.	
<b>EDU 412</b>	<b>3</b>	<b>EDU 441</b>	<b>3</b>
<b>METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS</b>		<b>TEACHING ELEMENTARY MATHEMATICS</b>	
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.		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, 420, 430, 442, 446, 462. Concurrent enrollment: EDU 435, 445, 460, 463, SPE 405.	
<b>EDU 420</b>	<b>3</b>	<b>EDU 442</b>	<b>3</b>
<b>THE LEARNING ENVIRONMENT</b>		<b>TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM</b>	
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, 461. Concurrent enrollment: EDU 350, 430, 442, 446, 462.		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, 461. Concurrent enrollment: EDU 350, EDU 420, 430, 446, 462.	
<b>EDU 429</b>	<b>3</b>		
<b>CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS</b>			
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, 461.			

## Education (EDU)

<b>EDU 445</b>	<b>LEARNING AND TEACHING LANGUAGE ARTS (W)</b>	<b>3</b>	<b>EDU 455</b>	<b>FIELD PRACTICUM II (K-12)</b>	<b>2</b>
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 to become better-prepared teachers. In addition, informal and formal assessments in ELA will be explored. Prerequisites: EDU 350, 420, 430, 442, 446, 462. Concurrent enrollment: EDU 435, 441, 460, 463, SPE 405.			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.		
<b>EDU 446</b>	<b>METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM</b>	<b>3</b>	<b>EDU 456</b>	<b>FIELD PRACTICUM III (K-12)</b>	<b>3</b>
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, 461. Concurrent enrollment: EDU 350, 420, 430, 442, 462.			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.		
<b>EDU 451</b>	<b>METHODS OF TEACHING PHYSICAL EDUCATION (K-12)</b>	<b>3</b>	<b>EDU 458</b>	<b>ASSESSING STUDENT LEARNING</b>	<b>3</b>
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.			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, 461.		
<b>EDU 453</b>	<b>TEACHING ENGLISH LANGUAGE LEARNERS</b>	<b>3</b>	<b>EDU 459</b>	<b>METHODS OF TEACHING SOCIAL STUDIES (MIDDLE SCHOOL)</b>	<b>3</b>
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.			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.		
<b>EDU 454</b>	<b>FIELD PRACTICUM I (K-12)</b>	<b>1</b>	<b>EDU 460</b>	<b>MOVEMENT CONCEPTS</b>	<b>2</b>
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.			This course provides elementary education majors with exposure to movement and physical fitness concepts as well as to types of individual and team activities that help elementary students develop active lifestyles and improved quality of life. Prerequisites: EDU 350, 420, 430, 442, 446, 462. Concurrent enrollment: EDU 435, 441, 445, 463, SPE 405.		
<b>EDU 461</b>	<b>FIELD PRACTICUM I (ELEMENTARY)</b>	<b>1</b>	<b>EDU 461</b>	<b>FIELD PRACTICUM I (ELEMENTARY)</b>	<b>1</b>
	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, 458.				

## Education (EDU)

<b>EDU 462</b>	<b>2</b>	<b>EDU 468</b>	<b>2</b>
<b>FIELD PRACTICUM II (ELEMENTARY)</b>		<b>FIELD PRACTICUM II (SECONDARY)</b>	
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, 461. Concurrent enrollment: EDU 350, 420, 430, 442, 446.		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.	
<b>EDU 463</b>	<b>3</b>	<b>EDU 469</b>	<b>3</b>
<b>FIELD PRACTICUM III (ELEMENTARY)</b>		<b>FIELD PRACTICUM III (SECONDARY)</b>	
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, 420, 430, 442, 446, 462. Concurrent enrollment: EDU 435, 441, 460, 463, SPE 405.		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.	
<b>EDU 464</b>	<b>1</b>	<b>EDU 470</b>	<b>3-8</b>
<b>FIELD PRACTICUM I (MIDDLE SCHOOL)</b>		<b>INTERNSHIP IN EDUCATIONAL SERVICES</b>	
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, 458.		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.	
<b>EDU 465</b>	<b>2</b>	<b>EDU 471</b>	<b>3</b>
<b>FIELD PRACTICUM II (MIDDLE SCHOOL)</b>		<b>METHODS OF TEACHING SOCIAL STUDIES (SECONDARY)</b>	
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, 464. Concurrent enrollment: EDU 350, 404, 420, EDR 410.		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.	
<b>EDU 466</b>	<b>3</b>	<b>EDU 472</b>	<b>3</b>
<b>FIELD PRACTICUM III (MIDDLE SCHOOL)</b>		<b>METHODS OF TEACHING SCIENCE (SECONDARY)</b>	
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 350, 404, 420, 465, EDR 410. Concurrent enrollment: EDU 412, 4XX (content area methods course), SPE 405.		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.	
<b>EDU 467</b>	<b>1</b>		
<b>FIELD PRACTICUM I (SECONDARY)</b>			
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.			

## Education (EDU)

<b>EDU 473</b>	<b>3</b>	<b>EDU 478</b>	<b>3</b>
<b>METHODS OF TEACHING MATHEMATICS (SECONDARY)</b>		<b>METHODS OF TEACHING SCIENCE (MIDDLE SCHOOL)</b>	
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.		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.	
<b>EDU 474</b>	<b>3</b>	<b>EDU 479</b>	<b>3</b>
<b>METHODS OF TEACHING MATHEMATICS (MIDDLE SCHOOL)</b>		<b>INSTRUCTIONAL STRATEGIES FOR ADULT LEARNERS</b>	
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.		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.	
<b>EDU 475</b>	<b>3</b>	<b>EDU 480-489</b>	<b>1-3</b>
<b>METHODS OF TEACHING ENGLISH/LANGUAGE ARTS (SECONDARY)</b>		<b>TOPICS IN EDUCATION</b>	
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.		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.	
<b>EDU 477</b>	<b>3</b>	<b>EDU 490</b>	<b>3</b>
<b>METHODS OF TEACHING ENGLISH/LANGUAGE ARTS (MIDDLE SCHOOL)</b>		<b>STUDENT TEACHING SEMINAR</b>	
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.		This course addresses the student teaching field experience and culminating assessments for program completion and licensure. Concurrent enrollment: EDU 495, 496, or 497.	
<b>EDU 492</b>	<b>14</b>	<b>EDU 492</b>	<b>14</b>
		<b>STUDENT TEACHING (MIDDLE SCHOOL)</b>	
		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. Concurrent enrollment: EDU 490, 499.	
<b>EDU 493</b>	<b>7</b>	<b>EDU 493</b>	<b>7</b>
		<b>STUDENT TEACHING (ELEMENTARY)</b>	
		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.	
<b>EDU 495</b>	<b>14</b>	<b>EDU 495</b>	<b>14</b>
		<b>STUDENT TEACHING (ELEMENTARY)</b>	
		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. Concurrent enrollment: EDU 490, 499.	

## Education (EDU)

**EDU 496** **14**

**STUDENT TEACHING (SECONDARY)**

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.

**EDU 497** **14**

**STUDENT TEACHING**

**(MUSIC or PHYSICAL EDUCATION)**

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.

**EDU 499** **0**

**TEACHING PERFORMANCE ASSESSMENT**

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.

## English (ENG)

<b>ENG 111</b>	<b>4</b>	<b>ENG 220-229</b>	<b>3</b>
<b>ENGLISH I: ACADEMIC WRITING</b>		<b>TOPICS IN WRITING, LANGUAGE, AND RHETORIC (W)</b>	
English 1 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. IAI-C1900		These courses are fieldwork practicums that 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.	
<b>ENG 111L</b>	<b>2</b>	<b>Prerequisites:</b> ENG 111, 112.	
<b>ACADEMIC WRITING LAB</b>			
This course provides additional writing instruction. It is graded on a Credit/No Credit basis and must be passed in order to receive credit for ENG 111.			
<b>ENG 112</b>	<b>3</b>	<b>ENG 235</b>	<b>3</b>
<b>ENGLISH II: RESEARCH AND WRITING</b>		<b>GENDER IN LITERATURE</b>	
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. IAI-C1901		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.	
<b>ENG 201</b>	<b>3</b>	<b>ENG 237</b>	<b>3</b>
<b>SHAKESPEARE</b>		<b>COMING-OF-AGE LITERATURE</b>	
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.		This class examines contemporary coming-of-age novels and short stories written for adults.	
<b>ENG 203/303</b>	<b>3</b>	<b>ENG 238</b>	<b>3</b>
<b>AMERICAN LITERATURE TO 1900</b>		<b>THE AMERICAN DREAM IN LITERATURE</b>	
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, 112.		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.	
<b>ENG 205</b>	<b>3</b>	<b>ENG 250</b>	<b>3</b>
<b>INTRODUCTION TO WRITING POETRY (W)</b>		<b>DRAMATIC LITERATURE</b>	
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.		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.	
<b>ENG 206</b>	<b>3</b>	<b>ENG 252</b>	<b>3</b>
<b>INTRODUCTION TO WRITING FICTION (W)</b>		<b>AMERICAN ETHNIC LITERATURE</b>	
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.		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.	
<b>ENG 254</b>	<b>3</b>	<b>AFRICAN AMERICAN LITERATURE</b>	
		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.	

## English (ENG)

<b>ENG 255</b>	<b>3</b>	<b>ENG 304</b>	<b>3</b>
<b>LITERATURE AND THE ENVIRONMENT</b>	<b>AMERICAN LITERATURE FROM 1900 TO PRESENT</b>		
This course will explore literature that focuses on the environment and environmental issues.	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, 112.		
<b>ENG 261</b>	<b>3</b>	<b>ENG 305</b>	<b>3</b>
<b>POETRY</b>	<b>ADVANCED WRITING OF POETRY (W)</b>		
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.	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. English 205 and 305 will be offered concurrently. Prerequisite: ENG 205.		
<b>ENG 272</b>	<b>3</b>	<b>ENG 306</b>	<b>3</b>
<b>FICTION</b>	<b>ADVANCED WRITING OF FICTION (W)</b>		
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.	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. English 206 and 306 will be offered concurrently. Prerequisite: ENG 206.		
<b>ENG 273</b>	<b>3</b>	<b>ENG 307</b>	<b>3</b>
<b>FILM AND LITERATURE</b>	<b>APPROACHES TO GRAMMAR AND EVALUATING WRITING (W)</b>		
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.	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, 112.		
<b>ENG 274/374</b>	<b>3</b>	<b>ENG 309</b>	<b>3</b>
<b>AMERICAN LITERATURE AND CULTURE</b>	<b>WORLD LITERATURE I</b>		
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, 112.	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, 112.		
<b>ENG 280-289</b>	<b>3</b>		
<b>TOPICS IN LITERATURE</b>			
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.			
<b>ENG 290</b>	<b>3</b>		
<b>WRITING FOR MEDIA (W)</b>			
In this course, students will learn the principles and practice of good journalism: how to recognize stories, gather facts through skillful interviewing and research, find sources, craft engaging leads and satisfying endings, and produce polished news and feature articles that inform and captivate readers. Rewriting to hone skills is particularly emphasized. Students also learn the difference between journalism and public relations and how to structure stories for news, feature, sports, leisure, and arts sections. Prerequisites: ENG 111, 112.			

## English (ENG)

<b>ENG 310</b>	<b>3</b>	<b>ENG 319</b>	<b>3</b>
<b>WORLD LITERATURE II</b>		<b>MODERN AND CONTEMPORARY BRITISH LITERATURE</b>	
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, 112.		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, 112.	
<b>ENG 311</b>	<b>3</b>	<b>ENG 320-329</b>	<b>3</b>
<b>ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE</b>		<b>TOPICS IN WRITING, LANGUAGE, AND RHETORIC (W)</b>	
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, 112.		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, 112.	
<b>ENG 312</b>	<b>3</b>	<b>ENG 331</b>	<b>3</b>
<b>RENAISSANCE BRITISH LITERATURE</b>		<b>LITERARY MAGAZINE EDITING</b>	
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, Spencer, 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, 112.		This course covers introductory editing, production, and publishing of the undergraduate literary magazine. Students will learn steps to publish the spring term issue, including soliciting and evaluating writing and visual art that meet aesthetic standards, formatting contents for the print and web versions of the magazine, proofreading, understanding production budgets and timelines, and promoting the published magazine to the campus community. Instruction on the role of "little" literary magazines in American literature is included. Prerequisite: Previous coursework in creative writing, art, literature, journalism, or communication, or instructor consent.	
<b>ENG 313</b>	<b>3</b>	<b>ENG 340</b>	<b>3</b>
<b>TOPICS IN SHAKESPEARE</b>		<b>EDITING FOR PUBLICATION</b>	
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, 112.		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.	
<b>ENG 317</b>	<b>3</b>	<b>ENG 360</b>	<b>3</b>
<b>BRITISH ROMANTICISM</b>		<b>INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)</b>	
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 Brontes, among others. Emphasis is placed upon cultural and historical contexts as well as on the texts themselves. Prerequisites: ENG 111, 112.		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, 112.	
<b>ENG 318</b>	<b>3</b>	<b>ENG 380-389</b>	<b>3</b>
<b>VICTORIAN LITERATURE</b>		<b>TOPICS IN LITERATURE</b>	
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, 112.		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, 112.	

## English (ENG)

**ENG 460****1****CREATIVE WRITING THESIS**

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.

**ENG 470****3-8****INTERNSHIP IN ENGLISH**

Prerequisite: Instructor consent. No more than three hours may be counted toward the required total for the major.

**ENG 480****1-4****INDEPENDENT STUDY IN  
ENGLISH LANGUAGE AND LITERATURE**

Prerequisite: Instructor consent.

**ENG 490****4****SEMINAR IN ENGLISH (W)**

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.

## Environmental Studies (ENS)

**ENS 200** 1**ENVIRONMENTAL METHODS**

This course will introduce students to the techniques used by environmental scientists to monitor terrestrial and aquatic ecosystems. The course will be hands-on, demonstrating both environmental techniques and the use of sampling equipment in the field. In addition, career opportunities related to the techniques demonstrated will be discussed to draw a specific link between the course work and real-world applications. Local experts and environmental workers will be guest speakers. Prerequisite: BIO 111.

**ENS 280-289** 3**SPECIAL TOPICS IN ENVIRONMENTAL STUDIES****ENS 380-389** 3**SPECIAL TOPICS IN ENVIRONMENTAL STUDIES****ENS 470** 3-8**INTERNSHIP****ENS 480** 1-4**INDEPENDENT STUDY****ENS 490** 2**SEMINAR IN ENVIRONMENTAL STUDIES**

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.

## Entrepreneurship (ENT)

**ENT 301****3****THEORY OF ENTREPRENEURSHIP**

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.

**ENT 330****3****PROCESS OF ENTREPRENEURSHIP (W)**

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 on 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 an 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.

**ENT 450****3****ENTREPRENEURSHIP PRACTICUM**

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, 330.

## Earth Science (ES)

**ES 110** **3**

### **EARTH AND ASTRONOMICAL SCIENCE**

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.

## Fine Arts (FA)

**FA 202****3****INTRODUCTION TO THE FINE ARTS**

This course is designed to develop 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.

