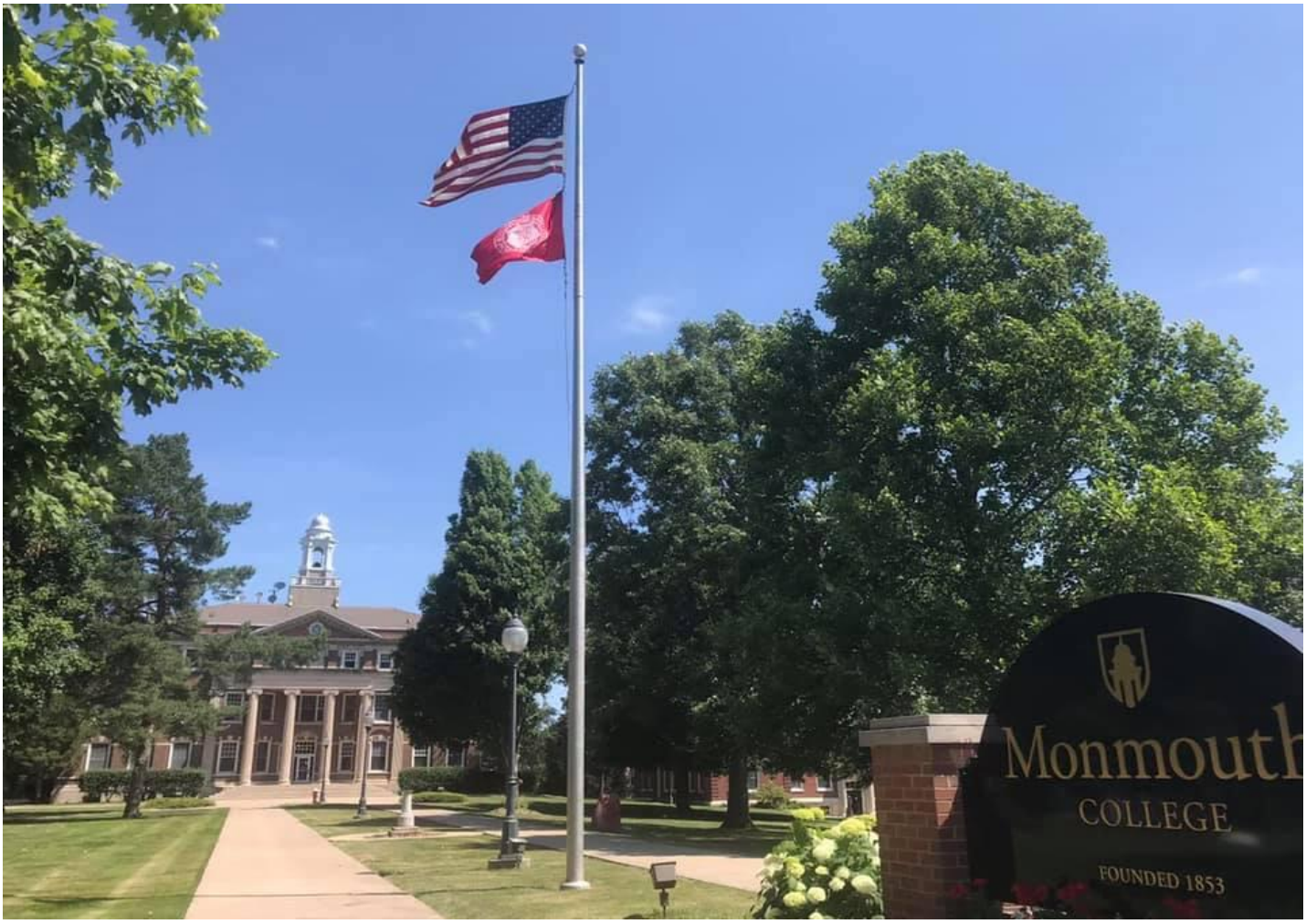
Monmouth College



Academic Catalog 2025-2026

Monmouth College, 700 East Broadway, Monmouth, IL 61462-1998
www.monmouthcollege.edu – 1-800-747-2687 or 1-309-457-2131

Monmouth College admits students and conducts its academic and other programs without regard to race, religion, sex, national origin, sexual orientation, or physical handicap. This catalog provides information only and does not constitute a contract between the college and any person. The college reserves the right to alter or amend this document without notice. Students are encouraged to consult their faculty advisers or the appropriate college officers on matters which are essential to their degree programs.

For questions about college regulations and policies on student life, students should consult the current student handbook, which is available online:
https://www.monmouthcollege.edu/offices/student-affairs/student-handbook/

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INTRODUCTION

Monmouth College is a four-year liberal arts college offering the Bachelor of Arts and the Bachelor of Science degrees. The college's commitments are expressed in its statements of mission and purpose.

MISSION STATEMENT

Monmouth College provides a transformative educational experience within a caring community of learners. As a residential liberal arts college, we empower students to realize their full potential, live meaningful lives, pursue successful careers, and shape their communities and the world through service and leadership.

VALUES

At Monmouth College we:

- believe the **liberal arts** changes lives, creating committed learners capable of exploring their passions, solving difficult problems, and understanding their responsibilities to society;
- value **open and critical inquiry and the pursuit of knowledge**, by engaging with ideas in their complexity and contradictions, and by confronting our own assumptions;
- pride ourselves in close professional relationships among faculty, staff, and students that challenge and nurture students in their **personal development**.
- steward the place and legacy entrusted to us, by creating a **community** that is intellectually and aesthetically inspiring, culturally rich, globally connected, and environmentally sustainable;
- foster **diversity** in our curriculum and our community, committing ourselves to confronting injustice and building more **equitable and inclusive practices, policies, and systems**;
- embody the highest standards of **ethics, integrity, accountability, and respect**;
- embrace the **plurality of worldviews and religious commitments** that our community represents and honor our Presbyterian heritage.

CORE COMPETENCIES

Through their curricular and co-curricular experiences, students at Monmouth College will learn to:

1. **Inquire & Analyze**: Break complex problems into component parts; pursue knowledge by exploring relevant ideas, experiences, and data; analyze evidence; and come to informed conclusions.
2. **Synthesize & Create**: Synthesize what they have learned; bring concepts together to generate new ideas; develop creative responses; and solve problems.
3. **Communicate & Interpret**: Express their ideas in written and oral communication clearly and effectively; extract and construct meaning from texts, numerical data, artistic expressions, and experiences.

Become Engaged Learners: Engage with problems and issues in their relevant contexts; examine the roles that intercultural sensitivity and diversity play as they come into relationship with others and communities; understand how societal forces and global systems affect and shape cultures; and reflect on and interpret their learning, including its moral and ethical implications.

ACCREDITATION AND AFFILIATION

Monmouth College is fully accredited and a member of The Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago IL 60602, 800-621-7440. The program for initial teacher licensure is approved by the Illinois State Educator Preparation and Licensure, 100 North First Street, Springfield IL 62777-0001, www.isbe.net.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical perspective of the Christian faith and encourages its members to explore the implications of those values for their lives and the world. While the college chooses, quite deliberately, to maintain its affiliation with the Presbyterian Church (U.S.A.), it welcomes students of all faiths.

Monmouth College is one of the founding members of the Associated Colleges of the Midwest (ACM). The ACM exists to support its member institutions through collaboration and enable them to offer programs as a group that they could not singly provide. ACM opportunities for students include semester-long off-campus programs.

ACM members include: Beloit College, Carleton College, Coe College, Colorado College, Cornell College, Grinnell College, Knox College, Lake Forest College, Lawrence University, Luther College, Macalester College, Monmouth College, Ripon College, and St. Olaf College.

ACADEMIC PROGRAM

THE ACADEMIC CALENDAR

The academic year is normally organized into two semesters. The fall semester begins in late August and ends in mid-December. The spring semester begins in mid-January and ends in mid-May. Monmouth College also offers an additional two-week term during the first half of January and an additional two-week term during the end of May as well as an eight-week summer term. The specific dates for all of these terms for the 2025-2026 academic year are available in the Academic Calendar.

DEGREES AT MONMOUTH COLLEGE

Monmouth College confers two undergraduate degrees, the Bachelor of Arts and the Bachelor of Science. The requirements for these degrees are found below. Most college programs will confer the Bachelor of Arts degree, which allows for mastery of a discipline in order to prepare students for rich personal and professional lives. Some departments will offer Bachelor of Science degrees, which are generally more professional in orientation and often meet the criteria of area-specific national accreditation bodies.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

Monmouth College confers the Bachelor of Arts degree when a student has met the following requirements:

1. Successful completion of a minimum of 31 course credits. Of these, at least 11 credits must be taken at Monmouth College; no more than 13 credits may be in a single discipline and at least 15 credits must be taken outside the program of the student's primary major. After attaining senior status at 24 course credits, at least 6 of a student's remaining course credits must be acquired through Monmouth College coursework or an approved off-campus study program. No more than 2.5 course credits of participation courses can be counted towards the degree. The complete list of participation courses is found on page 28.

2. A grade point average of 2.0 or higher in courses taken at Monmouth College.

3. Completion of all Core Curriculum requirements with a passing grade (D- or higher).

4. Completion of an academic major with a grade point average of 2.0 or better in the major and a grade of C- or better in all courses required for the major, unless higher standards are set for the major by the academic program

5. Payment of all current financial obligations to Monmouth College.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

Monmouth College confers the Bachelor of Science degree when a student has met the following requirements:

1. Successful completion of up to 36 course credits, dependent upon specific major. Most majors offering Bachelor of Science degrees will require 33-36 course credits. Of these, at least 13 of the course credits required must be taken at Monmouth College; no more than 17 credits may be in a single discipline and at least 13 credits must be taken outside the program of the student's primary major. After attaining senior status at 24 course credits, at least 8 of a student's remaining course credits must be acquired through Monmouth College coursework or an approved off-campus study program. No more than 2.5 course credits of participation courses can be counted towards the degree. The complete list of participation courses is found on page 28.

2. A grade point average of 2.0 or higher in courses taken at Monmouth College.

3. Completion of all Core Curriculum requirements with a passing grade (D- or higher).

4. Completion of an academic major with a grade point average of 2.0 or better in the major and a grade of C- or better in all courses required for the major, unless higher standards are set for the major by the academic program.

5. Payment of all current financial obligations to Monmouth College.

Candidates for the Bachelor degrees must make formal application for degree to the registrar one year (two full semesters) prior to their expected graduation.

The primary responsibility for ensuring that all requirements are met rests with the student.

ACADEMIC ADVISING

Students plan their academic program in partnership with a member of the faculty who serves as their academic advisor. Each student is assigned an advisor when she/he enrolls at Monmouth. Students may later change advisors if they wish. Normally, students have an advisor in their chosen academic major after their first year. Advisors provide advice about courses, as well as co-curricular, internship, and other opportunities, as they work with students to generate plans that support the students' personal, academic, and professional goals.

THE CURRICULUM

What form of education best prepares students to live in a rapidly changing world? How can a college education provide students with marketable skills for new and diverse employment yet also instill the continuing values of liberal education? Monmouth College offers a distinctive response to these questions through a curriculum that fosters personal growth and prepares students for professional success in competitive and changing environments. Students explore an essential paradox of human existence: the greatest measure of individual freedom and the fullest realization of our individual humanity are achieved in the larger context of social responsibility.

Our curriculum is intentional and integrated. The Core Curriculum, the major, and elective course work each serves a specific purpose, yet together provide a structure that guides students toward the goals of liberal education: to think critically, to communicate effectively, to appreciate the varieties of human experience and achievement, to articulate and develop ethical values, to pursue expertise in a discipline, and to discover patterns of meaning across disciplines.

Major. The major provides students with a thorough study of a particular discipline, emphasizing rigor and coherence. Understanding the process and methods by which knowledge is discovered, developed, and refined over time enables students to appreciate that the current generation of theorists and practitioners stand on the shoulders of those who have gone before. The major may or may not be directly linked to the career a student intends to follow, but it should reflect a student's desire to explore a discipline comprehensively.

Accounting (B.A. and B.S)
Art (B.A.)
Art Education (B.A.)
Biochemistry (B.S.)
Biology (B.A.)
Biopsychology (B.A.)
Business Administration (B.A.)
Chemistry (B.A. and B.S.)
Classical Languages (B.A.)*
Classics (B.A.)
Communication (B.A.)
Computer Science (B.A.)
Data Science (B.A.)
Economics (B.A.)
Educational Studies (B.A.)
Elementary Education (B.A.)
Engineering (B.S.)
English (B.A.)
English Education (B.A.)
Environmental Studies and Sustainability (B.A.)*
Exercise Science (B.A.)
Health Education (B.A.)
Health Science and Human Movement (B.S.)
History (B.A.)*
International Studies (B.A.)*
Marketing (B.A)
Mathematics (B.A.)
Math Education (B.A.)
Music (B.A.)
Music Education (B.A.)
Neuroscience (B.S.)
Philosophy (B.A.)*
Physical Education (B.A.)
Physics (B.A.)
Political Science (B.A.)
Psychology (B.A.)
Strategic Communication and Public Relations (B.A.)
Religious Studies (B.A.)*
Science Education (B.A.)
Social Science Education (B.A.)
Sociology and Anthropology (B.A.)*
Sociology and Anthropology with Human Services (B.A.)*
Spanish (B.A.)*
Theatre (B.A.)
Theatre Education (B.A.)*

* Majors are being phased out in Fall 2025. Students entering Monmouth College beginning Spring 2026 are unable to declare these majors. Returning students may not declare phased out major after July 1, 2025.

Each major includes a culminating experience during the senior year: a seminar, thesis, internship, or independent study project. In most cases, completion of a major requires a grade point average of 2.0 or higher in courses included in the major and no grades below C-. Some majors require a C or better for the major.

***Topical major**:* A topical major provides a unique opportunity for the student who wants to pursue in-depth interests that bridge several disciplines. The student works with a faculty advisor to develop a proposal, including a plan of courses and a rationale. The proposed major must include at least 9-10 course credits, of which half of the must be at the 300 or 400 level. One course must be designated as the culminating experience. Proposals must be submitted to the Registrar's Office at least three semesters before the student's anticipated graduation. Proposals are reviewed by the Admission and Academic Status Committee. If approved, an advisor for the major is formally appointed by the Admission and Academic Status Committee. Forms for proposing a topical major are available in the Registrar's Office or online.

Minors. Although minors are not required, students may select one or more minors to complement their major. Minors are available in:

Accounting
Art
Biology
Business Administration
Chemistry
Classics
Communication
Computer Science
Data Science
Economics
Educational Studies
English
Marketing
Mathematics
Music
Physics
Political Science
Psychology
Strategic Communication and Public Relations
Theatre
Women's Studies

Completion of a minor requires a grade point average of 2.0 or higher in courses included in the minor and no grades below C-. The requirements for each minor are listed in this catalog.

Electives. A core tenet of a liberal arts education is to develop both a depth of knowledge in a primary discipline (through the major) and a breadth of knowledge in other disciplines; electives provide an opportunity for this breadth. Electives can be used to discover ideas and ways of knowing that support the content of students' majors; electives can serve to nurture and encourage students' curiosity about the world beyond the scope of their majors; and electives provide the opportunity for students to pursue a minor or a double major. A strategic and thoughtful approach to selecting electives is encouraged.

The Core Curriculum informs and reflects major and elective courses. Taken together, they represent a distinctive intentional and integrated liberal arts curriculum, an education that challenges students to life-long learning, personal achievement, and leadership, along with citizenship and service.

THE CORE CURRICULUM

The Core Curriculum is at the heart of the transformational educational experience that Monmouth College offers and provides the foundation for students to explore their passions. It helps them understand the world and their place in it. The Core Curriculum at Monmouth College equips students with foundational academic skills, invites students to explore human cultures and the natural world through modes of inquiry traditional to the liberal arts, and challenges students to engage with diverse peoples and communities.

FOUNDATIONS

Foundations ensures that students have skills in reading and interpretation, analysis of texts and data, and oral and written communication. Instruction in foundational skills is integrated throughout the curriculum, beginning in the first year.

Inquiry & Identity: I&I is a first-year experience course, which is required of all first-year students and is taught by faculty from programs across campus. Students are invited to explore questions of human values and purposes. These are central values of the liberal arts and through them and through work with common texts, convocations, and other activities, students consider the meaning and significance of complex issues raised by the themes of Inquiry & Identity.

Foundations in Quantitative Reasoning: To ensure that students are adequately prepared in quantitative

Reasoning, the faculty has determined that upon review of previous course work completed, FYQR-110 (Quantitative Reasoning/Citizen) or FYQR-120 (Quantitative Reasoning/Math) may be required.

Fundamentals of Communication: One course in speech that deals with communication theory and provides practice in spoken English, COMM-101 (Fundamentals of Communication), to be taken in the first year.

Composition and Argument: One course that enables students to organize ideas using a thesis-based writing process designed to improve students' argumentative abilities through critical reading, writing and thinking skills. ENGL-110 (Composition and Argument) is to be taken in the first year.

INQUIRY

Inquiry provides students with opportunities to explore multiple ways of knowing through and about the arts, humanities, natural sciences, quantitative reasoning, and social sciences.

Artistic Inquiry courses allow students to create or engage with works of art and explore the relationships that exist between arts and cultures. Students complete one credit from the following courses:

ARTD 100	The Creative Process
ARTD 200	Art History Survey I
ARTD 201	Art History Survey II
ARTD 215	Drawing
ARTD 223	Sculpture: Construction and Foundry
ARTD 224	Sculpture: Multiples and Installation
ARTD 230	Typography and Logo Design
ARTD 231	Book Design
ARTD 232	Poster Design
ARTD 237	Digital Photography
ARTD 238	Digital Photography (Color)
ARTD 243	Observational Painting
ARTD 244	Abstract Painting
ARTD 250	Special Topics in Studio Art
ARTD 260	Hand built Ceramics
ARTD 261	Wheel Thrown Ceramics
ARTD 271	Relief Printmaking
ARTD 350	Special Topics in Art History
ARTD 409	Creating Change Through Art
CLAS 210	Ancient Literature (Topic)
CLAS 230	Classical Mythology
CLAS 310	Ancient Literature (Topic)
CLAS 330	Classical Mythology
ENGL 210	Creative Writing
ENGL 301	Creative Non-Fiction
ENGL 310	Advanced Creative Writing
MUSI 105	History of American Music
MUSI 106	Music and Global Cultures
MUSI 203	Evolution of Jazz
MUSI 211	History and Literature of Music I
MUSI 212	History and Literature of Music II
THEA 171	Intro to Theatre Studies
THEA 173	Stagecraft I

THEA 175	Acting for Non-majors
THEA 176	Acting I
THEA 230	Classical & World Mythology
THEA 285	Theatre & Society
THEA 325	Theatre History

Inquiry in the Humanities courses explore the diversity of human experiences by analyzing texts and allowing students to creatively express their own ideas. Students complete one credit from the following courses:

CLAS 130	Ancient Society
CLAS 200	Intro to Classical Studies
CLAS 205	Classical and Medieval Philosophy
CLAS 235	Greek, Roman, and Mediterranean History
CLAS 240	Ancient Society: Topic
CLAS 335	Greek, Roman and Mediterranean History
CLAS 340	Ancient Society: Topic
COMM 261	Mass Media & Modern Society
COMM 337	Communications Criticism
EDST 215	Diversity, Equity & Inclusion in Education
EDST 350	Philosophy and History of Education for Educators
ENGL 180	Intro to Literature
ENGL 200	Intro to English Studies
ENGL 202	English Literature in its Context
ENGL 220	British Survey I
ENGL 221	British Survey II
ENGL 224	American Survey I
ENGL 225	American Survey II
ENGL 250/350	Special Topics
ENGL 359	Global Literature
ENGL 361	Shakespeare I
ENGL 362	Shakespeare II
PHIL 101	Intro to Philosophy
PHIL 207	Ethics
POLS 230	Political Philosophy
RELG 100	Religions
RELG 101	Holy Books
RELG 102	God
RELG 207	Ethics

Scientific Inquiry courses develop students' skills of data collection and analysis using scientific instruments, and to consider how science is involved in their daily lives. Students complete one credit from the following courses:

BIOL 101	Life on Earth[1]	Science
BIOL 150	Molecules, Cells & Metabolism[1]	Science
BIOL 201	Field Botany[1]	Science
CHEM 100	Chemistry of the Environment[1]	Science
CHEM 101	Food Chemistry with Lab[1]	Science

CHEM 102	Forensic Science[1]	Science
CHEM 140	General Chemistry	Science
ESTS 103	Intro to Environmental Science	Science
PHYS 103	Astronomy[1]	Science
PHYS 105	Astronomy: The Solar System[1]	Science
PHYS 107	Astronomy: Stars and Galaxies[1]	Science
PHYS 130	Physics I	Science
PHYS 132	Physics II	Science
PHYS 136	Physical Geology	Science
PSYC 101	Introduction to Psychology	Science

[1] These courses are suitable for students without prior experience in these areas and may be ideal for non-science majors.

Inquiry in the Social Sciences courses allow students to analyze evidence to come to informed conclusions about the various ways that people interact with one another in cultures and societies across human history. Students complete one credit from the following courses:

ANTH 103	Intro to Anthropology
ANTH 220	Anthropology of Food
ANTH 362	Gender in Cross-Cultural Perspective
ANTH 368	Anthropology of Childhood
BUSI 105	Introduction to Commerce
COMM 331	Political Communication
ECON 200	Principles of Economics
EDST 250	Topical Foundations in Educational Studies
EXSC 280	Community Health
EXSC 327	Health and Fitness Culture
EXSC 370	Athlete Commodity or Human
GPHS 101	Intro to Public Health
GPHS 105	Intro to Epidemiology
HIST 110	US History to 1865
HIST 111	US History 1865 to Present
HIST 112	Black America: A History
HIST 120	Intro to Latin American Studies
HIST 220	Modern Global History
HIST 221	World History of Food
POLS 103	American Politics
POLS 150	Global Justice
POLS 175	Politics of US Public Policy
POLS 200	Intro to Comparative Politics
POLS 204	European Politics
POLS 208	Understanding Capitalism
POLS 210	Public Opinion
POLS 229	Meaning of Patriotism
POLS 244	Religion and Politics
POLS 245	Politics of Developing Nations
POLS 250	Special Topics

POLS 270	Intro to International Relations
POLS 280	Latino Politics
POLS 287	Political Psychology
POLS 292	Campaign Methods
POLS 295	Politics of Criminal Justice
POLS 301	Liberty and the Citizen
POLS 305	Politics and Government in the Midwest
POLS 311	Parties and Elections
POLS 333	US Foreign Policy
POLS 351	Constitutional Law
POLS 352	Civil Liberties
POLS 361	Africa and World Politics
POLS 366	International Organization
POLS 370	Development Policies and Interventions
POLS 375	Environmental Politics
POLS 409	The Supreme Court
PSYC 221	Lifespan Development
PSYC 233	Social Psychology
PSYC 236	Psychological Disorders
SOCI 101	Introduction to Sociology
SOCI 201	Social Problems
SOCI 251	Criminology

Languages and Cultures courses develop students' competence in a language other than English and allow them to understand key elements of cultures in which the language is or was used. A student may meet the requirement through a placement exam which demonstrates competency at the 102 level. The requirement is waived for students who complete four years of the same language in high school or who successfully complete the language placement exam. Students complete proficiency at the 102 level in one of the following courses:

CLAS 102	Elementary Latin II
CLAS 104	Elementary Greek II
CLAS 112	Elementary Biblical Greek II
GREK 102	Elementary Classical Greek II
LATN 102	Elementary Latin II
SPAN 102	Elementary Spanish II

Quantitative Reasoning in Practice courses allow students to explain, analyze, and interpret quantitative data to create effective arguments, propose specific solutions, and draw appropriate conclusions. Students complete one credit from the following courses; dependent upon major.

ACCT 304	Advanced Managerial Accounting	Accounting Majors
MCTE 310	Measurement and Assessment in Education	Art Education majors
MATH 151	Calculus 1 with Lab	Biochemistry majors
BIOL 210	Biological Research Methods	Biology majors
BIOL 210 or PSYC 201	Biological Research Methods or Research Methods I: Design and Analysis	Biopsychology majors
BUSI 306 or BUSI 205	Business Finance or Business Math and Statistics	Business Administration Majors
MATH 151	Calculus 1 with Lab	Chemistry majors
COMM 340	Communication Research Methods	Communication majors
COMP 152	Data Structures and Algorithms	Computer Science majors

BUSI 205	Business Math and Statistics	Economics majors
EDST 110	Elementary Math Core and Foundations	Elementary Education majors
MCTE 310	Measurement and Assessment in Education	English Education
BIOL 210 or PSYC 201	Biological Research Methods or Research Methods I: Design and Analysis	Environmental Studies and Sustainability majors
EXSC 330	Exercise Physiology I	Exercise Science majors
MATH 253	Calculus III	Mathematics majors
MCTE 310	Measurement and Assessment in Education	Music Education majors
STAT 201 or	Statistics I	Neuroscience majors
PSYC 201	Research Methods: Statistical Analysis	
PHIL 201	Critical Thinking: Introduction to Logic	Philosophy majors
EXSC 330	Exercise Physiology I	Physical Education majors
POLS 208 or	Understanding Capitalism	Political Science majors
POLS 210 or	Public Opinion	
POLS 287 or	Political Psychology	
POLS 292 or	Campaign Methods	
POLS 375	Environmental Politics	
PSYC 201	Research Methods: Statistical Analysis	Psychology majors
COMM 340	Communication Research Methods	Strategic Communication and Public Relations majors
MCTE 310	Measurement and Assessment in Education	Social Science Education majors
SOAN 302	Methods of Social Research	Sociology/Anthropology/Human Services majors
THEA 281	Drafting for Design	Theatre majors
THEA 173	Intro to Technical Theatre	Theatre Education majors

For majors with no designated QRP course, choose 1.0 credit from following list:

ACCT 203	Financial Accounting
BUSI 101/102	Personal Finance
DATA 151	Data Science I
EDST 110	Elementary Math Core and Foundations
ESTS 375	Environmental Politics
MATH 104	Mathematics for the Liberal Arts
MATH 151	Calculus I with Lab
MCTE 310	Measurement and Assessment in Education
PHIL 201	Critical Thinking: Introduction to Logic
POLS 208	Understanding Capitalism
POLS 210	Public Opinion
POLS 287	Political Psychology
POLS 292	Public Opinion
POLS 375	Environmental Politics
PSYC 287	Political Psychology
STAT 100	Statistical Literacy and Reasoning
STAT 201	Statistics I
THEA 173	Stagecraft
THEA 281	Drafting for Design

ENGAGEMENT

Engagement challenges students to engage with diverse communities, languages and cultures, and to address Issues and problems in their relevant contexts.

Community Engagement courses allow students to learn about the course topic as well as their own personal and professional identities through immersion in a projects that aim to serve a community. Students complete one course credit in one of the following courses:

ANTH 266	Everyday Sustainability
ARTD 409	Creating Change Thru Art
BUSI 400	Internship
COMM 235	Small Group Communication
COMM 260	Intro to Journalism
ESTS 266	Everyday Sustainability
EDST 420	Building Communities
EXSC 421	Organization and Administration of Athletics
EXSC 450	Internship
INTR 365	STEM Ambassadors
MCTE 470/475	Student Teaching and Seminar
POLS 210	Public Opinion
POLS 229	The Meaning of Patriotism
POLS 287	Political Psychology
POLS 301	Liberty and Citizen
POLS 305	Politics and Government in Midwest
PSYC 287	Political Psychology
PSYC 453/454	Peer Mentoring
THEA 285	Theatre and Society

Global Learning courses allow students to learn about arts, cultures, history, ideas, politics, and/or societies in places outside of the United States. Students will also consider the perspectives of others and reflect on their own identity and social location in a global context. Students may complete the Global Learning requirement in one of these ways:

1. A 1.0 credit on-campus course designated as Global Learning (see list below).
2. A 0.5 credit travel course (that travels outside of the United States).
3. A semester long study-abroad (outside the United States) experience.

ANTH 103	Intro to Anthropology
ANTH 208	Global Cultures
ANTH 220	Anthropology of Food
ANTH 260	Cultures of the Middle East
ANTH 362	Gender in Cross-Cultural Perspective
ANTH 364	Cities in Cross-Cultural Perspective
ANTH 368	Childhood in Cross-Cultural Perspective
ARTD 200	Art History Survey I: Prehistory to Ren
BIOL 290	Wilderness/Academic Travel
CLAS 130	Classical World Society
CLAS 200	Intro to Classical Studies
CLAS 210/CLAS 310	Classical World Literature
CLAS 230/CLAS 330	Classical World Mythology

CLAS 235/CLAS 335	Greek, Roman, and Mediterranean History
CLAS 240/CLAS 340	Ancient Society
ENGL 359	Global Literature
HIST 120	Intro to Latin America
HIST 203	Brazil: Culture and Politics
HIST 204	Radical Thought in Latin America
HIST 220	Modern Global History
MUSI 106	Music and Global Cultures
POLS 150	Global Justice
POLS 200	Comparative Politics
POLS 204	European Politics
POLS 270	International Relations
POLS 333	US Foreign Policy
POLS 361	Africa in World Politics
POLS 366	International Organizations
POLS 370	Development Policies and Interventions
POLS 375	Environmental Politics
THEA 272	Classical Theatre History & Literature
THEA 273	Modern Theatre
THEA 325	Theatre History
THEA 371	Acting II

Identity, Diversity Equity courses allow students to recognize the histories, perspectives, and contributions of socio-cultural groups in the United States, and to consider how these groups are affected by societal forces while considering their own complex of identities. Students complete one credit from the following courses:

ANTH 362	Gender in Cross-Cultural Perspective
ANTH 364	Cities in Cross-Cultural Perspective
COMM 361	Media Criticism-Superheroes "Great Power, Great Responsibility
COMP 101	Computer Science for Everyone
EDST 215	Diversity, Equity and Inclusion in Education
EXSC 280	Community Health
EXSC 327	Health and Fitness Culture
EXSC 370	Athlete: Commodity or Human
HIST 111	U.S. History: 1865 to Present
HIST 112	Black America: A History
MUSI 203	Evolution of Jazz
PHIL 207	Ethics
POLS 244	Religion and Politics
POLS 280	Latino Politics
POLS 301	Liberty and the Citizen
RELG 207	Ethics
RELG 244	Religion and Politics
SOCI 251	Criminology
WOST 201	Introduction to Women's Studies
WOST 225	Philosophy and Feminism

OPPORTUNITIES FOR CREDIT

In all cases, the registrar assigns any credit toward core curriculum requirements on an individual basis, in consultation with the appropriate academic programs.

Advanced Placement Program. Students who receive a score of 3 or better on an Advanced Placement exam will be granted credit. A higher exam score may be required for specific courses or core curriculum credit. Please contact the Registrar for clarification.

International Baccalaureate Program (IBP). Scores of 4 or above on both IB Higher Level and IB Standard Level Examinations will be accepted for college level credit. Completion of the IB Diploma with a score of 24 or above (with a minimum score of 4 in all SL and HL exams) will be awarded a full year of credit. A minimum score of 24 is required to earn the IB diploma.

The specific course equivalencies awarded for each Higher Level or Standard exams are determined through evaluation by the appropriate academic program. If no course equivalency is determined, elective credit will be granted.

Cambridge International Exams. Monmouth College recognizes Cambridge International Examinations (CIE) Advanced—AS- and A-Level—for potential college credit. Students may be awarded credit by earning an appropriate passing score on the nationally administered exam. These exams are administered through Cambridge International at participating high schools each May. Students who have completed CIE examinations should request that their official score reports be sent directly to the Office of the Registrar at Monmouth College for evaluation.

Advanced standing. In some cases, a student may be placed in an advanced course based on a placement exam administered by the faculty in the appropriate academic program However, no credit is given for courses that are bypassed in this way. This is the case with the language placement exam.

Dual credit. First-year students may transfer college coursework taken in high school. Credit will only be applied when an official college transcript has been received by the registrar's office. Refer to Transfer Credit at Admission section for additional information. No credit will be awarded based on a high school transcript. This credit is subject to the limitations applied to transfer credit at admission as listed below.

Military Credit. Credit may be awarded for armed service education and training according to the recommendation of the American Council on Education (ACE). To be considered for credit, students should request that an official copy of their Joint Services Transcript (JST) or Community College of the Air Force (CCAF) be sent directly to the Monmouth College Office of the Registrar.

State Seal of Biliteracy. Students entering Monmouth College with the State Seal of Biliteracy will meet the proficiency required to satisfy the core curriculum Languages and Cultures requirement and will be granted 1.0 course credit at the 200 level. Students must request credit for their seal within 3 academic years of graduating from high school by completing the Illinois State Seal of Biliteracy request form, available online in the Registrar's Forms & Policies section.

Transfer credit at admission. Courses taken at another accredited institution that are acceptable at Monmouth College and in which the student earned a D or higher may be transferred. A maximum of 80 credit hours, equivalent to 20 course credits, may be transferred (a maximum of 64 credit hours, equivalent to 16 course credits, may be transferred from a two-year institution). Course work that is to be applied to a major or minor or course work that is a pre-requisite will require a minimum grade of C- or better to transfer. Prospective students are advised to seek written approval of the Registrar, and others if the Registrar so directs, in advance of taking the coursework in order to ensure that the courses will transfer. Chairs will have discretion regarding the application of any transfer course toward a major or minor requirement. Transferred courses will appear on the student's Monmouth College transcript, but grades earned in such courses are not included in the Monmouth College grade point average. An official transcript from the institution at which the courses were taken must be provided to the Registrar for the courses to be considered for transfer and applied toward the degree.

Transfer credit after matriculation. Courses taken at another accredited institution that are acceptable at Monmouth College and in which the student earned a D or higher may be transferred, up to a maximum of 20 course credits (including credits transferred prior to matriculation). At least 11 course credits must be completed at Monmouth College to earn the degree. Course work that is to be applied to a major or minor or course work that is a pre-requisite will require a minimum grade of C- or better.

Chairs will have discretion regarding the application of any transfer course toward a major or minor requirement. Students must adhere to the senior residency requirement outlined under the requirements for the Bachelor of Arts

and Bachelor of Science. Currently enrolled students must seek approval to take course work off-campus by completing the Request to Take Coursework Off-Campus available online in the Registrar's Forms and Policies section. Transferred courses will appear on the students' Monmouth College transcript, but grades earned in such courses are not included in the Monmouth College grade point average. An official transcript from the institution at which the courses were taken must be provided to the Registrar in order for the courses to be considered for transfer and applied toward the degree. Upon receipt, official transcripts of transfer work become the property of Monmouth College and will not be returned to the student as original or copies. After the conferral of the degree, students may not transfer credit back to Monmouth in an effort to raise the cumulative grade point average.

Acadeum. Courses completed through the Acadeum online consortium are transcribed as Monmouth College courses and therefore will appear with letter grades on the Monmouth College transcript. Students may request enrollment in Acadeum courses during the summer session only by completing the Request to Take Coursework via Acadeum available online in the Registrar's Forms and Policies section. Chairs may request a specific Acadeum course during the academic year if they have a curricular gap which they need filled on a limited-term basis. Similar to the approval of transfer courses, Chairs retain discretion regarding the approval of any course that a student wishes to take to satisfy a major or minor requirement, whether in summer session or during a given academic year.

Illinois Articulation Initiative. Monmouth College participates in the Illinois Articulation Initiative as a receiving institution and will accept the General Education Core Curriculum (GECC) package from any full participating institutions. Students transferring with a **completed IAI General Education Core Curriculum (GECC)** will be considered to have met Monmouth College's core curriculum requirements, with the exception of any institution-specific requirements such as Languages and Cultures and Community Engagement.

ENROLLMENT AND ACADEMIC STATUS

Enrollment. Students are responsible for registering at the scheduled time for all courses and for being properly enrolled in each course. Courses are selected in consultation with the student's academic advisor, and the student is responsible for seeking the advisor's approval prior to enrolling. Students must be fully enrolled and in attendance at the end of the add/drop period (5th day of each semester). At the end of the add/drop period, all instructors are required to verify course rosters. If a student has been verified by an instructor for non-attendance, the student may be administratively withdrawn from the course.

Normal course load. Although 3 course credits in a semester is considered full-time, students will normally enroll in 4 course credits each semester. Students who are receiving funding through the Illinois State MAP grant should enroll in a minimum of 3.75 course credits. Students should complete a minimum of 8 course credits each year to make normal progress towards the degree for Bachelor of Arts programs. In some cases, an average of 9 credits each year is required to make normal progress toward the Bachelor of Science degree. Participation courses are not included in this total.

Overload. A student who wishes to enroll in more than 4.5 academic course credits needs approval of their academic advisor and must receive permission from the Admission and Academic Status Committee. Students in their first semester at Monmouth or who are on probation must also request and receive permission from the Admission and Academic Status Committee (AASC) for anything beyond the normal course load defined above.

Students may take the equivalent of 1.0 participation course credit per semester, up to a total of 5.0 course credits without advisor or AASC permission. Anything above this amount will require approval of AASC. Students pursuing the Bachelor of Science degree or exceptional majors* and programs are only allowed to go above this limit, up to 5.25 course credit (provided the additional 0.25 credit is participation credit). Any course load above 5.25 course credits will require AASC approval. Music majors are allowed to go to 5.50 course credits including all participation credits.

*Definition of Exceptional major for the Bachelor of Arts Degree: The College established that majors require no more than 12 courses within a program and no more than 14 courses total (including any prerequisite course work) for each major offered by the college. However, in the case of "Exceptional Majors and Programs," these maximums can be exceeded.

Exceptional majors/programs require more courses either because of the need to meet the requirements of an external body such as an accrediting body, a licensure board, or the requirements of graduate programs. The specific requirements of Exceptional Majors /Programs will be specifically approved by the Curriculum Committee and any changes to these brought to the Faculty either as an information item or if the Committee thinks appropriate, for vote.

As of the 2025–2026 year, the College has the following Exceptional Majors/Programs:

1. Music
2. Pre-professional Health Programs (Dentistry, Medicine, Nursing, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Veterinary Medicine)
3. 3-2 programs (Atmospheric Science and Engineering)
4. Teacher Licensure Programs

Adding or withdrawing from courses. During the first week of the semester, a student may add or withdraw from a course via Student Planning. After the first week of class, students may not add full semester courses, unless permission is received by the instructor, advisor, and Associate Dean for Student Success. Students should refer to the academic calendar for dates and important deadlines.

Course Withdraw Policy. A student may withdraw from a course up to the 75% point **of the course** with approval from their academic advisor. To do so, the student must complete a Change of Registration form and submit it to the Office of the Registrar, which will then notify the course instructor. Withdrawals after the 75% point of the course are only permitted in cases of extenuating circumstances and require additional approval from the Associate Dean for Student Success. Withdrawals are not allowed after the last day of class—no course withdrawals may be processed during the final exam period.

Courses that are dropped after the 5th day of the semester will be reflected as withdrawn (W) on the official college transcript and are still counted in the total number of attempted credits for the semester.

Any individual who is attending a full semester course must be properly registered and attend the course by day five of the semester. No student will be permitted to register or attend the term after this deadline, unless approval is obtained by the instructor and the Associate Dean for Student Success.

A student may be withdrawn from a course if they miss the first two meetings of a class with limited enrollment and the instructor has requested that the student be withdrawn.

Academic status.

Classification. A full-time student is any student officially enrolled for 3 or more course credits per semester. Three-quarter time is any student enrolled for 2.25 to 2.99 course credit, and a half-time student is any student enrolled for 1.5 to 2.25 course credit. A student who is less than half-time is one officially enrolled for fewer than 1.5 course credits per semester. Official enrollment is defined as the course credits for which a student is registered at the end of the period for adding a course.

Class Level. The number of course credits completed at the start of a semester determine the student's class level for that semester:

Freshman:	Less than 7 course credits
Sophomore:	7 to less than 15 course credits
Junior:	15 to less than 24 course credits
Senior:	24 or more course credits

Exchange students and other students not pursuing a Monmouth College degree are not assigned a class level.

Audits. Students are permitted to audit courses for enrichment and/or exploration of different fields of study if there is space available at the conclusion of the enrollment period. Auditing a course means attending lecture sessions but not writing papers, participating in laboratory work, or taking exams.

The student receives no academic credit for an audited course, but if attendance has been satisfactory, an AU will be recorded on the student's transcript. If attendance has not been satisfactory, a NAU (Audited Course Requirements Not Fulfilled) will be assigned.

Full-time students may audit a course without charge. Part-time students will be charged an audit fee. Students may change from audit to academic credit during the first six weeks of classes with the permission of the instructor and the Associate Dean for Student Success. If the audit is approved for credit and the additional course credit exceeds defined limits (see Overloads on page 16) a petition for overload may be necessary. Academic credit may be changed to audit prior to the last six weeks of the semester, with the permission of the instructor and the Associate Dean for

Student Success and the change is noted on the transcript. Students may later repeat an audited course for academic credit.

Courses completed as an audit will not count toward any degree requirement.

Independent study. Students may enroll in an Independent Study for credit with the approval of the chair of the program to which the course belongs. Independent Study courses may not be used to replace courses that the student previously dropped or for courses in which the student earned a failing grade.

Independent Study forms are available in the Registrar's Office or online. Students must submit the completed form with the required supporting materials to the Registrar's Office by the end of the last day to add a course for the semester. If the course is to be taken during the summer, the completed application must be turned in to the Registrar's Office prior to the last day of class for the spring semester.

Repeating a course. Repeating a course is permitted and replaces both the grade and any credit previously earned for the course. The grades for the earlier and later attempt are listed on the transcript, but only the most recent grade is used in calculating the grade point average. Because repeating a course may or may not improve a student's academic standing and may affect financial aid, students are advised to consult their advisor, the registrar, and the Office of Student Financial Planning before doing so.

Course by Arrangement. Students needing a course already taught at Monmouth College but not offered in a term they need it can apply to take this course by arrangement (CBA). CBA forms are available in the Registrar's Office. Students must submit the completed form with the required supporting materials to the Registrar's Office by the end of the last day to add a course for the semester. Any Course by Arrangement must be approved by the instructor, the Chair, and ultimately the Dean of the Faculty/Vice-President for Academic Affairs.