**FA 280-289****1-3****SPECIAL TOPICS IN FINE ARTS****FA 380-389****1-3****SPECIAL TOPICS IN FINE ARTS**

## Economics and Finance (ECO/FIN)

<b>FIN 306</b>	<b>3</b>	<b>FIN 360</b>	<b>3</b>
<b>CONSUMER FINANCE</b>			
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.			
<b>FIN 308</b>	<b>3</b>	<b>FIN 363</b>	<b>3</b>
<b>PRINCIPLES OF BUSINESS FINANCE</b>			
Basic financial management of the business firm involving procurement, allocation, and control of funds to maximize shareholder wealth. Prerequisites: ACC 205, ECO 211.			
<b>FIN 309</b>	<b>3</b>	<b>FIN 380-389</b>	<b>1-3</b>
<b>MONEY AND BANKING</b>			
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, 212. Same as ECO 309.			
<b>FIN 320</b>	<b>3</b>	<b>FIN 470</b>	<b>3-8</b>
<b>BUDGETING AND FINANCING OF SPORT</b>			
This course examines the principles involving the procurement, allocation, and control of funds used to support sport programs. Prerequisite: FIN 308.			
<b>FIN 355</b>	<b>3</b>	<b>FIN 480</b>	<b>1-3</b>
<b>INVESTMENTS</b>			
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.			
<b>FIN 357</b>	<b>3</b>		
<b>INTERNATIONAL FINANCE</b>			
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.			

## **Foreign Language Special Topics (FLS)**

**FLS 180-189** **3-4**  
**FOREIGN LANGUAGE SPECIAL TOPICS**

**FLS 280-289** 3-4  
**FOREIGN LANGUAGE SPECIAL TOPICS**

**FLS 380-389** **3-4**

## **FOREIGN LANGUAGE SPECIAL TOPICS**

Special topics in a 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.

## Forensic Studies (FOR)

**FOR 101** 1

**FORENSIC STUDIES CORNERSTONE**

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.

**FOR 280-289** 1-4

**SPECIAL TOPICS IN FORENSIC STUDIES**

**FOR 380-389** 1-4

**SPECIAL TOPICS IN FORENSIC STUDIES**

## French (FRE)

**FRE 101** 3**FRENCH LANGUAGE AND FRANCOPHONE****CULTURES I**

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.

**FRE 102** 3**FRENCH LANGUAGE AND FRANCOPHONE****CULTURES II**

A continuation of FRE 101. The course emphasizes speaking and understanding of conversational French with continued development of writing and reading skills as well as continued understanding of Francophone cultures and histories.

Prerequisite: FR 101 or placement test.

**FRE 201** 3**FRENCH LANGUAGE AND FRANCOPHONE****CULTURES III**

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.

**FRE 202** 3**FRENCH LANGUAGE AND FRANCOPHONE****CULTURES IV**

A continuation of FR 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.

## Global Studies (GLS)

**GLS 101** **3**

**INTRODUCTION TO GLOBAL STUDIES**

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.

**GLS 240** **1 or 3**

**CROSS-CULTURAL PRACTICUM**

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. Same as SOC 240. Prerequisites: Application and instructor consent.

**GLS 470** **3-8**

**INTERNSHIP IN GLOBAL STUDIES**

**GLS 480** **1-4**

**INDEPENDENT STUDY IN GLOBAL STUDIES**

**GLS 498** **3**

**SENIOR SEMINAR IN GLOBAL STUDIES (W)**

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.

## Greek (GRK)

**GRK 370** 4**NEW TESTAMENT GREEK I**

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, to prepare the student for working independently in the Greek New Testament. This course can be used toward fulfillment of the foreign language requirement.

**GRK 371** 4**NEW TESTAMENT GREEK II**

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.

**GRK 375** 1-4**READINGS IN NEW TESTAMENT GREEK**

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, 371.

## Healthcare Management (HCM)

**HCM 450** 3

**CAPSTONE IN HEALTHCARE MANAGEMENT**

A capstone experience for the healthcare management major to prepare students for challenges presented in the professional world. This culminating experience covers all aspects of the healthcare management major, combining prior course knowledge with cases, which will prepare students to transition into the workforce. Prerequisite: Senior standing.

**HCM 470** 3-8

**INTERNSHIP IN HEALTHCARE MANAGEMENT**

## History (HIS)

<b>HIS 110</b>	<b>1</b>	<b>HIS 276/376</b>	<b>3</b>
<b>HISTORICAL METHODS</b>		<b>MINORITIES IN THE AMERICAN EXPERIENCE</b>	
An exploration of historical thinking, writing, and research intended to develop skills needed for success in upper-level courses. The evolution of historical writing from earliest times to the present is also examined.		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.	
<b>HIS 161</b>	<b>3</b>	<b>HIS 277/377</b>	<b>3</b>
<b>WORLD CIVILIZATIONS I</b>		<b>AFRICAN AMERICAN HISTORY</b>	
A comparative survey of early civilizations in Asia, Africa, and Europe from prehistory to the dawn of Modernity.		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.	
<b>HIS 162</b>	<b>3</b>	<b>HIS 280-284</b>	<b>1-3</b>
<b>WORLD CIVILIZATIONS II</b>		<b>TOPICS IN AMERICAN HISTORY</b>	
A comparative survey of world civilization from the dawn of Modernity to the Contemporary Age.		Studies in specialized areas of American History. This course will cover topics or areas not included in the regular curriculum.	
<b>HIS 261</b>	<b>3</b>	<b>HIS 285-289</b>	<b>1-3</b>
<b>UNITED STATES HISTORY TO 1877</b>		<b>TOPICS IN WORLD HISTORY</b>	
A survey of American history from prehistory through the Civil War.		This course will be of a topical nature or cover regions or nations not included in the regular curriculum.	
<b>HIS 262</b>	<b>3</b>	<b>HIS 310</b>	<b>3</b>
<b>UNITED STATES HISTORY SINCE 1877</b>		<b>SEMINAR IN HISTORICAL RESEARCH</b>	
A survey of American history from the Civil War to the present. IAI-H2905		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.	
<b>HIS 265</b>	<b>3</b>	<b>HIS 311</b>	<b>3</b>
<b>INTRODUCTION TO PUBLIC HISTORY</b>		<b>ANCIENT CIVILIZATIONS (W)</b>	
This course introduces students to the diverse field of public history, including archives management, museums, and oral history. The course includes theoretical discussion as well as practical experiences.		A study of the ancient civilizations of the Near East, Greece, and Rome from prehistory to the fall of the Roman Empire.	
<b>HIS 271/371</b>	<b>3</b>	<b>HIS 312</b>	<b>3</b>
<b>UNITED STATES WOMEN'S HISTORY</b>		<b>MEDIEVAL HISTORY (W)</b>	
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.		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.	
<b>HIS 275/375</b>	<b>3</b>		
<b>UNITED STATES ENVIRONMENTAL HISTORY</b>			
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.			

## History (HIS)

<b>HIS 313</b>	<b>3</b>	<b>HIS 372</b>	<b>3</b>
<b>EARLY MODERN EUROPE: 1450-1815 (W)</b>		<b>AMERICAN ECONOMIC HISTORY</b>	
A study of the development of European civilization from the Renaissance through the Napoleonic Era.		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.	
<b>HIS 314</b>	<b>3</b>	<b>HIS 380-84</b>	<b>1-4</b>
<b>MODERN EUROPE: 1815-1945 (W)</b>		<b>TOPICS IN AMERICAN HISTORY</b>	
A study of European civilization from the Congress of Vienna to 1945.		Studies in specialized areas of American History. This course will cover topics or areas not included in the regular curriculum.	
<b>HIS 321</b>	<b>3</b>	<b>HIS 385-89</b>	<b>1-4</b>
<b>COLONIAL AMERICA AND THE REVOLUTIONARY ERA (W)</b>		<b>TOPICS IN WORLD HISTORY</b>	
A study of Colonial America from its origins in North American pre-history and European expansion through the English Colonies to about 1821. Prerequisite: HIS 261 or instructor consent.		This course will be of a topical nature or cover regions or nations not included in the regular curriculum.	
<b>HIS 323</b>	<b>3</b>	<b>HIS 410</b>	<b>3</b>
<b>DIVISION AND REUNION: 1820-1877</b>		<b>SENIOR THESIS IN HISTORY (W)</b>	
A study of Manifest Destiny, rising sectional tensions, the Civil War, and the Reconstruction Era.		This course focuses on the writing of a professional quality research paper based on primary source materials. 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.	
<b>HIS 324</b>	<b>3</b>	<b>HIS 470</b>	<b>3-8</b>
<b>THE EMERGENCE OF MODERN AMERICA: 1890-1945</b>		<b>INTERNSHIP IN HISTORY</b>	
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.		Individual research in specialized topic areas. Offered only to advanced students on a contractual basis, with consent of history faculty.	
<b>HIS 326</b>	<b>3</b>	<b>HIS 480</b>	<b>1-4</b>
<b>AMERICA SINCE 1945</b>		<b>INDEPENDENT STUDY IN HISTORY</b>	
A study of the history of the United States from the end of World War II to the present.		Individual research in specialized topic areas. Offered only to advanced students on a contractual basis, with consent of history faculty.	
<b>HIS 331</b>	<b>3</b>		
<b>ILLINOIS HISTORY</b>			
A survey of the history of Illinois from the earliest times to the present.			
<b>HIS 345</b>	<b>3</b>		
<b>AMERICA BY EAR: MODERN AMERICA THROUGH SONG</b>			
This course utilizes the medium of music as a lens to explore aspects of modern American history, culture, and society. Prior completion of HIS 262 is recommended.			

## Honors Program (HON)

**HON 280****1****INTELLECTUAL CLIMATE SEMINAR**

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.

**HON 300****3****HONORS PRACTICUM**

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.

**HON 380-389****1****HONORS SEMINARS**

These seminars vary widely in substance and are mutually developed by both students and faculty in the honors program.

**HON 401****2****HONORS THESIS I**

Students develop a thesis proposal and write the first draft of a research topic in their field of interest. The thesis may be related to a senior thesis within certain majors.

**HON 402****2****HONORS THESIS II**

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.

**HON 480****1-3****INDEPENDENT STUDY**

## Health (HPE)

<b>HPE 158</b>	<b>3</b>	<b>HPE 250</b>	<b>3</b>
<b>HEALTH AND WELLNESS</b>		<b>ASSESSMENT THROUGH TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS</b>	
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.		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 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.	
<b>HPE 200</b>	<b>3</b>	<b>HPE 281</b>	<b>3</b>
<b>FOUNDATIONS OF HUMAN MOVEMENT</b>		<b>HUMAN DISEASES</b>	
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 musculoskeletal disorders and injuries.		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.	
<b>HPE 210</b>	<b>3</b>	<b>HPE 300</b>	<b>3</b>
<b>TECHNOLOGY IN HEALTH PROMOTION AND WELLNESS</b>		<b>HUMAN NUTRITION</b>	
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.		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.	
<b>HPE 212</b>	<b>3</b>	<b>HPE 301</b>	<b>3</b>
<b>DRUG EDUCATION</b>		<b>ADVANCED HUMAN NUTRITION (W)</b>	
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.		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, 300.	
<b>HPE 214</b>	<b>3</b>	<b>HPE 325</b>	<b>3</b>
<b>PRINCIPLES AND FOUNDATIONS OF HEALTH PROMOTION AND WELLNESS</b>		<b>EXERCISE NUTRITION (W)</b>	
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 of both the student and national professional organization and participating in service-learning. Prerequisites: HPE 158 and either HPE 210 or EDU 115.		Integration of nutrition and exercise and its impact on optimal exercise performance and training responsiveness within a diverse population of active individuals. Prerequisites: PED 349.	
<b>HPE 370</b>	<b>3</b>	<b>HPE 370</b>	<b>3</b>
		<b>HEALTH CARE IN THE U.S.</b>	
		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, 214, or instructor consent.	

## Health (HPE)

<b>HPE 375</b>	<b>3</b>	<b>HPE 410</b>	<b>3</b>
<b>THE BRAIN AND LEARNING</b>			
This course will be an introduction to understanding the brain by investigating the structures and related functions of the brain, how learning and memory are established in the brain, and the effects of various health, wellness, and lifestyle behaviors on learning and brain function. Prerequisite: HPE 158.			
<b>HPE 379</b>	<b>3</b>	<b>HPE 417</b>	<b>3</b>
<b>EMPLOYEE HEALTH AND WORKSITE WELLNESS</b>			
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, 214.			
<b>HPE 380-389</b>	<b>1-3</b>	<b>HPE 420</b>	<b>3</b>
<b>SPECIAL TOPICS IN HEALTH PROMOTION AND WELLNESS</b>			
Instructor consent.			
<b>HPE 390</b>	<b>3</b>	<b>HPE 430</b>	<b>3</b>
<b>ADMINISTRATIVE SKILLS IN HEALTH PROMOTION AND WELLNESS</b>			
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, 214.			
<b>HPE 400</b>	<b>3</b>	<b>HPE 435</b>	<b>3</b>
<b>THE SCHOOL HEALTH PROGRAM (W)</b>			
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, 214.			
<b>EVALUATION IN HEALTH PROMOTION AND WELLNESS</b>			
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, 214.			
<b>SAFETY EDUCATION/CRASH PREVENTION</b>			
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.			
<b>PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS (W)</b>			
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, 214, 410.			
<b>HEALTH AND WELLNESS COACHING</b>			
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, 214, or instructor consent.			
<b>READINGS IN HEALTH PROMOTION AND WELLNESS</b>			
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, 214, or instructor consent.			

## Health (HPE)

**HPE 450** 3**PROGRAMS IN COMMUNITY HEALTH**

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.

**HPE 460** 3**CURRICULUM DEVELOPMENT****IN HEALTH EDUCATION (W)**

This course is designed to prepare the health educator to be able to plan and implement content, as well as achieve a basic understanding of 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, 410.

**HPE 470** 4**INTERNSHIP IN HEALTH PROMOTION****AND WELLNESS**

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, 410, HPE 420 or 460, and 450, and instructor consent. Every semester.

**HPE 480** 1-3**INDEPENDENT STUDY IN HEALTH PROMOTION**

Prerequisite: Instructor consent.

**HPE 490** 3**SEMINAR IN HEALTH PROMOTION AND WELLNESS**

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, 450.

## Human Resource Management (HRM)

**HRM 360****3****LEARNING AND DEVELOPMENT**

This course focuses on aligning organizational business needs with employees' competencies, knowledge, and skills, and identifying the gaps, providing learning opportunities that increase employee capability and organizational knowledge. Some of the topics include Human Performance Technology organizational intervention design and implementation approaches, knowledge management, and coaching/mentoring. The course includes application of current federal laws and regulations and proposed changes. Prerequisite: MGT 334.

**HRM 411****3****TALENT MANAGEMENT (W)**

This course includes recruiting, selection, hiring, retention of staff, and employee relations. Additional topics covered will be performance management, career development, and the use of metrics to objectively guide the decision-making processes. The course includes application of current federal laws and regulations and proposed changes. This course contains professional writing assignments; such as case study analysis. Prerequisite: MGT 334.

**HRM 430****3****BENEFITS AND COMPENSATION**

Compensation is a term used to describe pay and benefits. The class will explore how a company's mission, goals, and philosophy affects compensation. Topics include the role of job analysis and job design in compensation decisions. The course includes application of current federal laws and regulations and proposed changes. Prerequisite: MGT 334. Spring and summer, annually.