COURSE POLICIES

Syllabi. Instructors provide a syllabus to students at the first class meeting. Students are expected to be familiar with the syllabus, which includes course learning objectives, assignments and deadlines, and expectations for attendance and performance in the course. Faculty contact information, such as office location and office hours, will also be included in the syllabi.

Attendance. Students are expected to attend all classes and are responsible for all work assigned by the instructor. Faculty members may establish an attendance policy for any course, which must be stated in the syllabus. Students should refer to the Class Absence Policy outlined in the Student Handbook for approved, excused and unexcused absences.

When a student's absences become excessive in the judgment of an instructor, the instructor may require that the student explain or receive permission for any further absences. This requirement is called "no-cut status." The instructor notifies the student, the student's advisor and the associate dean of academic affairs of the decision. Students who miss further classes without valid explanation or permission may be dismissed from the course with an F.

Administrative Withdrawal: Students are expected to be properly registered for courses and observe and follow the add/drop dates, deadlines and registration policies as noted in the Monmouth College course catalog and academic calendar. Students are expected to attend all courses in which they are enrolled and understand the attendance policies as stated on syllabi.

At the end of the add/drop period (5th day of the start of the semester), all instructors are required to verify course rosters. If a student has been verified by an instructor for non-attendance, the student may be administratively withdrawn from the course.

Throughout the semester, in certain circumstances, Monmouth College has the ability to administratively withdraw a student from a course or all enrolled courses. The College reserves the right based on each individual circumstance, to determine when an administrative withdraw is deemed appropriate and necessary.
Normally, this process may be initiated when the following occurs:

- The student is not attending courses for which they are registered, or attendance and work for the course has been unreliable.

- The student has not responded appropriately or at all to communication received from faculty, advisors, the Registrar, the VP for Student Affairs and Dean of Students, and/or any other representatives of the College for an explanation of non-attendance.

The process of an administrative withdrawal from courses usually proceeds as follows:

- The VP for Academic Affairs and Dean of the Faculty, in consultation with the VP for Student Affairs and Dean of Students, faculty, advisor(s) Registrar, and other relevant college student personnel as deemed appropriate, will identify a student who may be considered for administrative withdrawal. *If the student is considered a dependent on parent tax returns or if student has authorized disclosure of educational records to parent or guardian under FERPA, the College reserves the right to also notify the parent/guardian.*
- The VP for Academic Affairs and Dean of the Faculty attempts to make written contact with the student to warn the student of the impending administrative withdrawal, including the reasons, consequences, and timeline.
- If the student responds to the warning within 48 hours of the issued written warning, the VP for Student Affairs and Dean of Students will meet with the student to determine whether the student desires to withdraw from the institution voluntarily, and if not, to identify any conditions for potential continued enrollment with the College, if applicable.
- If the student does not respond to the warning within 48 hours of issue, the VP for Student Affairs and Dean of Students and the Registrar will meet to determine the conditions of the administrative withdrawal and the actions that the student must take to seek readmission to the College in the future. These conditions will be clearly stated in a letter sent to the student, and, if deemed authorized under FERPA, the letter may also be sent to the parent/guardian. It will also be sent to all Deans, and the President of the College.

A letter regarding the withdrawal will be placed in the student's file in the Office of Student Affairs and the Office of the Registrar.

Academic honesty. A breach of the Monmouth College Academic Honesty Policy may result not only in failure of the course, but in dismissal or expulsion from the college. If a student receives a course grade of F anytime during a semester due to a violation of the academic honesty policy, the student will not be allowed to subsequently withdraw (seek a W or WF as the grade of record) from that course. Please refer to the Student Handbook for a detailed description of the academic honesty policy and appeal procedure. The F stands as the grade of record.

Final examinations. The final examination period is a regular part of the academic term. It is expected that instructors will administer final examinations in all regularly scheduled courses with the exception of independent studies. Each final examination must be given during its assigned examination period. In those infrequent cases of courses where traditional examination procedures do not appear applicable or practical, the instructor is expected to use the scheduled examination period as a scheduled class period for the term.

GRADING

Grade reports.

Midterm grades. Prior to the fall and spring breaks, notification of midterm grades are visible in the Grades section of Self-Service. Midterm warning grades (C- or lower) are sent to the student's Monmouth College email account and to the student's advisor. Students receiving midterm warning grades should meet with their instructor and advisor(s) at that time to discuss the issue.
Final grades. Final grades are available online only, unless a paper copy is requested by the student.
Advisors have online access to their advisees' grades.

Student academic information is released to the student, their advisor, and other college officials with legitimate educational interests. (Please refer to the Student Handbook for detail.) Students who wish to grant access to view final grades to a third party other than those listed above may designate proxy access in Colleague Self-Service by selecting "View/Add Proxy Access" under User Options. Academics/Grades proxy access does not include access to additional academic information such as academic standings, notifications of probation, warning or dismissal, and conversations with faculty or other academic affairs representatives. To grant this level of access to a third party, students must sign the consent to release information form in person in the Office of the Registrar located in the ACE in Hewes Library.

Grading System. The following symbols and point values are used on Monmouth College transcripts:

A	4.0	Excellent
A-	3.667	
B+	3.333	
B	3.0	Good
B-	2.667	
C+	2.333	
C	2.0	Satisfactory
C-	1.667	
D+	1.333	
D	1.0	Passing but unsatisfactory in some important aspects
D-	0.667	Minimum passing grade
F[1]	0.0	Failure
W		Withdrawn
IP[2]		In progress
I[3]		Incomplete
CR		Credit earned (for courses designated credit/no credit)
NC		No credit earned (for courses designated credit/no credit)
AU		Satisfactory completion of requirements for an audited course
NAU		Audited course requirements not fulfilled
GNR		Grade Not Recorded (assigned when no grade has been received from instructor after the grade submission deadline has passed).

[1]If a student receives a grade of F in a course due to academic dishonesty; the student is not allowed to withdraw from the course. The F stands as the grade of record.

[2]IP is used for those courses in which the work is not expected to be completed in one semester (e.g. long-term projects, research). Normally, the work is completed and graded in the subsequent semester. If the work is not completed by the end of the subsequent semester, the registrar consults with the instructor about the grade to be awarded, which is normally an F.

[3]Incomplete may be assigned only when a situation beyond the student's control precludes completion of the required work or when the instructor needs further time for evaluation. It may not be used in a routine way to allow a student more time to complete the required work in the course. Normally, it is the responsibility of the student to request a grade and to make arrangements with the instructor for completing the work.

A student who receives an Incomplete for a fall semester or summer session course is expected to normally complete the work by the end of the second week of the following semester. A student who receives an Incomplete for a spring full semester or second half semester course is expected to normally complete the work within a period of three weeks following the last examination day for that semester. A student who receives an Incomplete for a first-half semester course is expected to normally complete the work within a period of three weeks following the exam day for first half semester courses. If the work is not completed by the end of the designated period, the registrar consults with the instructor about the grade to be awarded.

Grade point average. The grade point average (GPA) is calculated by dividing the number of points for each grade earned during the semester by the number of graded course credits taken.

The cumulative GPA is the total of all grade points earned, divided by the total number of graded course credits taken. Only courses taken at Monmouth College for which letter grades have been recorded are included in the GPA calculation. Grades for courses transferred from other institutions and any courses taken after graduation are not included.

ACADEMIC PROGRESS AND ACADEMIC STANDING

The college establishes standards for academic achievement in order to assist students in meeting their academic goals and to maintain a campus environment conducive to the mission of the college.

ACADEMIC STANDING AND SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS								
Federal SAP Status	**SATISFACTORY**[4]						**UNSATISFACTORY**	
Academic Standing	Expected		Acceptable		Probation		Dismissal[3]	
Semester in Attendance	Cumulative Registered/ Attempted course credits[1]	Minimum Expected Cumulative GPA	Cumulative Completed-Earned course credits[2]/Pace	Minimum Required Cumulative GPA	Cumulative Completed-Earned course credits[2]/Pace	Minimum Required Cumulative GPA	Cumulative Completed course credits (pace)	Cumulative GPA
1	4	2.0	3 (75%)	1.6	<3 (<75%)	<1.6	<33.3% (e.g.<1 earned/3 att.)	<0.8
2	8	2.0	6 (75%)	1.8	<6 (<75%)	<1.8	<50% (e.g. <3 earned/6 att.)	<1.4
3	12	2.0	9 (75%)	1.9	<9 (<75%)	<1.9	<55.6% (e.g. <5 earned/9 att.)	<1.6
4	16	2.0	12 (75%)	2.0	<12 (<75%)	<2.0	<58.3% (e.g. <7 earned/12 att.)	<1.7
5	20	2.0	15 (75%)	2.0	<15 (<75%)		<66.6%	<2.0
6	24	2.0	18 (75%)	2.0	<18 (<75%)		<66.6%	<2.0
7	28	2.0	22 (78.6%)	2.0	<22 (<78.6%)		<66.6%	<2.0
8	32	2.0	26 (81.3%)	2.0	<26 (<81.3%)		<66.6%	<2.0
9			29	2.0	<29		<66.6%	<2.0
10			32	2.0	<32		<66.6%	<2.0

[1]Registered/Attempted courses include all courses officially enrolled in at Monmouth College, and includes all accepted transfer work, AP credit, IB credit recorded on our academic transcript. It does not include courses taken as audit.

[2]Completed/Earned courses include all accepted transfer work, accepted AP and IB credits, and courses successfully completed while enrolled at Monmouth College.

[3].Dismissal may result from insufficient GPA or insufficient cumulative courses earned/pace.

[4] Three academic standards must be measured and met in order to maintain eligibility for federal and state financial aid.
GPA requirements (qualitative standard) and credits earned (quantitative standard/pace) and Maximum Time Frame (150% rule) are prorated for students that are less than full-time.
To view the full policy visit: https://www.monmouthcollege.edu/offices/student-financial-planning/policies-forms-resources/

Acceptable academic standing. To be in acceptable academic standing, a full-time student must meet all of the following standards established by the faculty:

1. Earn a minimum of 3 or more course credits each of the first six semesters and 4 course credits or more per semester subsequently;

2. Meet the cumulative GPA standard based on the cumulative number of courses registered/attempted:
    a. GPA of 1.6 or higher when cumulative attempted credits are less than 8.
    b. GPA of 1.8 or higher when cumulative attempted credits are less than 12.
    c. GPA of 1.9 or higher when cumulative attempted credits are less than 16.
    d. GPA of 2.0 or higher when cumulative attempted credits are 16 or greater.

Part-time and non-degree seeking students are considered to be in acceptable academic standing when they earn a minimum cumulative GPA of 1.60 prior to completing 6 course credits, and will follow the chart thereafter.

Academic probation. Students whose low grades and/or slow accumulation of course credits indicate they are at risk of being dismissed from the college are placed on academic probation. Students on academic probation are not considered to be in acceptable academic standing. However, because they are earning credits consistent with the minimum pace required by the federal Department of Education, they are considered to be making Satisfactory Academic Progress. The determination of Academic Progress (based on a 4 to 5-year graduation rate) and the determination of Satisfactory Academic Progress (based on a maximum 6-year graduation rate) are two separate matters evaluated and determined by the Registrar.

Students on academic probation are required to consult with a faculty advisor and develop a plan for returning to acceptable academic standing. Students on probation must also request and receive permission from the Admission and Academic Status Committee for anything beyond the normal course load. In some cases, students on probation may be restricted from participating in extracurricular activities by the Admission and Academic Status Committee for the period of probation.

Academic dismissal. Students may be dismissed when:

1. The student's cumulative GPA falls below the following standards:
   a. 0.8 when cumulative attempted credits are less than 8.
   b. 1.4 when cumulative attempted credits are less than 12.
   c. 1.6 when cumulative attempted credits are less than 16.
   d. 1.7 when cumulative attempted credits are less than 20.
   e. 2.0 when cumulative attempted credits are 20 or greater.

2. The student falls below the standards in cumulative course credits earned of:
   a. 33.3% when cumulative attempted credits are less than 8.
   b. 50.0% when cumulative attempted credits are less than 12.
   c. 55.6% when cumulative attempted credits are less than 16.
   d. 58.3% when cumulative attempted credits are less than 20.
   e. 66.6% when cumulative attempted credits are 20 or greater.

3. In the judgment of the college, the student is not serious about seeking an education at the college or when the student's academic performance or other behavior has become disruptive to the academic mission of the college.

Appeal of academic dismissal. Students have the right to appeal academic dismissal. Students may file an appeal by submitting the appeal form, written statement, and any supporting documentation to the Office of Academic Affairs by the deadline stated on the notification of dismissal. Appeals are evaluated by the Admission and Academic Status Committee comprised of faculty members from various disciplines. Representatives from the following offices are also present at the appeals meeting, but do not cast a vote: Student Success and Accessibility Services, Office of the Registrar, Residence Life and Student Life. Students are notified of the decision immediately following the appeals meeting. Only in extraordinary circumstances can a student appeal the committee's decision to the dean of the faculty, who will render a final decision. The student must submit additional documentation and evidence not previously considered in order for a second appeal to be considered.

Readmission. A student who was dismissed, or has been away from the college for a semester or more, must apply for readmission through the Monmouth College Registrar's Office in order to return.

Disciplinary dismissal. A student dismissed for disciplinary reasons will be assigned a grade of W in cases where coursework has not been completed prior to dismissal. Policies and procedures for disciplinary dismissal are published in the Scots Guide.

FINANCIAL ASSISTANCE ELIGIBILITY AND SATISFACTORY ACADEMIC PROGRESS POLICY

A student is required to be making **Satisfactory Academic Progress (SAP**) in order to maintain eligibility for Federal and/or State financial assistance. (See chart above.) At the end of each academic semester, after final grades have been issued, the Associate Vice President for Student Financial Planning will verify the academic progress of each student. All periods of enrollment (Fall, Spring, and any future terms Monmouth may offer such as summer, J-term or May-term) will count toward SAP, including when a student does not receive federal/ Title IV aid.

The three components of Satisfactory Academic Progress which must be evaluated and met are:

1. Qualitative Standard (Incremental GPA)
2. Quantitative Standard (Incremental Pace)
3. Maximum Time Frame (to complete a program)

All remedial coursework, repeated coursework, and coursework from which a student withdraws will be counted and calculated in the appropriate SAP formulas. When a course is repeated, only the most recent grade is used in the Qualitative—GPA calculation. However, both courses (original and repeated) will be used in the Quantitative—Pace calculation.

Definitions:

Registered/Attempted courses include all courses officially enrolled in at Monmouth College, and includes all accepted transfer work, AP credit, IB credit, and CIE credit recorded on our academic transcript. It does not include courses taken as audit.

Official Enrollment is defined as the credits for which a student is registered at the end of the period for adding a course without a fee (typically the end of the first week of classes) or any 2nd half semester classes for which the student enrolls during the allowable period for adding a 2nd half semester course.

Financial Aid Probation Period refers to a status assigned to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for state and/or federal aid reinstated for one semester.

Financial Aid Appeal refers to a process initiated by a student who is not meeting the satisfactory academic progress standards and petitions the institution for reconsideration of the student's eligibility for Federal and/or State assistance.

Academic Plan refers to a plan developed by a student in conjunction with their academic advisor and/or the Registrar which when adhered to, will allow them successfully meet SAP standards within a designated period of time. An Academic Plan must accompany a Financial Aid Appeal submitted by a student.

Qualitative Standard (Cumulative GPA). Students must meet an incremental minimum cumulative GPA (see chart) on a 4.0 scale. If the student fails to meet the incremental minimum GPA, a loss of eligibility for Federal and/or State financial assistance will occur.

Per federal regulation, when a student is enrolled in an educational program of more than two academic years, the student must have a GPA of at least 2.0 or its equivalent by the end of the second academic year. Monmouth College defines "second academic year" as the term in which a student registers for their 15th course credit (60th credit hour equivalent) which is the semester they have attempted enough credits to have been able to achieve a junior standing.

In the case of a student who receives a grade equal to "I" (Incomplete) or "IP" (In-progress), the eligibility for financial assistance for the next semester will be determined without regard for the "I" or "IP" grade. Subsequent removal of an "I" or "IP" grade and replacement of those grades with final grades may have an impact on future semesters and the eligibility for financial assistance, but it will not have a retroactive effect on semesters for which assistance has already been approved.

Quantitative Standard (Incremental Pace). Students must also be making incremental progress and consistently earning credits towards a degree. (See chart). If the student fails to make incremental progress towards the degree, a loss of eligibility for Federal and/or State financial assistance will occur.

Maximum Time Frame (to complete the program). The federal regulations contain a maximum time frame component, which allows a student to take up to 150% of the time needed to achieve and obtain a degree. For example, a full-time student may take up to six years to obtain a four-year bachelor's degree and still remain eligible to receive financial assistance. Once the student has reached the 150% point in time, no further Title IV aid will be processed.

(Transfer credits from another institution, as well as AP and IB credits will be counted toward the incremental pace and maximum time frame but will not be counted toward the GPA.)

Financial Aid Appeal. In any semester where a student has lost eligibility of financial assistance, the student may make a written appeal for reinstatement of eligibility for Federal and/or State assistance to the Associate Vice President for Student Financial Planning. Such written appeal must be made by the deadline set forth in the notification received by the student. (See below Notification.) The student must show that their cumulative GPA fell to below the minimum or they failed to make incremental progress towards a degree (as outlined in chart) as the result of 1) the death of an immediate relative of the student, 2) a severe injury to the student, 3) a severe illness of the student, or 4) other unusual circumstances that interrupted their ability to perform academically. It is expected that the student will develop an academic plan with the assistance of their academic advisor and/or the Registrar and submit said academic plan with the appeal.

Appeals are evaluated by the Financial Aid SAP Appeals Committee, comprised of the AVP for Student Financial Planning, members of the Student Financial Planning staff, and the VP for Enrollment Management. Students are notified of the decision of the committee immediately following the appeals meeting. The decision of the Financial Aid SAP Appeals Committee is a final decision regarding the appeal.

If an appeal is granted, the student will be placed on a Financial Aid Probation Period for one semester and will be eligible to receive Federal and/or State assistance. If, at the end of the probation period, a student does not 1) meet the incremental minimum cumulative GPA requirement or 2) meet the incremental minimal pace toward the degree (as outlined in the chart), the student will again be considered ineligible for aid and will be notified of their right to appeal. A second appeal would only be considered if the student can illustrate that they have met the requirements specified in their Academic Plan and they will be able to meet the SAP standards by a specific point in time as outlined in their Academic Plan.

Notification. Students are notified of their SAP status in a number of ways. The status is viewable at all times through the student's MyMC self-service portal. In addition, when a student fails to meet SAP standards or a student appeals their eligibility, official notifications are provided via postal mail, email, and through self-service portal.

Re-establishing Eligibility. A student may re-establish eligibility for financial assistance in a number of ways. 1) A student may enroll at the college without the benefit of financial assistance and achieve or reestablish satisfactory academic progress during this time. Once a student has done this, by increasing the grade point average and/or pace, the student could be eligible for financial assistance in the following semester. 2) A student may enroll at another institution. When doing so, a student is encouraged to discuss potential class selections with the Registrar's Office to determine their eligibility for transfer back to Monmouth College. The SAP calculations would then be re-run to consider the newly earned transfer credits. When the student has successfully met the SAP requirements, their eligibility for financial assistance will be re-established and granted for the following semester. Note: This could be done over a summer semester, and a student could successfully re-establish eligibility for the fall semester. These options are not available to students who have been dismissed from financial aid because of exceeding their maximum time frame.

Changing of Major/Program. If a student elects to change their major during their enrollment at Monmouth College, and this change is granted by the academic program and the Registrar's Office, the student will still be held to the Maximum Time Frame Component or 150% rule stated above. All coursework taken at Monmouth College will continue to be counted in the Qualitative (GPA) and Quantitative (Pace) formulas outlined above. The SAP status of a student will be applied continuation from one major/program to the next.

Policy Effective Date: 08/13/2025

COMMENCEMENT POLICIES AND ACADEMIC HONORS

To be eligible to participate in the Commencement Ceremony, students must submit and receive approval for the Application for Degree. They must either complete all degree requirements by the end of the spring semester or have no more than three courses remaining, along with a completion plan approved by the Registrar for finishing those courses by the end of the same calendar year. In addition, students must confirm their intention to participate in the Commencement Ceremony with the Registrar by April 1 of the ceremony year. All current financial obligations to the College must be paid in full prior to Commencement. Students who fail to meet these obligations will not be permitted to participate in Commencement activities or receive their degree.

College Honors at Graduation. College honors celebrate overall academic achievement. Students who have completed all their coursework with a cumulative grade point average of 3.50 or higher, graduate cum laude; with 3.75 or higher, magna cum laude; and with 3.90 or higher, summa cum laude. These honors are stated on the transcript. No college honors can be given until ALL course work has been completed. Seniors who have completed all course work with the exception of a May Term trip may be recognized in the commencement program.

Program Honors. Students who have a cumulative grade point average of 3.50 or higher in courses taken toward the major, who are judged by program faculty to have shown superior performance in the culminating experience of the major, and who have completed other requirements established by the program are recognized with program honors at graduation.

Dean's List. Students who have earned 3 or more course credits for which letter grades are assigned in a semester, who have achieved a grade point average of 3.50 or higher and who are in good academic standing are named to the Dean's List for that semester.

ACADEMIC APPEALS

Waivers. A student may request that an academic regulation be waived or modified by submitting a written petition to the Registrar's Office. Petition forms are available either in the Registrar's Office or online. The petition should state the regulation in question, the change that is sought, and the grounds that the student believes justify granting the request. Waivers are reviewed by the Admission and Academic Status Committee who then renders a decision. In extraordinary circumstances, a student may appeal the committee's decision to the dean of the faculty, who then renders a final decision.

Grade appeal. A student who believes a grade is incorrect or unfair should consult first with the instructor of the course. If a resolution is not reached, the student should consult with the chair of the department. A student who is unable to reach a resolution through these means may formally appeal a grade by sending a written petition to the associate dean of the faculty. The formal procedure for a grade appeal must be started within 30 days of the posting of the final grade. Questions about grades that arise because of charges of academic dishonesty are resolved through the procedures described under Academic Honesty.

Teacher Education. Separate waiver, appeal, and grievance procedures apply in cases involving teacher education and licensure. These are described in the TEP Sub-Committee Final Charge and Candidate Appeal links on the Educational Studies Department's Web page. Paper copies are available in the Educational Studies Department.

ASSESSMENT

To improve its educational program, Monmouth College continually assesses student learning. Assessment activities are overseen by academic departments and the faculty as a whole. Assessment can include standardized testing, student surveys and reflection, alumni surveys, and other methods that assist the faculty in understanding how well students are meeting learning goals and how to improve student learning. In some cases, assessment results also enable faculty to provide feedback to individual students about their academic progress.

ACADEMIC RECORDS

Each student's official academic record is kept in the Registrar's Office. Current students have access to their academic information online through Self-Service, which is password protected. Current and former students may order copies of their Monmouth College transcript through the Registrar's Office. Requests may be made online via Parchment or by submitting the transcript request form which is also found online. Transcripts may not be released without a student's signature or express consent via Parchment. For specific information about requesting a transcript, visit the Office of the Registrar page on the Monmouth College website or call the Registrar's Office at 309-457-2326.

THE FAMILY EDUCATIONAL RIGHT TO PRIVACY ACT

Monmouth College adheres to the Family Educational Rights and Privacy Act (FERPA)-which affords students the following rights:

1. The right to inspect and review the student's education records.

2. The right to request the amendment of the student's education record to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

3. The right to withhold disclosure of directory information contained in the student's education record, except to the extent FERPA authorizes disclosure without consent.

4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by Monmouth College to comply with the requirements of FERPA.

5. The right to obtain a copy of Monmouth College's FERPA policy, which is on file in the Registrar's Office.

PARTICIPATION COURSE GUIDELINES

Participation courses are credit-bearing courses in which there is little to no work outside of the required participation times. Participation courses listed below will not count toward the normal 4.0 course credits per semester load. Students may take the equivalent of 1.0 participation course credit per semester, up to a total of 5.0 course credits without advisor or AASC permission. Anything above this amount will require approval of AASC. Students in exceptional majors and programs* are allowed to go to 5.25 course credits. No more than 2.5 participation course credits may count toward graduation. Departments may have further restrictions as to what counts for a particular major. Internships do not fall under the scope of participation courses.

*The group known as Exceptional Majors or Programs includes the Biochemistry major, Pre-Professional Health program, 3-2 programs, and teacher licensure programs as indicated in the final 4-4 document approved by faculty.

DEPARTMENT	PARTICIPATION COURSES AND COURSE CREDIT		
Art	ARTD-325 ARTD-425	Critique – 0.5 Critique – 0.5	
Biology	BIOL-205	Biology Lab Teaching Assistant – 0.25	May be repeated a maximum of 6x.
Classics	CLAS-295	Classics Day Leadership – 0.25	May be repeated a maximum of 4x.
Chemistry	CHEM-201	Chemistry Lab Teaching Assistant – 0.25	May be repeated a maximum of 6x.
Communication Studies	COMM-110 COMM-113 COMM-115 COMM-117 COMM-210	Student Media Practicum – 0.25 Communication Workshop – 0.25 Radio Workshop – 0.25 Journalism Workshop – 0.25 Student Media Practicum – 0.25	Majors are required to take 0.5 course credit of workshop credit at 100/200 level. However, no more than 2.0 course credits of experiential credit may count toward completion of major; This includes 100/200 level workshops. student may not exceed 1.0 course credit of 100 level workshops.
Mathematics, Statistics, & Computer Science	COMP-188	Competitive Programming – 0.25	May be repeated a maximum of 4x.
History	HIST-290 HIST-390	Archives Practicum – 0.5 to 1.0 Archives Practicum – 0.25 to 1.0	Students may take maximum of 1.0 course credit in HIST-195. HIST-290 and HIST-390 may be repeated 2x.
Kinesiology	PHED-101 PHED-110 PHED-111 PHED-139 PHED-149 PHED-159	Fundamentals of Basketball – 0.25 Physical Fitness – 0.25 Weight Training – 0.25 Rock Climbing – 0.25 Walking – 0.25 HIIT Walking – 0.25	Each physical education basic skills course is 0.25 course credit. No more than 1.5 course credits may be counted toward the degree. Credit for a particular course will only be granted once.
Music	MUSI-131 MUSI-134 MUSI-181 MUSI-182 MUSI-183 MUSI-184 MUSI-185 MUSI-186 MUSI-187 MUSI-189	Jazz Band – 0.125 Vocal Chamber Music – 0.125 Chorale – 0.25 Chamber Orchestra – 0.25 Instrumental Chamber Music – 0.125 Concert Choir – 0.125 Monmouth Winds Ensemble – 0.125 Monmouth College Pipe Band – 0.125 Percussion Ensemble – 0.125 Fighting Scots Marching Band/Concert Band – 0.125	Music majors are required to participate in an ensemble for 8 semesters. Only one ensemble per semester, a total of 2.0 course credits, will count toward the completion of Music major requirements.
Political Science	POLS-110	Moot Court – 0.25	May be repeated a maximum of 4x.
Theatre	THEA-119	Theatre Practicum – 0.25	May be repeated 8x.

ACCOUNTING

Marnee Fieldman	**Mollisa Kurz**	**Shannen Lefler**
Associate Professor	*Lecturer*	*Lecturer*

Overview of the Program:

The mission of the Monmouth College Accounting program is to leverage our liberal arts general education program for developing our students' understanding of the theoretical foundation of accounting and cultivating within our students a passion for life-long learning. Within this framework we use a continuous improvement philosophy for our curriculum which is designed to further develop our students' ability to think critically, communicate relevant information effectively, make decisions using qualitative and quantitative data, and work effectively in teams.

The core values of the program are:

1. Learner focused — our courses employ active learning techniques to enhance the learning environment and engage students in the learning process, thus allowing our students to develop their full potential as skilled problem-solvers, team members and team leaders.

2. Ethics — our courses involve discussion of the ethical values affecting the accounting profession with the objective of enhancing our students' ability to recognize ethical situations and potential effects on stakeholders.

3. Historical context — our courses involve the exploration of the historic reasons for current accounting practices and standards and the evaluation of alternative measurement models.

4. Communication excellence — our courses involve differing communication strategies, both written and verbal, that provide students with necessary practice for improving their skills in delivering high-valued information for decision-making in a clear and concise manner.

5. Research and analysis — our upper-level courses involve using the accounting profession's data-bases as a solid platform for informed decision-making.

Students may choose to complete only one of the following majors in accounting.

Required Courses for the B.A. Accounting *(12 course credits):*

ACCT 203 Financial Accounting
ACCT 204 Managerial Accounting
ACCT 283 Accounting Information Systems
ACCT 304 Advanced Managerial Accounting
ACCT 353 Intermediate Accounting I
ACCT 354 Intermediate Accounting II
ACCT 363 Tax Accounting
ACCT 403 Contemporary Accounting Issues
BUSI 306 Business Finance
ECON 200 Principles of Economics
One of the following two courses:
BUSI 305 Administration and Organization
BUSI 307 Principles of Marketing
One of the following two courses:
BUSI 322 Legal Environment of Business
BUSI 382 Commercial Law

Required Courses for the B.S. in Accounting ***(16 course credits, 36 course credits for baccalaureate degree):***

ACCT 203 Financial Accounting
ACCT 204 Managerial Accounting
ACCT 283 Accounting Information Systems
ACCT 304 Advanced Managerial Accounting
ACCT 353 Intermediate Accounting I
ACCT 354 Intermediate Accounting II
ACCT 363 Tax Accounting
ACCT 373 Advanced Accounting
ACCT 385 Auditing
ACCT 403 Contemporary Accounting Issues
BUSI 305 Administration and Organization
BUSI 306 Business Finance
BUSI 307 Marketing
ECON 200 Principles of Economics

One of the following two courses:

BUSI 322 Legal Environment of Business
BUSI 382 Commercial Law

One elective course outside of ACCT, BUSI, or ECON

Required Courses for the Accounting Minor ***(6 course credit):***

ACCT 203 Financial Accounting
ACCT 204 Managerial Accounting
ACCT 304 Advanced Managerial Accounting
ACCT 353 Intermediate Accounting I
ECON 200 Principles of Economics

One of the following four courses:

ACCT 283 Accounting Information Systems
ACCT 354 Intermediate Accounting II
ACCT 363 Tax Accounting
ACCT 385 Auditing

Certified Public Accounting Exam:

Effective January 1, 2023, to sit for the CPA Exam students must have completed a total of 120 semester credit hours. The additional educational requirements for obtaining CPA licensure can vary by state. In Illinois, the additional requirements for licensure include a total of 150 semester credit hours.

Completing the B.A. degree with 31 course credits means you have earned 124 semester hours and completing the B.S. degree with 36 course credits means you have earned 144 semester hours. Both paths satisfy the educational requirements for taking the CPA exam. However, to obtain licensure in Illinois, students graduating with a B.A. degree will need to complete an additional 26 semester credit hours (approximately six courses). Those graduating with a B.S. degree will need to complete an additional six semester credit hours (approximately 1.5 courses). Each student who plans to sit for the CPA exam needs to develop an academic plan that aligns with the relevant state's requirements. This plan could be completed at Monmouth College or as part of a graduate program leading to a Master's degree. Proper planning allows students to meet both the College's graduation requirements for an accounting degree and any state's requirements for taking the CPA exam. Furthermore, it potentially enables students to fulfill all educational requirements for licensure within the standard four years of study.

ART

Stacy Lotz
Professor

Janis Mars Wunderlich
Associate Professor

The Art program offers a major and a minor in Art and, in collaboration with Educational Studies, offers the Art Education major.

Overview of the Art Major:

The Art program focuses on studio art proficiency in the media areas of Ceramics, Drawing, Painting, Photography, Printmaking, and Sculpture; we also offer courses in Art History. Through these courses, students can obtain a strong foundational understanding of how art is made, in terms of materials, techniques, concepts, and processes. Students will participate in experiences that emphasize creative problem solving, develop artistry and craftsmanship, and enhance mindfulness and professionalism. Art Majors will enter the annual juried student art exhibition and present an exhibition of work as the senior capstone experience.

Required Courses for the Art Major:

Core Courses *(all required to total 5.0 course credits):*

ARTD	100	The Creative Process *(1.0 course credit)*
ARTD	200	Art History Survey I: Pre-history through Renaissance *(1.0 course credit)*
ARTD	201	Art History Survey II: Renaissance to Contemporary *(1.0 course credit)*
ARTD	325	Junior Critique *(0.5 course credit)*
ARTD	425	Senior Critique *(0.5 course credit)*
ARTD	450	Exhibition *(1.0 course credit)*

Art Electives *(select a total of 6.0 course credits):*

ARTD	215/315	Drawing *(1.0 course credit)*
ARTD	223/323	Sculpture: Construction and Foundry *(1.0 course credit)*
ARTD	224/324	Sculpture: Multiples and Installation *(1.0 course credit)*
ARTD	237/337	Photography: Digital *(0.5 course credit)*
ARTD	238/338	Digital Photography: Color *(0.5 course credit)*
ARTD	243/343	Observational Painting *(1.0 course credit)*
ARTD	244/344	Abstract Painting *(1.0 course credit)*
ARTD	250	Special Topics in Studio *(0.5 or 1.0 course credit)*
ARTD	260/360	Hand-built Ceramics *(1.0 course credit)*
ARTD	261/361	Wheel-thrown Clay *(1.0 course credit)*
ARTD	271/371	Relief Printmaking *(0.5 course credit)*
ARTD	290	Academic Travel *(0.25 or 0.5 course credit)*
ARTD	350	Special Topics in Art History *(0.5 or 1.0 course credit)*
ARTD	409	Creating Change Through Art *(1.0 course credit)*
ARTD	420	Independent Study *(0.25 – 1.0 course credit)*
ARTD	440	Art Internship *(0.5 or 1.0 course credit)*
COMM	269	Multimedia Production *(1.0 course credit)*
PUBR	267	Layout and Design *(1.0 course credit)*

Required Courses for the Art Minor:

Core Courses *(select a total of 2 course credits):*

ARTD	100	The Creative Process *(1.0 course credit)*
ARTD	200	Art History Survey I: Pre-history through Renaissance *(1.0 course credit)*
or		
ARTD	201	Art History Survey II: Renaissance to Contemporary *(1.0 course credit)*

Art Electives (*select to total 3 course credits):*

ARTD	215/315	Drawing *(1.0 course credit)*
ARTD	223/323	Sculpture: Construction and Foundry *(1.0 course credit)*
ARTD	224/324	Sculpture: Multiples and Installation *(1.0 course credit)*
ARTD	237/337	Photography: Digital *(0.5 course credit)*
ARTD	238/338	Digital Photography: Color *(0.5 course credit)*
ARTD	243/343	Observational Painting *(1.0 course credit)*
ARTD	244/344	Abstract Painting *(1.0 course credit)*
ARTD	250	Special Topics in Studio *(0.5 or 1.0 course credit)*
ARTD	260/360	Hand-built Ceramics *(1.0 course credit)*
ARTD	261/361	Wheel-thrown Clay *(1.0 course credit)*
ARTD	271/371	Relief Printmaking *(0.5 course credit)*
ARTD	290	Academic Travel *(0.25 or 0.5 course credit)*
ARTD	350	Special Topics in Art History *(0.5 or 1.0 course credit)*
ARTD	409	Creating Change Through Art *(1.0 course credit)*
ARTD	420	Independent Study *(0.25 – 1.0 course credit)*
ARTD	440	Art Internship *(0.5 or 1.0 course credit)*
COMM	269	Multimedia Production *(1.0 course credit)*
SCOM	267	Layout and Design *(1.0 course credit)*

ART EDUCATION

ART

Stacy Lotz
Professor,
Curator of Art Collection

Janis Mars Wunderlich
Assistant Professor

EDUCATIONAL STUDIES

Tamara LaPrad
Associate Professor

Arren Duggan
Assistant Professor

Thomas Sargent
Professor

Tiffany Springer
Assistant Professor
Director of Teacher Education

Overview of the Major:

The Art Education major combines the strengths of the Art program, which include comprehensive foundational studies in the media areas of Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, and Sculpture, a solid grounding in Art History, advanced work in a media, and experience with developing personally meaningful and creative solutions to artistic problems. This thorough education in Art and additional course work in the Educational Studies Department combine to create a major that provides a distinct career path that is grounded in a rich liberal arts experience. This major leads to the initial Illinois Professional Educator License in PK-12 Visual Arts.

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the Visual Arts teacher licensure is an approved program.

Required Courses for the Art Education Major:

ARTD	100	The Creative Process (1.0)
ARTD	200	Art History Survey I: Prehistory-Renaissance (1.0)
ARTD	201	Art History Survey II: Renaissance-Contemporary (1.0)
ARTD	223	Sculpture: Construction & Foundry (1.0)
or		
ARTD	224	Multiples & Installations (1.0)
ARTD	237	Digital Photography: Black & White (0.5)
or		
ARTD	238	Digital Photography: Color (0.50)
ARTD	243	Painting: Observational (1.0) **o**
or		
ARTD	244	Painting: Abstract (1.0)
ARTD	260	Ceramics: Hand-built (1.0)
or		
ARTD	261	Ceramics: Wheel-thrown (1.0)
ARTD	271	Printmaking: Relief

ARTD	3XX	300 level media course (1.0)
ARTD	325	Critique: Junior (0.5)
or		
ARTD	425	Critique: Junior / Senior (0.5)
EDST	100	Introduction to Educational Studies (0.5)
EDST	210	Characteristics of Exceptional Learners (0.5)
EDST	215	Diversity, Equity, and Inclusion in Education (1.0)
EDST	220	Theories of Learning (0.5)
EDST	377	Foundations of Art Education (1.0)
COMM	269	Multi-Media Production (1.0)
or		
SCOM	267	Layout and Design (1.0)
MCTE	200	Principles and Strategies of Secondary Teaching (1.0)
MCTE	300	Content Area Literacy for Secondary Students (1.0)
MCTE	302	Educational Technology—Secondary/PK–12 (0.5)
MCTE	305	Teaching English Language Learners in PK–12 Classrooms (0.5)
MCTE	310	Measurement and Assessment in Education (1.0)
MCTE	312	Exceptional Learner Methodologies—Secondary/PK–12 (0.5)
MCTE	333	Practicum: 9–12/PK–12 (0.0)
MCTE	350	Principles and Strategies of Middle Level Teaching (1.0)
MCTE	351	Adolescent Psychology (1.0)
MCTE	378	PK-12 Visual Arts Curriculum & Instruction (1.0)
MCTE	470	Student Teaching Seminar w/Classroom Management (1.0)
MCTE	475	Student Teaching Clinical Experience (3.0)
PSYC	221	Lifespan Development (1.0)

BIOCHEMISTRY

Audra Lee Goach
Professor

James Godde
Professor

Laura Moore
Professor

Michael Prinsell
Associate Professor

Janet Ugolino
Associate Professor

Overview of the Program:

Students will obtain a solid foundation in the molecular sciences at the intersection of chemistry and biology that will prepare them for employment, professional school, or graduate school upon graduation. They will also learn to use the scientific literature information and to communicate scientific information effectively.

Because the chemistry program is accredited by the American Chemical Society (ACS), we are able to offer a program that leads to ACS certification in the biochemistry degree track. This program of study is recommended for students planning to enter government or industrial laboratories as a biochemist or for those students planning to enter biochemistry graduate programs.

The Biochemistry degree is a Bachelor of Science degree, (with 16.5 courses in the major) and requires 34.5 total course credits to fulfill college graduation requirements.

Required Core Courses for the Biochemistry Major *(15.5 course credits):*

BIOL	200	Cell Biology (Completion of BIOL 150 is recommended prior to enrollment in BIOL 200)
CHEM	140	General Chemistry
CHEM	220	Introductory Analytical Chemistry
CHEM	228	Organic Chemistry I
CHEM	230	Organic Chemistry II
CHEM	312	Physical Chemistry I
BIOC	330	Biochemistry
BIOC	390	Advanced Biochemistry
MATH	151	Calculus I (fulfills QRP for the major)
MATH	152	Calculus II
or		
STAT	201	Statistics
PHYS	130	Physics I
PHYS	132	Physics II
CHEM	350	A total of 4 semesters.
BIOC	430	Research (0.5 course credit) Students are required to participate for at least two semesters; one semester must be in the senior year. May be taken for 0.25 or 0.5 course credit.

Students select two of the three Biology courses listed below:

BIOL	202	Genetics
BIOL	302	Microbiology
BIOL	354	Molecular Biology

Other Required Courses: (1.0 course credit)

One upper-level science or math course; a few courses that may be used to fulfill this requirement include:

BIOC	300	Bioinformatics
BIOL	202	Genetics (if not used for core requirement)
BIOL	204	Human Anatomy & Physiology
BIOL	302	Microbiology (if not used for core requirement)
CHEM	322	Physical Chemistry II
CHEM	340/325*	Instrumental Analysis /Integrated Laboratory (1.5 course credit)

**Co-requisite courses (must be taken concurrently).*

Students should consult with their advisor to determine the optional course(s) that they will use to fulfill this requirement.

The ACS Certified Degree in Biochemistry:

Students may complete an ACS certified degree in biochemistry by taking (in addition to the major requirements):

CHEM	270	Inorganic Chemistry
BIOL	354	Molecular Biology (as part of the core requirement)

And one of the following that can be used as the Science/Math elective:

CHEM	322	Physical Chemistry II
CHEM	340/325	Instrumental Analysis/Integrated Lab (Concurrently)
PHYS	325	Solid State Physics

Final certification is contingent upon completion of a thorough written report of a research project (CHEM 430 or BIOC 430).

BIOLOGY

James Godde
Professor

Janet Ugolino
Associate Professor

Overview of the Program:

The curriculum in biology offers an opportunity for students to understand the structures and processes that characterize life and to appreciate the tremendous diversity of living organisms. Course work is balanced among three scales of biological resolution: cellular, organismal, and ecological. An important component of the major is independent research that enables students to become familiar with the process of science by investigating a specific biological problem in the laboratory or field.

Most courses are extensive rather than intensive in content, providing students with considerable breadth in the biological sciences as a whole. Such training may lead to more specifically focused work in a graduate or professional program, to employment in government or industry, or to teaching at the secondary or college level. Biologists who are graduates of liberal arts colleges often offer employers a broader, more flexible outlook in approaching problems as well as strong communication skills.

Facilities, Habitats, and Programs:

The Biology program occupies the Center for Science and Business, with labs on the first and second floors. In addition to the comfortable classrooms and well-equipped laboratories that this building provides, the department has access to the facilities, habitats, and programs described below.

LeSuer Nature Preserve. A 16.5-acre plot of land within a mile of campus provides new opportunities for field research. Rolling hills bisected by a large stream offer upland grassland, forest, riparian, and aquatic habitats for study. Restoration of the entire area to pre-settlement conditions (including several acres of native tall grass prairie) will provide abundant opportunities for student research.

Hamilton Pond. This healthy, freshwater environment was deeded to Monmouth College for use by the Department of Biology as a teaching resource. Just one block from campus, Hamilton Pond is a rich source of aquatic animals and plants for use in laboratories. The pond also offers opportunities for field research on behavior and ecology of amphibians and reptiles.

Spring Grove Prairie. Members of the biology faculty are trustees of Spring Grove Cemetery, giving Monmouth students access to one of the finest virgin prairie plots in Illinois. The plant community present in the plot remains from pre-settlement times and offers unique opportunities for research on prairie plants and soils and the fauna that inhabit them.

THERE ARE THREE COMPONENTS TO THE BIOLOGY MAJOR:

1) Required Biology Major Core Courses – *6.5 courses (5.5 BIOL):*

BIOL	150	Molecules, Cells & Metabolism
BIOL	155	Evolution, Ecology and Diversity
BIOL	202	Genetics
CHEM	140	General Chemistry
BIOL	210	Biological Research Methods
BIOL	440 & 450**	Research I & II
BIOL	350	Science Seminar, 2 semesters

***BIOL 440 and 450 must be taken in sequential semesters and may be replaced with an approved off-campus research experience. Students completing both semesters of the Phage Hunters investigative lab experience will likewise be exempt from BIOL 440 and 450.*

2) Four additional required BIOL electives *(upper level, 200 and up) – 4.0 courses:*

These would vary depending on the student. Students can pick any four, but here are some suggested courses for various interests:

Health careers or Cell/molecular research:

BIOL 200	Cell Biology
BIOL 204	Human Anatomy and Physiology
BIOL 302	Microbiology
BIOL 320	Parasitology
BIOL 325	Advanced Physiology

Ecology/conservation:

BIOL 201	Field Botany
BIOL 307	Ecology
BIOL 315	Conservation Biology
BIOL 333	Evolution
BIOL 345	Animal Behavior

3) Three additional required Math/Science Electives – *3.0 courses:*

Students pick 3 of any of the following (suggestions, others are possible). Students are reminded that some of the courses listed have prerequisites and co-requisites that they must fulfill prior to enrolling.

STAT 201	Statistics I
MATH 151	Calculus I
MATH 152	Calculus II (MATH 151 prerequisite)
PHYS 130	Physics I (MATH 151 co-requisite or permission of the instructor)
PHYS 132	Physics II (MATH 152 co-requisite or permission of the instructor)
PHYS 214	Computational Methods (PHYS 132 and COMP 160 prerequisites)
PHYS 267	Dynamics of Atmosphere (PHYS 130 prerequisite, PHYS 132 co-requisite)
CHEM 220	Analytical Chemistry
CHEM 228	Organic I (220 prerequisite)
CHEM 230	Organic II (CHEM 220 and CHEM 228 prerequisites)

Process for approving other courses: The student, in consultation with their advisor, will propose an alternate course to fulfill the "Three additional required Math/Science Electives" requirement. The proposal will identify the course and describe how the course fits into the student's four-year plan and fulfills the expectations of the Math/Science requirement. This proposal will be submitted to the chair of the biology department prior to taking the course.

REQUIRED COURSES FOR THE BIOLOGY MINOR *(5 course credits):*

BIOL 150	Molecules, Cells & Metabolism
BIOL 155	Introduction to Ecology, Evolution, and Diversity
BIOL 202	Genetics

Plus two other BIOL credits at the 200 level or above.

BIOPSYCHOLOGY

Joan Wertz
Professor, Psychology

James Godde
Professor, Biology

Overview of the Program:

Students majoring in Biopsychology will learn to understand the biological mechanisms of behavior and psychological processes. The Biopsychology major will benefit students interested in pursuing a post- baccalaureate degree (M.S. or Ph.D.) in Biopsychology and related fields, students interested in attending medical school, and students interested in academic or professional careers requiring a solid foundation in science.

Our program will provide intellectual and practical engagement through internships, participation in conferences, travel, and research opportunities. The Biopsychology major requires a minimum of 11.0 course credits. Courses are divided into two categories: Core Courses with a Required Research Component and Electives. Given the interdisciplinary nature of the major, no minor is offered.

Required Courses for the Biopsychology Major *(6.0 course credits):*

BIOL	150	Molecules, Cells & Metabolism
BIOL	204	Human Anatomy and Physiology
CHEM	140	General Chemistry
PSYC	101	Introduction to Psychology
PSYC	243	Mind, Brain and Behavior
PSYC	318	Biopsychology

Required Research Component *(Choose one sequence, 2.0 or 3.0 course credits):*

Students should select one of the following sequences:

Biology sequence (2.0 course credits):

BIOL	210	Biology Research Methods
BIOL	440	Research I
BIOL	450	Research II

Psychology sequence (3.0 course credits):

PSYC	201	Research Methods I: Statistics
PSYC	202	Research Methods II: Design and Communication
PSYC	420	Research Seminar

Electives *(3.0 course credits):*

Three courses from the following, with at least one from BIOL and at least one from PSYC:

BIOC	201	Principles of Nutrition
BIOL	202	Genetics
BIOL	325	Advanced Physiology
BIOL	333	Evolution
BIOL/ PSYC	345	Animal Behavior
BIOL	369	Neurobiology
CHEM	228	Organic Chemistry I
PSYC	216	Learning and Memory
PSYC	236	Psychological Disorders
PSYC	239	Health Psychology
PSYC	303	Drugs and Behavior

PSYC 305 Behavioral Neuroscience

Note:

Students are encouraged to take PSYC 415 Readings in Psychology when relevant to biopsychology. Special Topics courses (PSYC 250 or 350, or BIOL 250) may count toward the major as electives, if approved by the program coordinator and pertaining to biopsychology. Students intending to go to graduate school in the neurosciences are encouraged to also take Organic Chemistry II as an elective.

Senior Research Component:

The senior research project, whether taken as BIOL 440/450 or PSYC 420 must be related to biopsychology, as determined by the research mentor and/or the Biopsychology major coordinator.

BUSINESS AND ECONOMICS

Michael Connell
Professor

Saadullah Bashir
Assistant Professor

Richard Johnston
Associate Professor

Tom Prince
Lecturer

Herb Schmidt
Lecturer

Overview of the Program:

Business and Economics offers programs in Business Administration, Marketing and Economics. The program offers the opportunity to take advanced course credits in management, finance, marketing, statistics, economics and public policy.

The program's focus is a general approach to economic and commercial activity. The program emphasizes the study of business as concrete social and historical phenomena. An emphasis is also placed on the relationship between commercial activity and the social context that it creates and which influences it, and on the consequences of commercial and economic development in the modern world.

The curriculum focuses on how society is organized to produce goods and services. It is through this broader, more historical approach that the student gains a realistic perspective of modern business and the competitive global environment. The student gains the values, the principles, and the insights to weigh short-term versus longer-term profit, to weigh technical versus fundamental analyses.

Business majors are required to take course credits in economics, finance, accounting, quantitative analysis, marketing, and management. Marketing majors get a solid foundation in the business core and more focused marketing courses such as market research and digital marketing. Economics majors study the major areas of economic theory and econometrics. Yet, rather than the simple acquisition of technical skills, majors are also required to take course credits which place these issues in a historical and institutional context; thus, the student learns to understand why the issues and techniques are important.

Requirements for the Economics Major:

BUSI	201	Business Problem Solving
BUSI	205	Business Math and Statistics
ECON	200	Principles of Economics
ECON	300	Intermediate Price Theory
ECON	301	Intermediate Macroeconomics
ECON	371	Introduction to Econometrics
ECON	401	Public Policy

Three ECON course credits at the 300 or 400 level.

Students planning on graduate study in economics are encouraged to gain a mastery of calculus.

Requirements for the Economics Minor:

BUSI	201	Business Problem Solving
BUSI	205	Business Math and Statistics
ECON	200	Principles of Economics
ECON	300	Intermediate Price Theory
ECON	301	Intermediate Macroeconomics

Two ECON course credits at the 300 or 400 level.

Requirements for the Business Administration Major:

ACCT	203	Financial Accounting
BUSI	105	Introduction to Commerce
BUSI	201	Business Problem Solving
BUSI	205	Business Math and Statistics
BUSI	305	Administration and Organization
BUSI	306	Business Finance
BUSI	307	Principles of Marketing
ECON	200	Principles of Economics

One of the following three course credits:

BUSI	405	Strategy and Structure
BUSI	406	Entrepreneurship
BUSI	409	International Business Strategy

One of the following two course credits:

ECON	300	Intermediate Price Theory
ECON	301	Intermediate Macroeconomics

Also required are *three* additional 300+ level course *credits* from the offerings in business administration, accounting, and economics (accounting 204 is also accepted as one of the elective courses). Students are encouraged, but not required, to enroll in advanced writing or communication course credits. Students planning to gain an MBA are encouraged to enroll in Calculus. A student must earn at least a grade of C− in all prerequisites before taking a required course.

Requirements for the Business Administration Minor:

ACCT	203	Financial Accounting
BUSI	201	Business Problem Solving
BUSI	105	Introduction to Commerce
ECON	200	Principles of Economics

Two of the following three course credits:

BUSI	305	Administration and Organization
BUSI	306	Business Finance
BUSI	307	Principles of Marketing

Plus one additional 300 level business course credit.

Requirements for the Marketing Major:

ACCT	203	Financial Accounting
BUSI	105	Introduction to Commerce
BUSI	201	Business Problem Solving
BUSI	205	Business Math and Statistics
BUSI	305	Administration and Organization
BUSI	307	Principles of Marketing
BUSI	387	Marketing Research
BUSI	405	Strategy and Structure
ECON	200	Principles of Economics
PSYC	233	Social Psychology

Two of the following four course credits:

BUSI	317	Sales Management
BUSI	357	Marketing Management
BUSI	367	Advertising
BUSI	377	Digital Marketing

Students are encouraged, but not required, to enroll in advanced writing or communication course credits. Students planning to gain an MBA are encouraged to enroll in Calculus. A student must earn at least a grade of C− in all prerequisites before taking a required course.

Requirements for the Marketing Minor:

BUSI	105	Introduction to Commerce
BUSI	201	Business Problem Solving
BUSI	305	Administration and Organization
BUSI	307	Principles of Marketing
BUSI	387	Marketing Research
ECON	200	Principles of Economics

One of the following four course credits:

BUSI	317	Sales Management
BUSI	357	Marketing Management
BUSI	367	Advertising
BUSI	377	Digital Marketing

CHEMISTRY

Audra Lee Goach
Professor

Laura Moore
Professor

Michael Prinsell
Associate Professor

Overview of the Program:

Students will obtain a solid foundation in chemistry and other physical sciences as well as mathematics that will prepare them for employment, professional school or graduate school upon graduation. They will also learn to use scientific literature and to communicate scientific information effectively.

A Bachelor of Arts (13 courses for the Chemistry major, 32 total courses at the college) and a Bachelor of Science (16 courses for the Chemistry major, 34 total courses at the college) are available for the Chemistry major.

The Chemistry program is accredited by the American Chemical Society (ACS) and offers a program that leads to ACS certification upon graduation. This program of study is recommended for students planning to enter government or industrial laboratories as chemists or for those students planning to enter chemistry graduate programs.

Required Courses for the Bachelor of Arts in Chemistry Major *(13 courses):*

CHEM 140	General Chemistry
CHEM 220	Introductory Analytical Chemistry
CHEM 228	Organic Chemistry I
CHEM 230	Organic Chemistry II
CHEM 270	Inorganic Chemistry
CHEM 312	Physical Chemistry I
CHEM 325/340*	Integrated Laboratory/Instrumental Analysis (total of 1.5 courses credits)
MATH 151	Calculus I (fulfills QRP for the major)
PHYS 130	Physics I
PHYS 132	Physics II
CHEM 350	Science Seminar. A total of 4 semesters.
CHEM 430	Research (0.5 course credit). Students are required to participate for at least two semesters; one semester must be in the senior year. May be taken for 0.25 or 0.5 course credit/semester.

*Co-requisite courses (must be taken concurrently).

Students must choose between one of the two following courses:

BIOC 330	Biochemistry
CHEM 322	Physical Chemistry II

Required Courses for the Bachelor of Science in Chemistry Major (16 courses):

CHEM 140	General Chemistry
CHEM 220	Introductory Analytical Chemistry
CHEM 228	Organic Chemistry I
CHEM 230	Organic Chemistry II
CHEM 270	Inorganic Chemistry
CHEM 312	Physical Chemistry I
CHEM 322	Physical Chemistry II
CHEM 325/340*	Integrated Laboratory/Instrumental Analysis (total of 1.5 course credits)
BIOC 330	Biochemistry
MATH 151	Calculus I (fulfills QRP for the major)
MATH 152	Calculus II
PHYS 130	Physics I

PHYS	132	Physics II
CHEM	350	Science Seminar. A total of 4 semesters.
CHEM	430	Research (0.5 course credit). Students are required to participate for at least two semesters: one semester must be in the senior year. May be taken for 0.25 or 0.5 course credit/semester.

*Co-requisite courses (must be taken concurrently).

Students must choose one of the following courses:

CHEM	331	Medicinal Chemistry
CHEM	362	Advanced Physical Chemistry
CHEM	370	Advance Inorganic Chemistry
CHEM	380	Advanced Organic Chemistry
BIOC	390	Advanced Biochemistry
PHYS	310	Quantum Mechanics
PHYS	325	Solid State Physics

The ACS Certified Degree*:*

Students who complete coursework for the Bachelor of Science in Chemistry will complete the coursework required for an ACS certified degree. Final certification is contingent upon completion of a thorough written report of a research project (CHEM 430).

Required Courses for Chemistry Minor *(5 courses):*

CHEM 140	General Chemistry
CHEM 220	Introductory Analytical Chemistry

Students must choose 3 electives from the following list:

CHEM 228	Organic Chemistry I
CHEM 230	Organic Chemistry II
CHEM 270	Inorganic Chemistry
BIOC 330	Biochemistry
CHEM 312	Physical Chemistry I
CHEM 322	Physical Chemistry II
CHEM 340/CHEM 325	Integrated Laboratory/Instrumental Analysis (total of 1.5 course credits)
CHEM 362	Advanced Physical Chemistry
CHEM 370	Advanced Inorganic Chemistry
CHEM 380	Advanced Organic Chemistry

At least one course must be at the 300 level and include a lab (CHEM 312, CHEM 322, CHEM 340/325, BIOC 330

Students completing the Biochemistry or Neuroscience (molecular track) major are not eligible for a chemistry minor.

CLASSICS

Robert Holschuh Simmons
Professor

Classics Major *(8 course credits in Classics, Latin, and/or Greek):*

Required courses:

CLAS 200	Introduction to Classical Studies *(0.5 course credit)*
CLAS 201 or 301	Classics Seminar (0.5 course credit) *OR any CLAS course taken at the 300 level.*
CLAS 235 or 335	Greek, Roman, and Mediterranean History

Other course requirements:

Language courses required for the major UNLESS the student places at a higher level (1.0 credit each): LATN 101 and 102, GREK 101 and 102, or GREK 111 and 112.

The other required credits should be taken from the range of CLAS, LATN, and/or GREK courses that the department offers, or courses cross-listed with them from other programs, including HIST, PHIL, THEA, and COMM. ARTD 200 (Art History Survey I: Pre-History to the Renaissance) also counts toward a major or minor in Classics, though it does not have a Classics course number. Students should consult with Classics faculty to choose courses that best serve their purposes.

All courses of the following numbers may be repeated indefinitely for credit toward the Classics major or minor if the course topics differ: CLAS 120, 130, 201, 210, 230, 240, 290, 301, 310, 330, 340, and 401 (along with sections of HIST or other prefixes cross-listed with courses of those numbers, where applicable); LATN 200, 300, and 400; and GREK 200, 300, and 400. CLAS 195 or its cross-listed section, HIST 195, may also be taken up to four times for credit toward the Classics major or minor, as may CLAS 295, as may CLAS 290, or courses in other department cross-listed with CLAS 290, if the course topics differ.

Substitutions of some courses are possible; please speak with professors in the department if you have a proposal for an appropriate substitution.

Classical Languages Major *(9 course credits in Latin, Greek, and Classics):*

Phase-Out Notice: This major will be discontinued after Fall 2025. New students entering Spring 2026 or later may not declare it. Returning students must declare by July 1, 2025. The Registrar and advisor will assist declared students with a completion plan.

Required courses:

CLAS 200	Introduction to Classical Studies *(0.5 course credit)*
CLAS 201 or 301	Classics Seminar (0.5 course credit) *OR any CLAS course taken at the 300 level.*
CLAS 235 or 335	Greek, Roman, and Mediterranean History

Other course requirements:

At least 7.0 of the 9.0 course credits (or their equivalents) must be taken in Latin and Greek languages, starting with 101 and 102 or 111 and 112, and continuing through 200-, 300-, and 400-level classes.

Of those 7.0 credits, at least 0.5 credits must be taken at the 200 level or above in EACH language (LATN 200/300/400: Directed Readings in Latin; and GREK 200/300/400: Directed Readings in Greek). Prerequisite for taking language courses at this level is successful completion of the 101-102 sequence (or its equivalent) in each language.

At least 2.0 course credits must be in LATN and/or GREK 300 or 400 (Directed Readings in Latin or Greek).

Students who come in with previous Latin or Greek experience may be exempted from the need to take 101 or 102 in either or both languages and may consequently need to earn two fewer total Greek or Latin languages credits to earn the major, depending on their level of proficiency. A score of 3 or above on the AP Latin test or 4 or above on IB

tests in Latin or Classical Greek will automatically exempt a student from those two courses, treat the courses as completed for purposes of the major, earn a student ONE Monmouth credit (for LATN 102), and place a student immediately in 200/300/400 classes. Other sorts of preparation, as determined by performance on our department diagnostic exams and evaluative discussions with professors in the Classics Department, may similarly exempt students from 101 and 102 or 111 and 112, treat the classes as completed, and earn a student placement in 200/300/400 classes as well. But this preparation will not earn a student actual College credits, but rather just reduce the total number of credits needed to be taken in the Classical Languages major.

COMMUNICATION STUDIES

Chris Goble
Lecturer

Ethan Hager
Visiting Professor

Shweta Arpit Srivastava
Associate Professor

Lori Walters
Professor

The Communication Studies program offers a major and minor in Communication and houses the Strategic Communication and Public Relations major.

Overview of the Communication Major

The Communication major offers a focus on human communication in a wide variety of settings from face-to-face and organizational contexts to mediated messages and mass communication. The major stresses both general knowledge of the process of communication and skillful development and presentation of messages. In addition to course work, students gain practical experience through internships, independent study and co-curricular activities.

Career Opportunities

Career opportunities for Communication majors include: business and organizational leadership, marketing and promotions, web and social media design, public relations, journalism, radio and television, media relations in government or industry, corporate communications, organizational training and development, and education. Each of these opportunities involves the need to understand and develop useful communication strategies.

Required Courses for the Communication Major *(12.5 course credits):*

COMM 230	Introduction to Communication Studies
COMM 261	Mass Media and Modern Society
COMM 321	Vocational Discernment & Career Preparation
COMM 340	Communication Research Methods
COMM 491	Communication Studies Senior Capstone

Student Media Practicum Sequence:

COMM 110	Student Media Practicum I
COMM 210	Student Media Practicum II
COMM 310	Student Media Practicum III

One course credit from the following:

COMM 231	Interpersonal Communication
COMM 233	Advanced Public Speaking
COMM 235	Small Group Communication
COMM 236	Argumentation and Debate
COMM 250	Special Topics in Communication

One course credit from the following:

COMM 260	Introduction to Journalism
COMM 269	Multi-Media Production
SCOM 363	Media and Public Relations Writing

Two course credits from the following:

COMM 331	Family Communication
COMM 333	Organizational Communication
COMM 337	Communication Criticism
COMM 339	Persuasion
COMM 350	Special Topics in Communication

In addition:
Two course credits in COMM/SCOM chosen in consultation with their academic advisor, one of which MUST be taken at the 300 level.*
An Internship or Independent Study.

**Workshop credit may not count toward an elective.*

Required Courses for the Communication Minor *(for students not seeking a major in Communication; 4.25 course credits):*

COMM 110 Student Media Practicum I

One course credit from the following:
COMM 231 Interpersonal Communication
COMM 235 Small Group Communication
COMM 236 Argumentation and Debate

Two course credits from the following:
COMM 333 Organizational Communication
COMM 337 Communication Criticism
COMM 339 Persuasion

One Additional Communication course elective (1.0 course credit)

STRATEGIC COMMUNICATION AND PUBLIC RELATIONS

Overview of the Strategic Communication and Public Relations Major

The Strategic Communication and Public Relations major is an interdisciplinary program designed to prepare students for a wide range of jobs and careers. Students interested in a public relations career should also consider work in marketing, advertising, and human relations. Students should also take advantage of extracurricular and co-curricular activities that offer the chance to put theory into practice.

Career Opportunities

Strategic Communication and public relations practitioners are skilled creators and managers. Duties will range from the every-day to the unusual and typically combine an ability to juggle numerous tasks with attention to detail. Public relations officers deal with a variety of internal and external publics and often become the keeper of an organization's image. Working in a public relations agency is normally very competitive, but opportunities exist in organizations of all sizes. Specific jobs include:

- Copy Writer
- Events Planner
- Multimedia Producer
- Press Aide
- Speech Writer
- Publications Director
- Media Buyer
- Editorial Assistant
- Spokesperson
- Web Designer

Required Courses for the Strategic Communications and Public Relations Major:

BUSI 307 Principles of Marketing
BUSI 367 Advertising
COMM 261 Mass Media and Modern Society
COMM 339 Persuasion
COMM 340 Communication Research Methods
SCOM 267 Layout and Design
SCOM 321 Vocational Discernment & Career Preparation
SCOM 363 Media and Public Relations Writing
ECON 200 Principles of Economics
SCOM 241 Introduction to Public Relations

SCOM 491 Public Relations Cases

One of the following four courses:

BUSI 105 Introduction to Commerce

BUSI 335 Human Resources

COMM 333 Organizational Communication

PSYC 237 Organizational and Industrial Psychology

A student is required to complete an approved internship.

Electives

Students are encouraged to meet with the program coordinator to discuss areas of interest. Often students can major in a second area or can develop specific areas of expertise. Courses in psychology and sociology are generally useful, as is a familiarity with the various forms of communication technology (e.g., video, Internet, multimedia, print).

Students interested in writing/public presentation should consider the following courses:

COMM 235 Small Group Communication

COMM 260 Introduction to Journalism

ENGL 210 Creative Writing

Students interested in print/digital imaging should consider the following courses:

ARTD 237 Photography: Digital

Students interested in gaining knowledge in business should consider the following courses:

BUSI 305 Administration and Organization

EDUCATIONAL STUDIES

EDUCATIONAL STUDIES

Arren Duggan
Assistant Professor

Tamara LaPrad
Associate Professor

Thomas Sargent
Professor

Tiffany Springer
Assistant Professor
Director of Teacher Education

Overview of the Major and Minor:

The Educational Studies major is part of the programs's larger goal of offering a variety of pathways for students to explore their interests in education. Designed for students who feel a connection to education but do not currently see themselves as classroom teachers, this major ensures that students will use the insights of several disciplines (history, philosophy, anthropology, sociology, and psychology) to understand the importance of education for individuals, communities, and societies.

Student majoring in Educational Studies develop a well-rounded and foundational understanding of education at the socio-cultural level by examining the historical, political, cultural, and economic components of education in a pluralist society. Recognizing that social problems cannot be sufficiently understood, let alone solved, in the school setting along, this major examines the meaning of challenges to, and possibilities of various forms of informal and formal education. Students will enrich their knowledge of themselves as well as society through a study of how various groups and populations experience education in its diverse manifestations and cross-cultural practices.

Students who major in Educational Studies will be well prepared for graduate school. The major emphasizes a challenging academic approach to the study of society and education, encouraging collaboration across academic disciplines and underscoring a diversity of scholarly perspectives. The transferable skills acquired through theoretical explorations and academic research will equip students for the intellectual rigor of graduate school.

The Educational Studies minor offers students a series of courses exploring the complex relationship between self, society, and education. In recognizing that social problems cannot be sufficiently understood, let along solved, in the classroom setting alone, the Educational Studies minor will develop students' foundational understanding of education by examining the historical, political, psychological, cultural, and economic components of education. The minor takes an interdisciplinary approach in addressing social and educational problems through social and educational problems through social scientific and humanistic inquiry.

Career Opportunities

Since education is multi-faceted and occurs in diverse learning sites, the Educational Students major/minor prepares graduates for a variety of careers or alternative pathways to teacher licensure. The major opens doors to careers (which may or may not require further education and/or certification) in the following education-related fields:

- Admissions and Higher Education
- Education Policy
- Graduate School
- Health Education
- International Teaching and Education
- Museum and Zoo Education
- Nonprofit & Community Organizations
- Peace Corps
- School Counseling
- Speech Pathology
- Teach for America (and other teaching programs)

Required Courses for the Educational Studies Major:

EDST	100	Introduction to Educational Studies (0.5)
EDST	210	Characteristics of Exceptional Learners (0.5)
EDST	215	Diversity, Equity, and Inclusion (1.0)
EDST	220	Theories of Learning (0.5)
EDST	402	Educational Technology (0.5)
EDST	420	Building Communities (1.0)
PSYC	221	Lifespan Development (1.0)

Select 5 course credits from the following:

ANTH	362	Gender in Cross-Cultural Perspectives (1.0)

ANTH 368	Anthropology of Childhood (1.0)
ARTD 409	Creating Change Through Art (1.0)
EDST 110	Elementary Math Core and Foundations (1.0)
EDST 377	Foundations of Art Education (1.0)
COMM 333	Organizational Communication (1.0)
POLS 270	International Relations (1.0)
PSYC 101	Introduction to Psychology (1.0)
SOCI 201	Social Problems (1.0)

Required Courses for the Educational Studies Minor:

Required Core

EDST 100	Introduction to Educational Studies (0.5)
EDST 215	Diversity, Equity, and Inclusion in Education (1.0)
EDST 220	Theories of Learning (0.5)

Select 3.0 course credits from the following:

ANTH 362	Gender in Cross-Cultural Perspective (1.0)
ANTH 368	Anthropology of Childhood (1.0)
ARTD 409	Creating Change Through Art (1.0)
EDST 110	Elementary Math Core and Foundations (1.0)
EDST 377	Foundations of Art Education (1.0)
COMM333	Organizational Communication (1.0)
POLS 270	International Relations (1.0)
PSYC 101	Introduction to Psychology (1.0)
SOCI 201	Social Problems (1.0)

ELEMENTARY EDUCATION

EDUCATIONAL STUDIES

Tamara LaPrad
Associate Professor

Arren Duggan
Assistant Professor

Thomas Sargent
Professor

Tiffany Springer
Assistant Professor
Director of Teacher Education

Overview of the Major:

Students completing an Elementary Education major serve a crucial role in our society, and Monmouth College has a continuous and reputable history of preparing promising individuals for educationally related careers. Becoming an accomplished education professional involves personal commitment and extensive theoretical and practical preparation. The Educational Studies program currently offers a major in elementary education and coursework leading to initial Illinois teaching licensure that rests upon a conceptual framework dedicated to the principles of knowledge, experience and professionalism. This thorough education in Educational Studies and additional course work in supporting content areas combine to create a major that provides a distinct career path that is grounded in a rich liberal arts experience.

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the Elementary Education teacher licensure is an approved program.

Required Courses for the Elementary Education Major:

ECON 291	Economics for Educational Studies (0.5)
EDST 100	Introduction to Educational Studies (0.5)
EDST 110	Math Core & Foundations in Education (1.0)
EDST 205	Foundations of Literacy (1.0)
EDST 210	Characteristics of Exceptional Learners (0.5)
EDST 215	Diversity, Equity, and Inclusion in Education (1.0)
EDST 220	Theories of Learning (0.5)
EDST 350	Special Topics in Educational Studies (1.0)
HIST 110	U.S. History: to 1865
or	
HIST 111	U.S. History 1865 to Present (1.0)
MATH 210	Foundations of Mathematics I (1.0)
MATH 211	Foundations of Mathematics II (1.0)
MCTE 305	Teaching English Language Learners in PK–12 Classrooms (0.5)
MCTE 310	Measurement and Assessment in Education (1.0)
MCTE 311	Exceptional Learners Methodologies – Elementary (1.0)
MCTE 315	Elementary Science Methods (0.50)
MCTE 316	Science Content for Elementary Education (1.0)
MCTE 320	Elementary Social Studies Methods (0.5)

MCTE	321	Geography Content for Elementary Education (0.5)
MCTE	325	Introduction to Literacy Instruction (1.0)
MCTE	402	Educational Technology-Elementary (0.50)
MCTE	405	Elementary Literacy Methods (1.0)
MCTE	406	Practicum for Elementary Literacy Methods (0.0)
MCTE	410	Elementary Math Methods (1.0)
MCTE	411	Practicum for Elementary Math Methods (0.0)
MCTE	460	Primary Level Whole-Class Practicum (0.50)
MCTE	465	Intermediate Level Whole-Class Practicum (0.50)
MCTE	470	Student Teaching Seminar w/Classroom Management (1.0)
MCTE	475	Student Teaching Clinical Experience (3.0)
POLS	291	Civics & Political Systems for Educational Studies (0.5)
PSYC	221	Lifespan Development (1.0)

ENGINEERING

Christopher G. Fasano
Professor of Physics
Coordinator, Dual-Degree Engineering
Coordinator, Dual-Degree Atmospheric Science, Hydrology

Ashwani Kumar
Professor of Physics

Shahed Quadir
Assistant Professor of Engineering

Michael Solontoi
Associate Professor of Physics

Jaime Thissen
Visiting Assistant Professor of Engineering

Overview of the Program:

At Monmouth College we seek to educate engineers who are powerful problem solvers, who are educated broadly, who make ethical and informed choices, who communicate effectively with technical and not-technical people, and who understand culture and context.

Many of our world's most important problems cross many disciplinary and cultural boundaries, and modern engineers need to be able to work and create in this kind of dynamic and broad environment. They need to be well-rounded "Renaissance People" to help solve the complex problems that we face today. Our goal is to educate students to become engineers who are versed in culture, who communicate well, who understand the context of their work, and who are creative and entrepreneurial problems solvers. In short, our goal is to produce engineers who are not only skilled at solving problems in engineering but also understands:

- Culture—Understand the cultural implications of their work
- Communication—Can communicate effectively with experts and non-experts
- Content and Context—Understand the content and context of their work
- Creativity—Are broadly creative problem solvers

These Goals are embodied in the Engineering Program Educational Objectives, which are:

1. Our graduates will have vocations that are positively influenced by their Monmouth College experience. They will be confident and seek excellence in these vocations.
2. Our graduates will be engaged learners who seek continual intellectual development and engagement through leadership, citizenship, and service in a global context.
3. Our graduates will price their vocation in an ethically responsible way considering global, societal, environmental, economic issues.
4. Our graduates will be effective communicators by writing, speaking and listening well.
5. Our graduates will work with others cooperatively and collaboratively.

Our student learning objectives are taken from ABET (Engineering Accreditation Group) requirements and they fit our program goals by design. Quoting from the 2022-2023 ABET criteria for accrediting engineering programs:

> The program must have documented student outcomes that support the program's educational objectives. Attainment of these outcomes prepares graduates to enter the professional practice of engineering. Student outcomes are outcomes (1) through (7), plus any additional outcomes that may be articulated by the program.
>
> 1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
> 2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
> 3. An ability to communicate effectively with a range of audiences.
> 4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgements, which considers the impact of engineering solutions in global, economic, environmental, and societal contexts.

5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Monmouth College offers a Bachelor of Science (B.S.) degree in Engineering with two emphases: Electrical and Mechanical. Required courses for Engineering students are grouped into three "Cores:" the Explicit General Education Courses required, the Science/Math Core, and the Engineering Core. In addition, each emphasis has its own specific requirements. All courses are 1.0 course credit unless otherwise specified. The B.S. in Engineering requires completion of 33.5 course credits for graduation.

Explicit General Education COURSES REQUIRED:

All engineering students are required to complete the Monmouth Core curriculum. The specific course required by all engineering majors are:

PHIL 207 Ethics(satisfies Humanities and Identity, Diversity, Equity)
ARTD 215 Drawing (satisfies Artistic Inquiry)

SCIENCE/MATHEMATICS CORE COURSES REQUIRED:

The 8.0 course credits required of all Engineering students are:

PHYS 130 Physics I
PHYS 132 Physics II
PHYS 208 Classical Mechanics
CHEM 140 General Chemistry
MATH 151 Calculus I
MATH 152 Calculus II
MATH 253 Calculus III
MATH 254 Differential Equations
or
PHYS 311 Mathematical Methods for Physicists

ENGINEERING CORE COURSES REQUIRED:

The 12.5 course credits required of all Engineering students are:

ENGR 101 Exploring Engineering I *(0.5 course credits)*
ENGR 102 Engineering Communications *(0.5 course credits)*
ENGR 190 Digital Electronics
ENGR 209 Statics
ENGR 210 Circuit Analysis
ENGR 222 Engineering Computation *(0.5 course credits)*
ENGR 235 Engineering Materials
ENGR 301 Engineering Thermodynamics
ENGR 320 Fluid Mechanics
ENGR 340 Heat Transfer
ENGR 350 Engineering Seminar, Four Semesters *(0 course credits)*
ENGR 402 Automatic Controls
ENGR 420 Senior Design I
ENGR 421 Senior Design II

Electrical Engineering Emphasis

A total of 2 course credits beyond General Education, Science/Mathematics and engineering core are:

ENGR 333 Embedded Systems
ENGR 410 Electrical Power Machines

Mechanical Engineering Emphasis:

A total of 2 course credits beyond the General Education, Science/Mathematics, and engineering core are:

ENGR 220 Mechanics of Materials
ENGR 380 Machine Analysis and Design

ENGLISH

Marlo Belschner	**Kevin Roberts**	**David Wright**
Professor	*Lecturer*	*Associate Professor*

Overview of the Program:

The study of English at Monmouth College celebrates the discipline and joys of close reading, critical thinking, and good writing. Students begin with a gateway to the major course which introduces them to the range of scholarship and practice within the discipline; then complete a sequence of American and British literature surveys to develop a grounding in literary history; next complete a course on Shakespeare to study one of the most influential writers in the language; and conclude with a senior research course to apply the knowledge and skills acquired in the major towards a senior thesis. Students also take at least four English electives which might emphasize literature, teaching, or writing. In addition, all English majors submit an English studies portfolio in the senior year (see the English departmental Web site for description) Honors in English are based upon students' GPA in the major and their performance in the senior seminar.

Required Core Courses for the English Major *(7.0 course credits):*

ENGL 200 Introduction to English Studies
ENGL 220 British Survey I
ENGL 221 British Survey II
ENGL 224 American Survey I
ENGL 225 American Survey II
ENGL 400 Senior Seminar
One of the following two courses:
ENGL 361 Shakespeare I: Comedies and History Plays
ENGL 362 Shakespeare II: Tragedies and Romances

Electives for the English Major*:*

English majors complete at least 3.5 additional course credits, which might follow one of these three tracks or reflect a combination of them:

Literature:
ENGL 180 Introduction to Literature
ENGL 250 Special Topics
ENGL 339 Topics in British Literature
ENGL 349 Topics in American Literature
ENGL 350 Special Topics in Literature and Related Areas

Teaching:
ENGL 201 Grammar
MCTE 371 Secondary English Curriculum and Instruction

Writing:
ENGL 210 Creative Writing
ENGL 288 Intro to Editing and Publishing
ENGL 299 Writing Fellows
ENGL 301 Creative Nonfiction
ENGL 310 Advanced Creative Writing

Required Core Courses for the English Minor:

A minor in English consists of at least five courses: three required courses and two electives at the 200 or 300 level. (Students whose major is Elementary Education and who wish to minor in English must take ENGL 201, Grammar.)

One of the following two courses:

ENGL 220 British Survey I
ENGL 221 British Survey II

One of the following two courses:

ENGL 224 American Survey I
ENGL 225 American Survey II

One of the following two courses:

ENGL 361 Shakespeare I: Comedies and History Plays
ENGL 362 Shakespeare II: Tragedies and Romances

ENGLISH EDUCATION

EDUCATIONAL STUDIES

Tamara LaPrad
Associate Professor

Arren Duggan
Assistant Professor

Thomas Sargent
Professor

Tiffany Springer
Assistant Professor
Director of Teacher Education

ENGLISH

Marlo Belschner
Professor

Kevin Roberts
Lecturer

David Wright
Associate Professor

Overview of the Major:

The English education major prepares students with the content knowledge, skills, and professionalism to gain teacher licensure in the state of Illinois. Students will complete courses in literature, writing, grammar, pedagogy, and instruction. The major offers field experiences, where the students implement their content knowledge and gain experience in instructional methods, assessment, and technology. This thorough education in English and additional course work in the Educational Studies combine to create a major that provides a distinct career path that is grounded in a rich liberal arts experience. This major leads to the initial Illinois Professional Educator License in 9-12 English Language Arts.

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the English Language Arts teacher licensure is an approved program

Required Courses for the English Education Major:

EDST 100	Introduction to Educational Studies (0.5)
EDST 210	Characteristics of Exceptional Learners (0.5)
EDST 215	Diversity, Equity, and Inclusion in Education (1.0)
EDST 220	Theories of Learning (0.5)
ENGL 200	Introduction to English Studies (1.0)
ENGL 201	Grammar (1.0)
ENGL 202	The English Language in Context (0.50)
ENGL 210	Creative Writing (1.0)
ENGL 220	British Literature Survey I (1.0)
ENGL 221	British Literature Survey II (1.0)
ENGL 224	American Literature Survey I (1.0)
ENGL 225	American Literature Survey II (1.0)
ENGL 270	Young Adult Literature (1.0)

ENGL 359 Global Literatures (1.0)
ENGL 361 **or** Shakespeare I: Comedies and History Plays (1.0) **or**
ENGL 362 Shakespeare II: Tragedies and Romances (1.0)
MCTE 200 Principles and Strategies of Secondary Teaching (1.0)
MCTE 300 Content Area Literacy for Secondary Students (1.0)
MCTE 302 Educational Technology—Secondary/PK–12 (0.5)
MCTE 305 Teaching English Language Learners in PK–12 Classrooms (0.5)
MCTE 310 Measurement and Assessment in Education (1.0)
MCTE 312 Exceptional Learner Methodologies—Secondary/PK–12 (0.5)
MCTE 333 Practicum: 9–12/PK–12 (0.0)
MCTE 371 9-12 English Language Arts Curriculum & Instruction (1.0)
MCTE 470 Student Teaching Seminar w/Classroom Management (1.0)
MCTE 475 Student Teaching Clinical Experience (3.0)
PSYC 221 Lifespan Development (1.0)

ENVIRONMENTAL STUDIES AND SUSTAINABILITY

Phase-Out Notice: This major will be discontinued after Fall 2025. New students entering Spring 2026 or later may not declare it. Returning students must declare by July 1, 2025. The Registrar and advisor will assist declared students with a completion plan.

James Godde
Professor, Coordinator

Petra Kuppinger
Professor

Overview of the Program:

The aim of the Environmental Studies and Sustainability (ESTS) major is to give students a solid foundation in the natural sciences (including mathematics) and social sciences that pertain to environmental issues and problems. Also, a minor in ESTS allows other majors to gain knowledge and experience in environmental issues so they can apply the disciplinary skills of their major to solving environmental problems.

Although not all students choosing to major in Environmental Studies and Sustainability are necessarily interested in pursuing scientific careers, all should have a firm foundation in the sciences that pertain to environmental concerns. They can thus be more effective lawyers, politicians, or advocates (if those are careers they aspire to) than if they lacked training in the sciences. They will be able to talk with biologists, chemists, and geologists more intelligently than those who do not have a firm grounding in these areas. Likewise, students interested in science-oriented careers in the environment need the perspective and context provided by the social science courses in the major. The social implications of environmental issues cannot be ignored, and the solutions to environmental problems are increasingly economically and politically charged.

The Environmental Studies and Sustainability student takes a breadth of basic courses in science, social science and humanities early in the program. As the student begins to refine his or her interests, s/he chooses from a menu of upper-level courses in science, social science, and humanities. Several of the courses (Introduction to Environmental Studies and Sustainability, Environmental Economics, Environmental Politics, Environmental Ethics) were designed specifically for the program. Additionally, all participants in the program are required to complete an independent research project in a department of their choice.

Career Opportunities:

The Environmental Studies and Sustainability major is intended to give students a broad yet firm foundation that can be used as a springboard into graduate/professional school or employment. The environmental field is extremely broad, ranging from environmental chemistry to wildlife management to environmental engineering to environmental law. Accordingly, the major attempts to provide a breadth of experience to provide a foundation for specialization later in one's career.

It is important for students to attempt to define their specific interests in the environmental field. Sampling from our variety of courses gives them opportunities to do this. What is it they hope to do? Environmental monitoring? Toxicology? Engineering? Natural resource management? Advocacy? Law? Politics? Do they hope to go directly into employment? Or into graduate/professional school? Depending on the students' specific interests, they can appropriately plan their elective course work and plan to do research and/or internships along the lines of their interests.