**HRM 440****3****EMPLOYMENT LAW**

Employment law focuses on federal laws, regulations, and executive orders that impact employee/employer relationships. Some of the laws covered are Americans with Disabilities Act, Fair Labor Standards Act, Occupational Safety and Health Act, Civil Rights Act, Affordable Care Act, and Family Medical Leave Act. Students will learn the terminology and application of the laws through case studies. Prerequisite: MGT 334 and BUS 303 or 304.

**HRM 450****3****STRATEGIC HUMAN RESOURCE MANAGEMENT**

This course is a culmination of all previous course work designed to incorporate the interrelationship of HR functions, ethics, sustainability, corporate/social responsibility, international HR, and role of HR professional as internal consultant to business. Topics include managing workforce changes, mergers, acquisitions and reductions in force, competitive strategy, HR performance metrics, and organizational effectiveness. The course includes application of current federal laws and regulations and proposed changes. With the instructor's guidance, the student will develop a project related to the overall environmental context of business. Prerequisites: MGT 314, 334, COM 370, HRM 411, 430, 440.

**HRM 470****3-8****INTERNSHIP IN HUMAN RESOURCE MANAGEMENT**

## Humanities (HUM)

### HUM 221

1

#### CAREERS IN THE HUMANITIES

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.

## Leadership Studies (LDR)

**LDR 101** 3**RECOGNIZED LEADERSHIP**

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.

**LDR 201** 3**ENGAGED LEADERSHIP**

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.

**LDR 301** 3**ADAPTIVE LEADERSHIP**

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, 201.

**LDR 280-289** 3**SPECIAL TOPICS IN LEADERSHIP**

Studies specialized areas of leadership. This course will cover topics or areas not included in the regular curriculum.

**LDR 380-389** 3**SPECIAL TOPICS IN LEADERSHIP**

Studies specialized areas of leadership. This course will cover topics or areas not included in the regular curriculum.

**LDR 470** 3-8**LIFELONG LEADERSHIP INTERNSHIP**

## Legal Studies (LGS)

**LGS 480**  
**INTERNSHIP IN LEGAL STUDIES**

**1-4**

## Library (LIB)

**LIB 200/300****1-3****INFORMATION LITERACY**

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.

## Management (MGT)

<b>MGT 204</b>	<b>3</b>	<b>MGT 360</b>	<b>3</b>
<b>PRINCIPLES OF MANAGEMENT</b>			
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.			
<b>MGT 314</b>	<b>3</b>	<b>MGT 376</b>	<b>3</b>
<b>ORGANIZATIONAL BEHAVIOR</b>			
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.			
<b>MGT 334</b>	<b>3</b>	<b>OPERATIONS MANAGEMENT</b>	<b>3</b>
<b>HUMAN RESOURCE MANAGEMENT</b>			
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.			
<b>MGT 340</b>	<b>3</b>	<b>MGT 380-389</b>	<b>1-3</b>
<b>INTERNATIONAL BUSINESS</b>			
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, MKT 205. Same as MKT 340.			
<b>MGT 354</b>	<b>3</b>	<b>MGT 470</b>	<b>3-8</b>
<b>BUSINESS COMMUNICATIONS (W)</b>			
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. Prerequisite: MGT 204.			
<b>MGT 380-389</b>		<b>INTERNSHIP IN MANAGEMENT</b>	<b>1-4</b>
<b>MGT 480</b>		<b>INDEPENDENT STUDY IN MANAGEMENT</b>	<b>1-4</b>
<b>MGT 490</b>		<b>SEMINAR IN MANAGEMENT</b>	<b>1-4</b>

## Marketing (MKT)

<b>MKT 205</b>	<b>3</b>	<b>MKT 345</b>	<b>3</b>
<b>PRINCIPLES OF MARKETING</b>		<b>DIGITAL MARKETING</b>	
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 that this course comprises will prepare the student for further study in marketing and other business fields.		This course provides an overview of digital marketing. Topics include strategy, implementation, and practices within digital marketing. Social media marketing, mobile marketing, and other topics will be explored. This course provides students the opportunity to learn about current digital marketing techniques used in the industry. Prerequisite: MKT 205.	
<b>MKT 305</b>	<b>3</b>	<b>MKT 354</b>	<b>3</b>
<b>CONSUMER BEHAVIOR</b>		<b>ADVERTISING AND PROMOTION</b>	
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.		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.	
<b>MKT 320</b>	<b>3</b>	<b>MKT 380-389</b>	<b>1-3</b>
<b>PERSONAL SELLING</b>		<b>TOPICS IN MARKETING</b>	
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.			
<b>MKT 325</b>	<b>3</b>	<b>MKT 410</b>	<b>3</b>
<b>SPORT MARKETING (W)</b>		<b>MARKETING RESEARCH (W)</b>	
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.		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, MTH 170.	
<b>MKT 330</b>	<b>3</b>	<b>MKT 470</b>	<b>3-8</b>
<b>PRINCIPLES OF RETAILING</b>		<b>INTERNSHIP IN MARKETING</b>	
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.			
<b>MKT 340</b>	<b>3</b>	<b>MKT 480</b>	<b>1-4</b>
<b>INTERNATIONAL BUSINESS</b>		<b>INDEPENDENT STUDY IN MARKETING</b>	
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, MKT 205. Same as MGT 340.			
<b>MKT 490</b>	<b>1-4</b>	<b>SEMINAR IN MARKETING</b>	

## Army ROTC (MSC)

<b>MSC 101</b> <b>INTRODUCTION TO MILITARY SCIENCE</b> 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.	2	<b>MSC 222</b> <b>THE ART OF WAR</b> 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.'	3
<b>MSC 102</b> <b>INTRODUCTION TO MILITARY OPERATIONS</b> Study of the modern battlefield and its relationship to leadership, team building, and stress management. Individual communication skills and group dynamics are stressed.	2	<b>MSC 301</b> <b>ADVANCED LEADERSHIP AND MANAGEMENT</b> Review of skills, techniques, and concepts required by the small-unit combat leader: troop-leading procedures, land navigation skills, tactical organization, and offensive tactics.	3
<b>MSC 122</b> <b>SURVIVOR TRAINING</b> Students learn survival and leadership skills to include finding food/water, shelter construction, land navigation, climate adjustment, first aid, rappelling, and water survival.	2	<b>MSC 302</b> <b>SMALL-UNIT TACTICS</b> Review of skills, techniques, and concepts required by the small-unit combat leader: troop-leading procedures, fire-control skills, tactical analysis, and defensive tactics.	3
<b>MSC 201</b> <b>APPLIED MILITARY SKILLS</b> Detailed instruction and practical exercises in military writing, briefing, decision making, extensive instruction, practice in map reading, and use of a compass.	3	<b>MSC 401</b> <b>LEADERSHIP AND MANAGEMENT</b> Examination of organization, responsibilities, administration, and management of the military unit staff. Explores practical aspects of military law and how it influences leadership.	3
<b>MSC 202</b> <b>SMALL UNIT LEADERSHIP</b> Basic background in first aid and individual field-movement skills. Instruction in use of analytical aids in planning, organizing, and controlling a changing environment.	3	<b>MSC 402</b> <b>OFFICERSHIP</b> Development of interpersonal skills required for effective management with particular emphasis on the military environment. Reviews various roles of the newly commissioned Army officer.	3

## Mathematics (MTH)

<b>MTH 105</b>	<b>3</b>	<b>MTH 210</b>	<b>4</b>
<b>INTERMEDIATE ALGEBRA</b>		<b>CALCULUS I</b>	
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.		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.	
<b>MTH 123</b>	<b>3</b>	<b>MTH 211</b>	<b>4</b>
<b>ALGEBRA FOR EDUCATORS</b>		<b>CALCULUS II</b>	
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.		Techniques of integration, applications of integration, parametric equations, polar coordinates, and infinite sequences and series. Prerequisite: MTH 210.	
<b>MTH 131</b>	<b>3</b>	<b>MTH 212</b>	<b>4</b>
<b>COLLEGE ALGEBRA</b>		<b>CALCULUS III</b>	
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.		The calculus of vector functions and functions of several variables. Prerequisite: MTH 211.	
<b>MTH 133</b>	<b>3</b>	<b>MTH 280-289</b>	<b>1-3</b>
<b>Precalculus</b>		<b>SPECIAL TOPICS IN MATHEMATICS</b>	
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.			
<b>MTH 150</b>	<b>3</b>	<b>MTH 300</b>	<b>3</b>
<b>QUANTITATIVE LITERACY</b>		<b>TRANSITION TO ADVANCED MATHEMATICS</b>	
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.		Introduction to the methods of proof through the study of sets, logic, relations, mappings, cardinality, and elementary structures. Prerequisite: MTH 210 or instructor consent.	
<b>MTH 170</b>	<b>4</b>	<b>MTH 301</b>	<b>3</b>
<b>STATISTICS</b>		<b>COLLEGE GEOMETRY</b>	
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.		The study of geometry including a review of elementary geometry, Euclidean, non-Euclidean, and transformational geometries. Prerequisite: MTH 210.	
<b>MTH 320</b>	<b>3</b>	<b>MTH 320</b>	<b>3</b>
		<b>FINANCIAL MATHEMATICS</b>	
		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.	
<b>MTH 340</b>	<b>3</b>	<b>MTH 340</b>	<b>3</b>
		<b>PROBABILITY</b>	
		Probability axioms, random variables, commonly used discrete and continuous distributions, expectation, moment generating functions, transformations, and multivariate distributions. Prerequisite: MTH 211 or instructor consent.	
<b>MTH 341</b>	<b>4</b>	<b>APPLIED STATISTICS</b>	
		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 211 or instructor consent.	

## Mathematics (MTH)

<b>MTH 344</b>	4	<b>MTH 380-389</b>	1-3
<b>STATISTICAL LEARNING</b>		<b>SPECIAL TOPICS IN MATHEMATICS</b>	
Multiple regression, classification and resampling methods. Linear model selection, tree-based methods, and unsupervised learning. Prerequisite: MTH 341 or instructor consent.			
<b>MTH 360</b>	3	<b>MTH 392</b>	3
<b>LINEAR ALGEBRA</b>		<b>INTRODUCTION TO ANALYSIS</b>	
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.		Introduction to analysis on the real line with emphasis on careful development of limits, continuity, and differentiation. Prerequisites: MTH 212 and MTH 300.	
<b>MTH 366</b>	3	<b>MTH 393</b>	3
<b>NUMERICAL ANALYSIS</b>		<b>MODERN ALGEBRA I</b>	
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.		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.	
<b>MTH 370</b>	3	<b>MTH 394</b>	3
<b>DIFFERENTIAL EQUATIONS AND MODELING</b>		<b>MODERN ALGEBRA II</b>	
An introductory course in the solutions of elementary differential equations and their applications in a variety of real-world contexts. A general study of mathematical modeling is included. Prerequisite: MTH 211 or instructor consent.		A continuation of MTH 393. Prerequisite: MTH 393.	
<b>MTH 375</b>	3	<b>MTH 470</b>	3-8
<b>DISCRETE MODELS</b>		<b>INTERNSHIP IN MATHEMATICS</b>	
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.			
<b>MTH 376</b>	3	<b>MTH 480</b>	1-4
<b>GRAPH THEORY</b>		<b>INDEPENDENT STUDY IN MATHEMATICS</b>	
Introductory concepts and definitions, trees, planar graphs, chromatic numbers, matchings, and Ramsey theory. Prerequisite: MTH 211.			
<b>MTH 485</b>	3	<b>MTH 485</b>	3
<b>DATA ANALYTICS CAPSTONE</b>		<b>DATA ANALYTICS CAPSTONE</b>	
Topics drawn from a variety of advanced topics in data analytics. Prerequisite: MTH 344 or instructor consent.			
<b>MTH 490</b>	3	<b>SEMINAR IN MATHEMATICS</b>	3
<b>SEMINAR IN MATHEMATICS</b>		Topics drawn from a variety of advanced topics in mathematics. Prerequisite: Instructor consent.	

## Music Ensembles (MUE)

<b>MUE 128</b>	<b>0-1</b>	<b>MUE 159-169</b>	<b>(0-5)</b>
<b>SPIRIT OF MCKENDREE</b>		<b>CHAMBER MUSIC ENSEMBLES</b>	
The Spirit of McKendree is an ensemble that performs at sporting events, academic events, and special events across campus. The group prides itself on being able to provide the soundtrack to any given performance, boasting a full "rock-band" rhythm section, winds/brass, drumline, and the stand-alone Rhythm Cats Bucket Drumming Ensemble.		These courses offer students the experience of playing in a smaller instrumental ensemble. Prerequisite: Instructor consent.	
<b>MUE 148</b>	<b>0-1</b>	<b>MUE 159</b> <b>Brass Ensemble I</b>	
<b>JAZZ ENSEMBLE</b>		<b>MUE 160</b> <b>Low Brass Ensemble</b>	
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.		<b>MUE 161</b> <b>Woodwind Ensemble</b>	
<b>MUE 152</b>	<b>0-1</b>	<b>MUE 166</b> <b>Flute Ensemble</b>	
<b>MUSICAL THEATRE CHORUS</b>		<b>MUE 167</b> <b>Clarinet Ensemble</b>	
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.		<b>MUE 168</b> <b>Saxophone Ensemble</b>	
<b>MUE 154</b>	<b>0-1</b>	<b>MUE 169</b> <b>Brass Ensemble II</b>	
<b>CONCERT CHOIR</b>			
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 that is performed with an instrumental ensemble.			
<b>MUE 155</b>	<b>0-1</b>	<b>MUE 248-250</b>	<b>0-1</b>
<b>VOCAL JAZZ ENSEMBLE</b>		<b>JAZZ COMBOS</b>	
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.		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.	
<b>MUE 156</b>	<b>0-1</b>	<b>MUE 248</b> <b>Jazz Combo I</b>	
<b>CONCERT BAND</b>		<b>MUE 249</b> <b>Jazz Combo II</b>	
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.		<b>MUE 250</b> <b>Jazz Combo III</b>	
<b>MUE 157-158</b>	<b>0-1</b>	<b>MUE 254</b>	<b>0-1</b>
<b>PERCUSSION ENSEMBLES</b>		<b>CHAMBER CHOIR</b>	
Open to all percussion students. Programs will include selected music from large and small percussion ensemble literature. Prerequisite: Instructor consent.		This is a select choral ensemble drawn from the Concert Choir which performs vocal chamber music from all time periods. Prerequisite: Audition and instructor consent.	
<b>MUE 157      Percussion Ensemble I</b>		<b>MUE 256</b>	<b>0-1</b>
<b>MUE 158      Percussion Ensemble II</b>		<b>WIND ENSEMBLE</b>	
		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.	
		<b>MUE 280-289</b>	<b>0-1</b>
		<b>SPECIAL TOPICS IN MUSIC ENSEMBLES</b>	
		<b>MUE 380-389</b>	<b>0-1</b>
		<b>SPECIAL TOPICS IN MUSIC ENSEMBLES</b>	