Equipment and Facilities:

Because the program is interdisciplinary, it makes use of classrooms and labs throughout the campus. The sciences at Monmouth have a tradition of intensive hands-on laboratory work, and the college is well equipped to support the natural science component of the major. Boats for exploring local aquatic environments such as the Mississippi river, Citizen's Lake, and Lake Warren are available to assist in water quality testing and fish sampling. Other field equipment such as live traps for mammals and other vertebrates and invertebrates and tools to manage controlled prairie burns are also used in courses such as Ecology, Conservation Biology and Field Botany.

The Educational garden and College farm offer environmental science and sustainability students opportunities to be involved in sustainable and organic food production as well. Two "green" Citizenship courses are often chosen by environmental science seniors to get hands-on experience in tackling real-world environmental issues in agriculture, water quality, and other areas of interest such as green energy.

The LeSuer Nature Preserve, a short 15-minute walk from campus, is also used for field studies, course projects, and senior research. Several acres have been restored to native prairie, and a large stream bisects the area. Riparian and flood plain forest also offer abundant opportunities for research in the expanding field of ecological restoration.

The college also maintains a small, freshwater pond and a one-acre native prairie plot for field projects. More information on these areas can be found in the Department of Biology section of this catalog.

Off-Campus Programs and Field Trips:

Numerous work/research internships involving environmental problems are available on a competitive basis.

Field-oriented courses at Monmouth College (e.g., Ecology, Field Botany, Conservation Biology) make frequent use of the LeSuer Nature Preserve, the Spring Grove Prairie, and other local settings. There are also occasional weekend trips to such places as Shawnee National Forest in southern Illinois, Nachusa Prairie, and Emiquon wetlands. Finally, faculty occasionally offer spring break and summer trips to specific ecosystems such as the tropics (Panama), the desert southwest (Grand Canyon), or Hawaii.

Environmental Studies and Sustainability Major Requirements *(9.5 courses plus):*

ESTS or	103	Introduction to Environmental Science
ESTS	105	Introduction to Agroecology
BIOL	155	Introduction to Ecology, Evolution, and Diversity
ECON	200	Principles of Economics
SOCI	101	Introduction to Sociology OR
ANTH	103	Introduction to Anthropology
BIOL	350	Science Seminar (2 semesters, 0.25 each)
POLS	103	American Politics

At least one course each in Research Methods and Independent Research in a department of the student's choice such as:

BIOL	210	Biological Research Methods
BIOL	440/450	Research I and II

Required Science Electives *(Choose at least 3; 2 at or above 200 level) (3.00 courses)*

BIOL	150	Investigating Biological Concepts
BIOL	201	Field Botany
BIOL	210	Biology Research Methods
BIOL	307	Ecology
BIOL	315	Conservation Biology
BIOL	440/450	Research I and II (0.5 course credits each)
CHEM	140	General Chemistry
CHEM	220	Analytical Chemistry
ESTS	234	Introduction to Cartography and Geographic Information Systems
ESTS	393	Natural Areas Field Practicum
PHYS	267	Dynamics of Atmosphere
PHYS	288	Health Physics
STAT	201	Statistics

Required Humanities/Social Science Electives *(Choose at least 2; 2.00 courses)*

COMM	234	Small Group Communication
COMM	335	Argumentation
COMM	339	Persuasion
ECON	310	Regulation and Legislation
ECON	340	Economics and Law

ECON	370	Public Finance
ECON	380	Environmental Economics
PHIL	310	Environmental Ethics
POLS	311	Parties and Elections
POLS	375	Environmental Politics
SOCI	345	Sociology of Inequality

HEALTH EDUCATION

EDUCATIONAL STUDIES

Tamara LaPrad *Associate Professor*	**Arren Duggan** *Assistant Professor*	**Thomas Sargent** *Professor*

Tiffany Springer
Assistant Professor
Director of Teacher Education

KINESIOLOGY

Sean Schumm *Professor*	**Jennifer Braun** *Lecturer*	**John Foster** *Lecturer*
Blake Haas *Lecturer*	**Kari Shimmin** *Instructor*	

Overview of the Major:

The health education major prepares students with the content knowledge, skills, and professionalism to gain teacher licensure in the state of Illinois. Students will complete courses in health education pedagogy, including health-related fitness, sport education, nutrition, human anatomy and physiology, and adapted physical education. The major offers field experiences, where the students implement their content knowledge and gain experience in instructional methods, assessment, and technology. This thorough education in Kinesiology and additional course work in the Educational Studies combine to create a major that provides a distinct career path that is grounded in a rich liberal arts experience. This major leads to the initial Illinois Professional Educator License in PK-12 Health Education.

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the Health Education teacher licensure is an approved program.

Required Courses for the Health Education Major:

EDST	100	Introduction to Educational Studies (0.5)
EDST	210	Characteristics of Exceptional Learners (0.5)
EDST	215	Diversity, Equity, and Inclusion in Education (1.0)
EDST	220	Theories of Learning (0.5)
EXSC	130	Exercise Performance (0.5)

EXSC 140 Sports Nutrition (0.5)
EXSC 160 Health & Human Physiology (1.0)
EXSC 251 Functional Anatomy (1.0)
EXSC 280 Personal and Community Health (1.0)
EXSC 325 Athletic Training & First Aid (0.5)
EXSC 330 Exercise Physiology (1.0)
EXSC 360 Health Promotions (0.5)
GPHS 101 Introduction to Global Public Health (1.0)
GPHS 105 Epidemiology (1.0)
MCTE 200 Principles and Strategies of Secondary Teaching (1.0)
MCTE 300 Content Area Literacy for Secondary Students (1.0)
MCTE 302 Educational Technology—Secondary/PK–12 (0.5)
MCTE 305 Teaching English Language Learners in PK–12 Classrooms (0.5)
MCTE 310 Measurement and Assessment in Education (1.0)
MCTE 312 Exceptional Learner Methodologies—Secondary/PK–12 (0.5)
MCTE 333 Practicum: 9–12/PK–12 (0.0)
MCTE 350 Principles and Strategies of Middle Level Teaching (1.0)
MCTE PK-12 Health Education Curriculum & Instruction
MCTE 379351 (1.0)Adolescent Psychology (1.0)
MCTE Student Teaching Seminar w/Classroom Management (1.0)PK-12
MCTE 470379 Health Education Curriculum & Instruction (1.0)
MCTE Student Teaching Clinical Experience (3.0)Student Teaching
MCTE 475470 Seminar w/Classroom Management (1.0)
PSYC Lifespan Development (1.0)Student Teaching Clinical Experience
MCTE 221475 (3.0)
PSYC 239 Health Psychology (1.0)
PSYC 239 Health Psychology (1.0)

HEALTH SCIENCE AND HUMAN MOVEMENT

Jennifer Braun
Program Director,
Lecturer, Kinesiology

Laura Moore
Program Director,
Professor, Biology

Audra Goach
Professor, Chemistry

Blake Haas
Lecturer, Kinesiology

Michael Prinsell
Associate Professor, Chemistry

Sean Schumm
Professor, Kinesiology

Janet Ugolino
Associate Professor, Biology

Joan Wertz
Professor, Psychology

Overview of the Program:

Kinesiology is the study of anatomy, physiology, and mechanics of human movement. The Department of Kinesiology offers majors in Exercise Science (B.A.), Physical Education (B.A.) and Health Science and Human Movement (B.S.). All our majors may pursue a broad array of graduate programs and career opportunities related to health and physical activity.

The Exercise Science major provides a foundation to pursue careers in a variety of areas including strength and conditioning, personal training, cardiac rehabilitation, group exercise instruction, and health coaching. Exercise Science majors may also choose specific elective courses to prepare for graduate school opportunities in medical fields or exercise physiology. Elective courses may be chosen to reflect the interests and goals of each student. Students also have a variety of internship opportunities.

The physical education major prepares students with the content knowledge, skills, and professionalism to gain an Illinois State K-12 Physical Education License. Students will complete courses in physical education pedagogy, including health-related fitness, sport education, nutrition, human anatomy and physiology, and adapted physical education. The major offers field experiences, where the students implement their content knowledge and gain experience in instructional methods, assessment, and technology. Students are required to complete additional courses offered in the Educational Studies Department, earn a passing score on the Illinois License Testing System - Physical Education, and complete the requirements for admittance to the Monmouth College student teaching clinical experience.

Health Science and Human Movement prepares students for a variety of healthcare fields such as physical therapy, occupational therapy, chiropractic medicine, and athletic training. The major structure allows students to satisfy the prerequisites for health-related professional or graduate school. Students are able to individualize the major to their needs by choosing courses, in consultation with their advisor, in different categories that fit their specific needs and interests.

Health Science and Human Movement Core Requirements (*6.0 course credits) (15 course credits total for major*):

BIOL 150 Investigating Biology Concepts
CHEM 140 General Chemistry
BIOL 204 Anatomy & Physiology
EXSC 160 Health & Human Physiology
EXSC 310 Human Movement & Health
PSYC 101 Intro to Psychology

The BS in Health Science and Human Movement requires a total of 33 course credits for graduation.

More Anatomy & Physiology (pick two of the following courses):

BIOL 325 Advanced Anatomy & Physiology
EXSC 251 Functional Anatomy
EXSC 330 Exercise Physiology

Breadth (pick one of the following courses):

EXSC 280 Community Health
GPHS 101 Intro to Public Health
GPHS 105 Epidemiology
PSYC 221 Lifespan Development
PSYC 239 Health Psychology
PHIL 207 Ethics
SOCI 101 Intro to Sociology
POLS 103 American Politics
PSYC 236 Abnormal Psychology
PSYC 233 Social Psychology

Application: (pick 1.0 course credit from the following):

EXSC 130 Exercise Performance (0.5)
EXSC 140 Sports Nutrition (0.5)
EXSC 315 Biomechanics
EXSC 340 Strength & Conditioning
EXSC 251 Functional Anatomy (if not counted for A&P course)
EXSC 330 Exercise Physiology (if not counted for A&P course)
EXSC 325 Athletic Training & First Aid (0.5)

Quantitative Reasoning (pick one of the following):

MATH 151 Calculus
STAT 201 Statistics

Advanced Science (pick three of the following):

BIOL 155 Intro to Ecology, Evolution, & Diversity
BIOL 200 Cell Biology
BIOL 302 Microbiology
BIOL 325 Advanced Anatomy & Physiology (if not counted for A&P course)
BIOL 320 Parasitology
BIOL 369 Neurobiology
CHEM 220 Analytical Chemistry
CHEM 228 Organic Chemistry I
CHEM 230 Organic Chemistry II
BIOC 201 Principles of Nutrition
BIOC 330 Biochemistry
PSYC 243 Mind, Brain, and Behavior
PSYC 303 Drugs and Behavior
PSYC 305 Behavioral Neuroscience
PHYS 130 Physics I
PHYS 132 Physics II

Capstone Experience: (pick 1.0 course credits from the following):

EXSC 450 Internship (0.5) + Science Seminar (2 x 0.25)
EXSC 420 Independent Study/Research + Science Seminar (2 x 0.25)

Recommended Electives:

CLAS 225 Medical Terminology
BIOC 207 Intro to Health Careers

2.0 courses from Application and Advanced Science must be at 300 level or above.

Courses in Advanced Science must be from at least two different prefixes.

Research may be completed in any department.

HISTORY

Phase-Out Notice: This major will be discontinued after Fall 2025. New students entering Spring 2026 or later may not declare it. Returning students must declare by July 1, 2025. The Registrar and advisor will assist declared students with a completion plan.

Overview of the Program:

More than Names and Dates: Historians at Monmouth College explore the stories of the past, from Aztec warriors, to the global spice trade, to legal history right here in Illinois.

The History major at Monmouth College will prepare you for engagement with the world after graduation by introducing and refining the skills and knowledge you can use in virtually any profession. To do so, our curriculum moves from entry-level classes with hands-on exploration of how history is created, to courses examining how historians interpret data, to seminars where students write significant research papers.

Requirements for the History Major *(10 course credits):*

- Required Surveys (2):
  - One US History (HIST 110,111, OR 112) and Modern Global History (HIST 220);
- Historian's Craft (HIST 260);
- Two 300 level courses before senior seminar;
- Senior Seminar (HIST 400);
- Four electives.

Note: students can only count three 100 level courses toward the major; must have a total of 3 non-Western courses (Global History and two more); and may only cross-list two courses to count for history credit.

INTERNATIONAL STUDIES

Phase-Out Notice: This major will be discontinued after Fall 2025. New students entering Spring 2026 or later may not declare it. Returning students must declare by July 1, 2025. The Registrar and advisor will assist declared students with a completion plan.

Petra Kuppinger
Program Coordinator
Professor of Anthropology

Overview of the Program:

International Studies is an interdisciplinary major grounded in the liberal arts tradition. It draws upon many disciplines, including history, political science, economics, foreign language study, ethics, and globalization theories. The major offers students a multicultural education and provides them with the skills necessary for engaged participation in the global civil society and the pursuit of an internationally oriented career.

An International Studies major will:

- Master the conceptual and analytical tools necessary to analyze and comprehend the interconnected, globalized world of the 21st century;
- Be fluent in one world language;
- Think across the disciplines;
- Demonstrate a strong interest and appreciation of different cultural perspectives and world views;
- Possess excellent research and writing skills;
- Be able to communicate in a cross-cultural setting.

Career Opportunities:

The number of jobs in both private and public sectors with an international component is increasing rapidly. Foreign language proficiency and a cross cultural perspective are now seen as essential skills in the job market. The International Studies major provides a strong, diversified liberal arts education. The emphasis on different disciplines allows students to customize their own major, while supporting intellectual development applicable to many careers in education, law, private industry, tourism, international organizations, journalism, media, and various government and nongovernmental agencies (NGOs).

Required Courses *(9 credits plus foreign language):*

ISTU	100	Introduction to International Studies
ANTH	103	Introduction to Anthropology
ECON	200	Principles of Economics
or		
POLS	208	Understanding Capitalism
POLS	200	Intro to Comparative Politics
or		
POLS	270	Intro to International Relations
HIST	220	Modern Global History
ISTU	400	Senior Thesis in International Studies

And **Three electives (3 course credits) from the course list for International Studies majors** (see below). (Other courses might be selected, but need to be approved by the International Studies committee).

- At least two electives have to be at the 300 level (or above).
- The electives have to cover at least two different world regions.
- The three courses need to be from at least two different departments.

Two years of a modern foreign language (or pass a foreign language course numbered 202 or above with a minimum grade of C-)

One 300 level language/culture class can be counted as an elective toward the major.

KINESIOLOGY

Sean Schumm
Professor

Alan Betourne
Instructor

Chad Braun
Instructor

Jennifer Braun
Lecturer

Bob Foster
Instructor

Joe Frietag
Instructor

Blake Haas
Lecturer

Roger Haynes
Instructor

Kari Shimmin
Instructor

Todd Skrivseth
Instructor

Overview of the Program:

Kinesiology is the study of anatomy, physiology, and mechanics of human movement. The Department of Kinesiology offers majors in Exercise Science (B.A.), Physical Education (B.A.) and Health Science and Human Movement (B.S.). All our majors may pursue a broad array of graduate programs and career opportunities related to health and physical activity.

The Exercise Science major provides a foundation to pursue careers in a variety of areas including strength and conditioning, personal training, cardiac rehabilitation, group exercise instruction, and health coaching. Exercise Science majors may also choose specific elective courses to prepare for graduate school opportunities in medical fields or exercise physiology. Elective courses may be chosen to reflect the interests and goals of each student. Students also have a variety of internship opportunities.

The physical education major prepares students with the content knowledge, skills, and professionalism to gain an Illinois State K-12 Physical Education License. Students will complete courses in physical education pedagogy, including health-related fitness, sport education, nutrition, human anatomy and physiology, and adapted physical education. The major offers field experiences, where the students implement their content knowledge and gain experience in instructional methods, assessment, and technology. Students are required to complete additional courses offered in the Educational Studies Department, earn a passing score on the Illinois License Testing System - Physical Education, and complete the requirements for admittance to the Monmouth College student teaching clinical experience.

Health Science and Human Movement prepares students for a variety of healthcare fields such as physical therapy, occupational therapy, chiropractic medicine, and athletic training. The major structure allows students to satisfy the prerequisites for health-related professional or graduate school. Students are able to individualize the major to their needs by choosing courses, in consultation with their advisor, in different categories that fit their specific needs and interests.

Exercise Science Major Core Requirements: ***(7.0-7.5 course credits)***

EXSC 130 Exercise Performance (0.5)
EXSC 140 Sports Nutrition (0.5)
EXSC 160 Health & Human Physiology (1.0)
EXSC 251 Functional Anatomy (1.0)
EXSC 280 Community Health (1.0)
EXSC 325 Athletic Training & First Aid (0.5)
EXSC 330 Exercise Physiology (1.0)
EXSC 450 Internship (0.5 or 1.0)
EXSC 451 Exercise Testing & Prescription (1.0)

All Exercise Science majors must fulfill the core course requirements. Students also choose an additional 4.0 course credits from Subject with the following prefixes: EXSC, PHED, BIOL, CHEM, BIOC, BUSI, ECON, PSYC or GPHS.

Advisors will help ensure that no more than 2.0 course credits from another major or minor may apply to the Exercise Science major.

Potential Tracks of Study:

These are potential course selections that may be helpful for students interested in a particular area. Students are not required to follow any particular track of study and may choose any combination of major elective courses from the list they wish. These tracks are simply to help guide students and advisors if desired.

- Strength & Conditioning Emphasis
  - Core requirements
  - Electives: EXSC 315, EXSC 330, EXSC 340, BIOL 150, BIOL 204 (additional BIOL and CHEM courses may be necessary for graduate work in Strength & Conditioning)
- Business Emphasis
  - Core requirements
  - Electives: BUSI 105, BUSI 201, ECON 200, EXSC 421 (additional business, accounting, or economics courses may be needed for graduate work in business-related areas of study)
- Public Health Emphasis
  - Core requirements
  - GPHS 101, GPHS 105, PYSC 239, PYSC 243 (additional BIOL, CHEM, or PSYC courses may be necessary for graduate work in some public health-related areas)

Basic-Skill Courses:

Each basic-skill course is worth 0.25 of course credits. These courses are Credit/No Credit. No more than 1.5 course credits may be counted toward the degree.

PHED	101	Fundamentals of Basketball
PHED	110	Physical Fitness
PHED	111	Weight Training
PHED	139	Rock Climbing
PHED	149	Walking (may repeat for credit)
PHED	159	HIIT Walking (may repeat for credit)

Health Science and Human Movement Core Requirements (*6.0 course credits) (15 course credits total for major*):

BIOL 150 Investigating Biology Concepts
CHEM 140 General Chemistry
BIOL 204 Anatomy & Physiology
EXSC 160 Health & Human Physiology
EXSC 310 Human Movement & Health
PSYC 101 Intro to Psychology

The BS in Health Science and Human Movement requires a total of 33 course credits for graduation.

More Anatomy & Physiology (pick two of the following courses):

BIOL 325 Advanced Anatomy & Physiology
EXSC 251 Functional Anatomy
EXSC 330 Exercise Physiology

Breadth (pick one of the following courses):

EXSC 280 Community Health
GPHS 101 Intro to Public Health
GPHS 105 Epidemiology
PSYC 221 Lifespan Development
PSYC 239 Health Psychology
PHIL 207 Ethics
SOCI 101 Intro to Sociology
POLS 103 American Politics
PSYC 236 Abnormal Psychology
PSYC 233 Social Psychology
SPAN 233 Spanish for Health Professionals
SPAN 333 Health from a Cultural Perspective

Application: (pick 1.0 course credit from the following):

EXSC 130 Exercise Performance (0.5)
EXSC 140 Sports Nutrition (0.5)
EXSC 315 Biomechanics
EXSC 340 Strength & Conditioning
EXSC 251 Functional Anatomy (if not counted for A&P course)
EXSC 330 Exercise Physiology (if not counted for A&P course)
EXSC 325 Athletic Training & First Aid (0.5)

Quantitative Reasoning (pick one of the following):

MATH 151 Calculus
STAT 201 Statistics

Advanced Science (pick three of the following):

BIOL 155 Intro to Ecology, Evolution, & Diversity
BIOL 200 Cell Biology
BIOL 302 Microbiology
BIOL 325 Advanced Anatomy & Physiology (if not counted for A&P course)
BIOL 320 Parasitology
BIOL 369 Neurobiology
CHEM 220 Analytical Chemistry
CHEM 228 Organic Chemistry I
CHEM 230 Organic Chemistry II
BIOC 201 Principles of Nutrition
BIOC 330 Biochemistry
PSYC 243 Mind, Brain, and Behavior
PSYC 303 Drugs and Behavior
PSYC 305 Behavioral Neuroscience
PHYS 130 Physics I
PHYS 132 Physics II

Capstone Experience: (pick 1.0 course credits from the following):

EXSC 450 Internship (0.5) + Science Seminar (2 x 0.25)
EXSC 420 Independent Study/Research + Science Seminar (2 x 0.25)

Recommended Electives:

CLAS 225 Medical Terminology
BIOC 207 Intro to Health Careers

2.0 courses from Application and Advanced Science must be at 300 level or above.

Courses in Advanced Science must be from at least two different prefixes.

Research may be completed in any department.

MATHEMATICS EDUCATION

EDUCATIONAL STUDIES

Tamara LaPrad
Associate Professor

Arren Duggan
Assistant Professor

Thomas Sargent
Professor

Tiffany Springer
Assistant Professor
Director of Teacher Education

MATHEMATICS

Joanne Eary
Associate Professor, Mathematics

Logan Mayfield
Professor, Computer Science

Will Erickson
Visiting Assistant Professor

Mary McDermott
Lecturer, Mathematics

Overview of the Major:

The Mathematics education major prepares students with the content knowledge, skills, and professionalism to gain teacher licensure in the state of Illinois. Students will complete courses in procedural mathematics, conceptual mathematics, and mathematical reasoning, in addition to pedagogy, and instruction. The major offers field experiences, where the students implement their content knowledge and gain experience in instructional methods, assessment, and technology. This thorough education in Mathematics and additional course work in the Educational Studies combine to create a major that provides a distinct career path that is grounded in a rich liberal arts experience. This major leads to the initial Illinois Professional Educator License in 9-12 Mathematics.

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the Mathematics teacher licensure is an approved program.

***A student must earn a grade of C in all prerequisite classes before taking a course.**

Required Courses for the Mathematics Education Major:

Required Courses: 9-12 Level Teacher Licensure

EDST 100	Introduction to Educational Studies	0.50
EDST 210	Characteristics of Exceptional Learners	0.50
EDST 215	Diversity, Equity, & Inclusion in Education	1.00
EDST 220	Theories of Learning	0.50
PSYC 221	Lifespan Development	1.00
MCTE 200	Principles & Strategies Secondary Teaching	1.00

MCTE 300	Content Area Literacy for Secondary Students	1.00
MCTE 302	Educational Technology—Secondary/K-12	0.50
MCTE 305	Foundations of Teaching Bilingual & ESL Learners	0.50
MCTE 310	Measurement and Assessment in Education	1.00
MCTE 312	Exceptional Learner Methodologies—Secondary/K-12	0.50
MCTE 333	Practicum: 9-12 Grade Level (co-requisite for MCTE 200, 300, 305, 312, 371)	0.00
MCTE 372	9-12 Mathematics Curriculum & Instruction	1.00
MCTE 470	Student Teaching Seminar w/Class Management	1.00
MCTE 475	Student Teaching Clinical Experience	3.00

Math Content Courses Required

EDST 110	Math Core & Foundations in Education	1.00
MATH 151	Calculus I	1.00
MATH 152	Calculus II	1.00
MATH 210	Foundations of Math Education I	1.00
MATH 211	Foundations of Math Education II	1.00
MATH 241	Linear Algebra	1.00
MATH 260	Discrete Math	1.00
MATH 317	Geometry	1.00
MATH 253/311/340	Calculus III or Intro. Modern Algebra or Math Modeling	1.00
STAT 201	Statistics I	1.00

MATHEMATICS, STATISTICS, AND COMPUTER SCIENCE

Joanne Eary
Associate Professor, Mathematics

Logan Mayfield
Professor, Computer Science

Will Erickson
Visiting Assistant Professor

Mary McDermott
Lecturer, Mathematics

Mathematics, Statistics, and Computer Science offers major and minor courses of study in Mathematics, Computer Science, and Data Science and supporting course work in Statistics.

Overview of the Mathematics Program:

Mathematics is one of the oldest and most fundamental sciences. Mathematicians are typically held in high regard based on their demonstrated proficiency with numbers and formulas, and with logical problem-solving skills. Mathematicians use mathematical theory, computational techniques, algorithms, and the latest computer technology to solve a wide range of economic, scientific, engineering, physics, and business problems while mathematics teachers continue to be in high demand.

The curriculum in mathematics offers courses in a variety of areas including calculus, discrete mathematics, linear and modern algebra, geometry, probability and statistics, and mathematical modeling. A mathematics education component is available for students interested in a teaching career.

***A student must earn a grade of C in all prerequisite classes before taking a course.**

Required Courses for the Mathematics Major *(12 courses, 9-11 courses in MATH):*

A major in mathematics consists of an introductory sequence, a breadth requirement, electives, and a capstone experience along with related courses outside of mathematics for computing and applications.

Introductory Sequence: Take the following five courses:

MATH	151	Calculus I (or equivalent)
MATH	152	Calculus II
MATH	241	Linear Algebra
MATH	253	Calculus III
MATH	260	Discrete Mathematics

Mathematical Programming Requirement: Choose one of the following:

COMP	151	Introduction to Programming
DATA	151	Introduction to Data Science
PHYS	214	Computational Methods for Physical Sciences

Mathematical Traditions Requirement: Choose one of the following:

MATH	301	Real Analysis
MATH	311	Modern Algebra
MATH	317	Geometry

Electives: Choose three additional courses from the following courses, with at least two at the 300 level:

MATH	254	Differential Equations
MATH	301	Real Analysis
MATH	311	Modern Algebra
MATH	317	Geometry
MATH	323	Numerical Analysis
MATH	339	Probability
MATH	340	Mathematical Modeling
MATH	350	Topics in Mathematics
MATH	410	Research in Mathematics*
MATH	420	Independent Study*
STAT	201	Statistics I**

Flex Electives: Choose an additional course from the above list or from the following list:

BIOC	300	Bioinformatics
COMP	340	Analysis of Algorithms
COMP	350	Topics in Computer Science*
DATA	350	Topics in Data Science*
ECON	371	Introduction to Econometrics
MCTE	372	Secondary Mathematics Curriculum and Instruction***
PHYS	311	Math Methods in Physics
PHYS	356	Statistical Physics
STAT	202	Statistics II
STAT	345	Linear Regression and Analysis of Variance
STAT	350	Topics in Statistics*

Capstone Experience: Take the following two 0.5 credit courses:

MATH	401	Senior Capstone: Research
MATH	402	Senior Capstone: Implementation

**Counts at the discretion of the Department*
***Or Equivalent*
****Counts with Secondary Education Licensure*

Required Courses for the Mathematics Minor *(5 courses):*

A minor in mathematics consists of five courses above 150 level, with at least one at the 300 level. *MATH 210 and MATH 211 will not count toward the minor.*

Overview of the Computer Science Program:

Computer Science is a rapidly growing and ever-changing field that is primarily concerned with mechanized computation and its limits. Study in the field of Computer Science develops one's abilities to think logically and promotes excellent problem-solving skills. With this preparation, Computer Science graduates continue to be in high demand.

The Computer Science major at Monmouth College is designed to prepare students for careers in the field of Computer Science and the computing industry by providing a high-quality undergraduate Computer Science major within a liberal arts setting. The department's goal is to prepare students for entry-level positions and also to assist them in building a strong foundation of knowledge that is necessary for graduate study and for lifelong learning. The curriculum emphasizes problem solving and provides students with a combination of theoretical and practical experience as well as introducing ethical and social issues that relate to the discipline.

Required Core Courses for the Computer Science Major *(8 Course credits):*

COMP	151	Introduction to Programming
COMP	152	Data Structures and Algorithms
COMP	235	Introduction to Systems Programming
COMP	240	Computer Applications
MATH	260	Discrete Mathematics
COMP	401	Senior Project: Research
COMP	402	Senior Project: Implementation

Students must also take two additional courses in MATH or STAT that are at or above the level of MATH 151 or STAT 201 where one of the courses has a prerequisite that is at or above this level as well. Classic exemplars include taking MATH 151 and MATH 152, STAT 201 and STAT 202, or MATH 241 and either MATH 151 or STAT 201.

Electives for the Computer Science Major *(4 Course credits):*

COMP	310	Database Theory and Design
COMP	325	Organization of Programming Language
COMP	335	Software Engineering
COMP	337	Computer Communications and Networking
COMP	340	Analysis of Algorithms
COMP	343.	Artificial Intelligence

COMP 345 Operating Systems
COMP 347 Applied Machine Learning
COMP 350 Topics in Computer Science
COMP 410 Research in Computer Science*
COMP 420 Independent Study*
COMP 450 Internship in Computer Science*
** Counts at the discretion of the department*

Required Core Courses for the Computer Science Minor *(3 Course credits):*

COMP 151 Introduction to Programming
COMP 152 Data Structures and Algorithms
MATH 260 Discrete Mathematics

Electives for the Computer Science Minor *(at least two course credits, one at the 300+ level):*

COMP 235 Introduction to Systems Programming
COMP 240 Computer Applications
COMP 310 Database Theory and Design
COMP 325 Organization of Programming Languages
COMP 335 Software Engineering
COMP 337 Computer Communications and Networking
COMP 340 Analysis of Algorithms
COMP 343 Artificial Intelligence
COMP 345 Operating Systems
COMP 347 Applied Machine Learning
COMP 350 Topics in Computer Science

Overview of the Data Science Program:

Data Science is a new and exciting interdisciplinary field that draws ideas from mathematics, statistics, and computer science and combines them with a data-driven area of study. It is an increasingly important part of modern business and science and is reshaping the way we approach and explore our world. Data scientists are experts at procuring, organizing, and curating data using modern computing tools. They can explore, visualize, analyze, and make predictions using small to big data sets to produce results that are informed, meaningful, and impactful for stakeholders.

Required Courses for the Data Science Major (11 courses):

Introductory Courses: Take the following 4 courses:
DATA 151 Introduction to Data Science
COMP 151 Introduction to Programming
STAT 201 Statistics I
MATH 151 Calculus I

Intermediate & Advanced Courses: Take the following 3 courses:
COMP 152 Data Structures and Algorithms
STAT 202 Statistics II
DATA 240 Data Science Applications
COMP 347 Applied Machine Learning

Disciplinary Courses:
Choose two courses in another program of study that introduce you to the discipline in which you plan to apply your data science skills and the ways in which data science is being used within that discipline. Courses must be approved by the department prior to enrollment. The following courses are pre-approved exemplars of possible choices of disciplines and courses. Students can pursue areas of interest not on this list, but the courses must be approved by the department.

Data Journalism, Public Relations, & Communications:
COMM 261 Media & Society
COMM 340 Research Methods

Bioinformatics:
BIOL 150 Investigating Biological Concepts
BIOC 300 Bioinformatics

Capstone Experience:
DATA 401 Senior Capstone: Research
DATA 402 Senior Capstone: Implementation

Required Courses for the Data Science Minor *(5 courses):*

Required Courses: Take the following 4 courses:

DATA	151	Introduction to Data Science
COMP	151	Introduction to Programming
STAT	201	Statistics I
DATA	240	Data Science Applications

One course from the following two courses:

COMP	152	Data Structures and Algorithms
STAT	202	Statistics II

MUSIC

Tim Pahel
Director of Choral Activities, Professor

Justin Swearinger
Director of Instrumental Activities, Assistant Professor

Gianna Capobianco
Instructor

Rich Cangro
Instructor

Sunmin Cha
Instructor

Jaehyuk Choi
Instructor

Jennalyn Cisna
Instructor

Justin Haynes
Instructor

Stephen Jackson
Instructor

Elijah Kelly
Instructor

Aaron Kimzey
Instructor

Sean Klink
Instructor

Solee Lee-Clark
Lecturer

Karen Martin
Instructor

Arturo Martinez
Instructor

Zachary McCoy
Instructor

Kaitlyn McCullough
Instructor

Rusty Ruggles
Instructor

Matt Williamson
Instructor

Requirements for the Music Major:

General Major:
The program for the general music major includes MUSI 121, 122, 211, 212, 221, 222, and 420; at least one course chosen from MUSI 301, 302, and 304; and 317; enrollment in applied lessons each semester the student is on campus (in the student's major instrument or voice; only study in the declared major applied area will be counted toward the major GPA); enrollment in a Music Department ensemble during each semester the student is on campus (only one ensemble per semester will count toward the major GPA; that ensemble must involve the major applied area, except for pianists and guitarists); attendance at campus concerts, recitals, and music convocations, to be factored into the major applied grade each semester at professor's discretion.

Music majors are required to demonstrate competence at the keyboard by passing all components of the piano proficiency exam by the end of the sophomore year. Declared music majors, or those contemplating the music major, must enroll in piano until passing the piano proficiency exam. Completing piano proficiency is a prerequisite for admission into 300 and 400 level music courses. Exceptions to this policy may be granted by the Chair in unusual circumstances.

If the music major's advisor is not a music faculty member, it is strongly urged that the student find an advisor in the Music Department by the end of the freshman year.

Students intending to declare a major in music should do so by the end of the freshman year (with approval from and in consultation with the music faculty). Music majors must declare a major applied area at this time.

Sequential courses must be taken and passed in sequence. Exceptions may be granted by the Chair.
Major requirements (except for ensembles) may not be audited.

The culminating experience for music majors is an independent study (as part of the MUSI 420 course) in the senior year, consisting of an in-depth investigation of a topic chosen by the student in conjunction with a member of the music faculty. The topic must be approved by the music faculty.

Performance Emphasis:

Music majors who concentrate in performance present a half recital before the end of the junior year, and a full recital before the end of the senior year. All requirements for the general major apply.

Juries:

All students (regardless of major) enrolled in applied or group lessons will take a jury exam at the end of each semester. Exemptions from this requirement may be given at the discretion of the applied professor. Consult the department for specific jury requirements.

Sophomore Evaluation:
In the sophomore evaluation, held at the end of the sophomore year, the music faculty evaluates a music major's progress. Students are advised on strengths and weaknesses in music courses, ensembles, applied lessons, and piano proficiency. GPA and timely progress toward completing major requirements are also considered. In a successful evaluation, the music faculty will advise appropriate steps to address any perceived weak points and encourage the student to continue in the major.

Requirements for the Music Minor:

The minor in music is designed for those students who wish to develop both their performance skills and their general understanding of music. The minor requires two courses (taken in sequence) chosen from MUSI 121, 122, 221, or 222; MUSI 211 and MUSI 212; four semesters of applied music (including two semesters of piano if not the major applied instrument); and enrollment in four semesters of Music Department ensembles. In addition, attendance at campus concerts and recitals is expected each semester.

Teacher Licensure:

The music major for students seeking initial K-12 teacher licensure will include: MUSI 121, 122, 211, 212, 221, and 222; three courses selected from MUSI 252, 253, 254, and 255; MUSI 301; MUSI 304, and MUSI 317; successful completion of the student teaching clinical experience (MCTE 475) will be used in lieu of MUSI 420; enrollment in applied lessons each semester the student is on campus (in the student's major instrument or voice; only study in the declared major applied area will be counted toward the major GPA); enrollment in a Music Department ensemble each semester the student is on campus; presentation of a half-recital during the junior year; and all other requirements for the general music major. In addition, students seeking teacher licensure must complete the approved sequence of professional education coursework outlined in the Educational Studies section of this catalog to be eligible for entitlement.

Recital Procedures:

A pre-recital hearing will take place three weeks before any student recital. All recital repertoire must be performed at the hearing. Following the pre-recital hearing, the music faculty will either allow the recital to go forward, require a postponement, or cancel the recital. The music faculty reserves the right to declare any degree recital unsatisfactory. In such an event, the recital must be presented again (for the music faculty only), within one month of the original performance date, and at a satisfactory level. Failure to do so will result in a grade of F in the major applied area for the semester.

Applied Music:

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour weekly lesson with at least 30 minutes of daily practice for one-quarter course credit per semester. With instructor's consent, music majors or other advanced students in special circumstances may study for one-half course credit per semester, requiring a one-hour weekly lesson and at least one hour of daily practice.

Music Lessons……...$ 250.00
$250.00 Lessons will carry a $250.00 fee per lesson for all non-music major students. Students majoring in music will be charged 250.00 per semester.

(Odd-numbered courses [such as 145] carry one-quarter course credit per term; even-numbered courses [such as 146] carry one-half course credit.)
141 Organ
145 Piano
145–2 Beginning Class Piano for Majors/Minors
145–3 Advanced Class Piano for Majors/Minors

146 Piano
151 Voice
152 Voice
153 Guitar/Electric Bass
154 Guitar/Electric Bass
155 Strings
156 Strings
161 Woodwinds
162 Woodwinds
165 Brass
166 Brass
171 Percussion
172 Percussion

Ensembles:

The following ensembles are open to all students by audition or by permission of the instructor.

Ensembles that rehearse approximately 2 hours per week carry 0.125 course credits, and ensembles that rehearse approximately 4 hours a week carry 0.25 course credits. A student will not be allowed to participate in an ensemble without registering for it. The student may choose to take an ensemble for credit, in which case a grade will be assigned and the course will apply toward GPA calculation and course credit toward degree, or for audit, in which case no course credit toward GPA or graduation will be assigned, but a grade of AU for completion or NAU for non-completion will be entered into the student's official transcript. AU grades will be accepted as meeting ensemble requirements for music majors and minors.

Ensembles that carry 0.125 course credits:
131 Jazz Band
134 Vocal Chamber Music
183 Instrumental Chamber Music
184 Concert Choir
186 Monmouth College Pipe Band
187 Percussion Ensemble
189 Fighting Scots Marching Band (Fall)/Concert Band (Fall/Spring)

Ensembles that carry 0.25 course credits:
181 Chorale
182 Chamber Orchestra
185 Monmouth Wind Ensembles

MUSIC EDUCATION

EDUCATIONAL STUDIES

Tamara LaPrad *Associate Professor*	**Arren Duggan** *Assistant Professor*	**Thomas Sargent** *Professor*
Tiffany Springer *Assistant Professor* *Director of Teacher Education*		

MUSIC

Tim Pahel *Director of Choral Activities, Professor*	**Rich Cangro** *Instructor*	**Gianna Capobianco** *Instructor*
Rich Cangro *Instructor*	**Stephen Jackson** *Instructor*	
Aaron Kimzey *Instructor*	**Sean Klink** *Instructor*	**Solee Lee-Clark** *Lecturer*
Karen Martin *Instructor*	**Zach McCoy** *Instructor*	**Rusty Ruggles** *Instructor*
Justin Swearinger *Director of Instrumental Activities, Assistant Professor*	**Matt Williamson** *Instructor*	**Jennalyn Cisna** *Instructor*

Overview of the Major:

The music education major prepares students with the content knowledge, skills, and professionalism to gain an Illinois State Professional Educator License. Students will complete courses in music education pedagogy, including vocal and instrumental disciplines. The major offers field experiences, where the students implement their content knowledge and gain experience in instructional methods, assessment, and technology. This thorough education in Music and additional course work in the Educational Studies combine to create a major that provides a distinct career path that is grounded in a rich liberal arts experience. This major leads to the initial Illinois Professional Educator License in PK-12 Music Education.

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the Music Education teacher licensure is an approved program.

Recital Procedures:

A pre-recital hearing will take place three weeks before any student recital. All recital repertoires must be performed at the hearing. Following the pre-recital hearing, the music faculty will either allow the recital to go forward, require a postponement, or cancel the recital. The music faculty reserves the right to declare any degree recital unsatisfactory. In such an event, the recital must be presented again (for the music faculty only), within one month of the original performance date, and at a satisfactory level. Failure to do so will result in a grade of F in the major applied area for the semester.

Applied Music:

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour weekly lesson with at least 30 minutes of daily practice for one-quarter course credit per semester. With instructor's consent, music majors or other advanced students in special circumstances may study for one-half course credit per semester, requiring a one-hour weekly lesson and at least one hour of daily practice.

Music Lessons……...$ 250.00
$250.00 Lessons will carry a $250.00 fee per lesson for all non-music major students. Students majoring in music will be charged 250.00 per semester.

(Odd-numbered courses [such as 145] carry one-quarter course credit per semester; even-numbered courses [such as 146] carry one-half course credit.)

MUSI	141	Organ (0.25)	MUSI	151	Voice (0.25)	MUSI	161	Woodwinds (0.25)
MUSI	145	Piano (0.25)	MUSI	152	Voice (0.50)	MUSI	162	Woodwinds (0.50)
MUSI	145-2	Beginning Piano Majors (0.25)	MUSI	153	Guitar/Electric Bass (0.25)	MUSI	165	Brass (0.25)
MUSI	145-3	Advanced Piano Majors (0.25)	MUSI	154	Guitar/Electric Bass (0.50)	MUSI	166	Brass (0.50)
MUSI	146	Piano (0.50)	MUSI	155	Strings (0.25)	MUSI	171	Percussion (0.25)
			MUSI	156	Strings (0.50)	MUSI	172	Percussion (0.50)

Ensembles:

The following ensembles are open to all students by audition or by permission of the instructor.

Ensembles that rehearse approximately 2 hours per week carry 0.125 course credits, and ensembles that rehearse approximately 4 hours a week carry 0.25 course credits. A student will not be allowed to participate in an ensemble without registering for it. The student may choose to take an ensemble for credit, in which case a grade will be assigned and the course will apply toward GPA calculation and course credit toward degree, or for audit, in which case no course credit toward GPA or graduation will be assigned, but a grade of AU for completion or NAU for non-completion will be entered into the student's official transcript. AU grades will be accepted as meeting ensemble requirements.

MUSI	131	Jazz Band (0.125)	MUSI	184	Concert Choir(0.125)
MUSI	134	Vocal Chamber Music (0.125)	MUSI	185	Monmouth Winds (0.25)
MUSI	181	Chorale (0.25)	MUSI	186	Monmouth College Pipe Band (0.125)
MUSI	182	Chamber Orchestra (0.25)	MUSI	187	Percussion Ensemble (0.125)
MUSI	183	Instrumental Chamber Music (0.125)	MUSI	189	Fighting Scots Marching Band (Fall) (0.125) Concert Band (Fall/Spring) (0.125)

Required Courses for the Music Education Major:

EDST	100	Introduction to Educational Studies (0.5)
EDST	210	Characteristics of Exceptional Learners (0.5)
EDST	215	Diversity, Equity, and Inclusion in Education (1.0)
EDST	220	Theories of Learning (0.5)
MCTE	200	Principles and Strategies of Secondary Teaching (1.0)
MCTE	300	Content Area Literacy for Secondary Students (1.0)
MCTE	302	Educational Technology—Secondary/PK–12 (0.5)
MCTE	305	Teaching English Language Learners in PK–12 Classrooms (0.5)
MCTE	310	Measurement and Assessment in Education (1.0)
MCTE	312	Exceptional Learner Methodologies—Secondary/PK–12 (0.5)
MCTE	333	Practicum: 9–12/PK–12 (0.0)
MCTE	350	Principles and Strategies of Middle Level Teaching (1.0)
MCTE	376	PK-12 Music Education Curriculum & Instruction (1.0)

MCTE	470	Student Teaching Seminar w/Classroom Management (1.0)
MCTE	475	Student Teaching Clinical Experience (3.0)
MUSI	111	Introduction to Music Theory (0.5)
MUSI	121	Music Theory I (0.5)
MUSI	122	Music Theory II (1.0)
MUSI	145	Applied Piano (4 semesters @ 0.25)
MUSI	100-level	Applied Music (7 semesters @ 0.25)
MUSI	100 level	Ensembles (7 semesters @ 0.25)
MUSI	211	History and Literature of Music I (1.0)
MUSI	212	History and Literature of Music II (1.0)
MUSI	221	Music Theory III (1.0)
MUSI	222	Music Theory IV (1.0)
MUSI	252-255	Instrumental Techniques (take 3 @ 0.25)
MUSI	301	Conducting (1.0)
MUSI	304	Orchestration & Arrangement (1.0)
MUSI	317	20th/21st Century Music History (1.0)
PSYC	221	Lifespan Development (1.0)

NEUROSCIENCE

Janet Ugolino, Coordinator
Associate Professor, Biology

Laura Moore
Professor, Chemistry

Overview of the Program:

Neuroscience is a very interdisciplinary field and the careers graduates could pursue with the major are varied. Of course, students in either track can always pursue academia or research. Many students in the molecular track will be interested in medicine and health-related careers. These students might pursue an MD or DO, psychopharmacology, nursing, speech/language pathology, audiology, nutrition, MRI technician, radiation physics, biostatistics, or neuroprosthetics to name a few. Students in the behavioral track might pursue some of the above as well as careers such as occupational therapy, social work for neurological patients, clinical psychology, global health reporting and epidemiology, or health care administration. Neuroscience majors may also intend to work in other areas, such as law or government (e.g., congressional advising or working for the CDC, NIH, or FDA). Given the breadth of options the discipline offers, the electives chosen for the two tracks are intended to both provide students exposure to the different directions they might take their degree as well as to allow each student to personalize their major to their career goals.

The B.S. degree in Neuroscience consists of a molecular track and a behavioral track. Regardless of track, the major requires all students to complete a core of 7.5 course credits and earn 16.5 course credits in required or elective program courses. Students in the program are required to complete 34 course credits for graduation.

Neuroscience Core Courses Required:

The 7.5 course credits required of students for either the Behavioral or Molecular Neuroscience tracks are:

BIOL	150	Investigating Biological Concepts
BIOL	204	Anatomy & Physiology
CHEM	140	General Chemistry
CHEM	220	Analytical Chemistry
PSYC	243	Mind, Brain and Behavior
PSYC	305	Behavioral Neuroscience
NEUR	350	Science Seminar (0.25 course credits, required two semesters)
NEUR	420	Neuroscience Research Seminar (0.5 course credits, required two semesters)

Molecular Neuroscience Track:

A total of 9 course credits beyond the neuroscience core are:

Required Courses (4 course credits):

STAT	201	Statistics I
BIOL	200	Cell Biology or BIOL 369 Neurobiology
CHEM	228	Organic I
CHEM	230	Organic II

Elective Courses (5 course credits):

From the following course lists, a student must complete two CHEM/BIOC courses, two BIOL courses, and one course in the other electives category. At least three courses must be at the 300 level.

CHEM/BIOC Electives:

BIOC	310	Survey of Biochemistry *or* BIOC 330 Biochemistry *and* BIOC 390 Advanced Biochemistry
CHEM	231	Principles of Pharmacology
CHEM	331	Medicinal Chemistry
CHEM	340	Instrumental Analysis *with/or without* CHEM 325 Integrated Laboratory
CHEM	380	Advanced Organic

BIOL Electives:

BIOL	155	Ecology, Evolution, and Diversity
BIOL	202	Genetics
BIOL	302	Microbiology
BIOL	325	Advanced Anatomy & Physiology
BIOL	320	Parasitology
BIOL	345	Animal Behavior
BIOL	354	Molecular Biology
BIOL	369	Neurobiology *or* BIOL 200 Cell Biology

Other Electives:

ANTH	370	Medical Anthropology
BIOC	201	Principles of Nutrition
COMP	151	Introduction to Programming
GPHS	101	Introduction to Global Public Health
GPHS	105	Introduction to Epidemiology
PHIL	207	Ethics Philosophical and Religious
PHYS	130	Physics I
PHYS	132	Physics II
PHYS	190	Digital Electronics
PSYC	101	Introduction to Psychology
PSYC	216	Learning and Memory
PSYC	221	Lifespan Development
PSYC	236	Abnormal Psychology
PSYC	239	Health Psychology
PSYC	303	Drugs and Behavior
PSYC	304	Cognitive Neuroscience
PSYC	318	Biopsychology

Behavioral Neuroscience Track:

A total of 9 course credits beyond the Neuroscience core are:

Required Courses (4 course credits):

PSYC	101	Introduction to Psychology
PSYC	201	Research Methods I: Statistical Analysis
PSYC	318	Biopsychology
BIOL	200	Cell Biology or BIOL-369 Neurobiology

Elective Courses (5 course credits):

From the following course lists, a student must complete two PSYC courses, two BIOL courses, and one course in the other electives category. At least two courses must be at the 300 level.

PSYC Electives:

PSYC	216	Learning and Memory
PSYC	221	Lifespan Development
PSYC	236	Abnormal Psychology
PSYC	239	Health Psychology
PSYC	303	Drugs and Behavior
PSYC	304	Cognitive Neuroscience

BIOL Electives:

BIOL	155	Ecology, Evolution, and Diversity
BIOL	202	Genetics
BIOL	302	Microbiology
BIOL	320	Parasitology
BIOL	325	Advanced Anatomy & Physiology
BIOL	345	Animal Behavior
BIOL	354	Molecular Biology
BIOL	369	Neurobiology *or* BIOL 200 Cell Biology

Other Electives:

ANTH	270	Medical Anthropology
BIOC	201	Principles of Nutrition
BIOC	310	Survey of Biochemistry
COMP	151	Introduction to Programming
CHEM	231	Principles of Pharmacology
CHEM	228	Organic I
CHEM	230	Organic II
CHEM	331	Medicinal Chemistry
CHEM	340	Instrumental Analysis *with/or without* CHEM325 Integrated Laboratory
CHEM	380	Advanced Organic
GPHS	101	Introduction to Global Public Health
GPHS	105	Introduction to Epidemiology
PHIL	207	Ethics Philosophical and Religious
PHYS	130	Physics I
PHYS	132	Physics II
PHYS	190	Digital Electronics

PHILOSOPHY AND RELIGIOUS STUDIES

Phase-Out Notice: The majors will be discontinued after Fall 2025. New students entering Spring 2026 or later may not declare it. Returning students must declare by July 1, 2025. The Registrar and advisor will assist declared students with a completion plan.

Overview of the Program:

The Department of Philosophy and Religious Studies encompasses two disciplines that share a commitment to pursuing the fundamental questions of human existence and to examining the various ways in which the traditions of philosophy and religion have answered these questions.

The philosophy program is designed to encourage students to think creatively and critically, to analyze important texts and issues in the history of philosophy, and to bring challenges and contemporary perspectives to that tradition. The term "philosophy" means "love of wisdom," and courses in philosophy range from considerations of how we should live to the nature of human knowing.

The academic study of religion is an exciting approach to a liberal arts education. It is inherently interdisciplinary, drawing upon the insights of history, sociology, politics, philosophy, and literature, among others. The program is designed to provide opportunities for students to approach religious traditions in a variety of ways, including an exploration of scriptures, rituals, beliefs, theology, ethics, etc. Students will learn to understand religious traditions in historical and cultural contexts, think about them comparatively, and read and write about them analytically.

Required Courses for the Philosophy Major *(9 - 9.25 courses):*

PHIL 201 Logic
PHIL/ 207 Ethics
RELG
Two of the following three courses from the history of Philosophy sequence:
PHIL 205 Classical and Medieval Philosophy
PHIL 307 Modern Philosophy
PHIL 311 Contemporary Philosophy

One of three Senior Capstone Options, each of which culminates in a public presentation of the student's work:

1. Senior Thesis (Phil 450 and Phil 452)
2. Senior Project (Phil 452 and, in most cases, Phil 450)
3. An additional elective in philosophy supplemented with independent research (Phil 450)

Four elective courses in Philosophy.

Required Courses for the Philosophy Minor *(5 courses):*

Two courses from the history of Philosophy sequence. Three elective courses in Philosophy.

Required Courses for the Religious Studies Major (9 - 9.25 courses):

RELG 100 Religions
RELG 101 Holy Books

Two 200-level courses
Two 300-level courses

One of three Senior Capstone Options, each of which culminates in a public presentation of the student's work:

1. Senior Thesis (RELG 450 and RELG 452)
2. Senior Project (RELG 452 and, in most cases RELG 450)
3. An additional elective in religious studies supplemented with independent research (RELG 450)

Two elective courses in Religious Studies.

Pre-Seminary Program:

Seminaries are looking for proven leaders who are intellectually supple and can thrive in multicultural settings. Regardless of major, a liberal arts education is the best preparation for future leadership in religious communities. There are some basic skills and knowledge sets that students looking toward careers in religious leadership should possess. The following are course and co-curricular recommendations for pre-seminary students (alterations can and should be made for students seeking theological training outside of a Christian context).

Course Recommendations:

RELG 100 Religions
RELG 101 Holy Books
RELG 102 God
RELG 207 Ethics

200- or 300-level courses in Theology
Greek I and II OR Latin I and II, in consultation with the Department

Co-curricular involvement:

- Participation in the Lux Program for Church and Religious Leadership
- An international experience
- An internship or volunteer experience in a religious community
- Participation in service projects and trips

PHYSICAL EDUCATION

EDUCATIONAL STUDIES

Tamara LaPrad *Associate Professor*	**Arren Duggan** *Assistant Professor*	**Thomas Sargent** *Professor*

Tiffany Springer
Assistant Professor
Director of Teacher Education

KINESIOLOGY

Sean Schumm *Professor*	**Jennifer Braun** *Lecturer*	**Bob Foster** *Lecturer*
Blake Haas *Lecturer*	**Kari Shimmin** *Instructor*	

Overview of the Major:

The physical education major prepares students with the content knowledge, skills, and professionalism to gain an Illinois State Professional Educator License in PK-12 Physical Education. Students will complete courses in physical education pedagogy, including health-related fitness, sport education, nutrition, human anatomy and physiology, and adapted physical education. The major offers field experiences, where the students implement their content knowledge and gain experience in instructional methods, assessment, and technology. This thorough education in Kinesiology and additional course work in the Educational Studies combine to create a major that provides a distinct career path that is grounded in a rich liberal arts experience. This major leads to the initial Illinois Professional Educator License in PK-12 Physical Education.

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the Physical Education teacher licensure is an approved program.

Required Courses for the Physical Education Major:

EDST 100	Introduction to Educational Studies (0.5)
EDST 210	Characteristics of Exceptional Learners (0.5)
EDST 215	Diversity, Equity, and Inclusion in Education (1.0)
EDST 220	Theories of Learning (0.5)
EXSC 130	Exercise Performance (0.5)
EXSC 140	Sports Nutrition (0.5)
EXSC 160	Health & Human Physiology (1.0)
EXSC 251	Functional Anatomy (1.0)
EXSC 315	Biomechanics (1.0)
EXSC 325	Athletic Training & First Aid (0.5)
EXSC 330	Exercise Physiology (1.0)

MCTE	200	Principles and Strategies of Secondary Teaching (1.0)
MCTE	300	Content Area Literacy for Secondary Students (1.0)
MCTE	302	Educational Technology—Secondary/PK–12 (0.5)
MCTE	305	Teaching English Language Learners in PK–12 Classrooms (0.5)
MCTE	310	Measurement and Assessment in Education (1.0)
MCTE	312	Exceptional Learner Methodologies—Secondary/PK–12 (0.5)
MCTE	333	Practicum: 9–12/PK–12 (0.0)
MCTE	350	Principles and Strategies of Middle Level Teaching (1.0)
MCTE	377	PK-5 Physical Education Curriculum & Instruction (1.0)
MCTE	387	6-12 Physical Education Curriculum & Instruction (1.0)
MCTE	470	Student Teaching Seminar w/Classroom Management (1.0)
MCTE	475	Student Teaching Clinical Experience (3.0)
PHED	215	Physical Education Pedagogy I (0.5)
PHED	216	Physical Education Pedagogy II (0.5)
PHED	430	Adapted Physical Education (0.5)
PSYC	221	Lifespan Development (1.0)

PHYSICS

Christopher G. Fasano
Professor of Physics & Engineering
Coordinator, Dual-Degree Engineering

Coordinator, Dual-Degree Atmospheric Science

Ashwani Kumar
Associate Professor of Physics

Michael Solontoi
Associate Professor of Physics

Shaded Quadir
Assistant Professor of Engineering

Jaime Thissen
Visiting Assistant Professor of Engineering

Overview of the Program:

Physics is the study of the fundamental laws and forces that govern how the universe works. Students will learn both the process of discovery that physicists use and the fundamental laws of the physical universe. Physics is an excellent major that teaches students how to solve hard problems in powerful ways. At Monmouth College, we educate our Physics students to be good communicators and to be able to use the problem solving and communication skills they acquire to solve problems in diverse fields both in and outside of science and engineering.

Physics Major:

Students who complete a physics major will be prepared for exciting futures in a wide range of fields where quantitative problem-solving skills are valuable, including physics, engineering, interdisciplinary sciences, and anywhere that the quantitative understanding of complex systems is important. People educated in physics are found in a diverse set of fields that range from pure science to engineering, to finance, to teaching, to medicine, business and industry, and beyond.

Physics Minor:

Students who are interested in enhancing their scientific and quantitative skills can earn a physics minor. Students in the other physical and biological sciences, mathematics, computer science, and other quantitative disciplines like economics and finance may find a physics minor particularly appealing. Students with interests in business in technology fields may also find a physics minor very interesting. The Physics Minor requires five courses: PHYS 130, PHYS 132, two courses numbered above 200 and one course numbered above 300. PHYS 134 or PHYS 190 may be substituted for ONE of the 200 level courses. Substitution of an appropriate 200 level course for the 300-level course is possible with permission of the department.

Physics and Dual-Degree Program in Engineering and Atmospheric Science:

Students interested in Monmouth College's Dual-Degree Engineering or Atmospheric Science may major in Physics as their Monmouth College Program. Dual-Degree students may complete their Monmouth College Physics degree in three or four years. Students will choose elective courses in Physics as per their interests in engineering. Contact the Dual-Degree Engineering/ Atmospheric Science coordinator for detailed requirements for each participating program. **Required Core Courses:**

PHYS 130G	Introductory Physics I with Lab
PHYS 132G	Introductory Physics II with Lab
PHYS 134	Introductory Physics III with Lab
PHYS 208	Classical Mechanics
PHYS 303	Electricity and Magnetism
PHYS 310	Quantum Mechanics
PHYS 3504	Science Seminar *(4 semesters)*
PHYS 315L	Advanced Laboratory
PHYS 4205	Senior Research
PHYS 2803	Introduction to Modern Physics

Plus two elective courses selected from the elective offerings by the department. ***Courses from other departments (e.g. Mathematics and Computer Science, Biology, Chemistry, Biochemistry) may be substituted for the elective courses with permission of the department.***

Recommended Physics Electives*:*

PHYS 190[3]	Digital Electronics
PHYS 209[2]	Statics
PHYS 210[1]	Circuit Analysis
PHYS 211[1]	Analog Electronics
PHYS 212	Optics
PHYS 214[3]	Computational Methods
PHYS 288	Special Topics
PHYS 311	Mathematical Methods for Physicists
PHYS 312	Quantum Mechanics II
PHYS 325	Solid State Physics
PHYS 335	Nuclear Physics
PHYS 356	Statistical Physics
PHYS 401	Independent Study

[1] Recommended for students interested in Electrical Engineering.
[2] Recommended for students interested in Civil or Mechanical Engineering.
[3] Recommended for all students.
[4] Dual-Degree students may take only two semesters of Science Seminar to complete their degree in three years. Consult with the Dual-Degree coordinator.
[5] Dual-Degree students consult with the Dual-Degree coordinator.

POLITICAL SCIENCE

Michael Nelson	**Robin Johnson**	***Jessica Vivian***
Associate Professor	*Lecturer*	*Visiting Assistant Professor*

Overview of the Program:

The members of the Political Science Department see political science as encompassing a wide range of academic and practical skills. Graduates of the political science department will leave with:

1. Both broad and specialized content knowledge in political science;
2. Skills in critical thinking, including empirical and normative analysis;
3. Communication skills, both orally and in writing;
4. The ability to apply what they learn to real-world problems and issues outside of the classroom; and
5. Preparation appropriate for a range of opportunities for higher education, careers, service, and a rewarding intellectual life.

Requirements for the Political Science Major *(10 course credits):*

All majors must take the following 4 required courses:

POLS 103	American Politics
POLS 200	Introduction to Comparative Politics
POLS 230	Political Philosophy
POLS 270	Introduction to International Relations

All majors must take at least 1 of the following Quantitative Reasoning in Practice (QRP) Political Science courses:

POLS 208	Understanding Capitalism
POLS 210	Public Opinion
POLS 287	Political Psychology
POLS 375	Environmental Politics

Majors must complete 5 other Political Science courses, at least 2 of which are 300 level or above.

Requirements for the Political Science Minor *(5 course credits):*

Two courses must be taken out of the following four fields: American Politics, Comparative Politics, International Relations, and Political Theory. At least 4 of the 5 courses must be taken at Monmouth College campuses and two of these courses must be at or above 300 level.

PSYCHOLOGY

Joan Wertz
Professor

Ryan Colclasure
Lecturer

Michelle Sherman
Lecturer

Alec Stinnett
Assistant Professor

Overview of the Program:

Students majoring in Psychology will learn to understand the biological, developmental, and social determinants of human and animal behavior. Psychology majors succeed in a variety of occupations including counseling, marketing and sales, management, human resources, community outreach, and social work. Our program will provide you the tools necessary to succeed in your future career by providing intellectual and practical engagement through internships, participation in conferences, travel, and research opportunities. The Psychology major requires a total of 10.0 course credits divided into four categories: Required Courses, Foundational Courses, Advanced Courses, and Practicum Experience.

Required Courses for the Psychology Major *(4.5 course credits required):*

PSYC 101G Introduction to Psychology
PSYC 201 Research Methods I: Statistical Analysis
PSYC 202 Research Methods II: Design and Communication
PSYC 415 Readings in Psychology (0.5 course credit)
PSYC 420 Research Seminar

Foundational Courses for the Psychology Major *(3.0 course credits required, including at least one from Group A and at least one from Group B):*

Group A: Biological and Behavioral Processes
PSYC 216 Learning and Memory
PSYC 236 Psychological Disorders
PSYC 239 Health Psychology
PSYC 243 Mind, Brain, and Behavior

Group B: Social Processes
PSYC 221 Lifespan Development
PSYC 233 Social Psychology
PSYC 237 Industrial/Organizational Psychology
PSYC 240 Personality
PSYC 287 Political Psychology

Advanced Courses for the Psychology Major *(Must choose 2.0 course credits from the following (list):*

PSYC 302 Advanced Experimental Psychology
PSYC 303 Drugs and Behavior
PSYC 305 Behavioral Neuroscience
PSYC 316 Behavior Modification
PSYC 318 Biopsychology
PSYC 321 Cultural Psychology
PSYC 323 Psychology of Gender
PYSC 334 Stereotypes and Prejudice
PSYC 345 Animal Behavior
PSYC 355 Theories of Counseling

Practicum Experience *(0.5 course credit required)*

PSYC 251 Research Practicum
PSYC 290 Cross-Cultural Psychology Practicum (0.5 course credit)
PSYC 352 Internship in Psychology
PSYC 354 Teaching Practicum
PSYC 453/454 Counseling Practicum I, II

Electives:

PSYC 107	Careers in Psychology
PSYC 207	Introduction to Health Careers (0.25 course credits)
PSYC 350	Special Topics in Psychology
PSYC 351	Independent Study

Required Courses for the Psychology Minor (5.0 course credits):

PSYC 101G	Introduction to Psychology
PSYC 202	Research Methods II: Design and Communication

One Foundational Course from Group A: Biological and Behavioral Processes, One Foundational Course from Group B: Social Processes, One Advanced Course.

SCIENCE EDUCATION

EDUCATIONAL STUDIES

Tamara LaPrad
Associate Professor

Arren Duggan
Assistant Professor

Thomas Sargent
Professor

Tiffany Springer
Assistant Professor
Director of Teacher Education

BIOLOGY

James Godde
Professor

Janet Ugolino
Associate Professor

CHEMISTRY

Audra Lee Goach
Professor

Laura Moore
Professor

Michael Prinsell
Assistant Professor

PHYSICS

Christopher G. Fasano
Professor

Ashwani Kumar
Associate Professor

Michael Solontoi
Associate Professor

Michael Solontoi
Associate Professor

Shahed Quadir
Assistant Professor

Overview of the Major:

The science education major prepares students with the content knowledge, skills, and professionalism to gain teacher licensure in the state of Illinois. Students will complete courses in a science common core and an area of concentration that integrates content knowledge, pedagogy, and instruction. The major offers field experiences, where the students implement their content knowledge and gain experience in instructional methods, assessment, and technology. This thorough education in the sciences and additional course work in the Educational Studies combine to create a major that provides a distinct career path that is grounded in a rich liberal arts experience. This major leads to the initial Illinois Professional Educator License in 9-12 Science—Biology, Chemistry, or Physics.

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the Science—Biology, Chemistry, and Physics teacher licensure areas.

Required Courses for the Science Education Major:

BIOL	150	Investigating Biological Concepts (1.0)
CHEM	140	General Chemistry (1.0)
EDST	151	Human Growth & Development (0.5)
EDST	215	Diversity, Equity, and Inclusion in Education (1.0)
EDST	220	Theories of Learning (0.5)
EDST	250	Topical Foundations in Educational Studies (1.0)
MATH	151	Calculus I (1.0)
MCTE	200	Principles and Strategies of Secondary Teaching (1.0)
MCTE	300	Content Area Literacy for Secondary Students (1.0)
MCTE	302	Educational Technology—Secondary/PK–12 (0.5)
MCTE	305	Teaching English Language Learners in PK–12 Classrooms (0.5)
MCTE	310	Measurement and Assessment in Education (1.0)
MCTE	312	Exceptional Learner Methodologies—Secondary/PK–12 (0.5)
MCTE	333	Practicum: 9–12/PK–12 (0.0)
MCTE	373	9-12 Science Curriculum & Instruction (1.0)
MCTE	470	Student Teaching Seminar w/Classroom Management (1.0)
MCTE	475	Student Teaching Clinical Experience (3.0)
PHYS	130	Introductory Physics I (1.0)
PHYS	136	Physical Geography (1.0)

Select one of the 3 following content course credit concentrations:

1. BIOLOGY

BIOL	155	Introduction to Evolution, Ecology, and Diversity (1.0)
BIOL	200	Cell Biology (1.0)
BIOL	202	Genetics (1.0)
BIOL	201 **or**	Field Botany (1.0) **or**
BIOL	204 **or**	Human Anatomy & Physiology (1.0) **or**
BIOL	212 **or**	Plant Biology (1.0) **or**
BIOL	302 **or**	Microbiology (1.0) **or**
BIOL	307 **or**	Ecology (1.0) **or**
BIOL	315 **or**	Conservation Biology (1.0) **or**
BIOL	320 **or**	Parasitology (1.0) **or**
BIOL	333 **or**	Evolution (1.0) **or**
BIOL	345	Animal Behavior (1.0)
ESTS	103	Introduction to Environmental Science & Sustainability (1.0)

2. CHEMISTRY

CHEM	220	Introductory Analytical Chemistry (1.0)
CHEM	228	Organic Chemistry I (1.0)
CHEM	270	Inorganic Chemistry (1.0)
CHEM	312	Physical Chemistry (1.0)
CHEM	102 **or**	Forensic Science (1.0) **or**
CHEM	322 **or**	Physical Chemistry II (1.0) **or**
CHEM	340 **or**	Instrumental Analysis (1.0) **or**
BIOC	330	Biochemistry

3. PHYSICS

PHYS	132	Introductory Physics II (1.0)
PHYS	134	Introductory Physics III (1.0)
PHYS	190	Digital Electronics (1.0)
PHYS	280	Modern Physics (1.0)

PHYS 208 **or** Classical Mechanics (1.0) **or**
PHYS 303 **or** Electricity & Magnetism (1.0) **or**
PHYS 310 Quantum Mechanics (1.0) **or**

SOCIAL SCIENCE EDUCATION

EDUCATIONAL STUDIES

Tamara LaPrad
Associate Professor

Arren Duggan
Assistant Professor

Thomas Sargent
Professor

Tiffany Springer
Assistant Professor
Director of Teacher Education

BUSINESS & ECONOMICS

Michael Connell
Professor

Saadullah Bashir
Assistant Professor

Richard Johnston
Associate Professor

Tom Prince
Lecturer

Herb Schmidt
Senior Lecturer

POLITICAL SCIENCE

Michael Nelson
Associate Professor

Robin Johnson
Lecturer

Jessica Vivian
Visiting Assistant Professor

PSYCHOLOGY

Joan Wertz
Professor

Ryan Colclasure
Visiting Assistant Professor

Michelle Sherman
Lecturer

Alec Stinnett
Assistant Professor

Overview of the Major:

The social science education major prepares students with the content knowledge, skills, and professionalism to gain teacher licensure in the state of Illinois. Students will complete courses in a social science common core and an area of concentration that integrates content knowledge, pedagogy, and instruction. The major offers field experiences, where the students implement their content knowledge and gain experience in instructional methods, assessment, and technology. This thorough education in the social sciences and additional course work in the Educational Studies combine to create a major that provides a distinct career path that is grounded in a rich liberal arts experience. This major leads to the initial Illinois Professional Educator License in 9-12 Social Science—Economics, Political Science, Psychology, or .

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social

Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the Social Science—Economics, ,Political Science, Psychology teacher licensure areas are approved programs.

Required Courses for the Social Science Education Major:

General Social Science and Concentration Content Courses		
ECON 291	Economics for Educational Studies	0.50
HIST 110	U.S. History: to 1865	1.00
or		
HIST 111	U.S. History 1865 – Present	1.00
POLS 291	Civics & Political Systems for Educational Studies	0.50
PSYC 101	Introduction to Psychology	1.00
ANTH 103	Introduction to Anthropology	1.00
or		
SOCI 101	Introduction to Sociology	1.00
Select one of the following concentrations:		
Economics Concentration		
BUSI 205	Business Math & Statistics	1.00
ECON 200	Principles of Economics	1.00
ECON 300	Intermediate Price Theory	1.00
ECON 301	Intermediate Macroeconomics	1.00
ECON 360	International Trade & Finance	1.00
or		
ECON 401	Public Policy	1.00
Political Science Concentration		
POLS 103	American Politics	1.00
POLS 200	Introduction to Comparative Politics	1.00
POLS 208	Understanding Capitalism	1.00
POLS 270	Introduction to International Relations	1.00
POLS 333	U.S. Foreign Policy	1.00
or		
POLS 366	International Organizations	1.00
Psychology Concentration		
PSYC 201	Research Methods I: Statistical Analysis	1.00
PSYC 202	Research Methods II: Design & Communication	1.00
PSYC 221	Lifespan Development	1.00
PSYC 233	Social Psychology	1.00
or		
PSYC 321	Cultural Psychology	1.00
PSYC 236	Abnormal Psychology	1.00
or		
PSYC 239	Health Psychology	1.00

9-12 Level Licensure Courses

EDST 100	Introduction to Educational Studies	0.50
EDST 210	Characteristics of Exceptional Learners	0.50
EDST 215	Diversity, Equity, & Inclusion in Education	1.00
EDST 220	Theories of Learning	0.50
PSYC 221	Lifespan Development	1.00
MCTE 200	Principles & Strategies Secondary Teaching	1.00
MCTE 300	Content Area Literacy for Secondary Students	1.00
MCTE 302	Educational Technology—Secondary/K-12	0.50
MCTE 305	Foundations of Teaching Bilingual & ESL Learners	0.50
MCTE 310	Measurement and Assessment in Education	1.00
MCTE 312	Exceptional Learner Methodologies—Secondary/K-12	0.50
MCTE 333	Practicum: PK-12 Grade Level (co-requisite for MCTE 200, 300, 305, 312, 374)	0.00
MCTE 374	9-12 Social Science Curriculum and Instruction	1.00
MCTE 470	Student Teaching Seminar w/Class Management	1.00
MCTE 475	Student Teaching Clinical Experience	3.00

SOCIOLOGY AND ANTHROPOLOGY

Phase-Out Notice: This major will be discontinued after Fall 2025. New students entering Spring 2026 or later may not declare it. Returning students must declare by July 1, 2025. The Registrar and advisor will assist declared students with a completion plan.

Petra Kuppinger
Professor of Sociology

Nicole Fedorov
Visiting Assistant Professor of Sociology

Requirements for the Sociology and Anthropology Major:

A major in Sociology and Anthropology requires 9.5 courses in the department (and STAT 100):

SOCI 101 Introduction to Sociology OR ANTH 103 Introduction to Anthropology
SOAN 301 Theories of Culture and Society
SOAN 302 Methods of Social Research (Prerequisites: STAT 100 or STAT 201, minimum grade of C-)
SOAN 410 Research Preparation
SOAN 420 Senior Research
(SOAN 410 and 420 must be taken sequentially and in the same academic year)

Five additional courses, at least four of which must be above the 100 level. Of these five courses, a minimum of two must be taken in both Sociology (SOCI) and Anthropology (ANTH).

Requirements for the Sociology and Anthropology Major with Human Services Concentration:

A major in Sociology and Anthropology with a Human Services Concentration requires 9.5 courses in the department and 4 courses outside the department.

Requirements in the department include:

Take one of the following:
SOCI 101 Introduction to Sociology
ANTH 103 Introduction to Anthropology
Take all the following:
SOCI 201 Social Problems
SOAN 301 Theories of Culture and Society
SOAN 302 Methods of Social Research (Prerequisite: STAT 100 or STAT 201, min grade of C-)
SOAN 310 Internship
SOAN 410 Research Preparation
SOAN 420 Senior Research

Requirements outside the department include:
Take all of the following:
STAT 100 Statistics; (as a prerequisite to SOCI 302)
PSYC 101 Introduction to Psychology
PSYC 355 Theories of Counseling
Take one of the following:
PSYC 236 Abnormal Psychology
PSYC 240 Personality Psychology
PSYC 221 Lifespan Development (as a prerequisite for PSYC 355)

Take three additional courses (3 credits) at the 200 or 300 level. Of these three courses, a minimum of one must be taken in both Sociology (SOCI) and Anthropology (ANTH).

SPANISH AND LATIN AMERICAN STUDIES

Phase-Out Notice: This major will be discontinued after Fall 2025. New students entering Spring 2026 or later may not declare it. Returning students must declare by July 1, 2025. The Registrar and advisor will assist declared students with a completion plan.

Overview of the Spanish Program:

Students will broaden their knowledge of the language and culture of the Spanish-speaking world, in order to become engaged thinkers who question their own assumptions. Students will be prepared to meet the challenges of this diverse world, think critically and communicate effectively in the twenty-first century.

Requirements for the Spanish Major:

The Spanish major requires nine credits beyond the 102 level. Four of these credits must be taken at the 300 or 400 level. Topics courses may be repeated if topics ***differ.*** *While not required for the major, study abroad is highly recommended.*

**Spanish majors can only take two SPAN courses offered in English.*

Courses counting for the Spanish major:

Intermediate courses, required for the major UNLESS the student places at a higher level (1.0 credit each):
SPAN 201 Intermediate Spanish I
SPAN 202 Intermediate Spanish II

Advanced Grammar and Composition courses, ONE of which is required for the major (1.0 credit each):
SPAN 245 Conversation & Composition SPAN
SPAN 246 Spanish & Latin American Culture for Heritage Speakers

200-level electives (1.0 credit each):
SPAN 210 Spanish Conversation
SPAN 230 Topics: Spanish for the Professions
SPAN 233 Spanish for the Health Professions
SPAN 240 Topics: Linguistic Aspects of Spanish

200-level electives (less than 1credit each):
SPAN 211 Spanish Abroad: Conversation and Culture (May term course, 25 credit)

Upper-level electives (1.0 credit each):
SPAN 310 Introduction to Cultural Analysis & Competency
SPAN 315 Latin American Film: Love, Money, Crime & Revolution
SPAN 324 Spanish American Literature
SPAN 325 Peninsular Spanish Literature
SPAN 326 Topics in Spanish Language
SPAN 333 Health from a Cultural Perspective
SPAN 334 Survey: History and Culture of Latin America
SPAN 335 Survey: History and Culture of Spain
SPAN 336 Special Topics in Hispanophone History and Culture
SPAN 466 Topics in Literature

Sequence of Spanish courses:

1. 201 and 202 must be taken in sequence. Students NEED NOT take these courses if they place at a higher level.
2. 202 is a prerequisite for ALL OTHER 200-level courses UNLESS the student places at a higher level or has permission from the Chair and the instructor.
3. All majors must take EITHER Spanish 245 OR 246 as a prerequisite for ALL 300- and 400 level courses, unless they have permission from the Chair and the instructor.
4. ALL LITERATURE courses beyond the 310 level require the completion of Spanish 310 or the permission from the instructor. Spanish 310 is generally offered in the spring semester only, so students should plan accordingly. First-year students should consult with a **SLAS** professor before enrolling in Spanish 310.
5. Students may take 300- or 400-level HISTORY AND CULTURE courses before they completed Spanish 310.

THEATRE

Vanessa Campagna
Associate Professor

Todd Quick
Associate Professor

Overview of the Theatre Major:

Through the robust combination of curriculum and an annual Theatre Season of four mainstage productions, the Department of Theatre provides Monmouth College students with **training** that develops essential skills for successful careers in and beyond theatre. We offer **experiences** that cultivate appreciation for the performing arts, and which embrace the Liberal Arts tradition through interdisciplinary collaborations. Our commitment to **holistic teaching, mentoring, and advising** promotes critical reflection about academic goals, career goals, and personal goals. Valuing the relationship between artistry and social responsibility, we **prepare** students for ethical practice and civically engaged lives.

Requirements for the Theatre major: (8-11 course credits)

All Theatre Majors

THEA	171	Introduction to Theatre Studies (1.0)
THEA	173	Intro to Technical Theatre (1.0)
THEA	176	Acting I (1.0)
THEA	275	Script Analysis & Dramaturgy (1.0)
THEA	285	Theatre & Society (1.0)
THEA	325	Theatre History & Literature (1.0)
THEA	377	Directing: Hist & Princ (1.0)
THEA	300	State Management (0.50)
THEA	406	Career Preparation (0.50)

Acting Concentration

THEA	276	Acting II (1.0)
THEA	371	Acting III (0.50)
THEA	370	Voice & Movement (1.0)
THEA	425	Capstone Project (0.50)

Design & Technical Concentration

THEA	250	Stagecraft 2 (1.0)
THEA	281	Drafting for Design (0.50)
THEA	382	Design Studio II (0.50)
THEA	490	Independent Study (0.50)
THEA	425	Capstone Project (0.50)

History & Literature Concentration

Required	THEA	425	Capstone Project (0.50)
Choose One Course Option	ENGL	361	Shakespeare I (1.0)
	or		
	ENGL	362	Shakespeare II (1.0)
Choose One Course Option	THEA	230	Classical: Dionysus & Theban M (1.0)
	or		
	COMM	337	Communication Criticism (1.0)
Choose One Course Option	ENGL	180	Introduction to Literature (0.50)
	or		
	THEA	490	Independent Study (0.50)

Management Concentration

SCOM		241	Public Relations (1.0)
BUSI		201	Business Data Analysis (1.0)
THEA		425	Capstone Project (0.50)
Choose One Course Option	THEA	490	Independent Study (0.50)
	or		
	THEA	497	Internship in Theatre Arts (0.50)

Musical Theatre Concentration

THEA	370	Voice & Movement (1.0)
MUSI	111	Introduction to Music Theory (0.5)
MUSI	121	Music Theory I (0.50)
MUSI	151	Voice (0.50)
THEA	425	Capstone Project (0.50)

Theatre Minor

Students must complete five Theatre course credits, including at least one at the 200 level and one at the 300 level.

THEATRE EDUCATION

Phase-Out Notice: This major will be discontinued after Fall 2025. New students entering Spring 2026 or later may not declare it. Returning students must declare by July 1, 2025. Moving forward, students may pursue endorsement in Theatre Education. Note: Endorsement in Theatre Ed must be combined with another elementary or secondary licensure program.

EDUCATIONAL STUDIES

Tamara La Prad
Associate Professor

Arren Duggan
Assistant Professor

Thomas Sargent
Professor
Director of Teacher Education

Tiffany Springer
Assistant Professor
Director of Teacher Education

THEATRE

Vanessa Campagna
Associate Professor

Todd Quick
Associate Professor

Overview of the Major:

The B.A. in Theatre Education curriculum trains students as theatre generalist who possess a broad range of knowledge and skills necessary for a career in teaching theatre in PK-12 contexts. The program provides intellectual and creative opportunities that enable graduates to competently work in major areas of theatre practice: Acting; Directing; Design; Dramaturgy; Management; and Technical. Supplementing broad training the Theatre, students develop a well-rounded understanding of education at the socio-cultural level, and a strong foundation in the theory and practice of pedagogy.

Candidates for an initial Illinois Professional Educators License (PEL) must meet or exceed minimum requirements to be admitted to the teacher licensure program and the student teaching clinical experience. In part, these requirements include: a minimum cumulative Monmouth College GPA, documented teaching dispositions, grades of C or above on all coursework in the major, and a passing score on the Illinois License Testing System content exam and teacher performance assessments to obtain the initial PEL. Endorsements to the initial PEL in specific content areas may be granted with the completion of additional course work and assessments. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards, Social Emotional Learning Standards, Culturally Responsive Teaching and Leading Standards, the Illinois Content Area Standards for Educators, and the National Standards for the designated content area. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board and the Drama/Theater teacher licensure is an approved program.

Required Courses for the Theatre Education Major:

EDST 151	Human Growth & Development (0.5)
EDST 215	Diversity, Equity, and Inclusion in Education (1.0)
EDST 220	Theories of Learning (0.5)
EDST 250	Topical Foundations in Educational Studies (1.0)
MCTE 200	Principles and Strategies of Secondary Teaching (1.0)
MCTE 300	Content Area Literacy for Secondary Students (1.0)
MCTE 302	Educational Technology—Secondary/PK–12 (0.5)
MCTE 305	Teaching English Language Learners in PK–12 Classrooms (0.5)
MCTE 310	Measurement and Assessment in Education (1.0)
MCTE 312	Exceptional Learner Methodologies—Secondary/PK–12 (0.5)
MCTE 333	Practicum: 9–12/PK–12 (0.0)
MCTE 350	Principles and Strategies of Middle Level Teaching (1.0)

MCTE	351	Adolescent Psychology (1.0)
MCTE	370	PK-12 Drama/Theatre Education Curriculum & Instruction (1.0)
MCTE	470	Student Teaching Seminar w/Classroom Management (1.0)
MCTE	475	Student Teaching Clinical Experience (3.0)
THEA	119	Theatre Practicum (0.25) take 2 semesters
THEA	171	Introduction to Theatre Studies (1.0)
THEA	174	Stagecraft 1 (1.0)
THEA	176	Acting I (1.0)
THEA	250	Design Theory and History
THEA	275	Script Analysis & Dramaturgy (1.0)
THEA	276	Acting II (1.0)
THEA	285	Theatre & Society
THEA	300	Stage Management (0.5)
THEA	325	Theatre History and Literature (1.0)
THEA	370	Voice & Movement (1.0)
THEA	377	Directing: History & Principles (1.0)

WOMEN'S STUDIES

Marlo Belschner
Professor, English

Vanessa Campagna
Associate Professor, Theatre

Lori Walters
Professor, Communication Studies

Petra Kuppinger
Professor, Anthropology

Stacy Lotz
Professor, Art

Janis Wunderlich
Associate Professor, Art

Shweta Arpit Srivastava
Associate Professor, Communication Studies

Jessica Vivian
Program Coordinator
Visiting Assistant Professor, Political Science

Overview of the Program:

Students within the Women's Studies minor will carefully consider feminist theories and perspectives and examine issues related to women, gender, and sexuality. The Women's Studies minor will sharpen students' critical awareness of how gender operates in institutional, social, and cultural contexts and in their own lives. The multidisciplinary approach emphasizes the breadth of disciplines which are formed by feminist criticism an gender and sexuality studies.