## Music Education (MUED)

<b>MUED 200</b>	<b>3</b>	<b>MUED 324</b>	<b>2</b>																																								
<b>MUSIC CLASSROOM TECHNOLOGY</b>		<b>DICTION FOR THE CHORAL MUSIC EDUCATOR</b>																																									
A computer application 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.		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.																																									
<b>MUED 280-289</b>	<b>1-4</b>	<b>MUED 335</b>	<b>1</b>																																								
<b>SPECIAL TOPICS IN MUSIC EDUCATION</b>		<b>MARCHING BAND TECHNIQUES</b>																																									
<b>MUED 298</b>	<b>0</b>	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.																																									
<b>DISPOSITIONS ASSESSMENT</b>		Prerequisite: MUL 198.																																									
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.		<b>MUED 337</b>	<b>1</b>																																								
<b>MUED 302</b>	<b>2</b>	<b>JAZZ BAND TECHNIQUES</b>																																									
<b>WOODWIND METHODS AND TECHNIQUES I</b>		Jazz Band Techniques addresses all aspects of instrumental jazz instruction (big band and small group). Teaching philosophies, rehearsals techniques, jazz styles, music selection, the inclusion of non-traditional jazz instruments, and resource materials will be examined. Prerequisites: MUL 198.																																									
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.		<b>MUED 303</b>	<b>2</b>	<b>MUED 341</b>	<b>2</b>	<b>WOODWIND METHODS AND TECHNIQUES II</b>		<b>CHORAL LITERATURE</b>		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.		<b>MUED 306</b>	<b>2</b>	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.		<b>BRASS METHODS AND TECHNIQUES</b>		<b>MUED 308</b>	<b>2</b>	<b>MUED 350</b>	<b>3</b>	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.		<b>MIDDLE SCHOOL BAND AND CHOIR METHODS</b>		<b>PERCUSSION METHODS AND TECHNIQUES</b>		<b>MUED 312</b>	<b>3</b>	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.		Group instruction on each instrument, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument.		<b>MUED 353</b>	<b>3</b>	<b>METHODS OF TEACHING GENERAL MUSIC K-12</b>		<b>INSTRUMENTAL METHODS FOR VOCAL MAJORS</b>		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.		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 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.	
<b>MUED 303</b>	<b>2</b>	<b>MUED 341</b>	<b>2</b>																																								
<b>WOODWIND METHODS AND TECHNIQUES II</b>		<b>CHORAL LITERATURE</b>																																									
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.		<b>MUED 306</b>	<b>2</b>	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.		<b>BRASS METHODS AND TECHNIQUES</b>		<b>MUED 308</b>	<b>2</b>	<b>MUED 350</b>	<b>3</b>	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.		<b>MIDDLE SCHOOL BAND AND CHOIR METHODS</b>		<b>PERCUSSION METHODS AND TECHNIQUES</b>		<b>MUED 312</b>	<b>3</b>	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.		Group instruction on each instrument, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument.		<b>MUED 353</b>	<b>3</b>	<b>METHODS OF TEACHING GENERAL MUSIC K-12</b>		<b>INSTRUMENTAL METHODS FOR VOCAL MAJORS</b>		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.		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 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.											
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## Music Education (MUED)

**MUED 380-389** **1-4**

### SPECIAL TOPICS IN MUSIC EDUCATION

**MUED 410** **2**

### BAND AND CHOIR ORGANIZATION

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.

**MUED 423** **3**

### CHORAL CONDUCTING

### AND SECONDARY METHODS

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. Prerequisite: MUL 198, MUS 322, Vocal Music Education emphasis, and admission to the Teacher Education Program.

**MUED 424** **3**

### INSTRUMENTAL CONDUCTING

### AND SECONDARY METHODS

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: MUL 198, MUS 322, Instrumental Music Education emphasis, and admission to the Teacher Education Program.

**MUED 480** **1-4**

### INDEPENDENT STUDY IN MUSIC EDUCATION

**MUED 481-489** **1-3**

### SPECIAL TOPICS IN MUSIC EDUCATION

## Music Lessons (MUL)

<b>MUL 101-470</b>	0-4
<b>MUSIC APPLIED LESSONS</b>	
Any student attending McKendree University may take applied music lessons. Students may take lessons for 1 credit (30-minute weekly lesson) or for 2 credits (60-minute weekly lesson). To register for lessons, students must obtain permission from the Music Department.	
<b>MUL 101-102, 201-202, 301-302, 401-402</b>	
<b>APPLIED VOICE</b>	
<b>MUL 103-104, 203-204, 303-304, 403-404</b>	
<b>APPLIED PIANO</b>	
<b>MUL 105-106, 205-206, 305-306, 405-406</b>	
<b>APPLIED ORGAN</b>	
<b>MUL 107-108, 207-208, 307-308, 407-408</b>	
<b>APPLIED HARPSICHORD</b>	
<b>MUL 109-110, 209-210, 309-310, 409-410</b>	
<b>APPLIED FLUTE</b>	
<b>MUL 111-112, 211-212, 311-312, 411-412</b>	
<b>APPLIED OBOE</b>	
<b>MUL 113-114, 213-214, 313-314, 413-414</b>	
<b>APPLIED CLARINET</b>	
<b>MUL 115-116, 215-216, 315-316, 415-416</b>	
<b>APPLIED BASSOON</b>	
<b>MUL 117-118, 217-218, 317-318, 417-418</b>	
<b>APPLIED SAXOPHONE</b>	
<b>MUL 119-120, 219-220, 319-320, 419-420</b>	
<b>APPLIED TRUMPET</b>	
<b>MUL 121-122, 221-222, 321-322, 421-422</b>	
<b>APPLIED HORN</b>	
<b>MUL 123-124, 223-224, 323-324, 423-424</b>	
<b>APPLIED TROMBONE</b>	
<b>MUL 125-126, 225-226, 325-326, 425-526</b>	
<b>APPLIED TUBA/EUPHONIUM</b>	
<b>MUL 127-128, 227-228, 327-328, 427-428</b>	
<b>APPLIED PERCUSSION</b>	
<b>MUL 135-136, 235-236, 335-336, 435-436</b>	
<b>APPLIED DOUBLE BASS</b>	
<b>MUL 137-138, 237-238, 337-338, 437-438</b>	
<b>APPLIED GUITAR</b>	
<b>MUL 149-150, 249-250, 349-350, 449-450</b>	
<b>JAZZ ACOUSTIC BASS/ELECTRIC BASS</b>	
<b>MUL 151-152, 251-252, 351-352, 451-452</b>	
<b>JAZZ DRUMSET</b>	
<b>MUL 161-162, 261-262, 361-362, 461-462</b>	
<b>IMPROVISATION</b>	
<b>MUL 280-289, 380-389, 481-489</b>	0
<b>SPECIAL TOPICS IN APPLIED LESSONS</b>	
<b>MUL 363-364, 463-464</b>	
<b>ARRANGING</b>	
<b>(Prerequisite MUS 356 or instructor consent)</b>	
<b>MUL 365-366, 465-466</b>	
<b>COMPOSITION</b>	
<b>(Prerequisite MUS 356 or instructor consent)</b>	
<b>MUL 367-368, 467-468</b>	
<b>ADVANCED CONDUCTING</b>	
<b>(Prerequisite MUS 322)</b>	
<b>MUL 369-370, 469-470</b>	
<b>ACCOMPANYING</b>	
<b>(Prerequisite MUL 204 or instructor consent)</b>	
<b>MUL 198</b>	0
<b>FIRST YEAR GATE JURY</b>	
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.	
<b>MUL 298</b>	0
<b>PIANO PROFICIENCY GATE</b>	
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.	
<b>MUL 397</b>	0
<b>STUDENT RECITAL</b>	
Students, who are not required to give a junior and/or senior recital, may audition to give a student recital. The recital should primarily feature solo repertoire on the student's primary instrument. The audition must be passed before the recital date is determined. The recital should be no more than 45 minutes long. Pre-requisite: Audition and permission from the Music Department.	
<b>MUL 398</b>	0
<b>JUNIOR RECITAL</b>	
This recital is required of all music performance majors. An audition must be passed before the recital date is determined. Prerequisite: MUL 198 and instructor consent. Must be taken Credit/No Credit. Prerequisite: Permission from the Music Department.	
<b>MUL 498</b>	0
<b>SENIOR RECITAL</b>	
This recital is required of all music performance and music education majors. An audition must be passed before the recital date is determined. Prerequisite: MUL 398 or instructor consent. Must be taken Credit/No Credit. Prerequisite: Permission from the Music Department.	

## Music (MUS)

<b>MUS 100</b>	<b>0</b>	<b>MUS 256</b>	<b>3</b>
<b>PERFORMANCE LAB</b>		<b>MUSIC THEORY II</b>	
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 masterclasses. This course is required of all music students who are enrolled in private applied lessons that are required for the completion of their major or minor. Must be taken for a grade.		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.	
<b>MUS 110</b>	<b>3</b>	<b>MUS 256L</b>	<b>1</b>
<b>FUNDAMENTALS OF MUSIC</b>		<b>AURAL SKILLS LAB II</b>	
Fundamentals of music is designed to cover basic music theory. It includes scales, intervals, keys, triads, and simple harmony.		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.	
<b>MUS 165</b>	<b>3</b>	<b>MUS 265</b>	<b>3</b>
<b>MUSIC APPRECIATION</b>		<b>MUSIC IN WORLD CULTURES</b>	
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. IAI-F1900		An introduction to the diversity of musical cultures found in Africa, North and South America, Eastern Europe, Asia, and the Pacific.	
<b>MUS 180-189</b>	<b>1-3</b>	<b>MUS 269</b>	<b>3</b>
<b>SPECIAL TOPICS IN MUSIC</b>		<b>JAZZ APPRECIATION</b>	
This course will cover topics or areas not included in the regular curriculum.		An introduction to jazz, this course will enable students with various backgrounds to appreciate 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.	
<b>MUS 200</b>	<b>3</b>	<b>MUS 275</b>	<b>3</b>
<b>MUSIC TECHNOLOGY</b>		<b>HISTORY OF THE AMERICAN MUSICAL</b>	
A computer application course directed to the music teacher, including the use of word processing, databases, spreadsheets, and specialized applications for music education and multimedia production.		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.	
<b>MUS 255</b>	<b>3</b>	<b>MUS 280-289</b>	<b>1-3</b>
<b>MUSIC THEORY I</b>		<b>SPECIAL TOPICS IN MUSIC</b>	
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.			
<b>MUS 255L</b>	<b>1</b>	<b>MUS 302</b>	<b>2</b>
<b>AURAL SKILLS LAB I</b>		<b>CLASS WOODWINDS AND PEDAGOGY I</b>	
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.		Group instruction on clarinet and saxophone, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument.	

## Music (MUS)

<b>MUS 303</b>	<b>CLASS WOODWINDS AND PEDAGOGY II</b>	<b>2</b>	<b>MUS 355</b>	<b>MUSIC THEORY III</b>	<b>3</b>
Group instruction on flute, oboe, and bassoon, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument.			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.		
<b>MUS 306</b>	<b>CLASS BRASS AND PEDAGOGY</b>	<b>2</b>	<b>MUS 355L</b>	<b>AURAL SKILLS LAB III</b>	<b>1</b>
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.			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.		
<b>MUS 308</b>	<b>CLASS PERCUSSION AND PEDAGOGY</b>	<b>2</b>	<b>MUS 356</b>	<b>MUSIC THEORY IV</b>	<b>3</b>
A survey of various methods and music materials that may be used at the beginning and intermediate levels of percussion study. Observation, participation in and evaluation of individual and group instruction required.			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.		
<b>MUS 312</b>	<b>PEDAGOGY FOR MUSIC MARKETING</b>	<b>3</b>	<b>MUS 356L</b>	<b>AURAL SKILLS LAB IV</b>	<b>1</b>
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.			To be taken concurrently with Theory IV. A continuation of Theory Lab III. Meets 2 hours weekly. Prerequisite: MUS 355L or instructor consent.		
<b>MUS 322</b>	<b>INTRODUCTION TO CONDUCTING</b>	<b>2</b>	<b>MUS 363</b>	<b>WORLD MUSIC</b>	<b>3</b>
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.			A study of instruments, music theory, and music performance from Africa, North American, South America, Europe, and Asia in connection with geographic, economic, and societal influences. Prerequisites: MUS 255 and MUS 255L.		
<b>MUS 324</b>	<b>INTRODUCTION TO DICTION</b>	<b>2</b>	<b>MUS 364</b>	<b>MUSIC HISTORY I</b>	<b>3</b>
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.			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 255 or instructor consent.		
<b>MUS 337</b>	<b>JAZZ BAND TECHNIQUES</b>	<b>1.5</b>	<b>MUS 365</b>	<b>MUSIC HISTORY II (W)</b>	<b>3</b>
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.			A continuation of Music History I. This course will focus on music and styles of the Baroque and Classical period. Prerequisite: MUS 256 or instructor consent.		
<b>MUS 353</b>	<b>MUSIC AND THE CHILD</b>	<b>3</b>	<b>MUS 366</b>	<b>MUSIC HISTORY III (W)</b>	<b>3</b>
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.			A continuation of Music History II. This course will focus on the musical styles of the 19th, 20th and 21st centuries. Prerequisite: MUS 365.		

## Music (MUS)

**MUS 380-389** **1-4**  
**SPECIAL TOPICS IN MUSIC**

**MUS 470** **(3-6)**  
**INTERNSHIP IN MUSIC**

**MUS 480** **1-4**  
**INDEPENDENT STUDY IN MUSIC**

**MUS 481-489** **1-4**  
**SPECIAL TOPICS IN MUSIC**

**MUS 490** **1-4**  
**SEMINAR IN MUSIC**

## Nursing (NSG)

<b>NSG 302</b>	<b>1</b>	<b>BODY FLUIDS AND ELECTROLYTES</b>	<b>3</b>
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.			
<b>NSG 303</b>	<b>1</b>	<b>INFECTIOUS DISEASES</b>	<b>3</b>
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.			
<b>NSG 308</b>	<b>1</b>	<b>ANATOMY AND PHYSIOLOGY REVIEW</b>	<b>3</b>
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.			
<b>NSG 309</b>	<b>3</b>	<b>SPIRITUALITY IN NURSING</b>	<b>3</b>
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.			
<b>NSG 310</b>	<b>3</b>	<b>INTRODUCTION TO NURSING BUDGETS</b>	<b>4</b>
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.			
<b>NSG 351</b>	<b>3</b>	<b>HEALTH ASSESSMENT AND PATHOPHYSIOLOGY I</b>	<b>1-4</b>
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.			
<b>NSG 352</b>	<b>3</b>	<b>HEALTH ASSESSMENT AND PATHOPHYSIOLOGY II</b>	<b>3</b>
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.			
<b>NSG 355</b>	<b>3</b>	<b>HEALTH POLICY AND ECONOMICS</b>	<b>3</b>
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.			
<b>NSG 366</b>	<b>3</b>	<b>CONCEPTS IN RESEARCH</b>	<b>3</b>
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.			
<b>NSG 367</b>	<b>4</b>	<b>RESEARCH APPLICATION IN PRACTICE (W)</b>	<b>4</b>
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.			
<b>NSG 380-389</b>	<b>3</b>	<b>SPECIAL TOPICS IN NURSING</b>	<b>3</b>
Studies in current topics or specialized areas of nursing practice. Prerequisite: Admission to the nursing program or instructor consent.			
<b>NSG 404</b>	<b>3</b>	<b>DIVERSITY IN HEALTHCARE DELIVERY</b>	<b>3</b>
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.			

## Nursing (NSG)

**NSG 405**

3

**ETHICAL / LEGAL ISSUES IN HEALTHCARE**

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.

**NSG 440**

3

**HEALTHCARE ORGANIZATIONS  
AND SYSTEMS APPROACH**

This course will provide an overview of healthcare organizations and systems. The impact of legal and government aspects on the healthcare system will be introduced. Healthcare informatics and technology integration in the healthcare system will be explored. The value of safety and quality within healthcare organizations will be examined.

**NSG 451**

4

**CONCEPTS OF POPULATION BASED CARE**

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**

3

**PRACTICUM IN POPULATION BASED CARE**

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**

4

**CONCEPTS OF LEADERSHIP AND MANAGEMENT (W)**

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**

3

**PRACTICUM IN LEADERSHIP AND MANAGEMENT**
**(Cumulative Practicum Experience)**

This cumulative practicum course experience provides a foundation for students to apply theories of leadership and management in a preceptor 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**

1-4

**INDEPENDENT STUDY IN NURSING**

## Physical Education (PED)

<b>PED 109</b>	.5	<b>PED 202</b>	<b>3</b>
<b>YOGA I</b>		<b>PSYCHOLOGY OF COACHING</b>	
A half-semester recreational activity course in Hatha Yoga designed to introduce students to yoga and improve their physical well-being.		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.	
<b>PED 110</b>	.5	<b>PED 206</b>	<b>2</b>
<b>YOGA II</b>		<b>FIRST AID</b>	
A half-semester second course in Hatha Yoga designed to follow PED 109.		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.	
<b>PED 121</b>	.5	<b>PED 280-289</b>	<b>1-4</b>
<b>PRINCIPLES OF STRENGTH TRAINING</b>		<b>TOPICS IN PHYSICAL EDUCATION AND COACHING</b>	
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.			
<b>PED 124</b>	.5	<b>PED 311</b>	<b>3</b>
<b>PRINCIPLES OF SPEED, AGILITY, AND QUICKNESS</b>		<b>ATHLETIC EQUIPMENT MANAGEMENT</b>	
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.		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.	
<b>PED 126</b>	.5	<b>PED 312</b>	<b>3</b>
<b>ADVANCED STRENGTH TRAINING</b>		<b>ADVANCED ATHLETIC EQUIPMENT MANAGEMENT</b>	
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 specifically to the individual student. Techniques utilized within the program may involve the utilization of free weights, machines, and other functional strength training equipment.		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.	
<b>PED 130A-Z</b>	.5	<b>PED 349</b>	<b>3</b>
<b>SELECTED RECREATIONAL ACTIVITIES</b>		<b>PHYSIOLOGY OF EXERCISE</b>	
Special activities not given on a regular basis.		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, HPE 300. Same as ATH 349.	
<b>PED 157</b>	3	<b>PED 353</b>	<b>3</b>
<b>FOUNDATIONS OF HEALTH PROFESSIONS</b>		<b>PHARMACOLOGY FOR ATHLETIC TRAINERS</b>	
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.		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.	

## Physical Education (PED)

<b>PED 356</b>	<b>4</b>	<b>PED 455</b>	<b>3</b>
<b>INSTRUCTION FOR EXERCISE AND LIFETIME ACTIVITY</b>		<b>CONCEPTS OF RESISTANCE TRAINING</b>	
This course is designed to prepare students to provide instruction in different activity venues including physical education and recreational settings. Special emphasis will be placed on the understanding and creation of activity and/or learning objectives and activity and educational planning. Organization and activity safety will also be emphasized, as well as teaching modifications for individuals with disabilities.		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. 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. Same as ATH 455. Prerequisites: BIO 101 or 110, 308, 309, ATH 349, and senior standing.	
<b>PED 357</b>	<b>3</b>	<b>PED 460</b>	<b>2</b>
<b>ADMINISTRATION AND DEVELOPMENT OF PHYSICAL ACTIVITY PROGRAMMING (W)</b>		<b>FIRST AID/CPR/AED INSTRUCTOR</b>	
Theory, practice, and examination of the administrative program requirements for elite sports performance, educational, and recreational settings. Organizational structure, facility design, budget, risk management, human resources, and programming will be discussed.		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.	
<b>PED 365</b>	<b>3</b>	<b>PED 465</b>	<b>3</b>
<b>MOTOR DEVELOPMENT ACROSS THE LIFESPAN</b>		<b>SPORT AND HEALTH PSYCHOLOGY</b>	
This course is designed to introduce the student to the phases of human development including cognitive, affective, and psychomotor movement skills. The student will acquire and demonstrate knowledge of developmental benchmarks across the lifespan for motor skill acquisition and motor skill proficiency.		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.	
<b>PED 403</b>	<b>3</b>	<b>PED 466</b>	<b>8</b>
<b>KINESIOLOGY (W)</b>		<b>CLINICAL PRACTICUM</b>	
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.		<b>IN ATHLETIC EQUIPMENT MANAGEMENT</b>	
<b>PED 404</b>	<b>2</b>	Students 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.	
<b>MOTOR LEARNING</b>			
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).			
<b>PED 405</b>	<b>3</b>		
<b>EVALUATION AND RESEARCH IN SPORT AND EXERCISE SCIENCE</b>			
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.			
<b>PED 450</b>	<b>3</b>		
<b>SOCIOLOGY OF SPORT</b>			
A sociological examination of sports and sport-related behaviors as they occur in social and cultural contexts. Same as SOC 450.			

## Physical Education (PED)

**PED 470** 4

**INTERNSHIP IN EXERCISE  
SCIENCE AND SPORTS PERFORMANCE**

**PED 480** 1-4

**INDEPENDENT STUDY**

**PED 490** 1

**SEMINAR IN PHYSICAL EDUCATION**

**PED 491** 3

**SEMINAR IN ATHLETIC  
EQUIPMENT MANAGEMENT (W)**

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.

**PED 492** 2

**SEMINAR IN EXERCISE SCIENCE  
AND SPORTS PERFORMANCE**

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)

## Philosophy (PHI)

<b>PHI 201</b>	<b>3</b>	<b>PHI 231/331</b>	<b>3</b>
<b>INTRODUCTION TO PHILOSOPHY</b>		<b>SOCIAL AND POLITICAL PHILOSOPHY (W, 331 only)</b>	
This is an introductory course dealing with the purposes, problems, and methods of philosophical thinking. It aims to lead students to organize their world-view and life-view in the light of a critical examination of their ideas and of typical philosophical positions.		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 331 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.	
<b>PHI 202</b>	<b>3</b>	<b>PHI 233/333</b>	<b>3</b>
<b>INTRODUCTION TO PHILOSOPHIES OF ASIA, AFRICA AND LATIN AMERICA</b>		<b>METAPHYSICS AND HUMAN NATURE (W, 333 only)</b>	
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.		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 333 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.	
<b>PHI 204</b>	<b>3</b>	<b>PHI 234/334</b>	<b>3</b>
<b>LOGIC</b>		<b>PHILOSOPHY OF ART (W, 334 only)</b>	
The course aims 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.		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 334 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.	
<b>PHI 206</b>	<b>3</b>	<b>PHI 236/336</b>	<b>3</b>
<b>INTRODUCTION TO ETHICS</b>		<b>EXISTENTIALISM (W, 336 only)</b>	
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.		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 336 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.	
<b>PHI 208</b>	<b>3</b>	<b>PHI 245/345</b>	<b>3</b>
<b>ENVIRONMENTAL ETHICS</b>		<b>PHILOSOPHY OF SCIENCE (W, 345 only)</b>	
This course examines diverse conceptions of nature and a range of 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.		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 345 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.	
<b>PHI 225/325</b>	<b>3</b>		
<b>PHILOSOPHY OF RELIGION (W, 325 only)</b>			
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.			

## Philosophy (PHI)

<b>PHI 263/363</b>	<b>3</b>	<b>PHI 291/391</b>	<b>3</b>
<b>HISTORY OF PHILOSOPHY:</b>			
<b>GREEK AND MEDIEVAL (W, 363 only)</b>			
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 particular philosophy and their influence on the thinking of their own and subsequent periods. Students taking this course as PHI 363 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.	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 391 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.	3
<b>PHI 264/364</b>	<b>3</b>	<b>PHI 410</b>	<b>3</b>
<b>HISTORY OF PHILOSOPHY:</b>			
<b>RENAISSANCE AND MODERN (W, 364 only)</b>			
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 364 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.	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.	3
<b>PHI 280-289</b>	<b>1-4</b>	<b>PHI 480</b>	<b>1-4</b>
<b>TOPICS IN PHILOSOPHY</b>			
Studies in topical or specialized areas of Philosophy not included in the regular curriculum.	1-4	<b>INDEPENDENT STUDY IN PHILOSOPHY</b>	1-4
<b>PHI 380-389</b>	<b>1-4</b>	<b>PHI 490</b>	<b>1-4</b>
<b>TOPICS IN PHILOSOPHY (W)</b>			
Studies in topical or specialized areas of Philosophy not included in the regular curriculum.	1-4	<b>SEMINAR IN PHILOSOPHY</b>	1-4
<b>PHI 290/390</b>	<b>3</b>	Prerequisite: junior or senior standing as a philosophy major.	
<b>ETHICS AND PUBLIC POLICY (W, 390 only)</b>			
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 390 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.	3		

## Physics (PHY)

**PHY 211** 4**GENERAL PHYSICS: MECHANICS, HEAT, SOUND**

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.

**PHY 212** 4**GENERAL PHYSICS: ELECTRICITY,  
MAGNETISM, OPTICS**

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.

## Political Science / International Relations (PSI)

<b>PSI 101</b>	<b>3</b>	<b>PSI 301</b>	<b>3</b>
<b>AMERICAN POLITICS</b>		<b>THE PRESIDENCY (W)</b>	
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.		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.	
IAI-S5900			
<b>PSI 102</b>	<b>3</b>	<b>PSI 305</b>	<b>3</b>
<b>STATE AND LOCAL GOVERNMENT</b>		<b>CONSTITUTIONAL LAW</b>	
Introductory course providing an understanding of how state and local governments function and their place within the American political system.		Analyzes the role of the judiciary by examining constitutional decisions about civil rights, civil liberties, federalism, contracts, property, and the relative power of the executive and legislative branches. Prerequisite: PSI 101.	
<b>PSI 210</b>	<b>3</b>	<b>PSI 307</b>	<b>3</b>
<b>INTRODUCTION TO WORLD POLITICS</b>		<b>CAMPAIGNS AND ELECTIONS</b>	
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.		This course examines the American electoral process for both Congress and the Presidency. Topics covered include voting behavior, public opinion, the nomination and general election process, and the role of interest groups, the media, and political parties in modern elections. Prerequisite: PSI 101.	
<b>PSI 220</b>	<b>3</b>	<b>PSI 309</b>	<b>3</b>
<b>INTRODUCTION TO COMPARATIVE POLITICS</b>		<b>PUBLIC POLICY</b>	
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.		Analyzes how American public policy is formulated and how public policies can be evaluated. Includes a series of case studies to show how the policy process works and to develop a fuller understanding of contemporary public policy issues. Examples of policy areas include the federal budget process, social security reform, welfare reform, education reform, environmental policies, and criminal justice policies. Prerequisite: PSI 101.	
<b>PSI 230</b>	<b>3</b>	<b>PSI 311</b>	<b>3</b>
<b>INTRODUCTION TO POLITICAL THEORY</b>		<b>INTERNATIONAL ORGANIZATIONS (W)</b>	
An introduction to the classical theorists, including Plato, Machiavelli, Hobbes, Locke, Mill, and Marx.		A study of the attempt to construct "global governance" through international organizations. Focuses on the United Nations, the European Union, and non-governmental organizations.	
<b>PSI 280-289</b>	<b>1-3</b>	<b>PSI 312</b>	<b>3</b>
<b>SPECIAL TOPICS IN POLITICAL SCIENCE</b>		<b>INTERNATIONAL LAW</b>	
		An analysis of contemporary international law. Specific topics include the laws of war, arms control treaties, human rights law, environmental law, and the global commons.	
<b>PSI 300</b>	<b>3</b>		
<b>CONGRESS (W)</b>			
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.			

## Political Science / International Relations (PSI)

**PSI 313** 3

**INTERNATIONAL POLITICAL ECONOMY (W)**

Analyzes the relationship between states and markets, the nature of capitalism and globalization, international trade and finance regimes, international development, and the problem of global inequality. Prerequisite: PSI 210.

**PSI 314** 3

**UNITED STATES FOREIGN POLICY**

An analysis of post-World War II United States foreign policy from a variety of perspectives, including international relations theory, domestic politics, and group decision making.

**PSI 315** 3

**GENDER AND INTERNATIONAL RELATIONS**

An analysis of feminist understandings of the major areas of international relations, including war and conflict resolution, globalization, development, and human rights. Prerequisite: PSI 210.

**PSI 316** .5

**MODEL UNITED NATIONS**

This course provides students with opportunities to study the foreign policies of various countries and write policy papers in preparation for Model United Nations activities. Consent of the instructor is required. May be repeated for up to 3 credits.

**PSI 380-389** 1-3

**SPECIAL TOPICS IN POLITICAL SCIENCE**

**PSI 470** 3-8

**INTERNSHIP IN POLITICAL SCIENCE (W)**

**PSI 480** 1-4

**INDEPENDENT STUDY IN POLITICAL SCIENCE (W)**

**PSI 498** 3

**SENIOR SEMINAR (W)**

This course introduces students to the skills required to conduct research in political science. Provides students with the capstone opportunity to do extensive research and present their findings in a seminar setting.

## Psychology (PSY)

<b>PSY 153</b>	<b>3</b>	<b>PSY 255</b>	<b>2</b>
<b>INTRODUCTION TO PSYCHOLOGY</b>		<b>INTRODUCTION TO OCCUPATIONAL THERAPY</b>	
Principles and facts necessary for an introduction to the scientific understanding of human behavior on a biological and social-personal level. Provides an introduction to basic concepts necessary for specialization in the field. IAI-S6900		An introduction to 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.	
<b>PSY 200</b>	<b>0-1</b>	<b>PSY 259</b>	<b>3</b>
<b>APPLIED SPORT PSYCHOLOGY</b>		<b>CHILD AND ADOLESCENT PSYCHOLOGY (W)</b>	
This course allows students the opportunity to apply sport psychology theories to sport or other performance-based activities (e.g., band, choir, debate, etc.). Specific topics will include assessment, goal setting, practice journals, routines, stress management, visualization, self-confidence, and persistence. This course can be repeated. No more than three credit hours may be applied to the sport psychology minor or the psychology minor or major; may also be used for up to three elective credit hours. Prerequisite: PSY 153 or instructor consent.		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. IAI-S6904	
<b>PSY 201</b>	<b>1</b>	<b>PSY 265</b>	<b>3</b>
<b>PSYCHOLOGY CORNERSTONE</b>		<b>PSYCHOLOGY OF GENDER</b>	
This course is an introduction to the psychology major. The class will provide an overview of APA-style writing, preparing for graduate school, diversity in psychology, subfields of psychology, career opportunities, journal article reading, and psychological research. Prerequisite: PSY 153.		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.	
<b>PSY 210</b>	<b>3</b>	<b>PSY 275</b>	<b>3</b>
<b>DEVELOPMENTAL PSYCHOLOGY</b>		<b>BIOPSYCHOLOGY</b>	
This course is an overview of human development across the lifespan from fetal development through childhood, adolescence, adulthood, and death. Topics include theories and research about physical, cognitive, and social development. Prerequisite: PSY 153.		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.	
<b>PSY 211</b>	<b>3</b>	<b>PSY 280-289</b>	<b>1-4</b>
<b>STRESS MANAGEMENT</b>		<b>SPECIAL TOPICS IN PSYCHOLOGY</b>	
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.		Prerequisite: PSY 153.	
<b>PSY 230</b>	<b>3</b>	<b>PSY 299</b>	<b>0-3</b>
<b>SUBSTANCE ABUSE</b>		<b>RESEARCH PRACTICUM</b>	
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.		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.	
<b>PSY 250</b>	<b>3</b>	<b>PSY 301</b>	<b>3</b>
<b>CHILD WELFARE</b>		<b>PSYCHOLOGICAL STATISTICS</b>	
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.		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.	