Required Core Courses for the Women's Studies Minor *(3 courses):*

WOST	201	Introduction to Women's Studies
WOST/PHIL	225	Philosophy and Feminism
WOST	401	Women, Justice, and Equality (May be taken as an Independent Study. Contact Program Coordinator or Program faculty.)

Electives *(2 courses):*

Women's Studies is a vibrant interdisciplinary minor with a wide array of elective offerings that vary annually. Students will choose electives that complement their interests and goals in conjunction with the Women's Studies coordinator or Women's Studies faculty.

Approved Courses *(partial listing):*

ANTH	250	Special Topics*
ANTH	362	Gender in Cross-Cultural Perspectives
ANTH	368	Childhood in Cross-Cultural Perspectives
COMM	231	Interpersonal Communication
COMM	250	Special Topics*
CLAS	210/310	Ancient Literature*
CLAS	230/330	Classical Mythology*
CLAS	240	Ancient Society*
ENGL	180	Literature: Special Topics*
ENGL	350	Special Topics in Literature and Related Areas*
HIST	300	Women in Latin America*
PSYC	323	Psychology of Gender
SOCI	250	Special Topics in Sociology*
SPAN	315	Latin American Cinema*
SPAN	326	Topics in Spanish*
THEA	285	Theatre and Society

**when topic is appropriate and approved. Contact instructor or program coordinator.*

Course Descriptions

ACCT 203. Financial Accounting **1.0 course credit**
The communication of relevant information to external parties. Emphasis is on the development of the accounting model, measurement processes, data classification, terminology, and the preparation, interpretation and analysis of financial statements. Prerequisite: FYII-101.

ACCT 204. Managerial Accounting **1.0 course credit**
Includes the fundamentals of cost-volume-profit analysis, product costing, management reporting, and information for decision-making. Also introduces budgets and alternative models for manufacturing operations. Prerequisite: C- grade or better in ACCT 203.

ACCT 283. Accounting Information Systems **1.0 course credit**
This course engages students with a study of the fundamental concepts of an entity's systems designed to collect and report information about its operations. Overall themes emphasized will be the system's ability to be automated using database software, the importance of internal controls, and the need to meet managers' information needs. Prerequisite: ACCT 203. (Cross-listed as BUSI 283.) Offered in the fall semester.

ACCT 304. Advanced Managerial Accounting **1.0 course credit**
The overall objective for this course is to learn how cost accounting provides key data to managers for purposes of strategy development and execution, planning and control, and long- and short-term decision making in global business entities. Issues relating to both manufacturing and service organizations are considered. Students will learn to evaluate a variety of situations, determine what type of accounting information is needed to support the required analysis, understand the limitations of accounting information, and understand how internal and external environmental factors may impact the analysis. Prerequisite: ACCT 204. Offered in the spring semester.

ACCT 324. Accounting Data Analytics **1.0 course credit**
In this course students will study the fundamentals of data analytics in accounting using appropriate software tools. This course will focus student learning on developing the skills and mindset needed to interpret and present results from raw data in descriptive, diagnostic, predictive, and prescriptive analyses. The final project in the course will require students to frame their study, find and analyze real-life data, and then report their findings. Prerequisite: ACCT 283.

ACCT 353. Intermediate Accounting I **1.0 course credit**
An in-depth analysis of the financial accounting process focusing on underlying theory, the primary financial statements, and current and fixed asset accounts. Prerequisite: C− or better in ACCT 203. Offered in the fall semester.

ACCT 354. Intermediate Accounting II **1.0 course credit**
Continued in-depth analysis of the financial accounting process focusing on the investments, liabilities, shareholders' equity accounts, and specialized topical areas such as pensions, leases, deferred income taxes, and earnings per share. Prerequisite: C− or better in ACCT 353. Offered in the spring semester.

ACCT 363. Tax Accounting **1.0 course credit**
Introduction to federal tax code provisions that affect individuals, partnerships, and corporations. The reasons underlying tax provisions are explored and basic tax research skills are developed. Prerequisite: ACCT 203. Offered in the fall semester.

ACCT 373. Advanced Accounting **1.0 course credit**
This course investigates the accounting principles related to business organizations which have significant influence or control over other entities, as well as foreign currency issues. Prerequisite: ACCT 354. Offered in the fall semester.

ACCT 385. Auditing **1.0 course credit**
This course will engage students in the study of the regulatory and business reasons for external financial statement audits. We will study the standards, objectives, and procedures involved in evaluating management financial statement assertions. We will study how risk analysis and data analytics affect the development of an audit plan and the interpretation of audit findings. We will discuss how audit findings impact the type of audit opinion that is issued on the entity's financial statements. Prerequisite: ACCT 353. Offered in the fall semester.

ACCT 400. Internship **0.25 to 1.5 course credit**
An off-campus experience working in a professional accounting environment under the supervision of a mentor. Prerequisite: ACCT 353 and permission of the instructor.

ACCT 403. Contemporary Accounting Issues **1.0 course credit**
The capstone course. Discussion of issues affecting the accounting discipline and the accounting profession. Students will conduct research for preparing position papers, debating proposals, and preparing and presenting an accounting policy issue. Prerequisites: Senior standing and major in accounting. Offered in the spring semester.

ACCT 420. Independent Study **0.25 to 1.0 course credit**
Prerequisite: Junior standing and accounting major. Permission by the instructor. May be repeated for credit.

ANTH 103. Introduction to Anthropology **1.0 course credit**
A broad introduction to the anthropological study of human diversity which will familiarize students with each of the four sub-fields of anthropology by focusing on human culture, human biology, human language, and archaeology. (One course.)

ANTH 208. Global Cultures **1.0 course credit**
A trip around the world to examine the impact of globalizing processes in different cities, countries, and spaces and explore how concrete globalizing economic, political, social, cultural, and religious dynamics affect the lives of ordinary people in diverse locations. The course includes analysis of how global processes are received, negotiated, and articulated, and how they transform the everyday lives and experiences of people in various locations across the globe.

ANTH 220. Anthropology of Food **1.0 course credit**
An examination of food and food practices in their larger material and cultural contexts. The course takes a broad cultural, social and economic perspective on what people eat, including engagement with such basic questions of who eats what and why, and how specific food and food consumption patterns define different cultures. It includes a practical component.

ANTH 240. Sustainable Practices **0.50 course credit**
This course engages debates and practices to do with food and sustainability. We will spend much time cooking and reflecting about our food, food consumption, and the potential of more sustainable eating and cooking. The following questions will guide our work/cooking: Can cooking save the planet? What does cooking have to do with sustainability? Are there ecologically "good" and "bad" foods? How best to cook for ourselves and the planet? In the process we will learn basic and more advanced cooking skills. (Cross-listed as ESTS 240.)

ANTH 250. Special Studies in Anthropology **0.5 to 1.0 course credit**
An examination of selected problems and issues from an anthropological perspective. May be repeated for credit. Prerequisite: FYII 101

ANTH 255. Shamanism and the Indigenous Spiritualities **1.0 course credit**
This course will explore the concept of shamanism, as well as select Indigenous spiritual traditions, from a variety of conceptual, methodological, and philosophical perspectives. Our journey will revolve around the following questions: What is "shamanism"? What ethical, existential, and sociopolitical concerns are bound up with the study of shamanism and spirituality more generally? How have Indigenous voices been excluded from certain conversations and how might these traditions contribute to confronting such urgent issues as the current ecological crisis? (Cross-listed as PHIL 255 and RELG 255.) (One course).

ANTH 260. Cultures of the Middle East **1.0 course credit**
Provides background information about historical developments in the Middle East, introduces Islam, and examines contemporary everyday/popular cultures. (One course.)

ANTH 264. Anthropology of Waste and Garbage **1.0 course credit**
This course explores issues of waste and garbage. We examine the history of garbage, explore the meaning, use, and removal of garbage in different countries, analyze practices of garbage production in consumer societies, and discuss how garbage pickers in cities of the Global South make a living on other people's garbage. We address questions of recycling, garbage art, and the reduction of garbage. Prerequisite: ANTH 103, SOCI 201 or SOCI 102. (One course.)

ANTH-266 Everyday Sustainability **1.0 course credit**
This course examines the meaning and possibility of sustainable everyday practices in the context of the current climate crisis. (Cross-listed with ESTS-266.) (One course).

ANTH 288. Special Topics **0.25 to 1.0 course credit**

ANTH 362. Gender in Cross-Cultural Perspective **1.0 course credit**
An exploration of themes and questions of gender as defined and experienced in different cultural contexts. Central to the course is the analysis of the cultural construction of gender.

ANTH 364. Cities in Cross-Cultural Perspective **1.0 course credit**
A new analytical experience of spaces that might seem familiar, illustrating how cities, streets and other urban spaces are made and remade within larger national and global political, economic and cultural contexts. (One course)

ANTH 368. Childhood in Cross-Cultural Perspective **1.0 course credit**
This course explores the lives and experience of children in very different cultural and social contexts across the world. We explore topics such as the experience of child soldier, child laborer and victims of human trafficking. We also explore how children are seen and treated in different cultures across the globe.

ANTH 370. Medical Anthropology **1.0 course credit**
This course examines the social and cultural factors that impact health, health behaviors, and medical systems. As a professional and academic field, medical anthropology provides conceptual and analytical tools for a comprehensive understanding of health, illness, and healing.

ANTH 388. Special Topics **0.25 to 1.0 course credit**

ARTD 100. The Creative Process **1.0 course credit**
This course introduces the foundations of the creative process, from initial visualization to fabrication of visually dynamic 2D and 3D projects. Guided by the Elements and Principles of Design, the course explores fundamentals of drawing, prototyping, and use of materials. Required for Art and Art Education majors and art minors. Core Curriculum: Artistic inquiry.

ARTD 200. Art History Survey I: Pre-history through Renaissance **1.0 course credit**
This course chronologically examines visual art and architecture from Prehistoric through Early Renaissance periods, with emphasis placed on the art of Europe, Asia, Africa, and the Americas. Works of art and architecture are examined in their context to gain a more complete understanding of how art reflects the culture and character of a civilization. Students will develop strategies to build visual literacy through interpretation, contextual and formal visual analysis, and developing familiarity with art terminology. This course meets the requirements for Artistic Inquiry and Global Learning and is required for all Art and Art Education Majors. Offered every spring semester.

ARTD 201. Art History Survey II: Renaissance to Contemporary **1.0 course credit**
Emphasis on the chronological study of significant works of art from Renaissance through the 21st century. Works are examined in their context in order to gain a more complete understanding of how art reflects the particular time and place in which it was produced, and how that understanding translates into contemporary time. The course is expected to provide an understanding and appreciation of art and art history. Two primary approaches to the study of art and art history will be used: Formal and Contextual Analysis as a means to develop each student's personal interpretations. This course meets the requirement for Artistic Inquiry and is required for all Art and Art Education Majors. Offered every fall semester.

ARTD 215. Drawing **1.0 course credit**
The fundamentals of drawing such as line, value, texture, and perspective will be addressed through observation using pencil, charcoal and ink. Includes lectures and readings on historical and contemporary approaches to drawing. This course meets the requirement for Artistic Inquiry.

ARTD 223. Sculpture: Construction & Foundry **1.0 course credit**
A study of sculpture and the artists that have and currently engage in processes that include an emphasis on techniques of construction using wood, cast and welded metal, plaster and mixed media. This course meets the requirement for Artistic Inquiry.

ARTD 224. Sculpture: Multiples and Installation **1.0 course credit**
A study of sculpture and the artists that have and currently engage in processes that include techniques that involve the use of multiples and the creation of installation works. This course meets the requirement for Artistic Inquiry.

ARTD 237. Photography: Digital **0.5 course credit**
This class introduces the basic principles of digital photography. Students will learn digital camera operation and digital photo editing techniques. Includes lectures and readings on the history of photography. This course meets the requirement for Artistic Inquiry.

ARTD 238. Digital Photography: Color **0.5 course credit**
This class introduces the basic principles of digital photography. Students will learn digital camera operation and digital photo editing techniques. The camera and Photoshop will be used as tools for artistic expression. This course will focus on color photography and color-digital image editing techniques. This course meets the requirement for Artistic Inquiry.

ARTD 243. Observational Painting **1.0 course credit**
A study of the terms, media, and techniques of painting with special attention to color and composition. Studio projects will be related to the study of artists that have historically used a variety of expression and style in painting. This course meets the requirement for Artistic Inquiry.

ARTD 244. Abstract Painting **1.0 course credit**
A study of the terms, media, and techniques of painting with special attention to a formalist view of representation, non-objective imagery, and non-traditional materials. Studio projects will be related to the study of artists and abstract painting movements from the history of painting. This course meets the requirement for Artistic Inquiry.

ARTD 250. Special Topics in Studio **0.5 to 1.0 course credit**
Studio courses, offered on a rotating basis, that examine techniques and materials beyond those regularly offered by the department. Offerings can include watercolor, printmaking, figure drawing, kiln firing, music instrument design, etc. This course meets the requirement for Artistic Inquiry.

ARTD 260. Hand-Built Ceramics **1.0 course credit**
An introduction to forming and firing hand-built clay forms. Emphasizes the development of sensitivity to materials and processes covering fundamental forms and methods of building and glazing using various ceramic clay bodies. A basic theoretical knowledge of clays, glazes, kilns, and firing will also be covered. This course meets the requirement for Artistic Inquiry.

ARTD 261. Wheel-Thrown Ceramics **1.0 course credit**
An introduction to the forming and firing of wheel-thrown clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods in throwing, glazing and gain a basic theoretical knowledge of clays, glazes, kilns and firing. This course meets the requirement for Artistic Inquiry.

ARTD 271. Relief Printmaking **0.5 course credit**
In this printmaking course students will learn the process of multiple printmaking techniques that are all categorized as "relief processes" including lino-cut, woodblock (single and multi-color) and collagraph. Through these processes, students will explore the approaches to design and image-making that are encouraged and supported by the process-quality of these print techniques. This course meets the requirement for Artistic Inquiry and is required for Art Education Majors.

ARTD 290. Academic Travel Course **0.25 to 0.5 course credit**
An academic travel course where art topics are studied at archeological sites, in museums and at other on-site locations in the world. The course includes both on-campus meetings prior to departure and on-site lectures. This course meets the requirement for Artistic Inquiry.

ARTD 315. Drawing **1.0 course credit**
The fundamentals of drawing such as line, value, texture, and perspective will be addressed through observation using pencil, charcoal and ink. Includes lectures and readings on historical and contemporary approaches to drawing. Prerequisite: ARTD 215.

ARTD 323. Sculpture: Construction and Foundry **1.0 course credit**
A study of sculpture and the artists that have and currently engage in processes that include an emphasis on techniques of construction using wood, cast and welded metal, plaster and mixed media. Students enrolled at this level will concentrate on individual interests and the creation of conceptual forms. Prerequisite: ARTD 223.

ARTD 324. Sculpture: Multiples and Installation **1.0 course credit**
A study of sculpture and the artists that have and currently engage in processes that include techniques that involve the use of multiples and the creation of installation works. Students enrolled at this level concentrate of individual interests as well as exploration of conceptual pieces. Prerequisite: ARTD 224

ARTD 325. Junior Critique **0.5 course credit**
This course will challenge students to engage in creative problem solving and critical evaluation as they develop their own ideas and a unique stylistic approach to art making in the media of their choice. Individual projects, based on contemporary themes, will emphasize cultivating creativity, developing critical thinking, and constructing meaning. Required of all art majors and an option for Art Education majors – to be taken during their junior year. Prerequisite: ARTD 200 and ARTD 201.

ARTD 337. Photography: Digital **0.5 course credit**
This class introduces the basic principles of digital photography. Students will learn digital camera operation and digital photo editing techniques. Prerequisite: ARTD 237.

ARTD 338. Digital Photography: Color **0.5 course credit**
This class introduces the basic principles of digital photography. Students will learn digital camera operation and digital photo editing techniques. The camera and Photoshop will be used as tools for artistic expression. This course will focus on color photography and color-digital image editing techniques. Prerequisite: ARTD 238.

ARTD 343. Observational Painting **1.0 course credit**
A study of the terms, media, and techniques of painting with special attention to color and composition. Studio projects will be related to the study of artists that have historically used a variety of expression and style in painting. Prerequisite: ARTD 243.

ARTD 344. Abstract Painting **1.0 course credit**
A study of the terms, media, and techniques of painting with special attention to a formalist view of representation, non-objective imagery, and non-traditional materials. Studio projects will be related to the study of artists and abstract painting movements from the history of painting. Prerequisite: ARTD 244.

ARTD 350(G). Special Topics in Art History **0.5 to 1.0 course credit**
Lecture courses, offered on a rotating basis, that examine specific time periods and movements in Art History. Offerings can include: Asian Art, Latin American Contemporary Art, Renaissance Art, 19th Century Art, Contemporary Sculpture, Minimalism, etc.

ARTD 360. Hand-Built Ceramics **1.0 course credit**

An introduction to forming and firing hand-built clay forms. Emphasizes the development of sensitivity to materials and processes covering fundamental forms and methods of building and glazing using various ceramic clay bodies. A basic theoretical knowledge of clays, glazes, kilns, and firing will also be covered. Prerequisite: ARTD 260.

ARTD 361. Wheel-Thrown Ceramics **1.0 course credit**

An introduction to the forming and firing of wheel thrown clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods in throwing, glazing and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. Prerequisite: ARTD 261.

ARTD 371. Relief Printmaking **0.5 course credit**

In this Printmaking course students will learn the process of multiple printmaking techniques that are all categorized as "relief processes" including lino-cut, woodblock (single and multi-color) and collagraph. Through these processes, students will explore the approaches to design and image-making that are encouraged and supported by the process-quality of these print techniques. Prerequisite: ARTD 271.

ARTD 409. Creating Change Through Art **1.0 course credit**

An inquiry into the ways that artists across time, culture, and media utilize and react to political, social, and cultural issues and problems through their art forms. Students will create and publicly present or display an original artwork based on research with the purpose of activism. This course meets the requirement for Artistic Inquiry and Community Engagement.

ARTD 420. Independent Study **0.25 to 1.0 course credit**

Students arrange independent study projects in studio art, art history, or art theory with individual instructors. May be repeated for credit with different topics. Prerequisite: Permission of instructor. Can be repeated for credit.

ARTD 425. Senior Critique **0.5 course credit**

This course will continue to build on the concepts of ARTD 325 – challenging students to engage in creative problem solving and critical evaluation as they begin to develop a body of work that focuses on their own ideas and their own unique stylistic approach to art making in the media of their choice. Individual projects, based on contemporary themes, will emphasize cultivating creativity, developing critical thinking, and constructing meaning. Required of all art and art education majors to be taken during their senior year. Prerequisites: ARTD 325, Art Major, Art Education Major, or Art Minor. Offered every fall semester.

ARTD 440. Internship **0.5 to 1.0 course credit**

An experience designed to allow students in Art to apply the concepts and ideas developed during study in the major to a particular workplace or setting. Prerequisites: Junior standing and prior approval of the department. Can be repeated for credit.

ARTD 450. Exhibition **1.0 course credit**

Required of senior art majors and taken during the spring semester of the final year. Art criticism, discussion of specialized topics and the student's individual creative projects are discussed in preparation for the senior art exhibition which is the culminating experience of the art student's work. Offered every spring semester.

BIOC 201. Principles of Nutrition **1.0 course credit**

A biochemical and physiological look as aspects of nutrition. Students will examine the biochemical molecules and processes involved in nutrition. Current research and controversies within nutrition will be considered. For students who have an interest in science or health careers. Pre-requisite course: CHEM 140 (preferred) or BIOL 150. Offered occasionally.

BIOC 207. Introduction to Health Careers **0.25 course credit**

Students will have the opportunity to explore a variety of health careers through readings and with guest speakers who visit the class. The objective of this class is to make students better informed about career choices in the health professions and allow them to reflect on their choice of career. Additionally, the students will learn about the expectations required to be a successful applicant to a professional school. Students will be expected to write a substantial paper at the end of the class that will allow proper placement in a two-week health careers externship during the Scots Term. Prerequisite: Sophomore standing and the permission of health careers advisor.

BIOC 330. Biochemistry **1.0 course credit**

Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms, nucleic acid conformation, and special topics will be analyzed. Prior completion of BIOL 150 is highly recommended. The 4-hour laboratory emphasizes spectrophotometry, enzyme purification and kinetics. Students will also complete a project using a variety of molecular biology and biochemical techniques. Prerequisite: A grade of C- or better in CHEM 220 and 230.

BIOC 390. Advanced Biochemistry **1.0 course credit**

A study of advanced topics in biochemistry including metabolism, information processing, biochemical aspects of disease, and current biochemical findings. Prerequisite: A grade of C- or better in BIOC 330.

BIOC 420. Independent Study **0.25 or 0.5 course credit**
A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus. A substantial written report, as described in the course syllabus, is required in the final semester of research.

BIOC 430. Research **0.25 or 0.5 course credit**
An original laboratory project chosen in consultation with the science faculty. The project may be performed off campus. A substantial written report, as described in the course syllabus, is required in the final semester of research.

BIOL 101. Life on Earth **1.0 course credit**
A broad survey of organisms and life processes and the forces that shaped and continue to shape our ecosystem. For non-majors. (One course.).

BIOL 150. Molecules, Cells and Metabolism **1.0 course credit**
An investigative approach to learning fundamental organisms. Concepts will include the process of scientific inquiry, basic biochemistry, basic cell function (cellular respiration, photosynthesis, protein synthesis, genetics, cell division), and fundamentals of animal and plant physiology. Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning. Core Curriculum: Scientific Inquiry.

BIOL 155. Introduction to Evolution, Ecology and Diversity **1.0 course credit**
An investigative approach to learning fundamental concepts in biology from organisms to ecosystems. Concepts will include: the process of scientific inquiry, mechanisms of evolution, the evolutionary history of biological diversity, and fundamentals of ecology. Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

BIOL 200. Cell Biology **1.0 course credit**
Introductory study of the structure and function of living cells and their components. Laboratory will employ basic cell/molecular biology techniques and include: the preparation of reagents, DNA isolation, plasmid manipulation and DNA transfection. Students will have the opportunity to apply current recombinant in vitro DNA technology in preparation and expression of a transgene using a prokaryotic system. Prerequisites: A grade of C− or better in BIOL 150 or 155 and CHEM 140.

BIOL 201. Field Botany **1.0 course credit**
A study of plant associations and the abiotic conditions that permit their development. Students will learn to identify and recognize common species and produce an archive-quality annotated collection. The laboratory time is devoted to field trips to various types of plant habitats.

BIOL 202. Genetics **1.0 course credit**
An introduction to the principles of heredity in both prokaryotes and eukaryotes. Laboratory centers around an open-ended investigation into a biological problem using tools of classical and molecular genetic analysis. Prerequisites: A grade of C− or better in BIOL 150 or 155 or permission of the instructor.

BIOL 204. Human Anatomy and Physiology **1.0 course credit**
A systematic analysis of the structure and function of the human body. Prerequisite: A grade of C− or better in BIOL 150 or permission of the instructor.

BIOL 205 Biology Lab TA **0.25 course credit**
Biology laboratory teaching assistants (TAs) assist the laboratory instructor in all aspects of the laboratory instruction. This includes preparing reagents, setting up materials and equipment, supervising students during a laboratory session, grading laboratory assessments, and cleaning-up the lab space. Students are expected to meet with the laboratory professor weekly to discuss the tasks required for each laboratory. Prerequisite: permission of instructor. (0.25 course credit).

BIOL 207. Introduction to Health Careers **0.25 course credit**
(Cross-listed as BIOC 207) Students will have the opportunity to explore a variety of health careers through readings and with guest speakers who visit the class. The objective of this class is to make students better informed about career choices in the health professions and allow them to reflect on their choice of career. Additionally, the students will learn about the expectations required to be a successful applicant to a professional school. Students will be expected to write a substantial paper at the end of the class that will allow proper placement in a two-week health careers externship during the Scots term. Prerequisite: Sophomore standing and the permission of health careers advisor.

BIOL-208. Biomimicry **0.50 course credit**
Every species represents a solution to a series of problems that extends back 3.8 billion years. Biomimicry, (from bios: life; and mimesis: imitation), is a rapidly emerging discipline that uses nature as an inspiration to solve human problems and improve sustainability of manufacturing practices and processes. Biomimicry is typically practiced at three levels of organization: form, processes, and systems. Examples from all three levels will be covered. Ways in which organismal evolution and engineering/design are similar and different will also be discussed. Students will work on a group project that solves a problem using biomimicry. Course prerequisite: permission of instructor. (0.50 course credit.)

BIOL 209. Topics in Natural History **0.5 course credit**
(Cross-listed as ESTS 209) Natural History is the study of organisms in their environments. This may be through observation as well as experiment. This course will examine current topics in natural history with a special interest in local and regional phenomena. Labs and field trips will highlight these topics and give students first-hand experiences. No Prerequisites. Repeatable for up to one full credit.

BIOL 210. Biological Research Methods **1.0 course credit**
An introduction to research methods used in biological sciences including: 1) the literature search, reading and evaluating scientific literature, scientific writing, and incorporating previous literature into a proposal for research; 2) an introduction to commonly used statistical analyses focusing on an understanding of when specific common tests are appropriate and how to interpret them and utilize appropriate statistical software; 3) a very brief introduction to applications of mathematical modeling such as calculus to investigating biological problems. Prerequisite: A grad of C- or better in BIOL 150 and BIOL 155 or permission of the instructor.

BIOL 212. Plant Biology **1.0 course credit**
This course employs lecture and laboratory components to provide a comprehensive introduction to major topics in fundamental plant biology. Fungi and their importance in embryophyte symbioses will also be considered. Our treatment of photosynthetic organisms and fungi will integrate spatial scales moving from biochemistry, molecular biology and genetics through cell biology, physiology and development, to ecology. We will also consider systematics and the evolution of land plants. Prerequisites: C- or better in BIOL 150 and 155 (one course).

BIOL 215. Topics in the History of Biology **0.5 course credit**
Biology is often presented as "fact" without consideration of its genesis. This course will focus on a particular topic of biology and unravel the discoveries along the way that led to our current understanding. Primary attention will be given to the theoretical and technological advances involved, with secondary attention to the social and cultural environment involved. No prerequisites. Repeatable for up to one full credit when course has different foci.

BIOL 250. Special Topics **0.25 to 1.0 course credit**

BIOL 288. Special Topics **0.25 to 1.0 course credit**
Prerequisite: BIOL 150 or PHYS 130, or permission of the instructor

BIOL 290. Wilderness **0.5 course credit**
An exploration of the values of wilderness via direct experience and readings. We will travel to a specific wilderness to a specific wilderness ecosystem to consider the history of human interactions with wilderness and the demands and impacts on the wilderness by modern as well as indigenous cultures. The values of wilderness to human existence, both material and spiritual, will be examined. Travel course – Short Term. Concurrent requisite: BIOL-290A

BIOL-290A. Into the Wilderness **0.50 course credit**
An exploration of the values of wilderness via direct experience and readings. We will travel to a specific foreign wilderness ecosystem to consider the history of human interactions with wilderness and the demands and impacts on the wilderness by modern as well as indigenous cultures. The values of wilderness to human existence, both material and spiritual, will be examined. Concurrent requisite: BIOL 290. (0.5 course).

BIOL 300. Special Problems **0.25 to 1.0 course credit**
A special course in a laboratory exercise, a field problem, or readings for the student who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty.

BIOL 302. Microbiology **1.0 course credit**
A general study of microorganisms (bacteria, fungi and protists), emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for familiarization with fundamental microbiological methods. Prerequisite: A grade of C− or better in BIOL 200.

BIOL 307. Ecology **1.0 course credit**
An introduction to the principles and concepts that describe the interactions of living organisms with their environments. Laboratory sessions involve field study of local flora and fauna and their habitats with the aim of illustrating fundamental concepts and basic ecological methodology. Prerequisites: A grade of C− or better in BIOL 150 and 155.. Offered in alternate years.

BIOL 315. Conservation Biology **1.0 course credit**
Advanced study of the science of conserving biological diversity. Lecture will focus on animal systematics, zoogeography, and conservation biology of animals (with reference to plants). Labs will emphasize identifying, collecting, and monitoring animal diversity in the field with a focus on conservation goals. Prerequisite A grade of C- or better in BIOL 155 and junior standing (or instructor's consent). Offered in alternate years.

BIOL 320. Parasitology **1.0 course credit**
A general study of the biology of parasitism. Lectures and labs will emphasize systematics and taxonomy of the major groups, complex life cycles of parasites, behavioral and physiological effects of parasites on hosts (including humans), and how human

modifications of landscapes affect parasites. Prerequisite: A grade of C− or better in BIOL 150 and BIOL 155. Offered in alternate years.

BIOL 325. Advanced Anatomy and Physiology **1.0 course credit**
Detailed study of human and comparative anatomy and physiology, emphasizing musculo-skeletal, cardiovascular, neural, endocrine, respiratory, renal, digestive, and reproductive systems. Advanced Anatomy and Physiology will build on fundamental knowledge acquired in BIOL 204. Laboratory exercises will be both descriptive and experimental. Prerequisite: A grade of C− or better in BIOL 204.

BIOL 333. Evolution **1.0 course credit**
Evolution encompasses the synthesis of all of biology from molecules to ecology. In doing so, evolution addresses the fundamental paradox: the diversity of living organisms. This course offers an exploration of the processes of evolutionary change in animals, plants and microbes. Population genetics, microevolution, speciation, adaptive radiation, and macroevolution will be addressed. Also, the origin of Homo sapiens will be considered. Prerequisite: A grade of C− or better in BIOL 202. Offered in alternate years.

BIOL 345. Animal Behavior **1.0 course credit**
(Cross-listed as PSYC 345) A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: A grade of C− or better in PSYC 101 or BIOL 150 or 155. Offered in alternate years.

BIOL 350. Science Seminar **0.25 course credit**
An introduction to the literature of the physical and biological sciences, providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each semester. May be repeated for credit. Credit/No Credit.

BIOL 354. Molecular Biology **1.0 course credit**
An in-depth look at DNA, RNA, and proteins. Emphasis is placed on the structure and function of nucleic acids and on DNA-protein interactions. The control of such processes as DNA replication, gene expression, and protein translation in both eukaryotic and prokaryotic systems will be addressed. Prerequisite: A grade of C− or better in BIOL 200 or permission of the instructor.

BIOL 369. Neurobiology **1.0 course credit**
An introduction to the structure and function of the mammalian nervous system. This course will examine the circuits, cells and molecules that direct behavior. Emphasis will be given to how the nervous system is built during development, how it changes through the lifetime, how it functions under normal behavior, and how it is affected by injury and disease. Prerequisites: A grade of C- or better BIOL 150 and CHEM 140.

BIOL 390. Internship in Biological Sciences **0.25 to 0.75 course credit**
An experience designed to allow students to apply biological theory and concepts to practice in a work environment within the field of biology. Students are required to complete the following: a journal maintained during the work experience, an essay summarizing and integrating the internship experience with prior course work, and a public oral presentation.

BIOL 440. Research I **0.5 course credit**
An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing a research project as well as keeping a detailed laboratory notebook. Prerequisite: A grade of C− or better in BIOL 210.

BIOL 450. Research II **0.5 course credit**
Continuation of Research I. Students are expected to finish the research projects they began in BIOL 440. The main focus of this course will be analyzing and presenting research results in poster format and in a formal scientific paper. Students will be further required to serve as mentors to their peers enrolled in Research I. Prerequisite: BIOL 440.

BUSI 101. Personal Finance I **0.5 course credit**
This course will help you create a financial toolbox for life. Topics presented include financial planning, managing assets, credit basics, insurance basics, and retirement planning. Managing a virtual investment account is part of the course.

BUSI 102. Personal Finance II
This course is an extension of Personal Finance I. We will have a more detailed examination of tax withholding, income tax planning, consumer debt trends, and insurance decisions. Each student will manage their own (practice) online brokerage account.

BUSI 105. Introduction to Commerce **1.0 course credit**
An introduction to business. An analysis of the creation and development of the institutions within which commercial activities occur including legal, economic, monetary, and political systems. Business disciplines including marketing, management finance are examined. Topics include inflation, interest rates, property, contracts and bankruptcy as well as a review of US economic history. Also examines the development of at least one industry over time. (One Course)

BUSI 201 Business Data Analysis **1.0 course credit**
An introduction to business problem solving using critical thinking skills to analyze data and solve real-lie business problems. Problems will come from accounting, finance, marketing, management, and statistics. Students will use a variety of solving problems tools including intuition, pencil and paper, spreadsheets, etc.

BUSI 205. Business Math and Statistics **1.0 course credit**
An introduction to business problem solving using critical thinking skills to analyze data and solve real-life business problems. Problems will come from accounting, finance, marketing, management, and statistics. Students will use a variety of solving problems tools including intuition, pencil and paper, spreadsheets, etc. (One course.)

BUSI 250. Special Topics **1.0 course credit**
May be repeated.

BUSI 283. Accounting Information Systems **1.0 course credit**
(Cross-listed as ACCT 283) This course engages students with a study of the fundamental concepts of an entity's systems designed to college and report information about its operations. Overall themes emphasized will be the systems' ability to be automated using database software, the importance of internal controls, and the need to meet managers' information needs. Prerequisite: ACCT 203. Offered in the fall semester

BUSI 305. Administration and Organization **1.0 course credit**
An examination of the modern enterprise from the perspective of its internal operations and the theory and practice of management. Prerequisites: BUSI 105, and ECON 200 or permission of the instructor.

BUSI 306. Business Finance **1.0 course credit**
An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial finance, including capital management, the management of working capital, capital budgeting, the acquisition of funds, and stock and bond valuation. Prerequisites: BUSI 201, BUSI 205, ACCT 203 and ECON 200.

BUSI 307. Principles of Marketing **1.0 course credit**
A basic study of the ways in which businesses determine consumers' needs and direct the flow of goods and services. Case analyses are used to develop students' problem-solving abilities. Prerequisites: BUSI 105 or PUBR 241, and ECON 200.

BUSI 317. Sales Management **1.0 course credit**
The goal of the Sales Management course is to examine the elements of an effective sales force as a key component of the organization's total marketing effort. The course will extend the student's understanding of marketing's reach and potential impact in achieving its overarching goals. Course objectives include understanding the sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), uses of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople.

BUSI 322. Legal Environment of Business **1.0 course credit**
An introduction to the history, structure, and procedure of the American legal system and the legal environment of business. Prerequisite: Sophomore standing.

BUSI 325. Introduction to Entrepreneurship **1.0 course credit**
An examination of new venture business including an overview of financial, legal, marketing, operational, and human resource management considerations through the analysis and preparation of a comprehensive small business plan. Students will work in teams to create business plans. Prerequisites: BUSI 105 and BUSI 201 or ECON 200. (One course).

BUSI 335. Human Resources **1.0 course credit**
A survey course in human resource management. Focus on strategic link between employment systems and organizational goals and core competencies. Utilizes action oriented models to develop and implement performance management practices in job design, hiring performance evaluation, compensation, retention, and termination. Managerial skill building in employee relations in emphasized in areas of feedback and conflict management. Exposure to a variety of HRM techniques with an emphasis on practical implementation. Prerequisite: BUSI 305 or permission of the instructor.

BUSI 345. Globalization and International Management **1.0 course credit**
Overview of current international business practices and customs in context of the major political and economic systems of the world. Prerequisite: BUSI 105 and ECON 200.

BUSI 350. Special Topics in Business Administration **0.5 to 1.0 course credit**
May be repeated for credit. Prerequisite: BUSI 105 and ECON 200.

BUSI 355.Supply Chain Management **1.0 course credit**
Supply Chain Management (SCM) is an integrated approach to planning, implementing and controlling the flow of information, materials and money from raw material and component suppliers through the manufacturing of the finished product for ultimate distribution to the end customer. It includes the systematic integration of processes for demand planning, inventory management, customer relationship collaboration, order fulfillment/delivery, transportation, warehouse management, manufacturing /operations

planning and control, supplier relationship collaboration, and reverse logistics. These processes, which employ a combination of people, systems and technology, must be performed by a firm in collaboration with external supply chain partners. Prerequisites: BUSI 105 and ECON 200.

BUSI 356. Investments and Portfolio Analysis **1.0 course credit**
An introduction to security markets, security instruments, and speculation opportunities with an emphasis in practical investing. Emphasizes portfolio management. Cross-listed as ECON 356.

BUSI 357. Marketing Management **1.0 course credit**
A study of the role marketing managers play in meeting management's objectives. Integrated promotional programs are examined along with the most widely utilized marketing tools. Prerequisites: BUSI 307 and BUSI 367.

BUSI 367. Advertising **1.0 course credit**
Examines alternative communication techniques between organizations and external consistencies. Students explore how and why organizations plan, manage and monitor their marketing communications. Topics include: advertising planning, media alternatives, the creative process, and brand promotion. Marketing concepts are applied to understand contemporary, successful integrated marketing communications. Student teams compete via a simulated advertising competition. Prerequisite: BUSI 307.

BUSI 374. Advanced Management Concepts & Practices **1.0 course credit**
An examination of management tactics and strategies and their impact on both the task (Local) and general (Global) environments. The changing nature of these environments requires managers to be aware of emerging technologies, supply chain and logistics challenges, ethical standards, motivation and leadership challenges. This class includes text readings and case study research. It is designed to examine best practices and proactive steps managers can take to meet organizational goals.

BUSI 377. Digital Marketing **1.0 course credit**
This course will provide students with a theoretical understanding of the internet marketplace that is necessary to adapt to its many changes, while also equipping students with the skills they will need to perform vital daily functions. Topics include online advertising, search engine marketing, social media marketing, content marketing, email marketing, mobile marketing and web site development. By the end of the course, students will be able to walk into any company with an online presence and improve its digital marketing performance. Prerequisite: BUSI 307.

BUSI 382. Commercial Law **1.0 course credit**
Study of business law tailored for the CPA. Includes the common law of contracts, an introduction to the Uniform Commercial Code, agency law and negotiable instruments law. Prerequisite: Junior standing or consent of the instructor.

BUSI 387. Marketing Research **1.0 course credit**
This course examines key concepts and methods of marketing research to allow students to understand how to apply methodological tools to solve real-life business problems. The students will learn basic techniques of research in marketing, including problem definition, research design, questionnaire construction, sampling, data collection, data analysis, and result presentation. During the course, we will discuss how marketing research can help managers make business decisions and how we can transform research findings into actionable business insights. Students will have the opportunity to define a business problem, develop a research plan, collect and analyze data on their own and present findings and implications. Prerequisites: BUSI 201 and BUSI-205.

BUSI 400. Internship **0.5 to 1.5 course credit**
An off-campus experience working in a professional managerial environment under the supervision of a mentor. Prerequisites: Senior Standing, BUSI 305 and BUSI 306 or 307; or permission of the instructor.

BUSI 405. Strategy and Structure **1.0 course credit**
A study of the modern enterprise which focuses on the formulation and implementation of its strategy with particular attention to the relationship between the strategy and the larger society in which the enterprise operates. Prerequisites: Senior standing, BUSI 305, 306, 307, and ECON 300 or 301; or permission of the instructor.

BUSI 406. Entrepreneurship **1.0 course credit**
A hands-on capstone experience designed to apply and integrate accounting, management, marketing, and finance using simulations or business plan formation. Prerequisites: Senior standing, BUSI 305, 306, 307, and ECON 300 or 301; or permission of the instructor.

BUSI 420. Independent Study. **0.5 to 1.0 course credit**
May be repeated for credit.

CHEM 100. Chemistry of the Environment **1.0 course credit**
A survey of chemistry with a focus on environmental issues. Chemical principles, both qualitative and quantitative, will be applied to environment topics such as water and air pollution, global warning, recycling, and alternative fuel sources. Lab Required.

CHEM-101 Food Chemistry w/lab **1.0 course cr**edit

Food Chemistry is a course designed for non-majors to practice scientific principles with a familiar substance: food. Using food as a context, students will derive principles from the fields of chemistry and biochemistry to not only understand the composition of food and the process of cooking and food preservation, but also predict results and design and analyze experiments (recipes) of their own. The course includes one two-hour laboratory per week. Core Curriculum: Scientific Inquiry.

CHEM 102. Forensic Science **1.0 course credit**

This course will provide the student with an understanding of the science and legality involved in analyzing crime scenes. Specific aspects of forensic science involving the examination of physical, chemical, and biological items of evidence will be explored. Concepts of chemistry will be mastered in the classroom while the lab portion will consist of the forensic analysis of substances. By understanding the limitations of data, students will gain quantitative reasoning skills. Since forensic scientists need to have an understanding of the legal system to ensure that their actions and results are within the rules of law and are admissible in the courts, we will discuss the science in relation to famous case studies.

CHEM 140. General Chemistry **1.0 course credit**

A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included. The course also includes a 3-hour laboratory session each week.

CHEM 201. Chemistry Lab TA **0.25 credit course credit**

A chemistry laboratory (lab) teaching assistant (TA) is responsible for assisting a professor in the supervision of all lab activities for a specific chemistry course. The TA is responsible for maintaining a safe and instructive atmosphere in the lab. TAs are expected to meet with the professor before lab and attend their designated lab sessions. The TA is required to be familiar with all experimental procedures and calculations involved in an experiment prior to entering the lab and must be prepared to answer student questions. TAs should ensure that all areas are clean and neat before leaving the lab. Prerequisite: permission of instructor.

CHEM 220. Introductory Analytical Chemistry **1.0 course credit**

An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. The course also includes a 3-hour laboratory session each week that emphasizes precision and accuracy in the laboratory, scientific writing and data analysis. Prerequisite: A grade of C- or better in CHEM 140.

CHEM 228. Organic Chemistry I **1.0 course credit**

A study of organic chemistry including the structure and reactions of some biologically important molecules. A focus on how structure affects the properties of organic molecules. This course includes a 3-hour laboratory session each week. Prerequisite: A grade of C- or better in CHEM 220 or in (CHEM 140 and consent of instructor).

CHEM 230. Organic Chemistry II **1.0 course credit**

A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. This course also includes a 4-hour laboratory session each week. Prerequisite: A grace of C- or better in CHEM 228.

CHEM 250. Special Topics **0.25 – 1.0 course credit**

CHEM 270. Inorganic Chemistry **1.0 course credit**

An introduction to inorganic chemistry topics including atomic structure, ionic, covalent, and metallic substances, acids and bases, coordination compounds, and descriptive chemistry of the elements. Students will use electronic structure, modern bonding theories, and models to systematically understand the properties of inorganic substances. This course includes 1 3-hour laboratory per week. Prerequisite: A grade of C- or better in CHEM 140 or CHEM-220 and sophomore standing or permission of the instructor.

CHEM-290. Academic Travel Course **0.25 course credit**

An academic travel course chemistry, biochemistry, or general science topics are studied in an off-campus experience. This course includes both on campus (pre-travel) instruction and on-site instruction. In addition to the science exploration, all off-campus environments include other aspects of the liberal arts education that will be explored. Maybe be repeated 4 times for credit. (0.25 course.)

CHEM-301. Investigations in Food Science **1.0 course credit**

This course will examine the chemical aspects of dditives, salts, and food dispersions and their role in food preservation will also be discussed. Students will devise and complete a project centered on a food science topic. Prerequsite: CHEM 220.

CHEM 312. Physical Chemistry I **1.0 course credit**

A study of classical chemical thermodynamics and kinetics. Includes a four-hour laboratory each week which emphasizes modern physical and biophysical chemistry methods. Prerequisites: CHEM 220, MATH 152 and PHYS 132.

CHEM 322. Physical Chemistry II **1.0 course credit**

A study of quantum mechanics and basic/computation chemistry. Includes a four-hour laboratory each week which emphasizes spectroscopy and related computational approaches to chemical systems. Prerequisites: CHEM 220, MATH 152 and PHYS 132.

CHEM 325. Integrated Laboratory **0.5 course credit**
Laboratory projects employing techniques from all areas of chemistry, but emphasizing instrumental techniques. Scientific writing and presentation methods are addressed. Prerequisite: A grade of C- or better in CHEM 220 and CHEM 230. Co-requisite: CHEM 340.

CHEM 331. Medicinal Chemistry **1.0 course credit**
This course covers the basic medicinal chemistry. Topics will include descriptions of receptor-protein structure, dynamics, and interactions; different strategies of drug development and design; pharmacodynamics and pharmacokinetics.. Prerequisite: CHEM 230. Offered occasionally

CHEM 332. Principles of Pharmacology **1.0 course credit**
Pharmacology is the study of the interaction between drugs and a living organism that has an effect on the biochemical function. This course will cover topics such as the principles of pharmacology and the pharmacokinetics and pharmacodynamics of various classes of drugs. Prerequisite: CHEM 140, CHEM 220 and CHEM 228. (One course.)

CHEM 340. Instrumental Analysis **1.0 course credit**
A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, chromatographic and surface analysis techniques are emphasized. Prerequisite: A grade of C- or better in CHEM 220 and CHEM 230. Co-requisite: CHEM 325.

CHEM 350. Science Seminar **0.25 course credit**
An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of juniors and seniors majoring in chemistry.

CHEM 362. Advanced Physical Chemistry **1.0 course credit**
A study of current topics in physical chemistry which extend the application or depth resented in Physical Chemistry I/II. Topics including statistical mechanics, reaction dynamics, theoretical/computational approaches, and in-depth use of peer-review literature. Prerequisite: Current or prior enrollment in CHEM 322. Offered occasionally.

CHEM 370. Advanced Inorganic Chemistry **1.0 course credit**
A study of the structure, bonding, stability, and reactivity of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Prerequisite: A grade of C- or better in CHEM 230. Offered occasionally.

CHEM 380. Advanced Organic Chemistry **1.0 course credit**
Study of advanced current topics in Organic chemistry. Prerequisite: A grade of C- or better in CHEM 230. Offered occasionally.

CHEM 420. Independent Study **0.25 to 0.5 course credit**
A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus. A substantial written report, as described in the course syllabus, is required in the final semester of research.

CHEM 430. Research **0.25 to 0.5 course credit**
An original laboratory project chosen in consultation with the chemistry faculty. The project may be performed off campus. A substantial written report, as described in the course syllabus, is required in the final semester of research.

CHEM 450. Internship in Chemistry **0.5 course credit**
An experience designed to allow students to apply chemical concepts to practice in a work environment. Students are required to complete the following: a journal maintained during the work experience, an essay integrating the internship experience with chemistry course work, and an oral presentation. Pre-requisite: Sophomore, junior or senior standing and permission of the Chair.

CLAS 101. Elementary Latin I **1.0 course credit**
An introduction to Latin grammar and syntax with simple readings and translation.

CLAS 102. Elementary Latin II **1.0 course credit**
An introduction to Latin grammar and syntax with simple readings and translations. Continuation of CLAS 101. Students who have not has CLAS 101 or the equivalent must consult with the instructor prior to registration. Prerequisite: CLAS 101. Core Curriculum: Languages and Cultures.

CLAS 103. Elementary Greek **1.0 course credit**
A study of grammar and syntax of ancient Greek with simple readings and translation.

CLAS 104. Elementary Greek II **1.0 course credit**
A study of grammar and syntax of ancient Greek with simple readings and translations. Continuation of CLAS 103. Students who have not has CLAS 103 or the equivalent must consult with the instructor prior to registration. Prerequisite: CLAS 103. Core Curriculum: Languages and Cultures**.**

CLAS 111. Elementary Biblical Greek **1.0 course credit**
A study of grammar and syntax of Biblical Greek with simple readings and translation.

CLAS 112 Elementary Biblical Greek II **1,0 course credit**
A study of grammar and syntax of Biblical Greek with simple readings and translations. Continuation of CLAS 111. Students who have not has CLAS 111 or the equivalent must consult with the instructor prior to registration. Prerequisite: CLAS 111. Core Curriculum: Languages and Cultures.

CLAS 130. Ancient Society: Topic **0.5 or 1.0 course credit**
(Sometimes cross-listed as HIST 130) A close examination of a particular aspect of Graeco-Roman history, society or archaeology. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. A full credit of this course meets the Humanities Inquiry requirement and Global Engagement designation.

CLAS 200. Introduction to Classical Studies **0.5 course credit**
This seminar surveys various fields of classics, such as linguistics, archaeology, and history, introduces prospective majors, minors and serious students of the classics to various research tools important to the discipline, and shares career outcomes for majors in classics.

CLAS 205. Classical and Medieval Philosophy **1.0 course credit**
(Cross-listed as PHIL 205) This course will offer a survey of some of the primary texts of ancient Greek and medieval philosophy in their cultural contexts. After considering Greek philosophy, we will trace some of its impact on the development of medieval philosophy. We will study the influence of the Arab-Muslim scholarship of medieval Spain both for its role in preserving, translating, and expanding on Greek texts and for its foundational role in the development of European culture. This course meets the Humanities Inquiry requirement.

CLAS 210. Classical World Literature **0.5 or 1.0 course credit**
A study in translation of literary themes and ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theatre and their links with contemporary culture and the fine arts. Each time it is offered, this course covers different genres (epic, tragedy, comedy) or different themes (love and friendship, gender and sexuality, Hollywood's coverage of the ancient world). May be repeated for credit with different topics. A full credit of this course meets the Artistic Inquiry requirement and Global Engagement designation.

CLAS 225. Scientific Terminology: Topic **0.5 course credit**
Examines Greek and Latin word elements in a variety of scientific language contexts, including medicine, biology, chemistry and physics. Considers ways to use technical dictionaries and Greek and Latin roots of the English language to understand and use scientific terminology. May be repeated for credit with different topics.

CLAS 230. Classical & World Mythology **0.5 or 1.0 course credit**
A survey of literary and artistic expressions of ancient Greek and Roman myths, their influence in the development of human culture, and their links with the mythologies of other peoples, including (depending on the specific course topic) Egyptians, Babylonians, Indians, Chinese, Congolese, Native Americans, and African-Americans. This course considers a different topic every term, including "The Trojan War and its Aftermath," "Dionysus and Theban Myths," and "Goddesses and Heroines." A full course credit, or two 0.5-credit courses, of Mythology (either 230 or 330) satisfies the General Education requirements for "Artistic Inquiry" and "Global Learning." May be repeated for credit with different topics. (0.5-1.0 course.)

CLAS 235. Greek, Roman, and Mediterranean History **1.0 course credit**
An analytical overview of major events, trends, and figures from the worlds of ancient Greece and Rome, and of other Mediterranean nations and peoples with whom they interacted. This course meets the Humanities Inquiry requirement and Global Engagement designation.

CLAS 240. Ancient Society: Topic **0.5 or 1.0 course credit**
(Cross-listed as HIST 230) A close examination of a particular aspect of Graeco-Roman history and society, with special attention to the ways in which the lives of ancient Greeks and Romans were and were not different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, social class, labor practices, slavery, military life, nature and the environment, utopias, archaeology of all sorts, etc. May be repeated for credit with different topics. A full credit of this course meets the Humanities Inquiry requirement and Global Engagement designation.

CLAS 290. Academic Travel Course: Topic **0.25 or 0.5 course credit**
An academic travel course in which classical topics are studied at archeological sites, in museums, and at other on-site locations in the Graeco-Roman world. The course includes both on-campus meetings prior to departure, readings, and on-site lectures. Prerequisite: None. May be repeated for credit with different topics.

CLAS 295. Classics Leadership **0.25 course credit**

Students in this course will take leadership roles in making a success of major on-campus events sponsored by the Classics Department, such as Classics Day and professional meetings we host. Between weekly meetings, additional smaller-group gatherings, and distributed tasks between meetings, we will plot out the details and schedule of activities at our events; we will determine who will carry out various responsibilities for them; and we will take the steps necessary to receive funding for those events, to publicize them effectively, to make the events, work, and to pursue awards and other recognition for our efforts. The high point of the course will be the events themselves that we host. CLAS 295 may be taken for up to 1.0 credit (i.e. up to four times). (0.25 course.)

CLAS 310. Classical World Literature **0.5 or 1.0 course credit**

A study in translation of literary themes and ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theatre and their links with contemporary culture and the fine arts. Each time it is offered, this course covers different genres, including epic, tragedy, or comedy, or different themes, such as the love and friendship, gender and sexuality, and Hollywood's coverage of the ancient world. Same general content as CLAS 210, but with higher expectations of performance. May be repeated for credit with different topics. A full credit of this course meets the Artistic Inquiry requirement and Global Engagement designation.

CLAS 330. Classical & World Mythology **0.5 or 1.0 course credit**

A survey of literary and artistic expressions of ancient Greek and Roman myths, their influence in the development of human culture, and their links with the mythologies of other peoples, including (depending on the specific course topic) Egyptians, Babylonians, Indians, Chinese, Congolese, Native Americans, and African-Americans. This course considers a different topic every term, including "The Trojan War and its Aftermath," "Dionysus and Theban Myths," and "Goddesses and Heroines." Same general content as CLAS 230, but with higher expectations of performance. A full course credit, or two 0.5-credit courses, of Mythology (either 230 or 330) satisfies the General Education requirements for "Artistic Inquiry" and "Global Learning." May be repeated for credit with different topics. (0.5-1.0 course.)

CLAS 335. Greek, Roman, and Mediterranean History **1.0 course credit**

An analytical overview of major events, trends, and figures from the worlds of ancient Greece and Rome, and of other Mediterranean nations and peoples with whom they interacted. Same general content as CLAS 235, but with higher expectations of performance. This course meets the Humanities Inquiry requirement and Global Engagement designation.

CLAS 340. Ancient Society: Topic **0.5 or 1.0 course credit**

A close examination of a particular aspect of Graeco-Roman history and society, with special attention to the ways in which the lives of ancient Greeks and Romans were and were not different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, social class, labor practices, slavery, military life, nature and the environment, utopias, archaeology of all sorts, etc. Same general content as CLAS 240, but with higher expectations of performance. May be repeated for credit with different topics. A full credit of this course meets the Humanities Inquiry requirement and Global Engagement designation.

CLAS 401. Individualized Study **0.25 to 1.0 course credit**

Independent study of classical topics not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. Prerequisite: Permission by the instructor. May be repeated with different topics.

COMM 101. Fundamentals of Communication **1.0 course credit**

This course is a skills-oriented introduction to communication, in particular public communication. The ultimate goal of this course is to provide you with fundamental skills and knowledge necessary to meet competently the communication challenges you will face throughout your lifetime.

COMM 110: Media Practicum I **0.25 course credit**

This practicum is designed to give students an opportunity to learn media methods /practices and to apply that knowledge in student media outlets—The Courier (print and on-line newspaper), MC-TV (video production), and WPFS (radio station). Students will learn message construction appropriate to each medium along with technical skills necessary to work in the contemporary convergent media landscape. Open to all students.

COMM 113. Communication: Workshop **0.25 course credit**

Staff-supervised participation in communication projects. Prerequisite: Permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 115. Radio: Workshop **0.25 course credit**

Practical experience in radio production with a primary focus on being an announcer for the student radio station. Open to all students. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 117. Journalism Workshop **0.25 course credit**

Practical experience in Journalism and newsroom practices, with a primary focus on writing for the student newspaper, The Courier. Open to all students. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 210: Media Practicum II **0.25 course credit**
This practicum is designed to give students an opportunity to build on their understanding of media methods and practices developed in COMM 110- Student Media Practicum I coupled with hands-on learning opportunities working for student media. Students will get to specialize in one form of media but will continue to work with all three student media outlets: The Courier (print and on-line newspaper), MC-TV (video production), and WPFS (radio station). Prerequisite: COMM 110 or permission of instructor.

COMM 230. Introduction to Communication Studies **1.0 course credit**
An introduction to the breadth of the field of communication studies through the examination of historical and contemporary communication theories. Acquaints students with general, thematic, and contextual theories of human communication to provide a more thorough understanding of communication processes in multiple contexts (interpersonal, small group, organizational, public performance, mass, and cultural). Gives attention to application of theory in practical settings and criteria for evaluating theories. Prerequisite: COMM 101 and Communication major and sophomore standing or permission of the instructor.

COMM 231. Interpersonal Communication **1.0 course credit**
An examination of the verbal and nonverbal features of face-to-face communication in everyday life, social interaction, professional activity, and in our culture as a whole. Attention is given to language as a cultural system and as a meaning system, communication as behavior, relationship development, and communication systems and effects. Emphasis is placed on understanding theory, systematically observing communicative behavior, analysis of communication situations, and skill improvement. Prerequisite: COMM 101.

COMM 233. Advanced Public Speaking **1.0 course credit**
A theory and performance-based course focusing on the preparation and presentation of public messages. Includes classical and contemporary rhetorical theory, argumentation, models of successful speaking, and various forms of presentation (informative, persuasive, and special occasion). Prerequisite: COMM 101

COMM 235. Small Group Communication **1.0 course credit**
A study of task-oriented, small group communication emphasizing effective organization, decision-making, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small group interaction. Prerequisite: COMM 101.

COMM 236. Argumentation and Debate **1.0 course credit**
An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies, emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g. Law, Journalism, Science, History, or Politics). Frequent in-class, written and oral practice will occur, including formal debating. Prerequisite: COMM 101 and 230, or permission by the instructor.

COMM 250. Special Topics in Communication **0.5 to 1.0 course credit**
An examination of selected problems and issues from a Communication Studies perspective.
May be repeated for credit.

COMM 260. Introduction to Journalism **1.0 course credit**
An examination of the fundamentals of news writing, news gathering and reporting for print and electronic press. Stresses the elements of style, construction and syntax in writing clear and concise copy. The course will include instruction in writing and reporting for print and electronic media. We will examine the editorial decision making process as well as media coverage of major news events. Prerequisites: COMM 101 and ENGL 110.

COMM 261. Mass Media and Modern Society **1.0 course credit**
An inquiry into the mass media of our time (print, film, radio, television, etc.), including study of the forces that created them and the effects they have on society. Special attention is given to theories of mass communication and the medium of television.

COMM 269. Multi-Media Production **1.0 course credit**
A study of contemporary electronic communication technology. Applications include the creation and implementation of multimedia projects (audio, video, graphics). Combines application of communication theory with practice in developing successful projects. Prerequisite: COMM 101.

COMM 270. Sports Communication **1.0 course credit**
This course examines how we communicate about sport, how sport is communicated to us, and what is communicated by sports. This course provides a survey of the many approaches in communication studies of sport, focusing on different contexts including media, fan cultures, player-coach relationships, and small group/team relationships.

COMM 275. Speech Assist Theories & Practices **0.5 course credit**
Through a combination of reading texts, class discussion, and experiential activities, students will learn about the history of tutoring public speaking, theories of tutoring, and best practices of tutoring. Enrollment through recommendation and permission of instructor only. Prerequisite: COMM 101.

COMM 290. Academic Travel Course **0.25 to 0.5 course credit**
An academic travel course in which the travel destination enhances understanding of a communication topic (for example, Classical Rhetoric in Greece). This course may involve both on-campus meetings prior to departure and on-site lectures. May be repeated once for credit with a different topic and destination.

COMM 310: Media Practicum III **0.5 course credit**
This practicum is designed to give students an opportunity to build on their understanding of media methods and practices developed in COMM 210- Student Media Practicum II coupled with more hands-on learning opportunities by working for student media. Students will develop leadership skills by taking on leadership/training roles with students enrolled in COMM 110 & 210. Students will specialize in one form of media working with one student media outlet: The Courier (print and on-line newspaper), MC-TV (video production), and WPFS (radio station). Prerequisite: COMM 210, Junior Standing or permission of instructor.

COMM 321. Vocational Discernment & Career Preparation **0.5 course credit**
Topics include: an overview of issues and choices facing Communication majors, internship and independent study planning, as well as vocational discernment and career analysis and planning. Prerequisite: Communication majors with junior standing or permission of the instructor.

COMM 331. Family Communication **1.0 course credit**
This course focuses on "the family" as a framework for communication analysis, wherein students will connect theoretical concepts to observed family interactions, establish a greater awareness of the role of family in our changing society, appreciate the diversity of today's families, identify strategies to improve family communication processes, and develop an understanding of the importance of communication patterns, roles, rules and rituals in families. Prerequisite: COMM 231.

COMM 333. Organizational Communication **1.0 course credit**
An analysis of organizational communication theories and methods and the study of organizational culture, motivation, conflict, decision-making, and power, and patterns for successful leadership and careers. Includes practice in forms of communication used in business with an extensive laboratory simulation in communication training and development. Prerequisite: COMM 101 and junior standing or permission of the instructor.

COMM 337. Communication Criticism **1.0 course credit**
A study of various critical perspectives and methods as applied to a variety of different communication texts, including public speeches, plays, films, and television news broadcasts. Emphasis is placed on enhancing critical thinking skills as well as on writing and articulating persuasive arguments. Prerequisite: COMM 101 and 230 or permission by instructor.

COMM 339. Persuasion **1.0 course credit**
A study of the classic concepts of persuasion in relation to modern theories of how people affect changes in others' beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts culminating in the development of a persuasive campaign plan. Prerequisite: COMM 101 and 230.

COMM 340. Communication Research Methods **1.0 course credit**
An examination of the research methods utilized in the study of communication processes and effects. This course is designed to introduce students to the basics of conducting and understanding communication research. Students will also conduct their own original research projects as a part of the course. Prerequisite: COMM 230 or PUBR 241.

COMM 350. Special Topics in Communication **0.5 to 1.0 course credit**
An examination of selected problems and issues from a Communication Studies perspective.
May be repeated for credit.

COMM 361: Media Criticism- Superheroes "Great Power Great Responsibility" **1.0 course credit**
"With great power, comes great responsibility." This driving philosophy constantly present in the mind of Spiderman provides a lesson for how we all might live our lives, conscious of how our actions affect those around us. This course makes similar rhetorical connections between the American superhero in its various incarnations (comic book, television, film) and a number of important ideas that explore issues of Values, Identity, Diversity and Equality in contemporary society. Our popular culture heroes such as superheroes can tell us a great deal about what we as a society value, and through the fantastical trope of the superhero, we can seek to better understand ourselves and others. In this course, we will do so both by reading and studying about specific superheroes and how they reflect distinct values (the X-men as marginalized and oppressed minorities, Wonder Woman and gender identity, Spiderman and guilt, Batman and revenge, Superman and the immigrant identity, Black Panther and racial hatred, among others). These explorations will be firmly grounded in critical theory (gender, race, identity, psychoanalytic) and will involve deep readings of critical texts and writings on those texts. This will culminate with a larger analytical essay focusing on Identity, Diversity and Equity issues within a Superhero text. Students in the course will also utilize the superhero and the various tropes of the genre in general (superpowers, mutation, sidekicks, secret identities, supervillains, justice) to construct a reflection of each individual's own identity and worldview.

COMM 490. Independent Study **0.25 to 1.0 course credit**
A faculty directed program of individual study consisting of reading, research, or creative production. Prerequisite: Prior approval of the department. May be repeated for credit.

COMM 491. Communication Studies Senior Capstone **1.0 course credit**
A culminating experience for Communication Majors that provides students the opportunity to integrate the knowledge and skills they have acquired as communication majors as well as provide experiences for students to exhibit competent communication skills. Students will work on a capstone project that requires them to utilize critical thinking to synthesize previous course work and extend and develop their own original ideas. Students will also complete assignments designed to assess the learning objectives of the Communication Studies major. Prerequisite: Senior Standing

COMM 494. Internship in Communication **1.0 to 2.0 course credit**
A course designed to allow the student to use skills and knowledge developed during major study in a field-based experience designed to prepare the student for a career in communication. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

COMM 495. Internship in Print Media **1.0 to 2.0 course credit**
A course designed to allow the student to use skills and knowledge developed during major study in a field-based experience designed to prepare the student for a career in print media. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

COMM 496. Internship in Electronic Media **1.0 to 2.0 course credit**
A course designed to allow the student to use skills and knowledge developed during major study in a field-based experience designed to prepare the student for a career in electronic media. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

COMP-101. Computer Science for Everyone **1.0 course credit**
Computing for Everyone provides a broad, accessible introduction to computer science for students with no prior experience. It is intended for students who would like to learn a bit about computing and technology but who do not need to learn how to code. The course explores foundational concepts such as how computers work, programming basics, the Internet, artificial intelligence, and the societal impacts of technology. This course emphasizes critical thinking and ethical considerations, also satisfying the Identity, Diversity, and Equity (IDE) designation. Students will investigate how computing affects diverse communities, reflect on their own biases, and engage with questions about equity and representation in technology. This course is explicitly *not* focused on learning to program, but will include small code walkthroughs and activities to illustrate concepts. Students will learn to think critically about computing and its role in shaping the modern world. Core Curriculum: Identity, Diversity and Equity.

COMP 151. Introduction to Programming **1.0 course credit**
Introduction to Programming teaches basic programming skills that are applicable to a variety of disciplines and also acts as a bridge to continued studies in Computer Science. Students will work with the Python programming language in order to solve basic problems involving digital media: text, images, and sound. By the end of the course students will be able to read and develop computer programs utilizing the following programming concepts: basic data types and encoding, variables and scope, array and list data structures, if statements and conditional execution, loops and iteration, functions, and object types.

COMP 152. Data Structures and Algorithms **1.0 course credit**
A continuation of COMP 151 that explores the essential data structures and algorithms of modern computing, including lists, stacks, queues, heaps, and trees. Student will design, analyze, and build Python programs that implement and utilize these data structures to solve computational problems, including a thorough survey of sorting and search algorithms. These theoretical constructs are complemented by exposure to good software development practices, including data abstraction via abstract data types and object-oriented software design. Strong emphasis Is put on analyzing and evaluating how implementation choices made by the programmer impact overall program performance and maintainability. Prerequisite: COMP 151.

COMP 235. Introduction to Systems Programming **1.0 course credit**
An introduction to low-level programming and computer hardware organization from a software perspective emphasizing how application programmers can use knowledge of the entire system to write better programs. Introduces C and assembly language. Core topics include data representation, machine language, the memory hierarchy, and virtual memory. Further potential topics include processor architecture, code optimization, and concurrency. Prerequisite: COMP 152. Offered in the fall semester.

COMP 240. Agile Software Project Development **1.0 course credit**
In Computer Applications students will work in small groups to develop three different computer applications. Each application will expose them to a different computing platform along with the tools and computing concepts used in developing programs for that platform. The platform and purpose of each application will vary from year to year and instructor to instructor, but common choices of platforms include: the command line interface, the web, mobile devices, and high-performance computing. Students will maintain and develop their projects using GitHub or GitLab and Git version control software. Students will also engage in peer-review of the work of their team members and the other development teams in the course. Upon completing the course students will know how to apply basic software engineering practices in a small group setting, how to maintain software through the Git version control system, and have experience with tools and best-practices for developing modern software applications for three different computing platforms. Prerequisite: COMP152. Offered in the spring semester.

COMP 288. Special Topics **0.25 to 1.0 course credit**

COMP 310. Database Theory and Design **1.0 course credit**
An introduction to the concepts and techniques of database systems. Includes history and motivation of database systems, data modeling, rational database, SQL, transaction processing, distributed databases. Prerequisites: COMP 152 and MATH 260. Offered in alternate years.

COMP 325. Organization of Programming Languages **1.0 course credit**
A study of the necessary components of programming languages and of how computers implement programs. Prerequisite: COMP 152. Offered in alternate years.

COMP 335. Software Engineering **1.0 course credit**
A look at the field of software engineering and the theories and practices it uses. Topics include system logic, design, modeling and the software process. Students will put software engineering practices to use on a group software project. Prerequisites: COMP 152. Offered in alternate years.

COMP 337. Computer Communications and Networking **1.0 course credit**
This course introduces the fundamentals of computer networks. It focuses on the communication protocols used in computer networks, their functionality, specification, verification, implementation, and performance. The course also considers the use of network architectures and protocol hierarchies to provide more complex services. Existing protocols and architectures will be used as the basis of discussion and study. Prerequisite: COMP 152. Offered in alternate years.

COMP 340. Analysis of Algorithms **1.0 course credit**
A study of the design and analysis of computer algorithms. Topics include asymptotic analysis, efficient algorithm design, sorting and order statistics, hashing, binary search trees, graph algorithms, matrix multiplication, and NP completeness. This course begins a more in-depth study in the theory and science of computation. Prerequisites: COMP 152 and MATH 260. Offered in alternate years.

COMP 343. Artificial Intelligence **1.0 course credit**
An introduction to the fundamental issues and problems of computational artificial intelligence with a history of the field and discussion of the social, moral and ethical issues involved in attempting to create intelligent machines. Topics include search-based problem solving, knowledge representation and reasoning, machine learning and uncertainty. Prerequisites: COMP 152 and MATH 260. Offered in alternate years.

COMP 345. Operating Systems **1.0 course credit**
Topics include dynamic procedure activation, system structure, memory management, process management, and recovery procedures. Prerequisites: COMP 152 and 235. Offered in alternate years.

COMP 347. Applied Machine Learning **1.0 course credit**
A hands-on Introduction to computational approaches for learning from data. The course focuses on applying machine learning methods to real world data and the issues that come with it, including data cleaning and preparation and model selection and evaluation. Topics Include linear models for supervised learning, preprocessing, feature selection, ensembles, clustering, and neural networks. Prerequisite: COMP 152. Offered in alternate years.

COMP 350. Topics in Computer Science **1.0 course credit**
Possible topics include theoretical computer science, computer/network security, cryptography, graphics, and general topics within Computer Science not covered in the standard catalog. May be repeated for credit with different topics. Offered annually. Topics determined based on current events and current student interests. Prerequisites vary according to the topic studied. Offered in alternate years.

COMP 401. Senior Project: Research **0.5 course credit**
COMP 401 is the first of two courses that make up the capstone experience in Computer Science. This course focuses on researching and developing a concrete proposal for an independent or small group project to be implemented in COMP 402 the following semester. Prerequisite: COMP 152 and senior status. Offered every semester.

COMP 402. Senior Project: Implementation **0.5 course credit**
COMP 402 is the second of two courses that make up the capstone experience in Computer Science. This course focuses on the implementation of the research and development proposal completed during the previous semester's section of COMP 401. Prerequisite: COMP 401. Offered every semester.

COMP 410. Research in Computer Science **0.5 or 1.0 course credit**
An individual or group project in computer science chosen by the student(s) in consultation with the computer science faculty. This course may count toward the computer science major at the discretion of the department.

COMP 420. Independent Study **0.25 to 1.0 course credit**
An individual project in computer science undertaken by the student with the guidance of the faculty. Prerequisite: Permission of the instructor. This course may count toward the computer science major at the discretion of the department.

COMP 450. Internship in Computer Science **0.5 or 1.0 course credit**
An experience designed to allow students in the computer science field to apply the concepts and ideas developed during their study in the major. This course can be taken on a credit or no-credit basis only. Prerequisite: Prior approval of the department. This course may count toward the computer science major at the discretion of the department.

DATA 151. Introduction to Data Science **1.0 course credit**
A complete introduction to the full data science workflow, spanning initial investigation and data acquisition to the communication of final results. Students will learn through case studies and hands-on experience. Includes a basic introduction to a high-level programming language, data exploration and wrangling, data summarization and visualization, basic statistical modeling, and working on and sharing projects collaboratively.

DATA 240. Data Science Applications **1.0 course credit**
In Data Science Applications students will work in small groups to carry out three data science projects. Special attention will be paid to the collection and curation of data sets but each project will require the students make clear problem statements, identify and gather data to address the problem, perform the necessary analysis and modeling, and present their results. Prerequisites: DATA151 and COMP151.

DATA 401. Senior Capstone: Research **0.5 course credit**
DATA 401 is focused on developing a detailed proposal for the senior project where the project's place in data science and the domain from which their problem is drawn is clear and a workable plan for completing the project in DATA402 is established. Students will take the semester to research topics surrounding their project, identify the wider context of in which their work fits, and prepare themselves to immediately begin implementing their proposal the following semester in DATA 402. Throughout the semester, students will make regular checkpoint presentations demonstrating their progress. At the end of the semester, students will present their proposed project to a general audience Prerequisites: DATA240 and senior status.

DATA 402. Senior Capstone: Implementation **0.5 course credit**
DATA 402 is focused on the implementation of the plans proposed by the student in DATA 401 and the identification of the concrete instantiation of fundamental principles of data science at play within the various facets of the project. Each student in the class will give checkpoint presentations on a semi-regular basis in order to receive feedback from peers and faculty regarding the current state of student projects and their understanding of the project's underlying fundamentals. Towards the end of the semester, students will use their project as the basis for a Scholar's Day poster and accompanying presentation. Prerequisites: DATA401, DATA240, and senior status.

ECON 200. Principles of Economics **1.0 course credit**
Basic principles and processes in micro- and macro-economics are surveyed; production, market structures, consumption patterns, role of competition and prices; determinants of national income, employment, inflation, and exchange values and role of monetary and fiscal policy.

ECON 250. Special Topics **0.5 to 1.0 course credit**

ECON 291. Economics for Educational Studies **0.5 course credit**
This course is designed to provide educators with the content knowledge necessary to prepare their students to meet the Illinois social science content standards in economic systems for grades 1-6. The course will cover: how different economic systems operate in the exchange, production, distribution and consumption of goods and services; why scarcity leads to choices on the part of producers and consumers, and what affects those choices; the basis of exchange of goods and services, including comparative advantage and mechanisms of the labor market; and the role and impact of government policy and decisions on production and consumption in the economy.

ECON 300. Intermediate Price Theory **1.0 course credit**
A rigorous analysis of the modern micro-economic theory of the behavior of the firm and the individual. Prerequisite: ECON 200, BUSI 201, and BUSI 205.

ECON 301. Intermediate Macroeconomics **1.0 course credit**
A detailed examination of the elements that determine the level of national income. Includes analysis of government fiscal and monetary policies. Prerequisite: ECON 200, BUSI 201 and BUSI 205.

ECON 320. Industrial Organization **1.0 course credit**
Analysis of the firm and market structure, conduct, and performance. How market structure affects the conduct of firms, and how both structure and conduct affects firm and market performance. Special emphasis is placed on the relevance of this body of knowledge to the individual business. Prerequisite: ECON 200.

ECON 331. Political Economy of Development **1.0 course credit**
A study of contemporary theories of the development of industrial societies which stresses the relationships among various social institutions within the society and among different nations. Prerequisites: ECON 200 and junior standing or permission of the instructor.

ECON 336. Money and Banking **1.0 course credit**
An analysis of money, banking and central banking with a concentration on policy implementation by the Federal Reserve System. National and international impacts will be examined. Prerequisite: ECON 200.

ECON 350. Special Topics in Economics **0.5 to 1.0 course credit**
May be repeated for credit. Prerequisite: ECON 200.

ECON 356. Investments and Portfolio Analysis **1.0 course credit**
An introduction to security markets, security instruments, and speculation opportunities with an emphasis in practical investing. Emphasizes portfolio management. Cross-listed as BUSI 356. Prerequisite: BUSI 306.

ECON 360. International Trade and Finance **1.0 course credit**
An analysis of the forces affecting, as well as the theory and policy of, international trade and finance. The international monetary system, balance of payments, tariff policies, trade practices, and trade organizations will be emphasized—as well as consequences for individual firms, multinational corporations, and government-owned firms. Prerequisite: ECON 200..

ECON 371. Introduction to Econometrics **1.0 course credit**
Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity; errors in variables; introduction to simultaneous equation models. Emphasis on interpretation and application of econometric models and methods. Prerequisite: BUSI 201 and BUSI 205.

ECON 380. Environmental Economics **1.0 course credit**
Micro-economic analysis of environmental issues. Examines the environmental consequences of alternative forms of resource ownership and allocation methods. Prerequisites: ECON 200.

ECON 400. Internship **0.5 to 1.5 course credit**
An off-campus experience working in a professional environment under the supervision of a mentor. Prerequisite: Permission of the instructor.

ECON 401. Public Policy **1.0 course credit**
A capstone study for senior majors in which students choose a topic of inquiry, formulate hypotheses, review the literature, and empirically test their hypotheses and update the literature. Prerequisites: ECON 300 and ECON 301 or permission of the instructor.

ECON 420. Independent Study **0.25 to 1.0 course credit**
May be repeated for credit.

EDST 100. Introduction to Educational Studies **0.5 course credit**
As an exploratory course, students examine various sociological, historical, legal, and philosophical topics in education and schooling in the U.S. Through readings, small and large group discussion, and projects, this course provides theoretical understanding to students interested in education (broadly conceived) while providing a basis for further decisions about teaching in a diverse, pluralistic society.

EDST 110. Teaching and Learning of Math **1.0 course credit**
This course will provide students with a solid understanding of the historical and theoretical foundation of mathematical teaching, learning, and thinking. A strong emphasis will be placed on developing students' core content knowledge of algebraic and statistical thinking and its relevance to teaching mathematics.

EDST 151. Human Growth & Development **0.5 course credit**
This course will provide a critical overview of key aspects of child development (physical, psychosocial, and cognitive) from theories and research that span conception to the end of the elementary education (6^{th} grade). Important contexts that shape children's development will also be a major focus of this course, such as family, child care, socioeconomic and policy influences. This course is designed for students with an interest in education and is aimed to provide an understanding of (1) major themes and domains of early to late child development, and (2) effective instructional practices that enhance children's educational potential and well-being.

EDST 205. Foundations of Literacy **1.0 course credit**
Introduction to foundational components of literacy for elementary age students with an emphasis on a fundamental understanding of phonemic awareness, phonics, fluency, vocabulary, comprehension, speaking and writing. Literacy fundamentals in the content areas of mathematics, science, and social studies will also be emphasized. Prerequisite: Sophomore standing or permission of the instructor.

EDST-210. Characteristics of Exceptional Learners **0.50 course credit**
A survey of the characteristics and special needs of disabled, gifted, and diverse learners. Significant individual differences are introduced and discussed as they apply to the area examined. The problems of identifying, educating, and treating exceptional learners are considered.

EDST 215. Diversity, Equity, and Inclusion in Education 1.0 course credit
A survey of the various ways learners enact literacy and participate in learning in relationship to their positioning according to race, gender, social class, exceptionality and region. Through reading and reflective activities, students analyze the processes by which we learn to enact learning and literacy in diverse ways across cultural and institutional contexts, including the school. This course will also survey the characteristics and educational needs of exceptional and diverse learners, including background knowledge of individuals with disabilities. Students will consider educational literature that justifies and illustrates culturally responsive pedagogy.

EDST 220. Theories of Learning 0.5 course credit
An investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasizes learning theory, group dynamics, and interpersonal relationships in education. A field experience is required.

EDST 250. Topical Foundations in Educational Studies 1.0 course credit
This foundational topics course intends to contextualize the development of K-12 education in the United States including education prior to the Revolution up through and into the 21st century. Students will investigate key educational movements and connect their outcomes (e.g. political, sociological, and philosophical implications) to the current state of public schools. May be repeated for credit with different topic. Prerequisite: Sophomore standing or permission of the instructor. EDST majors required to take 2.0 credits of different topics.

EDST 290. Academic Travel 0.25 to 0.5 course credit
An academic travel course in which educational topics are studied in the local context. The course includes both on-campus meetings prior to departure and on-site lectures at our destination. May be repeated for credit with different topics.

EDST 299. Independent/Group Study 0.5 to 1.0 course credit
Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the Chair.

EDST 350. Special Topics in Educational Studies 0.5 to 1.0 course credit
This topics course provides in-depth analysis of contemporary issues and perspectives in educational studies. Possible topics include Education Policy and Law; Place-based and Rural Education; Gender, Education, and Society; and Contemporary Issues and Comparative Systems in Education. Prerequisite: EDST 100 and EDST 215 or 250 or permission by instructor. May be repeated for credit with different topics. EDST majors required to take 2.0 credits of different topics.

EDST 377. Foundations of Art Education 1.0 course credit
This course is a study of contemporary art education theory addressing why art should be included in PK-12 school curricula. Also included will be an introduction to the history of art education and an examination of the content of art for young people and contemporary approaches to creating art curriculum. Strategies for talking about art with young people will be stressed, and a personal statement of a philosophy of art education will be developed.

EDST 399. Independent/Group Study 0.25 to 1.0 course credit
Individual or small-group study of special topics in education under the guidance of an instructor. Prerequisite: Approval of the Chair.

EDST 420. Building Communities 1.0 course credit
This course investigates the concepts of community, civic engagement, social capital, and the like, through study of classic statements (deTocqueville, Democracy in America) as well as contemporary studies (Putnam, Bowling Alone: The Collapse and Revival of American Community). As students engage in academic study of these concepts, they will simultaneously involve themselves in the local community through community-based participant observation and research. Core Curriculum: Community Engagement.

EDST 499. Independent/Group Study 0.25 to 4.0 course credit
Individual or small-group study of special topics in education under the guidance of an instructor. Prerequisite: Approval of the Chair.

ENGL 110. Composition and Argument 1.0 course credit
A writing and reading course designed to help students analyze and evaluate what they read, recognize and use a variety of rhetorical modes and argumentative strategies, improve their critical thinking skills, and arrange their thoughts into well-organized, concise, thesis-focused essays.

ENGL 180. Introduction to Literature: Special Topics 0.5 to 1.0 course credit
A general literature course for non-majors, ENGL 180 seeks to encourage life-long reading through appreciation of literary language and form. The course emphasizes examination and comparison of literary genres, structure and form in fiction and poetry, and New Critical analysis (point of view, plot, setting, characterization, diction, imagery, metaphor and symbol, theme, etc.). In addition, the course will place a particular topic or sub-genre in the context of pertinent historical and cultural settings, while examining categorical assumptions about "popular" and "serious" literary treatments. Recent course offerings include: "Folktale, Myth, Legends, and Fable," "Sherlock Holmes and Victorian Detective Fiction," "21st-Century Young Adult Literature," "Illinois

Authors," "Pithy, Punchy, and Paunchy: Detective Fiction.". Co-requisite: ENGL 110. May be repeated only with permission of the instructor. One ENGL 180 course may be counted toward English major credit.

ENGL-188. Composition & Argument for Transfer Students **0.25 course credit**
This course is designed for transfer or dual credit students who come to Monmouth with a 3.0 credit hour writing course that is missing the research element of our required writing course. Students must have successfully completed a three-credithour course (ENGL 101 English Composition I, in most cases) before enrolling at Monmouth College and taking ENGL 188.

ENGL 200. Introduction to English Studies **1.0 course credit**
A gateway to the English major, this course is designed to introduce majors to the broad range of scholarship and practice within the discipline of English. Included will be emphasis upon close reading and research skills, as well as overviews of the history of the discipline, creative writing, literary criticism and theory, and vocational paths. Co-requisite: ENGL 110.

ENGL 201. Grammar **1.0 course credit**
A course that gives students practice in fundamental English grammar. Emphasizes basic skills, not theory.

ENGL 202. The English Language in its Contexts **0.5 to 1.0 course credit**
The English Language in its Context provides students with an overview and foundation of the history and linguistics of the English Language. The course's texts and assignments emphasize not only the internal history of the language but also considers a variety of socio-linguistic and cultural influences on language change. Students will be able to identify and apply appropriate linguistic tools and resources to answer specific questions about the history and development of the English language. Students will also be able to trace the general phonemic, morphological, syntactic, and semantic changes of the English in relation to periods of development of the language, as well as in present day contexts. Students will be able to identify and explain important social, political, and cultural factors as well as linguistic processes that have influenced the development of the English language and some of it varieties. Students will also be able to apply course concepts and information to engage in and interpret a variety of historical and contemporary texts. Prerequisite: ENGL 110.

ENGL 210. Creative Writing **1.0 course credit**
Practice in the writing and critical analysis of imaginative literary forms, especially poetry and fiction. Prerequisite: ENGL 110.

ENGL 220. British Survey I **1.0 course credit**
A historical survey emphasizing literary and cultural developments in English literature from the Medieval through the Neoclassical periods. Prerequisite: ENGL 110.