## Psychology (PSY)

<b>PSY 302</b>	<b>3</b>	<b>PSY 330</b>	<b>3</b>
<b>ADULT DEVELOPMENTAL PSYCHOLOGY</b>		<b>BASIC PRINCIPLES OF APPLIED BEHAVIORAL ANALYSIS</b>	
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.		Same as ABA 330. Prerequisite: PSY 153.	
<b>PSY 304</b>	<b>3</b>	<b>PSY 350</b>	<b>3</b>
<b>CROSS-CULTURAL PSYCHOLOGY</b>		<b>EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING</b>	
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.		Same as EDU 350. Prerequisite: PSY 153.	
<b>PSY 305</b>	<b>3</b>	<b>PSY 365</b>	<b>3</b>
<b>FORENSIC PSYCHOLOGY</b>		<b>COGNITIVE PSYCHOLOGY</b>	
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.		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.	
<b>PSY 315</b>	<b>3</b>	<b>PSY 370</b>	<b>3</b>
<b>ABNORMAL PSYCHOLOGY</b>		<b>PSYCHOLOGY OF HUMAN SEXUALITY</b>	
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.		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.	
<b>PSY 320</b>	<b>3</b>	<b>PSY 375</b>	<b>3</b>
<b>MILITARY PSYCHOLOGY</b>		<b>PSYCHOLOGICAL TESTING AND MEASUREMENT</b>	
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.		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.	
<b>PSY 321</b>	<b>3</b>	<b>PSY 380-389</b>	<b>1-4</b>
<b>PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING</b>		<b>SPECIAL TOPICS IN PSYCHOLOGY</b>	
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. Prerequisite: PSY 153.		Prerequisite: PSY 153.	
<b>PSY 322</b>	<b>3</b>	<b>PSY 396</b>	<b>3</b>
<b>PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING</b>		<b>RESEARCH METHODS</b>	
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, effects of aging on personality, intelligence, memory, sensory functioning, and mental health. Service-learning component is required. Prerequisite: PSY 153.		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.	
<b>PSY 398</b>	<b>3</b>	<b>PSY 398</b>	<b>3</b>
		<b>ETHICS IN RESEARCH AND THERAPY</b>	
		Same as ABA 398. Prerequisite: PSY 153.	
<b>PSY 399</b>	<b>0-3</b>	<b>PSY 399</b>	<b>0-3</b>
		<b>RESEARCH PRACTICUM</b>	
		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.	

## Psychology (PSY)

<b>PSY 401</b>	<b>3</b>	<b>PSY 470</b>	<b>3-8</b>
<b>SOCIAL PSYCHOLOGY</b>		<b>INTERNSHIP IN PSYCHOLOGY (W)</b>	
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.		Prerequisite: PSY 153.	
<b>PSY 404</b>	<b>3</b>	<b>PSY 480</b>	<b>1-4</b>
<b>EARLY ADOLESCENTS AND SCHOOLING (W)</b>		<b>INDEPENDENT STUDY IN PSYCHOLOGY</b>	
Same as EDU 404. Prerequisite: PSY 153.		Prerequisite: PSY 153.	
<b>PSY 405</b>	<b>3</b>	<b>PSY 490</b>	<b>1-4</b>
<b>INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</b>		<b>SEMINAR IN PSYCHOLOGY</b>	
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.		Prerequisite: PSY 153.	
<b>PSY 417</b>	<b>3</b>	<b>PSY 492</b>	<b>1</b>
<b>THEORIES OF PERSONALITY</b>		<b>BIOPSYCHOLOGY CAPSTONE</b>	
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 153.		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.	
<b>PSY 450</b>	<b>3</b>	<b>PSY 496</b>	<b>3</b>
<b>CLINICAL AND COUNSELING PSYCHOLOGY</b>		<b>SENIOR THESIS (W)</b>	
Introduction to the various techniques of counseling. Course will include an overview of humanistic, psychoanalytic, behavior, and cognitive therapy approaches. Prerequisite: PSY 153.		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, 396.	
<b>PSY 465</b>	<b>3</b>	<b>PSY 498</b>	<b>3</b>
<b>SPORT AND HEALTH PSYCHOLOGY</b>		<b>PROFESSIONAL SEMINAR</b>	
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.		This course is designed for psychology and biopsychology majors to prepare them for graduate school and for the professional field. Students will make professional plans for entry into graduate school or the workforce. The course will emphasize self-awareness and lifelong learning. Prerequisite: PSY 153 and junior/senior standing.	
<b>PSY 499</b>	<b>0-3</b>	<b>PSY 499</b>	<b>0-3</b>
		<b>RESEARCH PRACTICUM</b>	
		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.	

## Religious Studies (REL)

<b>REL 210</b>	<b>3</b>	<b>REL 240</b>	<b>3</b>
<b>LIVING RELIGIONS OF THE EAST</b>		<b>RELIGION AND RACE</b>	
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.		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.	
<b>REL 211</b>	<b>3</b>	<b>REL 250</b>	<b>3</b>
<b>LIVING RELIGIONS OF THE WEST</b>		<b>RELIGIONS OF THE WORLD</b>	
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.		A historical and comparative study of the world's living religions, including their beliefs, practices, literature, and influence in the world today.	
<b>REL 215/315</b>	<b>3</b>	<b>REL 280-89</b>	<b>3</b>
<b>RELIGION IN THE UNITED STATES</b>		<b>TOPICS IN RELIGION</b>	
An overview of the history, character, and variety of religions 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.		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	
<b>REL 230</b>	<b>3</b>	<b>REL 310</b>	<b>3</b>
<b>INTRODUCTION TO CHRISTIANITY</b>		<b>INTERFAITH EXPLORATIONS</b>	
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.		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.	
<b>REL 233/333</b>	<b>3</b>	<b>REL 325</b>	<b>3</b>
<b>RELIGION AND SCIENCE:</b>		<b>PHILOSOPHY OF RELIGION</b>	
<b>CONFLICT OR COMPATIBILITY?</b>		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.	
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.			
<b>REL 235</b>	<b>3</b>	<b>REL 330</b>	<b>3</b>
<b>RELIGION AND GENDER</b>		<b>HISTORY OF CHRISTIAN THOUGHT (W)</b>	
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.		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.	
<b>REL 332</b>	<b>3</b>	<b>REL 332</b>	<b>3</b>
		<b>CONTEMPORARY CHRISTIAN THOUGHT (W)</b>	
		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.	

## Religious Studies (REL)

<b>REL 335</b>	<b>3</b>	<b>REL 380-89</b>	<b>3</b>
<b>CHRISTIAN ETHICS</b>		<b>TOPICS IN RELIGION</b>	
An investigation of how 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.		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	
<b>REL 340</b>	<b>3</b>	<b>REL 470</b>	<b>3-8</b>
<b>THE OLD TESTAMENT</b>		<b>INTERNSHIP IN RELIGIOUS STUDIES</b>	
An introduction to the history, beliefs, and practices of the ancient Hebrew people, as expressed in the literature of the Hebrew Bible/Old Testament.		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.	
<b>REL 345</b>	<b>3</b>	<b>REL 480</b>	<b>1-4</b>
<b>THE NEW TESTAMENT</b>		<b>INDEPENDENT STUDY IN RELIGION</b>	
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.		Individualized research in topic areas not covered in the regular curriculum. Prerequisite: 15 hours in Religious Studies, 3.0 GPA, and instructor consent.	
<b>REL 350</b>	<b>3</b>	<b>REL 490</b>	<b>1-4</b>
<b>GOD AND EVIL (W)</b>		<b>SEMINAR IN RELIGIOUS STUDIES (W)</b>	
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.		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.	
<b>REL 355</b>	<b>3</b>		
<b>RELIGION AND CONCERN</b>			
<b>FOR THE NATURAL ENVIRONMENT (W)</b>			
Religious beliefs play an important role in shaping the attitude of individuals and societies toward the natural environment. This course analyzes how 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.			

## Supply Chain Management and Logistics (SCL)

### SCL 316 3

#### **SUPPLY CHAIN MANAGEMENT**

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.

### SCL 318 3

#### **LOGISTICS**

This course addresses the importance of logistics in organizing and monitoring storage and distribution of goods. Logistics is a critical component of supply chain management and enables an organization to meet customer requirements through the planning, control, and implementation of the effective and efficient movement and storage of related goods, services, and information from the point of origin to the final destination. In addition, it addresses logistics' contribution to the total value provided to the customer. Prerequisite: MGT 204 or MKT 205.

## Sociology (SOC)

<b>SOC 150</b>	<b>3</b>	<b>SOC 270</b>	<b>3</b>
<b>INTRODUCTION TO SOCIOLOGY</b>		<b>SOCIAL PROBLEMS</b>	
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. IAI-S7900		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. IAI: S7901	
<b>SOC 160</b>	<b>3</b>	<b>SOC 279</b>	<b>3</b>
<b>RACE, GENDER, AND SEXUALITY</b>		<b>COMMUNITY ORGANIZATION AND CHANGE</b>	
<b>AROUND THE WORLD</b>		This course covers the study of communities and strategies for creating community change to help all people have a greater say in their community.	
<b>SOC 170</b>	<b>3</b>	<b>SOC 280-289</b>	<b>1-4</b>
<b>INTRODUCTION TO CRIMINAL JUSTICE</b>		<b>SPECIAL TOPICS IN SOCIOLOGY</b>	
An introduction to the criminal justice system with an emphasis on the structure and functioning of law enforcement agencies, the courts, and correctional institutions.		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.	
<b>SOC 220</b>	<b>3</b>	<b>SOC 320</b>	<b>3</b>
<b>JUVENILE DELINQUENCY</b>		<b>SOCIOLOGY OF FAMILIES</b>	
An introduction to the study of juvenile delinquency including a focus on theoretical background and current trends.		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. Prerequisite: SOC 150 or instructor consent.	
<b>SOC 230</b>	<b>3</b>	<b>SOC 330</b>	<b>3</b>
<b>POLICE AND URBAN SOCIETY</b>		<b>POPULAR CULTURE</b>	
An examination of the social and historical origins of the police and the changing nature of police organizations in contemporary urban society.		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.	
<b>SOC 235</b>	<b>3</b>	<b>SOC 340</b>	<b>3</b>
<b>CORRECTIONAL INSTITUTIONS</b>		<b>SOCIAL CLASS AND INEQUALITY</b>	
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.		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.	
<b>SOC 240</b>	<b>1 or 3</b>	<b>SOC 350</b>	<b>3</b>
<b>CROSS-CULTURAL PRACTICUM</b>		<b>SOCIOLOGY OF GENDER</b>	
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.		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.	
<b>SOC 250</b>	<b>3</b>	<b>SOC 354</b>	<b>3</b>
<b>CHILD WELFARE</b>		<b>URBAN SOCIOLOGY</b>	
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.		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.	

## Sociology (SOC)

<b>SOC 355</b>	<b>3</b>	<b>RURAL SOCIOLOGY</b>	<b>3</b>
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.			
<b>SOC 356</b>	<b>3</b>	<b>POPULATION AND DEMOGRAPHY</b>	<b>3</b>
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. Prerequisite: SOC 150 or instructor consent.			
<b>SOC 357</b>	<b>3</b>	<b>INEQUALITY AND ENVIRONMENTAL SOCIOLOGY</b>	<b>3</b>
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. Prerequisite: SOC 150 or instructor consent.			
<b>SOC 360</b>	<b>3</b>	<b>RACE AND ETHNIC RELATIONS</b>	<b>3</b>
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.			
<b>SOC 371</b>	<b>3</b>	<b>SOCIOLOGY OF DEVIANCE</b>	<b>3</b>
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 or instructor consent.			
<b>SOC 375</b>	<b>3</b>	<b>PRACTICUM IN APPLIED SOCIOLOGY</b>	<b>3</b>
An introduction to sociological practice through a combination of 90 hours of practical experience in a public/private setting and weekly classroom sessions. Classroom sessions are guided applications of sociological concepts, methods, and skills. Prerequisite: SOC 150 and instructor consent.			
<b>SOC 380-389</b>	<b>1-4</b>	<b>SPECIAL TOPICS IN SOCIOLOGY</b>	<b>1-4</b>
Prerequisite: SOC 150 or instructor consent.			
<b>SOC 390</b>	<b>3</b>	<b>SOCIAL WELFARE POLICY</b>	<b>3</b>
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. Prerequisite: SOC 150 or instructor consent.			
<b>SOC 400</b>	<b>3</b>	<b>SOCIOLOGICAL THEORY (W)</b>	<b>3</b>
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.			
<b>SOC 401</b>	<b>3</b>	<b>SOCIAL PSYCHOLOGY</b>	<b>3</b>
Same as PSY 401. Prerequisite: SOC 150 or instructor consent.			
<b>SOC 450</b>	<b>3</b>	<b>SOCIOLOGY OF SPORT</b>	<b>3</b>
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.			
<b>SOC 461</b>	<b>3</b>	<b>CRIMINAL PROCEDURE</b>	<b>3</b>
Designed for prospective law students and law enforcement professionals, as well as any student who could benefit from an in-depth analysis of the real-life criminal court system from the admissibility of evidence through the court process to sentencing. Prerequisite: SOC 150 or instructor consent.			
<b>SOC 462</b>	<b>3</b>	<b>CRIMINAL LAW</b>	<b>3</b>
This course is designed especially for prospective law students and law enforcement professionals. The basics of criminal laws, legal accountability, and defenses will be presented. Students will be expected to apply legal principles to real-world situations. Prerequisite: SOC 150 or instructor consent.			
<b>SOC 470</b>	<b>3-8</b>	<b>INTERNSHIP IN SOCIOLOGY</b>	<b>3-8</b>
Prerequisite: SOC 150 or instructor consent.			
<b>SOC 480</b>	<b>1-4</b>	<b>INDEPENDENT STUDY IN SOCIOLOGY</b>	<b>1-4</b>
Prerequisite: SOC 150 or instructor consent.			
<b>SOC 490</b>	<b>2-4</b>	<b>SEMINAR IN SOCIOLOGY</b>	<b>2-4</b>
Selected topics. Prerequisite: SOC 150 or instructor consent.			

## Sociology (SOC)

**SOC 496****3****METHODS OF SOCIAL RESEARCH (W)**

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: SOC 400, senior standing, and 12 completed hours in sociology.

**SOC 498****3****SOCIOLOGICAL ANALYSIS**

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, MTH 170.

## Spanish (SPA)

**SPA 101****3****SPANISH LANGUAGE AND CULTURES I**

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 to move to the next Spanish course. Prerequisite: Completion of placement test for students with prior knowledge in Spanish.

**SPA 102****3****SPANISH LANGUAGE AND CULTURES II**

A continuation of SPA 101. The course emphasizes speaking and understanding of conversational Spanish with 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 to move to the next Spanish course. Prerequisite: SPA 101 or placement test.

## Special Education (SPE)

<b>SPE 400</b>	<b>2</b>	<b>SPE 462</b>	<b>2</b>
<b>FOUNDATIONS OF SPECIAL EDUCATION</b>		<b>FIELD PRACTICUM II</b>	
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.		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, 461. Concurrent enrollment: EDU 350, 420, 430, 442, 446.	
<b>SPE 405</b>	<b>3</b>	<b>SPE 464</b>	<b>3</b>
<b>INSTRUCTION OF DIVERSE LEARNERS</b>		<b>FIELD PRACTICUM IV</b>	
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. Prerequisite: EDU 409.		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, 494.	
<b>SPE 410</b>	<b>3</b>	<b>SPE 492</b>	<b>3</b>
<b>BEHAVIOR MANAGEMENT</b>		<b>ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION</b>	
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.		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.	
<b>SPE 420</b>	<b>2</b>	<b>SPE 493</b>	<b>7</b>
<b>COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION</b>		<b>STUDENT TEACHING (SPECIAL EDUCATION)</b>	
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.		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.	
<b>SPE 430</b>	<b>2</b>	<b>SPE 494</b>	<b>3</b>
<b>LANGUAGE DEVELOPMENT</b>		<b>METHODS OF TEACHING STUDENTS WITH DISABILITIES</b>	
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 environmental effects on student development are examined.		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.	
<b>SPE 440</b>	<b>3</b>		
<b>ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES</b>			
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.			

## Sport Management (SPM)

**SPM 320 3****PRINCIPLES OF SPORT MANAGEMENT**

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.

**SPM 354 3****SPORT AND THE MEDIA**

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.

**SPM 360 3****SPORT MANAGEMENT IN U.S. CULTURE**

This class will focus on the social and cultural aspects of sport management in the United States.

**SPM 376 3****SPORT FACILITIES AND EVENT MANAGEMENT (W)**

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. Prerequisite: SPM 320. Prerequisites or concurrent: ECO 320, FIN 320.

**SPM 380-389 3****TOPICS IN SPORT MANAGEMENT****SPM 470 3-8****INTERNSHIP IN SPORT MANAGEMENT**

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.

## Social Science (SSC)

**SSC 105** 3

### **WORLD GEOGRAPHY**

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.

**SSC 280-289** 1-4

### **TOPICS IN SOCIAL SCIENCE**

## Study Abroad (STA)

**STA 380****3****STUDY ABROAD**

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.

## Theatre (THE)

**THE 100** **3****INTRODUCTION TO THEATRE**

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 students and theatre minors.

**THE 111** **3****INTRODUCTION TO ACTING**

This activity-based course introduces students to the basics of performing and is intended for all levels of experience. Class work will develop skills that build students' confidence in their ability to perform, speak, and present in front of a group.

**THE 215** **0-1****THEATRE PRACTICUM**

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.

## University Courses (UNI)

<b>UNI 101</b>	<b>1</b>	<b>UNI 110</b>	<b>3</b>
<b>UNIVERSITY 101</b>		<b>ACADEMIC STRATEGIES FOR SUCCESS</b>	
This course is focused on orientating students to college life, engaging them in campus activities, assisting them in the development of essential academic, college, and life skills, and providing opportunities to meet and work with faculty and staff from across campus. This course is for first-year, Lebanon campus students only.		This course provides academic support for students, focusing on the acquisition of knowledge, attitudes, and skills associated with successful academic performance, career, and personal development. Topic include: approaches to learning, test preparation, academic goal setting, self-regulated behavior, developing an academic self-concept, becoming part of a scholarly community, active verse passive learning, and developing habits of mind for success.	
<b>UNI 102</b>	<b>2</b>	<b>UNI 201</b>	<b>2</b>
<b>FIRST-YEAR STUDENT SUCCESS</b>		<b>CAREER DECISION MAKING</b>	
This course helps students assess their academic skills and become strong, effective learners. Students develop learning strategies such as test preparation, notetaking, study skills, and final exam preparation. Students will also have the opportunity to reflect on their academic experiences—including motivations, achievements, and obstacles—create a plan for success, and develop a better understanding of the financial responsibilities of college and the skills and behaviors necessary to meet these responsibilities.		This is a discussion-based course that focuses on examining one's life purpose by exploring the world of work. Special attention is placed on understanding how personal values, beliefs, and interests relate to career decision making. The course is designed for any student who has not yet chosen a major or students who would like to explore post-graduation career options.	
<b>UNI 103</b>	<b>1</b>	<b>UNI 202</b>	<b>1</b>
<b>READING SKILLS DEVELOPMENT</b>		<b>CAREERS, THE JOB SEARCH, AND BEYOND</b>	
This course is designed to advance students' reading comprehension skills in areas such as vocabulary development, predicting outcomes, making inferences, finding central themes, supporting details, and reading between the lines. A genre of reading material will be used to help students reach college-level reading comprehension.		This course is designed to offer junior and senior-level undergraduate students the opportunity to explore various aspects of the working world and their role as actors in the professional arena. This course, restricted to the above class levels, takes students from a glimpse into self-assessment to discovery of career choice, the job search, life in the workplace, financial planning, and the path for continued career development so that students are well prepared to enter into the professional world.	
<b>UNI 104</b>	<b>1</b>	<b>UNI 208</b>	<b>1</b>
<b>INTERNATIONAL STUDENT TRANSITION</b>		<b>INTELLECTUAL CLIMATE SEMINAR</b>	
This course provides resources and strategies to help international students acclimate to U.S. college life, engage them in campus activities, assist them in the development of essential academic, college, and life skills, and provide opportunities to meet and work with faculty and staff from across campus. This course is for first-year, Lebanon campus international students and transfer international students only.		This course is designed to accompany the many intellectual climate events that occur at McKendree. Events may include the following: Hett speakers, Hett performing arts events, Hett films, Brown Bag presentations, poetry readings, and art gallery exhibitions. The primary goal of the seminar is to prepare students to appreciate the political, cultural, and artistic contexts of each event. To do so, students will read each speaker's writings (if applicable), watch films, and engage in discussions that will deepen their understanding of the issues addressed in the work. Students will also deliver presentations on the speakers' topics and write reflection papers throughout the course.	
<b>UNI 105</b>	<b>0</b>	<b>UNI 280-89</b>	<b>1</b>
<b>ORIENTATION TO MCKENDREE ONLINE</b>		<b>SPECIAL TOPICS</b>	
This course is required of all students entering an online program. Students will be introduced to McKendree University resources and will be provided assistance establishing various accounts. Blackboard, Self-Service, Webmail, and library services will be introduced. Each orientation will also provide information specific to the student's major.		This course will cover topics not in the regular curriculum.	

# McKENDREE UNIVERSITY



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MCKENDREE  
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MAKE YOUR MARK

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**Dr. Paul S. Funkhouser '70**  
Trustee Emeritus 2015

**Jacqueline Joyner-Kersee**  
Honorary Trustee 1992

**Allen A. Kaisor**  
Trustee Emeritus 1998

**Rev. Dr. Miley E. Palmer '58**  
Trustee Emeritus 2021

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Brandon Voss '01

#### Executive Secretary

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#### Alumni Engagement Committee Chair

Kathleen Duckworth '89

Taree McGee '90

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Megan (Weiler) Connelly '05  
Lorina Lancaster '14  
Lauren Reeves '17  
Erin Fleshren '18

## University Administration

### Office of the President

#### Daniel C. Dobbins, BBA

President of the University  
BBA, McKendree University  
MBA, Southern Illinois University – Edwardsville

#### Yvonne S. Stroder, AA

Executive Assistant to the President  
AA, Southwestern Illinois College

### Development, Alumni, and Parent Relations

#### Scott L. Billhartz, MBA

Director of Donor and Prospect Management  
BA, McKendree College  
MBA, Southern Illinois University – Edwardsville

#### Holly Sallee, MBA

Director of Annual Giving & Advancement Systems  
BA, McKendree University  
MBA, McKendree University

### Communications and Marketing

#### Krysti Connelly, MA

Executive Director of Communications and Marketing  
BS, MA, Southern Illinois University – Edwardsville

#### 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 Seniour, BS

Graphic Design & Multimedia Coordinator  
BS, Southern Illinois University – Edwardsville

### Office of Academic Affairs

#### Tami J. Eggleston, PhD

Provost and Dean of the University  
Professor of Psychology  
BS, Morningside College  
MS, PhD, Iowa State University

#### J. Alan Alewine, PhD

Associate Provost  
Professor of Mathematics  
BS, Furman University  
MS, PhD, Vanderbilt University

#### Melissa Meeker, EdD

Dean of Worldwide Programs  
BSED, McKendree College  
MAEd, McKendree University  
EdD, Northcentral University

#### Tammy Uchello, BSBA

Academic Affairs Office Manager  
AAS, AA, Mississippi Gulf Coast Community College  
BSBA, University of Southern Mississippi

## Academic Records

**Jessica L. Hopkins, MBA**

Director of Academic Records and Registrar  
AA, Kaskaskia College  
BS, Southern Illinois University – Edwardsville  
MBA, McKendree University

## Holman Library

**Deborah J. Houk, MLS (1996)**

Director of Holman Library  
AA, Belleville Area College  
BA, McKendree College  
MLS, University of 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

## Office of Admission and Financial Aid

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Vice President for Admission and Financial Aid  
BA, University of Memphis

**Josie Blasdel, BS**

Director of Undergraduate Admission  
BS, Murray State University

**Sabrina Storner, MS**

Director of Graduate Admission  
BS, MS, Illinois State University

## Office of Student Affairs

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Vice President for Student Affairs and Dean of Students  
BS, Illinois State University  
MA, Webster University  
PhD, Saint Louis University

**Jennifer R. Miller, EdS**

Assistant Vice President for Student Affairs  
Deputy Title IX Coordinator  
University 101 Co-coordinator  
BA, McKendree College  
MAEd, McKendree University  
EdS, Northcentral 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

**Linza Brachear, MSEd**

Director of Student Success and Advising  
BS, Southern Illinois University Carbondale  
MSEd, Southern Illinois University Carbondale

**Charles Gregory, MA, LCPC, LPC**

Counselor  
BS, MA, Southern Illinois University – Edwardsville

**Rev. Beverly Wilkes-Null, DMin**

University Chaplain and Director of Church Relations  
BS, Murray State University  
MDiv, Saint Paul School of Theology  
DMin, United Theological Seminary

**Melissa McHenry, MA, MS, LCPC**

Assistant Director of Health Services  
BS, Old Dominion University  
MA, MS, Southern Illinois University – Edwardsville

**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, Milliken University

**Calvin R. Wertman, MA**

Director of Residence Life, Student Conduct,  
and Fraternity and Sorority Life  
BS, University of Evansville  
MA, Bowling Green State University

## Operations

**Daryl Hancock, MS**

Vice President for Operations  
BS, University of Illinois – Urbana/Champaign  
MA, Naval War College  
MS, Purdue University

**Elizabeth Crabtree, MBA**

Director of the Hettenhausen Center for the Arts  
BS, Park University  
MBA, McKendree University

**Timothy Mullins, BS**

Manager of Printing and Mail Services  
BS, Southeast Missouri State University

**Amy Blasdel, BBA**

Manager of the McKendree University Bookstore  
BA, McKendree College  
BBA, McKendree University

**Chandler Morley, BA**

Director of Dining Services  
BA, Michigan State University

**Eric Werner**

Director of the Physical Plant

## Athletics

**Anthony Francis, MA**

Interim Director of Athletics  
Associate Director of Athletics/Compliance  
BA, University of Alaska – Anchorage  
MA, California Baptist University

**Elizabeth Bowers, BS**

Assistant Director of Athletics  
Senior Woman Administrator  
BA, Bellarmine University

**Kristin Von Hatten, MS, ATC, CSCS**

Interim Head Athletic Trainer  
BS, McKendree University  
MS, Ohio University

**Ann Heimann, BS**

Business Manager  
BS, Eastern Illinois University

**Martha M. Eggers, MEd**

Assistant Professor Emeritus of Education 2012

**Patrick A. Folk, PhD**

Professor Emeritus of History 2015

**John R. Greenfield, PhD**

Professor Emeritus of English 2017

**Irwin Halfond, PhD**

Professor Emeritus of History 2019

**William A. Haskins, PhD**

Professor Emeritus of Speech Communication 2012

**Lyn J. Huxford, PhD**

Professor Emeritus of Sociology 2014

**K. Jean Kirts, PhD**

Professor Emeritus of Physical Education 2007

**Sally A. Mayhew, MBA**

Vice President Emeritus 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 Emeritus of Chemistry 2018

**Thomas A. Pawlow, MS**

Associate Dean Emeritus 2015

**Myron C. Reese, PhD**

Professor Emeritus of Chemistry 2018

**Deanne F. Riess, PhD**

Associate Professor Emeritus of Health Promotion/Wellness  
and Physical Education 2021

**Dennis P. Ryan, PhD**

Professor Emeritus of Mathematics 2020

**Michèle Stacey-Doyle, PhD**

Professor Emeritus of English 2013

**Jane V. Weingartner, MA**

Director Emeritus of Gift Planning 2004

**Janice M. Wiegmann, PhD, RN**

Professor Emeritus of Nursing 2020

## Current Emeriti Administrators and Faculty

**David Ahola, PhD**

Professor Emeritus of Political Science 2003

**Ted Anderson, PhD**

Professor Emeritus of Biology 2004

**Shirley Baugh, MS**

Director Emeritus of Human Resources 2021

**Ronald J. Black, PhD**

James M. Hamill Professor Emeritus of English 2004

**Sara S. Bolten, MS**

Senior Instructor Emeritus of Nursing 2021

**Murella A. Bosse, PhD**

Professor Emeritus of Psychology 2012

**Mary Frances Daylor, RN**

Nurse and Health Educator Emeritus 2011

**James R. Drake, MFA**

Professor Emeritus of Art 2011

## Faculty

(Year of hiring in parentheses)

### Eric B. Abrams, PhD (2006)

Associate Professor of Economics  
BS, Carnegie Mellon University  
PhD, University of Iowa

### J. Alan Alewine, PhD (2002)

Professor of Mathematics  
Associate Provost  
BS, Furman University  
MS, PhD, Vanderbilt University

### Katherine D. Alford, PhD (2019)

Assistant Professor of Education  
BA, University of Northern Colorado  
MA, Northern Arizona University  
PhD, Arizona State University

### Richard Baker, DNP, ENP, FNP (2020)

Assistant Professor of Nursing  
BSN, Southwest Baptist University  
MSN, University of Missouri – Kansas City  
DNP, Saint Louis University

### Melissa A. Barfield, PhD (2006)

Associate Professor of Sociology  
BA, Truman State University  
MS, PhD, Mississippi State University

### Roxanne Beard, PhD (2015)

Professor of Management  
BS, Bowling Green State University  
MBA, University of Findlay  
PhD, Capella University

### Brenda D. Boudreau, PhD (1998)

Professor of English  
BS, Framingham University  
MA, PhD, West Virginia University

### Guy A. Boysen, PhD (2012)

Professor of Psychology  
Provost Fellow  
BA, St. John's University  
MS, PhD, Iowa State University

### Jessica A. Campbell, PhD (2017)

Associate Professor of English  
Director of Honors Program  
BA, Middlebury College  
MA, PhD, University of Washington

### Ann V. Collins, PhD (2007)

Professor of Political Science  
BA, Texas State University – San Marcos  
MA, Louisiana State University  
MA, PhD, Washington University

### Nichole B. DeWall, PhD (2008)

Professor of English  
BA, St. Olaf College  
MA, University of Nebraska  
PhD, Northeastern University

### Darryn R. Diuguid, PhD (2008)

Professor of Education  
BA, Western Kentucky University  
BS, MA, Eastern Kentucky University  
PhD, Saint Louis University

### Brittany L. Dobill, DBA (2019)

Assistant Professor of Marketing  
BBA, MBA, McKendree University  
DBA, Liberty University

### Vincent K. Dunlap, PhD (2019)

Associate Professor of Chemistry  
BS, University of Central Arkansas  
PhD, State University of New York – Buffalo

### 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

### 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)

Associate Professor of Sport Management  
BA, Wartburg College  
MS, University of Massachusetts – Amherst  
PhD, University of Iowa

### George J. Fero, EdD (2001)

Professor of Education  
BM, Youngstown State University  
MA, Ohio State University  
EdD, Northern Arizona University

### Sara L. Frank, PhD (2018)

Associate Professor of Communication  
Provost Fellow  
BA, McKendree University  
MA, University of Missouri – St. Louis  
PhD, University of Missouri – Columbia

### Brian K. Frederking, PhD (1998)

Professor of Political Science  
BA, McKendree College  
MA, PhD, Syracuse University

### Jennifer A. Funk, MLIS (2011)

Access Services Librarian  
Assistant Professor  
BA, Southern Illinois University – Edwardsville  
MLIS, San Jose State University  
MAEd, McKendree University

### Katy Gayford, PhD, ATC, LAT (2007)

Assistant Professor of Athletic Training  
Chair, Division of Health Professions  
BS, Western Illinois University  
MS, Indiana State University  
PhD, Saint Louis University

**Stephen P. Hagan, PhD (2011)**

Associate Professor of Sociology  
BA, MA, PhD, Southern Illinois University – Carbondale

**Michael E. Hahn, PhD (2019)**

Assistant Professor of Psychology  
BS, Southern Illinois University – Edwardsville  
MS, PhD, Saint Louis University

**Dawn M. Hankins, PhD, ATC, LAT (1997)**

Professor of Athletic Training  
Director of the MS in Athletic Training program  
BA, Coe College  
MS, Southern Illinois University – Carbondale  
PhD, Saint Louis University

**Allie Helfrich, PhD (2021)**

Assistant Professor of Marketing  
BS, Eastern Illinois University  
MS, Illinois State University  
PhD, University of Missouri – Columbia

**Deborah J. Houk, MLS (1996)**

Director of Holman Library  
Assistant Professor  
AA, Belleville Area College  
BA, McKendree College  
MLS, University of Missouri – Columbia

**M. Terese Kasson, MSBA, CPA (2004)**

Instructor of Accounting Faculty  
Athletic Representative  
BS, University of Notre Dame  
MSBA, Washington University

**Angela D. LaMora, PhD (2014)**

Associate Professor of Biology  
Chair, Division of Science and Mathematics  
BS, Lindenwood University  
PhD, St. Louis University School of Medicine

**Shelly L. Lemons, PhD (2010)**

Professor of History  
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

**Pamela D. Manning, PhD (2013)**

Associate Professor of Education  
BS, Middle Tennessee State University  
MS, Hampton University  
PhD, St. Louis University

**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

**Jeralyn McAllister, DBA (2021)**

Assistant Professor of Accounting  
BA, MBA, DBA, St. Leo University

**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

**Mary McKee, MAEd, LAT, ATC (2021)**

Assistant Professor of Athletic Training  
BS, MAEd, McKendree University

**Jennifer A. Moder-Bell, IPhD (2013)**

Associate Professor of Music Education  
BMEd, University of Illinois – Urbana/Champaign  
MMEd, Illinois State University  
IPhD, University of Missouri – Kansas City

**William Moore, MS (2021)**

Lecturer of Health and Physical Education  
BS, MS, Southern Illinois University – Edwardsville

**Mostafa G. Mostafa, PhD (2009)**

Associate Professor of Computing  
Chair, Division 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 Communication  
Provost Fellow  
BS, University of Illinois – Springfield  
MS, Illinois State University  
PhD, University of Nebraska – Lincoln

**Karee M. Nasser, EdD (2011)**

Associate Professor of Special Education  
Director of Teacher Education  
BS, Auburn University  
MEd, Middle Tennessee State University  
EdD, Tennessee State University

**Jill L. Parsons, PhD, RN (2020)**

Associate Professor of Nursing  
Director of MSN program  
AS, Illinois Valley Community College  
BSN, Saint Francis Medical Center College of Nursing  
MSN, Saint Francis Medical Center College of Nursing  
PhD, Saint Louis University

**Martha H. Patterson, PhD (2004)**  
Professor of English BA, Carleton College  
MA, PhD, University of Iowa

**Kian L. Pokorny, PhD (2002)**  
Professor of Computing  
BS, MS, Central Missouri State University  
PhD, Louisiana Tech 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, CPPS (2009)**  
Professor of Nursing Chair, Division of Nursing  
Director of DNP program  
ADN, Kaskaskia College  
BSN, McKendree University  
MSN, Southern Illinois University – Edwardsville  
PhD, Southern Illinois University – Carbondale

**Timothy J. Ros, EdD (2021)**  
Director of MBA program  
BAS, Troy University  
Med, Pennsylvania State University  
MBA, EdD, Liberty University

**M. Faisal Safa, PhD (2013)**  
Associate Professor of Finance  
BComm, MComm, University of Dhaka  
MBA, Dalhousie University  
MS, Georgia State University  
PhD, University of New Orleans

**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)**  
Professor of Biology  
Provost Fellow  
BS, McKendree College  
PhD, Saint Louis University

**Peter J. Sigiols, DBA (2015)**  
Associate Professor of Business Administration  
BBA, MBA, Loyola University  
JD, John Marshall Law School  
DBA, Argosy University

**Julie Smirl, PhD, LCPC (2021)**  
Assistant Professor of Counseling  
Director of MA in Clinical Mental Health Counseling program  
BA, St. Louis University  
MA, University of North Florida  
PhD, Southern Illinois University – Carbondale

**Kelly D. Stewart, EdD (2015)**  
Associate Professor of Education  
AA, Rend Lake College  
BS, MS, PhD, Southern Illinois University – Carbondale

**Robyn S. Swink, PhD (2019)**  
Assistant Professor of Sociology  
BA, Webster University  
MA, Southern Illinois University – Edwardsville  
PhD, University of Missouri – Columbia

**Kendra Taylor, DNP, RN (2021)**  
Assistant Professor of Nursing  
Director of MHA program  
ADN, Kaskaskia College  
BSN, MSN, DNP, McKendree University

**Tyson A. Thomas, PhD (2018)**  
Associate Professor of Economics  
BS, MS, Southern Illinois University – Edwardsville  
PhD, Kansas State University

**Lauren K. Thompson, PhD (2017)**  
Associate Professor of History  
BA, Marietta College  
MA, West Virginia University  
PhD, Florida State University

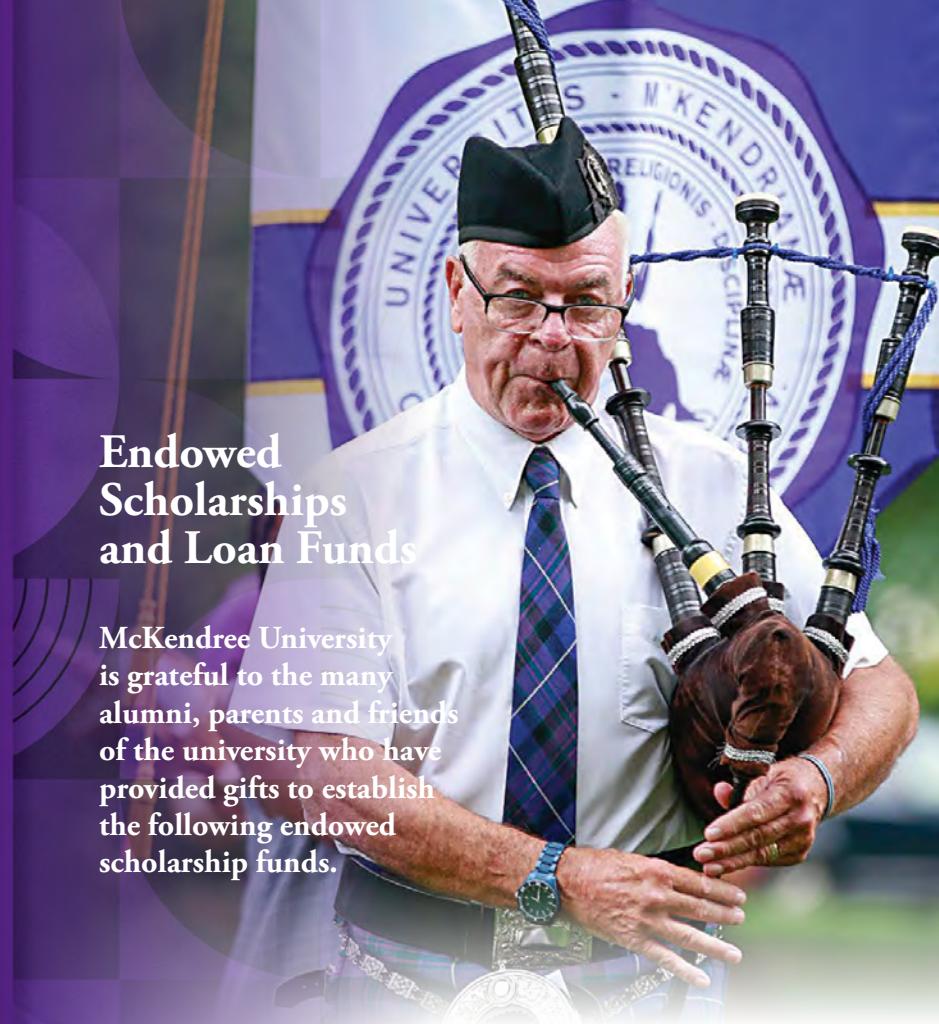
**Julie Tonsing-Meyer, EdD (2012)**  
Professor of Education  
BSED, University of Missouri – St. Louis  
MA, Maryville University  
EdD, Northcentral University

**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

**Janet L. Wicker, PhD (2004)**  
Professor of Education  
BA, Concordia University  
MSEd, PhD, Southern Illinois University – Carbondale

**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)**  
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.

### **Beulah 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.



MAKE YOUR MARK

**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.

**Caroline Schafer Cox Scholarship**

Given to a student pursuing a major in English or communication.

**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 Dittemore 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.

**Diana Joyce Doros Scholarship**

Given to a student pursuing a degree in nursing.

**Loren and Irene Douthit Scholarship**

Given to a student who exhibits financial need.

**Carl E. Draper Scholarship**

Given to a full-time student pursuing a bachelor's degree in mathematics or science.

**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.

**Elila 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.

**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 Krieger 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 the area surrounding 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 center 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.

**Otwell 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.

**George E. and Ione K. Pence Scholarship**

Given to a full-time student who has achieved a 3.0 G.P.A. where financial need does not have to be the sole criteria, but academic excellence does.

**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 Schnare 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.

**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 GPA's 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" Suess 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 Clonian 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.

**S.L. and Alice VanPetten Scholarship**

Given to an undergraduate student who exhibits financial need.

**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.

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of majors and minors,  
please see pp. 276 – 277.**

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Aerospace Studies			✓	160
Army ROTC			✓	161
Art (BA)	✓	✓		52
BBA/MBA 4+1 Option (BBA and MBA)	✓			129
Biology (BA/BS)	✓	✓		54
Biopsychology (BA, BS)	✓			56, 57
BS/MSAT 3+2 Option (BS and MSAT)	✓			149
Business Administration (BBA)	✓	✓		106
Chemistry (BS)	✓	✓		58
Classical Performance			✓ in Music	84
Clinical and Counseling Psych.		✓		59
Communication (BA)	✓	✓		108
Computational Science (BS)	✓			62
Computer Information Systems (BS)	✓	✓		61
Computer Science (BS)	✓	✓		60
Cybersecurity (BS)	✓			63
Creative Writing		✓		65
Criminal Justice			✓ in Sociology	100
Cyber Defense (BBA)	✓	✓		110
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Elementary (BSEd)	✓			134
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Mathematics Education (BSEd)	✓			138
Science Education (BSEd)	✓			138
Social Science Education (BSEd)	✓			138
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English (BA)	✓			70
Mathematics (BA, BS)	✓			82
Science Education (BS)	✓			141
Social Science Education (BA)	✓			142
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Music Education (BME)	✓			85
Physical Education (BS)	✓			157
Educational Studies (BSEd)	✓			144
English (BA)	✓	✓		68
Entrepreneurship (BBA)	✓			116
Environmental Studies (BA)	✓	✓		71

	Major	Minor	Track / Emphasis	Page #
Ethnic Studies		✓		73
Exercise Science/Sports Perf. (BS)	✓	✓		147
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Forensic Studies		✓		74
Gender Studies		✓		75
Global Studies		✓		76
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Health (BS)	✓	✓		152
Healthcare Management (BA)	✓			117
History (BA)	✓	✓		77
History Education (BS)	✓			78
Human Communication		✓ in Communication	✓ in Communication	109
Human Resource Management (BBA)	✓			119
International Relations (BA)	✓	✓		93
Jazz Performance			✓ in Music	83
3+3 Law Program				79
Leadership Studies		✓		120
Legal Studies		✓		80
Professional Writing			✓ in English	69
Management (BBA)	✓	✓		121
Management Information Systems (BS)	✓			64
Marketing (BBA)	✓	✓		123
Mathematics (BA, BS)	✓	✓		81
Music (BA)	✓	✓		83
Music Education (BME)	✓			85
Music Marketing (BA)	✓			87
Nursing (RN to BSN)	✓			155
Nursing (RN to MSN)	✓			156
Occupational Therapy (BS)	✓	✓		88
Organizational Communication		✓ in Communication	✓ in Communication	109
Philosophy (BA)	✓	✓		90
Physical Education (BS)	✓			157
Political Science (BA)	✓	✓		92
Pre-Professional Studies		✓		94
Psychology (BA)	✓	✓		95
Religious Studies (BA)	✓	✓		97
Sociology (BA)	✓	✓		99
Sport Management (BBA)	✓	✓		125
Sport Psychology		✓		101
Strategic Communication		✓ in Communication	✓ in Communication	109
Supply Chain Management and Logistics (BBA)	✓	✓		127



**The mission of McKendree University  
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