ENGL 221. British Survey II **1.0 course credit**
A historical survey emphasizing literary and cultural developments in English literature from the Romantic through the Modern periods. This course is a continuation of ENGL 220 but may be taken alone and without regard to sequence. Prerequisite: ENGL 110.

ENGL 224. American Survey I **1.0 course credit**
A historical survey emphasizing literary movements and cultural and developments in the literature of the United States. Readings will include: Native American creation myths; explorer narratives; poetry, fiction, and nonfiction from such writers as Bradstreet, Mather, Edwards, Franklin, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: ENGL 110.

ENGL 225. American Survey II **1.0 course credit**
A historical survey focusing on poetry and fiction written after the Civil War and before American involvement in the Second World War. Included are works from such writers as Jewett, Wharton, Twain, James, Chopin, Crane, Pound, Robinson, Frost, Anderson, Stevens, Eliot, Fitzgerald, Hemingway, Du Bois, Hurston, and Faulkner. Emphasis on literary, cultural, and historical movements. The course is a continuation of ENGL 224 but may be taken alone and without regard to sequence. Prerequisite: ENGL 110.

ENGL 250. Special Topics **0.5 to 1.0 course credit**
May be repeated for credit.

ENGL 270. Young Adult Literature **1.0 course credit**
Young adult literature often provides important insights into issues of identity, belonging, difference, and cultural issues that transcend young adulthood. Students in this course will read a wide variety of texts that address a variety of challenges faced by young adults as they seek to understand themselves and the world in which they live. Prerequisite: ENGL 110 (One course.)

ENGL 288. Special Topics **0.5 to 1.0 course credit**
Prerequisite: Successful completion of ENGL 110.

ENGL 290. Writing and Literature in Context **0.25 to 0.5 course credit**
This academic travel course allows students to read and study literature and/or to write literary work in cultural contexts beyond the campus, through visits to historic sites, museums, performances, archives, etc., at locations both in the U.S. and abroad. The course includes readings and campus meetings prior to departure as well as on-site lectures and activities. Students will be assessed through both discussion and written work. Students do not need to be English majors to take this course, thought they must have already completed ENGL 110. (0.25 to 0.5 course.)

ENGL 299. Writing Fellows **1.0 course credit**
An introduction to the tutoring process, as well as basic pedagogical and developmental strategies for teaching writing. Course requirements will include: readings in composition/tutoring theory and practice as well as tutoring in the Teaching and Learning Center (TLC). Enrollment through nomination and recommendation only. Prerequisite: ENGL 110.

ENGL 310. Advanced Creative Writing **0.5 to 1.0 course credit**
Students write intensively in fiction or poetry, individually selecting their subject matter throughout the course. Students sharpen their critical skills by evaluating one another's work and by investigating contemporary writing and publishing. Prerequisite: ENGL 210 or permission of the instructor.

ENGL 349. Topics in American Literature **0.5 to 1.0 course credit**
An upper-division course concentrating on a particular period, movement, or author in American literature. Recent course offerings have included: "Hawthorne and Melville," "The Gilded Age," and "American Literature between the World Wars," and "Harlem Renaissance to the Black Arts Movement." Prior completion of an American literature survey (ENGL 224 or 225, pertinent to the course topic and title) is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 350. Special Topics in Literature and Related Areas **0.5 to 1.0 course credit**
A course permitting the investigation of narrowly defined literary issues, types, modes, and extra literary influences. Recent offerings have included "Literary Representations of Hell," "Transatlantic Literature of the 1890s," "World Literature," and "Modernist Poetry." Prior completion of an English or American literature survey pertinent to the course topic and title is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 359. Global Literatures **1.0 course credit**
This course introduces students to writers from culturally diverse backgrounds both within and outside of the United States. Assigned readings bring the forefront urgent questions that shape the global community today, and might include issues such as: contemporary meanings of national belonging; the centrality of immigration and displacement in current models of community; the limitations and complexities of educational or professional advancement in a global context; global literary prize culture (Booker, Nobel, etc.); or the new forms of technological and economic interconnectedness and dependence that come with globalization. Focus varies depending on instructor. Prerequisite: ENGL 110. (One course.)

ENGL 361. Shakespeare I: Comedies and History Plays **1.0 course credit**
Studies in the comedies and the history plays. Prior completion of ENGL 220 is recommended, but not required. Open to juniors and seniors or by permission of the instructor. Prerequisite: ENGL 110.

ENGL 362. Shakespeare II: Tragedies and Romances **1.0 course credit**
Studies in the tragedies and romances. Prior completion of ENGL 220 is recommended, but not required. Open to juniors and seniors or by permission of the instructor. Prerequisite: ENGL 110.

ENGL 400. Senior Seminar **1.0 course credit**
An intensive study of key literary periods and subjects. Recent seminars have included: "Literature of the American South," "The Responsible Artist," "Early Modern Drama," "Across the Color Line: Fiction of Faulkner, Ellison, and Morrison," "20th-Century American Women's Fiction," "Modernism and Beyond," "On European Romantic Realism," and "Toni Morrison." Required of all senior English majors. Offered in the spring semester.

ENGL 490. Directed Study in English **0.25 to 1.0 course credit**
An experience designed to allow the student to use writing, editorial, and professional skills developed during the major by working on departmental publications or external internships. The course will help prepare the student for employment in various English-related fields. Prerequisite: prior approval of the department and instructor's consent. May be repeated for credit. Does not count as an elective toward the English major or minor.

ENGR 101. Exploring Engineering **0.5 course credit**
An exploration of the engineering profession. Students learn what roles engineers play in society. They learn about various engineering sub-disciplines. Students learn about engineering through experiencing a semester long design project. Technical content required for them to complete the project is taught. Prerequisites: None **ENGR 102.**

ENGR 102. Engineering Communication **0.5 course credit**
Introduction and development of the various forms of communication used by engineers. Students learn to communicate graphically through a solid-modeling software system. They learn to create professional engineering graphics, to give effective technical presentation, and begin to learn technical writing. Prerequisite: ENGR101.

ENGR 190. Digital Electronics **1.0 course credit**
An introduction to digital circuit design, both combinational and sequential and their application in constructing digital instruments. Includes microprocessor and elementary assembly language. There is a strong laboratory component to this course. Cross listed with PHYS-190. Prerequisite: ENGR 210.

ENGR 209. Statics **1.0 course credit**
(Cross-listed as PHYS 209) An introduction to analysis of forces acting on particles and rigid bodies. Topics include statics of particles, rigid bodies and equivalent systems of forces, equilibrium of rigid bodies, distributed forces, analysis of structures, forces in cables in beams, friction, and moments of inertia. Prerequisite: PHYS 130 or permission of the instructor. Offered in rotation as needed.

ENGR 210. Circuit Analysis **1.0 course credit**
Introduction to the techniques of analyzing resistive, capacitive, and inductive circuits. Topics include Kirchoff's rules, Thevenin's theorem, node-voltage method, mesh-current method, properties of RL, RC, and RLC circuits. Offered in alternate years. Prerequisite: PHYS 132.

ENGR 220. Mechanics of Materials **1.0 course credit**
This course is an investigation into the mechanics of materials. Topics covered include stress, strain, axial deformation, torsion, equilibrium of beams, stresses and deflection of beams, pressure vessels and bulging of columns and other topics that are of interest to mechanical engineers. Prerequisite: PHYS 209 or ENGR 209.

ENGR 222. Engineering Computation **0.5 course credit**
Structured programming appropriate to solve engineering problems. Students learn to create programs using loops, decision statements, arrays, modular programming, and file input and output. Emphasis is given to solving typical engineering problems. Content is related to prior engineering courses. Prerequisites: ENGR 102.

ENGR 235. Engineering Materials **1.0 course credit**
Introduction to material science for engineering applications. A basic understanding of available materials, material behavior, and material processing is developed to allow proper material selection for engineering design. Material properties important to both mechanical and electrical engineers is covered. An introduction to the science of materials to allow students to take subsequent courses in material science. Prerequisites: CHEM 140 and PHYS 132

ENGR 301. Engineering Thermodynamics **1.0 course credit**
An introduction to engineering thermodynamics including property relations, first and second law analysis for closed system and control volume for both steady and transient analysis. Applications to gas power, vapor power, and refrigeration systems. Psychrometric analysis as time permits. Prerequisite PHYS 130.

ENGR 320. Fluid Mechanics **1.0 course credit**
Introduction to fluid dynamics mechanics. Topics include: rate of strain; hydrostatics; control volume analysis for conservation of mass, momentum and energy for incompressible fluids; Bernoulli's equation and the ramifications of its simplifying assumptions; Analysis of hydrostatic problems, internal flows and external flows; Similitude and dimensional analysis; Laminar and turbulent flows; Introduction to boundary layer theory; Introduction to differential forms of conservation of mass, momentum and energy. A significant lab component reinforces the theory. Prerequisite: ENGR 301 and MATH 253.

ENGR 325. Materials Science **1.0 course credit**
An introduction to solid-state physics, including crystal structure and the thermal dielectric, and magnetic properties of solids. Topics include band theory and semiconductors, phonons, and superconductivity. Prerequisite: PHYS 310 or permission of the instructor. Offered in rotation as needed.

ENGR 333. Embedded Systems **1.0 course credit**
Integrated hardware and software of embedded systems is explored. Topics include different embedded architecture, interaction with devices, concurrency, and embedded software including exception handling. Prerequisites: ENGR 210 and ENGR 222.

ENGR 340. Heat Transfer **1.0 course credit**
An introduction to conduction, convection, and radiation heat transfer. Steady-state and transient solution techniques. An introduction to the finite difference method of solving complex geometries. Prerequisite: ENGR320

ENGR 350. Engineering Seminar **0.0 course credit**
Communicating ideas in engineering is an important and crucial skill. This course is a continuation of Introduction to Engineering I. The purpose of Engineering Seminar is to introduce students to giving and listening to scientific/engineering presentations and to participating in scientific/engineering discussions. In this course, students will be expected to give a talk and actively participate in seminar discussions. Prerequisites: Junior or senior status or permission of instructor.

ENGR 380. Machine Analysis and Design **1.0 course credit**
Analysis techniques for the kinematic, dynamic, stress, and fatigue analysis of machine components are presented. Mechanical properties of materials are reviewed. Analytical and graphical solutions are explored. Prerequisite: ENGR 301.

ENGR 402. Automatic Controls **1.0 course credit**
Modeling, characteristics, performance, and stability of feedback control systems. Design and analysis of feedback control systems using Laplace transform methods, root locus and frequency response methods. Bode plots, PID controllers, and lead-lag compensators. Applications to both mechanical and electrical engineering. Laboratory demonstrates the practical application of theoretical concepts. Prerequisites: ENGR 208 and either MATH 245 or PHYS 311.

ENGR 410. Electric Power Machines **1.0 course credit**
This course treats the conversion of energy between electrical and mechanical forms. Topics covered include electromechanical devices (e.g. motors, generators), transformers, and power transmission. Prerequisite: ENGR 210.

ENGR 420. Senior Design I **1.0 course credit**
This course is the Capstone experience for all senior engineering students. Using the many engineering skills and techniques that they have acquired, they will do a team-based project that as directed by an engineering or science faculty member. Teams will present their work at various points in the course. It is meant to be taken in two successive semesters to give a year-long experience. Prerequisites: Senior status or permission of instructor.

ENGR 421. Senior Design II **1.0 course credit**
A continuation of ENGR 420. Emphasis is placed on implementation of the design created in ENGR 420.

ESTS 103. Introduction to Environmental Science & Sustainability **1.0 course credit**
The course is an introduction to the scope, magnitude, and diversity of environmental issues approached by scientists and policy-makers. An interdisciplinary approach to solving environmental problems is emphasized by providing a scientific, social, and political understanding of the issues. Also included are field trips and laboratories to study human impacts on our environment. Group discussion aimed at critical analysis of current environmental topics is also encouraged.

ESTS 105. Intro to Agroecology **1.0 course credit**
An introduction to concepts and practices of sustainable food production. Topics include soil ecology, matter and energy flow through ecosystems, trophic interactions, plant biology, microbiology, and human and animal nutrition. The laboratory will focus upon application of ecological principles to agriculture and will use the College's Educational Garden and Market Farm as resources to consider such practices as multi-cropping, crop rotation, composting, cover-cropping, minimal-tillage, mulching and seed saving, and how the utility of these practices may be scientifically evaluated. Laboratory will require physical activity outdoors in varying weather.

ESTS 234. Intro to Cartography & Geographic Information Systems **1.0 course credit**
This course is designed to give a solid introduction to basic concepts in cartography and Geographic Information Systems (GIS). Students will be exposed to theoretical aspects of cartography and the basic concepts and techniques used in the graphic and cartographic representation of geographic information. Students will be exposed to the historical evolution of the GIS discipline and the theory behind spatial data handling and analysis. The laboratory component of this class is focused on learning how to use ESRI ArcGIS software to produce effective maps. A course project will highlight student mastery.

ESTS 240. Sustainable Practices **1.0 course credit**
This course engages debates and practices to do with food and sustainability. We will spend much time cooking and reflecting about our food, food consumption, and the potential of more sustainable eating and cooking. The following questions will guide our work/cooking: Can cooking save the planet? What does cooking have to do with sustainability? Are there ecologically "good" and "bad" foods? How best to cook for ourselves and the planet? In the process we will learn basic and more advanced cooking skills. (Cross-listed as ANTH 240.)

ESTS 264. Anthropology – Waste & Garbage **1.0 course credit**
This course explores issues of waste and garbage. We examine the history of garbage, explore the meaning, use, and removal of garbage in different countries, analyze practices of garbage production in consumer societies, and discuss how garbage pickers in cities of the Global South make a living on other people's garbage. We address questions of recycling, garbage art, and the reduction of garbage. Prerequisite: ANTH 103, SOCI 101 or SOCI 102.

ESTS 266. Everyday Sustainability **1.0 course credit**
This course examines the meaning and possibility of sustainable everyday practices in the context of the current climate crisis. (Cross-listed with ANTH-266.)

ESTS 310. Environmental Ethics **1.0 course credit**
(Cross-listed as PHIL/RELG 310) An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be? Students will have opportunities to develop and express their own views on these issues. This course is intended primarily for students in their sophomore, junior, and senior years.

ESTS 375. Environmental Politics **1.0 course credit**
(Cross-listed as POLS 375) An analysis of environmental politics and policy on the national and international levels. Features an emphasis on case studies.

ESTS 380. Environmental Economics **1.0 course credit**
(Cross-listed as ECON 380) Micro-economic analysis of environmental issues. Examines the environmental consequences of alternative forms of resource ownership and allocation methods

ESTS 393. Natural Areas Field Practicum **0.5 course credit**
This course is designed as a standing practicum in natural areas conservation, preservation, management and maintenance. Experience working in the field is a valuable asset for students interested in natural resource jobs. This course will focus on Monmouth College's LeSuer Nature Preserve and its prairie and riparian areas. Additional sites may be visited to collect seeds and specimens, including Spring Grove Cemetery and local state parks. Practical work will be intermingled with theoretical considerations and current management techniques. Work will vary with season and weather but will include: invasive species control and removal, native species establishment, seed collection, preparation and germination, prairie management through controlled burning, and planting for wildlife. Students will maintain a journal, including photos, and write a summary paper linking their work to their other coursework and career interests. C/NC. May be repeated for up to 1 credit total.

ESTS 420. Environmental Studies Research **0.125 course credit**
This course consists of weekly discussion meetings with all Environmental Studies and Sustainability research students to assist students in the completion of high quality research projects from their chosen department. Students will report on progress and problems in pursuing their research and maintain a detailed notebook recording their research activities. Corequisite: Must be concurrently enrolled in a capstone research experience, ECON 420, POLS 420, or SOAN 420. May not enroll concurrently with BIOL 440 or BIOL 450. (0.125 course).

EXSC 130. Exercise Performance **0.5 course credit**
Provides practical knowledge and experience regarding proper performance and coaching of exercise. The course will expose students to a large number of different exercises and include experiences teaching these movements. Students will also learn basic joint, muscle, and biomechanical profiles of common exercises. Open to Exercise Science and Physical Education majors. Non-majors must have permission of the instructor. Offered both semesters.

EXSC 140. Sports Nutrition **0.5 course credit**
An overview of nutrition principles applicable for health, physical activity, and sports. The course will include the basic definition and purpose of different dietary nutrients. Practical recommendations and the efficacy of nutritional supplements will also be covered. Open to Exercise Science and Physical Education majors. Non-majors must have permission of the instructor. Offered both semesters.

EXSC 160 Health & Human Physiology **1.0 course credit**
An overview of human body functioning as it relates to health. Major body systems such as the cardiovascular, respiratory, nervous, endocrine, skeletal, and muscular systems will be detailed in both structure and function. Open to Exercise Science and Physical Education majors and Global Public Health minors. Non-majors and minors must have permission of the instructor. Offered both semesters.

EXSC 250. Special Topics **0.25 to 1.0 course credit**

EXSC 288. Pilot Course Topics **0.25 – 1.0 course credit**

EXSC 251. Functional Anatomy **1.0 course credit**
An introduction to human anatomy as it relates to functional aspects of normal human movement and physical activity. This course is designed to provide a baseline knowledge of human anatomy as it relates to movement with an emphasis on the musculoskeletal system and nervous system. Prerequisites: EXSC 130 & EXSC 160. Enrollment is restricted to Exercise Science and Physical Education majors. Non-majors must have permission of the instructor. Offered both semesters.

EXSC 280. Community Health **1.0 course credit**
This course is an examination of personal and community health issues. Among the topics covered are a study of nutrition, stress, mental illness, death, sex education, environmental health, and drugs. Enrollment is restricted to Exercise Science and Physical Education majors as well as Global Public Health minors with sophomore standing. Non-majors or minors must have permission of the instructor. Typically offered both semesters.

EXSC 310. Human Movement & Health **1.0 course credit**
An exploration of all aspects of human movement. The course will explore the motivation and reason for movement, health consequences of human movement, mechanotransduction and mechanobiology, and development movement skills. Reserved for Health Science and Human Movement and Exercise Science majors. Others may be allowed in with instructor permission. Prerequisites: EXSC 160 and EXSC 251 or BIOL 204 or permission of the instructor.

EXSC 315. Biomechanics **1.0 course credit**
This course is an analysis of the mechanics and anatomy of human motion. These principles will be applied to situations involving exercise, physical activity, and injury prevention. The student must be able to demonstrate proper exercise skill technique as well as evaluate and correct others. Prerequisite: EXSC 130, EXSC 160 and EXSC 251. Enrollment is restricted to Exercise Science and Physical Education majors. Non-majors must have permission of the instructor. Offered both semesters.

EXSC 325. Athletic Training and First Aid **0.5 course credit**
A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. Prerequisites: EXSC 251. Non-majors must have permission of the instructor. Offered both semesters.

EXSC 327. Health and Fitness Culture **1.0 course credit**
This course examines the influence of health and fitness culture on what we value. Societal and cultural views of exercise and health, and the relationships between body image, self-esteem, and overall world view will be examined. Questions of meaning and purpose will be explored in the context of our attitudes and behaviors regarding health, fitness, and body image.

EXSC 330. Exercise Physiology **1.0 course credit**
An introduction to the physiological process that are the basis of normal human health and physical activity. This course is designed to provide prospective physical educators and exercise scientists with knowledge of human physiology as it relates to physical activity and exercise. It also will examine the implementation of physical activity and exercise for the management of certain metabolic conditions. Prerequisites: EXSC 130, EXSC 140, EXSC 160, and EXSC 251 or permission of the instructor. Offered both semesters.

EXSC 340. Strength & Conditioning **1.0 course credit**
An examination of strength and conditioning principles and implementation. This includes periodization, adaptations to training, program design, and exercise technique. Both traditional and non-traditional training methods will be covered. Prerequisites: EXSC 130, EXSC 140, EXSC 160, and EXSC 251 or permission of the instructor. Offered in the spring semester.

EXSC 350. Science Seminar **0.25 course credit**
An introduction to the literature of exercise science and human movement providing the student an opportunity to prepare and present oral reports. May be repeated for credit. CR/NC. (0.25 course.)

EXSC 360. Health Promotion **0.5 course credit**
This course provides instruction and experience in health promotion and fitness facility management. It provides instruction and experience in health promotion and fitness facility management. This course involves planning, marketing, implementing, and evaluating health promotion programs and events. It also provides experience managing a fitness facility including day-to-day operation and long-term facility maintenance. Prerequisites: EXSC 130, EXSC 140, EXSC 160, EXSC 280. Offered in the spring semester.

EXSC 370: Athlete: Commodity or Human? **1.0 course credit**
This course includes various issues related to the idea that athletes are exploited and treated like commodities by parents, fans, coaches and other support staff, team owners, and the NCAA. This includes financially, academically, and according to race, ethnicity, gender, and socioeconomic status. The course will examine these issues from the perspective of youth, high school, collegiate, and professional sports.

EXSC 420. Independent Study **0.25 to 1.0 course credit**
Developed with the guidance of the the Chair. Enrollment restricted to Physical Education majors. Non-majors must have permission of the instructor.

EXSC 421. Organization and Administration **1.0 course credit**
A study of the administration of physical education, recreation, wellness/fitness, intramural, and athletic programs. Coverage also includes administrative theory and functions. Non-majors must have permission of the instructor. Offered in the fall semester.

EXSC 450. Internship **0.5 or 1.0 course credit**
May include projects, internships, individual study, and other forms of independent study. Enrollment restricted to Exercise Science majors with senior standing.

EXSC 451. Exercise Testing and Prescription **1.0 course credit**
This course is a study of how to construct exercise programs. The course includes aspects of short-term and long-term exercise progression. Exercise testing and assessment of clients is emphasized. Exercise programs for special populations are also explored. Prerequisites: EXSC 330. Enrollment is restricted to Exercise Science majors. Non-majors must have permission of the instructor. Offered both semesters.

EXSC 460. ACE Personal Training **1.0 course credit**
This course is designed for students preparing for careers in personal training and who wish to prepare for the ACE Personal Training certification exam. Students will go through a 16-week lecture course using ACE course materials. This course will prepare students to take the certification exam at the conclusion of the semester. Limited enrollment. Prerequisite: Permission of instructor.

EXSC 470. Personal Training Practicum **0.25 – 1.0 course credit**
This course is designed for students preparing for careers in personal training and who have passed the ACE Certification exam. Students will have the opportunity to train clients under the supervision of the course instructor in Trotter Fitness Center. Students will obtain clients, develop personalized training programs and daily movement plans, perform assessments, apply knowledge about initiation and adherence to exercise. Limited enrollment.. Prerequisite: EXSC 460. Variable credit; repeatable for credit.

FYII 101. 1st Year-Inquiry & Identity **1.0 course credit**
Inquiry & Identity is a first-year experience course, which is required of all first-year students and is taught by faculty from departments across campus. Students are invited to explore questions of human values and purposes. These are central values of the liberal arts and through them and through work with common texts, convocations, and other activities, students consider the meaning and significance of complex issues raised by the themes of Inquiry & Identity.

FYQR 110. 1st Year-Quant Reasoning/Citizen **1.0 course credit**
This course will provide you with the quantitative reasoning skills needed to solve problems related to many academic disciplines. These skills include the following: a healthy attitude toward mathematics, critical thinking, solving problems, and communication. We will work as a class on interpreting data in graphs and tables. You will use mathematical tools to interpret solutions to practical problems, and you will learn how to communicate your quantitative data by giving presentations on data in the media.

FYII 188. College Success Strategies **1.0 course credit**
This course helps first-year college students navigate the transition to college by building skills in learning strategies, time management, and effective communication. It covers balancing academic and social life, utilizing campus resources, and prioritizing mental health and self-care. By the end, students will be equipped with the tools to succeed academically and personally throughout their college experience.

FYQR 120. 1st Year-Quant Reasoning/Math **1.0 course credit**
This is an algebra-based introductory course in applied quantitative and statistical reasoning. The focus of this course will be the use of numerical evidence in support of arguments and for making decisions. The students will learn terminology, mathematical and statistical skills, and develop critical thinking skills. Reflection on what is known, unknown, and the necessary assumptions to solve real world problems will be a key component of the course.

GFSS 101. Introduction to Global Food Security **1.0 course credit**
Achieving global food security in a changing global environment is one of the essential challenges confronting the human population in the 21st century. Without reliable access to food or adequate nutrition, individuals cannot realize their full human potential and lead fulfilling lives. This course is an interdisciplinary introduction to global food security. Students will apply conceptual tools from the natural and social sciences to address the global and local food security concerns from a liberal arts perspective.

GFSS 105. Intro to Agroecology **1.0 course credit**
An introduction to concepts and practices of sustainable food production. Topics include soil ecology, matter and energy flow through ecosystems, trophic interactions, plant biology, microbiology, and human and animal nutrition. The laboratory will focus upon application of ecological principles to agriculture and will use the College's Educational Garden and Market Farm as resources to consider such practices as multi-cropping, crop rotation, composting, cover-cropping, minimal-tillage, mulching and seed saving, and how the utility of these practices may be scientifically evaluated. Laboratory will require physical activity outdoors in varying weather.

GFSS 401. Research in Global Food Security **0.50 course credit**
A capstone course (seminar or independent study, depending upon enrollment, and availability of mentoring faculty) based upon an original research project developed by the student or class with the guidance of a faculty mentor(s) that addresses a specific challenge relevant to securing local or global food security. (0.50 course credit).

GFSS 402. Research in Global Food Security **0.50 course credit**
A capstone course (seminar or independent study, depending upon enrollment, and availability of mentoring faculty) based upon an original research project developed by the student or class with the guidance of a faculty mentor(s) that addresses a specific challenge relevant to securing local or global food security. Successful completion of GFSS 401 with a grade of C- or better is a prerequisite. (0.50 course credit).

GPHS 101. Introduction to Public Health **1.0 course credit**
This course will introduce students to the field of public health, which focuses on the physical, mental and social well-being of populations. Course topics will include tools for understanding public health; health policy and law; ethics; prevention of disease and disability; healthcare systems; and contemporary public health issues. No pre-requisite required.

GPHS 105. Introduction to Epidemiology **1.0 course credit**
This course will provide students with an introduction to the field of Epidemiology, which is the study of the distribution and determinants of health and diseases in populations. Course content will include the history of the field; current tools and use of data to study disease; descriptive epidemiology; association and causation; analytic epidemiology; and applications to public health and policy. No pre-requisite required.

GPHS 110. Health, Wellness, and College Success **0.25 course credit**
This course will examine a variety of behaviors college students can perform in order to improve their health, wellness, and success in college. Each unit will be centered on scientific evidence of the relationship between a behavior and wellness and college success, and will involve a practical experience where the student will work on behavior change and evaluate its impact.

GPHS 207. Introduction to Health Careers **0.25 course credit**
Students will have the opportunity to explore a variety of health careers through readings and with guest speakers who visit the class. The objective of this class is to make students better informed about career choices in the health professions and allow them to reflect on their choice of career. Additionally, the students will learn about the expectations required to be a successful applicant to a professional school. Students will be expected to write a substantial paper at the end of the class that will allow proper placement in a two-week health careers externship during the Scots Term. Prerequisite: Sophomore standing and the permission of health careers advisor.

GPHS 288. Special Topics **0.25 to 1.0 course credit**

GPHS 410. Internship in Global Public Health **0.5 to 1.0 course credit**
An experience designed to allow students in Global Public Health to apply the concepts and ideas developed during study in the minor to a particular workplace or setting related to health. Prerequisites: Junior standing and prior approval of the program coordinator.

GPHS 420. Independent Study in Global Public Health **0.5 or 1.0 course credit**
Directed individual study in an advanced area of global public health. The student selects a topic in consultation with a member of the faculty. Prerequisite: Junior standing and permission of the instructor.

GREK 101. Classical Greek I **1.0 course credit**
A study of grammar and syntax of ancient Greek with simple readings and translation.

GREK 102. Classical Greek II **1.0 course credit**
Continuation of GREK 101. Students who have not completed GREK 101 or the equivalent must consult with the instructor prior to registration. Completion of this course fulfills the Languages and Cultures requirement.

GREK 111. Elementary Biblical Greek I **1.0 course credit**
A study of grammar and syntax of Biblical Greek with simple readings and translation.

GREK 112. Elementary Biblical Greek II **1.0 course credit**
Continuation of GREK 111. Students who have not completed GREK 111 or the equivalent must consult with the instructor prior to registration. Completion of this course fulfills the Languages and Cultures requirement.

GREK 200. Directed Readings: Topic **0.25 or 0.5 course credit**
Reading, translation, and discussion of selected texts to be determined on the basis of student needs. Students must have completed GREK 101/111 and 102/112 or the equivalent, or receive instructor permission, to be eligible to take the course. May be repeated for credit with different topics.

GREK 212. Biblical Greek **0.25 or 0.5 course credit**
Selections from the Greek Septuagint and New Testament. Prerequisite: GREK 101 or its equivalent.

GREK 250. Special Topics **1.0 course credit**
May be repeated.

GREK 300. Directed Readings: Topic **0.25 or 0.5 course credit**
Same general content as GREK 200, but with higher expectations of performance. Students who have not completed GREK 200 or the equivalent must consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 400. Directed Readings: Topic **0.25 or 0.5 course credit**
Same general content as GREK 300, but with higher expectations of performance. Students who have not completed GREK 300 or the equivalent must consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 401. Individualized Study **0.25 to 1.0 course credit**
Independent study in the Greek language or in individual Greek authors not included in regular courses or studied in greater depth than a regular course permits, or an internship in teaching Greek. For advanced students only. May be repeated for credit with different topics.

HIST 104. European History (1450-1850) **1.0 course credit**
This course will examine the history of Europe from the years 1450 to 1850. Instead of concentrating on names and dates, we will organize the class around important historical themes, revolutions, political ideologies, religious upheavals, and philosophical movements. The major events we will analyze include: the Renaissance, the Reformation, the century of religious wars, the Enlightenment, the French Revolution, the Industrial Revolution, and the age of ideologies. We will try to include people who have typically been excluded from history textbooks such as, for example, women, Africans, and poor people. Finally, we will attempt to analyze what is referred to as "Western Civilization" during this time period with a global (and not just a European) perspective.

HIST 110. U.S. History: to 1865 **1.0 course credit**
The purpose of this course is to analyze the political, cultural and intellectual history of the United States from 1607-1865. It will explore the different strategies implemented by the British, Dutch, French, and Spanish to stake their claim and colonize the area we now know as the United States. Questions we will concern ourselves with are, for example, what were the various attempts made to implement social progress, economic modernization, intellectual development, and political freedom?

HIST 111. U.S. History: 1865-Present **1.0 course credit**
This course traces the history of the United States from Reconstruction to the Post-Cold War period. Themes that this course analyzes include: the rise of the New South and Jim Crow, the expansion of the West and Native nations, industrialization and immigration, the Gilded Age and the Great Depression, the World Wars, the Cold War, and the Civil Rights movement.

HIST 112. Black America: A History **1.0 course credit**
This course will examine the history of Black America from 1865 to 2000. It is organized around important themes in African American history, including the legacies of slavery, reconstruction, the ideology of racism, the Harlem Renaissance, Radical Black Intellectuals, the Civil Rights Movement, and Black Feminism.

HIST 120. Intro to Latin American **1.0 course credit**
(Cross-listed with LAST 120) Using an interdisciplinary approach, this course will present historical and culturally diverse materials. Major themes we will study include: cultural encounters, political and religious conquests, race as a social and historical category, decolonization, the creation of new nation states, economic inequality, gender relations, political and cultural revolutions, military dictatorship and, finally, the return to democracy. A historical framework will structure and inform our study of Latin America.

HIST 190. Archives **0.25 course credit**
Examines the documentation and management of historical resources in considering the role of the archivist and the use of archives and historical collections in scholarship, education, and culture; current issues, trends, and theories involved in archival management; and a basic understanding of the archival functions of appraisal, arrangement, description, promotion, preservation, and reference. (0.5 course).

HIST 220. Modern Global History **1.0 course credit**
This course will examine modern global history (1450 to the present). We will travel through a great deal of space (the Americas, Europe, Asia, and Africa) and time (over 500 years), so in order to better comprehend the different historical eras and places, we will organize the course around important themes rather than adhering to a strictly chronological analysis. These themes include: the creation of an Atlantic World, colonization, slavery, revolutions, political ideologies, religious upheavals, independence, modernization, decolonization, and artistic movements.

HIST 260. Historian's Craft **1.0 course credit**
Created for sophomore History majors and minors, the Historian's Craft will provide an introduction to the ways in which historians conceptualize the past, conduct research in primary sources, and write well, through the study of good historical prose. The centerpiece of the course is a research paper through which students will learn the varieties of approaches historians take as they formulate questions, select sources, analyze documents, take notes, and draft, edit, and complete research papers.

HIST-280. Academic Travel Course **0.25 – 0.50 course credit**
This is an academic travel course during which historic events will be studied at archaeological/historic sites, in museums, and at other locations in the world. The course includes both on-campus meetings prior to departure and on-site lectures. May be repeated for credit with different topics. (0.25 to 0.5 course.)

HIST 290. Archives Practicum **0.5 course credit**
Study in the theory and practice of archival work. Involves supervision of students in 190. Usually offered in the fall. May be repeated for credit. May not be taken in the same semester as HIST-300. Pre-requisite: HIST-190.

HIST 300. Topics in Latin America **1.0 course credit**
Topics in Latin America, is a junior level course designed to explore in greater depth material introduced during the various history survey courses. In addition to covering content, this course will focus on how to write a historiographical essay.

HIST 302. Topics in U.S. History **1.0 course credit**
Topics in U.S. History, is a junior level course designed to explore in greater depth material introduced during the various history survey courses. In addition to covering content, this course will focus on how to write a historiographical essay

HIST 399. Independent Study **0.25 – 1.0 course credit**
Reading supervised by instructors in more advanced areas not usually offered. Prerequisite: Consent of the instructor.

HIST 400. Senior Research Seminar **1.0 course credit**
Using secondary and primary sources, students explore a topic of their choosing. Meeting weekly, this course is organized as a directed workshop and includes a combination of readings, discussions, writings, and students' joint evaluation of each other's works-in-progress. The assigned reading is light; it is intended to give a brief introduction to some of the main topics historians discuss when writing and research. After the first month, students work independently, carrying out work in a timely fashion, as assignments that factor into the final product will be due periodically. Class participation includes in-class peer evaluations in which students demonstrate a general understanding of the research process through the constructive criticism of their peers' work. Individual conferences with the professor on student progress will complement the directed workshop discussions and are integrated in the course schedule. Pre-requisite: Two of the following course completed successfully – HIST 300, HIST 301, HIST 302, HIST 303

HIST 450. Internship **0.50-1.0 course credit**
An experience designed to allow students in History to apply the concepts and ideas developed during study in the major to a particular workplace or setting. Course objectives may be satisfied in a variety of organizations, projects, and roles, provided that historical education, historical organizational management, preservation, and/or curation are significant elements of the internship experience. Students enrolled in this course will be called upon to reflect on the public purposes of history and it contribution to relevant communities. Prerequisites: Prior approval of the department. May be repeated for credit. (0.5 to 1 course).

INTR-115. Educational and Career Exploration **0.50 course credit**
This course is designed to help students navigate their educational journey by focusing on the process of academic and career exploration. Through the analysis of assessments, research, and personal reflection, students will better understand academic options and career goals. This course will help empower students to move toward deciding upon their academic major, which will then lead them to pursue successful careers.

INTR 120. Independent Study **0.25 -1.0 course credit**
A laboratory, library, or field study of special interest to freshman students pursued under the supervision of at least two faculty members from different academic departments. The study will begin with the completion of the Monmouth College Independent Study Agreement form where the student will, in consultation with the faculty members, 1) define the rational for the independent study, 2) state the goals for the course, and 3) define methods of assessment/evaluation of student work. This form must be completed and submitted to the Registrar by the last add date of the semester in which the work is to be completed. The study will culminate in a written document chronicling the accomplished work and/or other outcomes defined in the Independent Study Agreement form.

INTR 220. Independent Study **0.25 – 1.0 course credit**
A laboratory, library, or field study of special interest to freshman students pursued under the supervision of at least two faculty members from different academic departments. The study will begin with the completion of the Monmouth College Independent Study Agreement form where the student will, in consultation with the faculty members, 1) define the rational for the independent study, 2) state the goals for the course, and 3) define methods of assessment/evaluation of student work. This form must be completed and submitted to the Registrar by the last add date of the semester in which the work is to be completed. The study will culminate in a written document chronicling the accomplished work and/or other outcomes defined in the Independent Study Agreement form.

INTR 320. Independent Study **0.25-1.0 course credit**
A laboratory, library, or field study of special interest to freshman students pursued under the supervision of at least two faculty members from different academic departments. The study will begin with the completion of the Monmouth College Independent Study Agreement form where the student will, in consultation with the faculty members, 1) define the rational for the independent study, 2) state the goals for the course, and 3) define methods of assessment/evaluation of student work. This form must be completed and submitted to the Registrar by the last add date of the semester in which the work is to be completed. The study will culminate in a written document chronicling the accomplished work and/or other outcomes defined in the Independent Study Agreement form.

INTR 365. STEM Ambassadors **0.50 course credit**
Students will take leadership roles in all aspects of these events from working with potential community partners, through publicizing and executing the event itself, and assessing it afterwards. The highlight of the course is, of course, the events themselves and being able to bring one's passion for learning into the community. May be taken 2 times for credit. Core Curriculum: Community Engagement.

INTR 388. Special Topics **0.25 – 1.0 course credit**
Interdisciplinary special topics.

INTR 420. Independent Study **0.25 – 1.0 course credit**
A laboratory, library, or field study of special interest to freshman students pursued under the supervision of at least two faculty members from different academic departments. The study will begin with the completion of the Monmouth College Independent Study Agreement form where the student will, in consultation with the faculty members, 1) define the rational for the independent study, 2) state the goals for the course, and 3) define methods of assessment/evaluation of student work. This form must be completed and submitted to the Registrar by the last add date of the semester in which the work is to be completed. The study will culminate in a written document chronicling the accomplished work and/or other outcomes defined in the Independent Study Agreement form.

LATN 101. Elementary Latin I **1.0 course credit**
An introduction to Latin grammar and syntax with simple readings and translation.

LATN 102. Elementary Latin II **1.0 course credit**
Continuation of LATN 101. Students who have not completed LATN 101 or the equivalent must consult with the instructor prior to registration. Completion of this course fulfills the Languages and Cultures requirement.

LATN 200. Directed Readings: Topic **0.25 or 0.5 course credit**
Reading, translation, and discussion of selected texts to be determined on the basis of student needs. Students must have completed LATN 101 and 102 or the equivalent, or receive instructor permission, to be eligible to take the course. May be repeated for credit with different topics.

LATN 203. Understanding Spoken Latin **0.25 or 0.5 course credit**
A variety of audio and video resources are used in order to develop comprehension skills in understanding spoken Latin and beginning to employ it. May be repeated for credit.

LATN 300. Directed Readings: Topic **0.25 or 0.5 course credit**
Same general content as LATN 200, but with higher expectations of performance. Students who have not completed LATN 200 or the equivalent must consult with the instructor prior to registration. May be repeated for credit with different topics.

LATN 400. Directed Readings: Topic **0.25 or 0.5 course credit**
Same general content as LATN 300, but with higher expectations of performance. Students who have not completed LATN 300 or the equivalent must consult with the instructor prior to registration. May be repeated for credit with different topics.

LATN 401. Individualized Study **0.25 to 1.0 course credit**
Independent study in the Latin language or in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits, or an internship in teaching Latin. For advanced students only. May be repeated for credit with different topics.

MATH 104. Mathematics for the Liberal Arts **1.0 course credit**
An introduction to the mathematical processes and the use of mathematics in problem solving. Topics will include but are not limited to algebra, set, probability, statistics, trigonometry, geometry, and number theory. The course is intended for non-majors. (One course).

MATH 141. Elementary Functions **1.0 course credit**
A pre-calculus study of polynomial, rational, trigonometric, exponential, and logarithmic functions. Prerequisite: Either QRAC 120 or a Math ACT score of 22+ or a Math SAT score of 540+ or the discretion of the instructor based on prior mathematics experience.

MATH 151. Calculus I with Lab **1.0 course credit**
A study of the calculus of functions of a single variable. Prerequisite: Either MATH 141 or a Math ACT score of 26+ or a Math SAT score of 610+ or the discretion of the instructor based on prior mathematics experience.

MATH 152. Calculus II with Lab **1.0 course credit**
Continuation of MATH 151. Prerequisite: MATH 151 or one year of high school calculus with permission of the instructor.

MATH 210. Foundations of Math Education I **1.0 course credit**
An exploration of elementary school mathematics topics from a conceptual perspective. Topics include algebra and patterns, numeration, the four fundamental operations of arithmetic, fractions and operations with fractions, decimals, ratios and proportions. This course will not count toward the Mathematics Major or Minor. Prerequisite: Elementary Education majors or permission of the instructor.

MATH 211. Foundations of Math Education II **1.0 course credit**
As a continuation of MATH 210, this course explores elementary school mathematics topics from a conceptual perspective. Includes an introduction to probability and statistics and topics from geometry including shapes, transformations, congruence and similarity, and measurement. This course will not count toward the Mathematics Major or Minor. Prerequisite: MATH 210.

MATH 241. Linear Algebra **1.0 course credit**
A study of finite dimensional vector spaces, linear transformation, and matrices. Prerequisite: MATH 151 or 260.

MATH 253. Calculus III **1.0 course credit**
A study of the calculus of functions of more than one variable: including partial differentiation and multiple integration. Prerequisite: MATH 152.

MATH 254. Differential Equations **1.0 course credit**
An introduction to ordinary differential equations and their applications. Prerequisite: MATH 152.

MATH 260. Discrete Mathematics **1.0 course credit**
An introduction to proof-based mathematics through the study of key areas of discrete mathematics. Topics include sets and logic, number systems, properties of whole numbers, functions and relations, recursion, combinatorics and probability, matrices, and graph theory. Prerequisite: Either QRAC 120 or a Math ACT score of 22+ or a Math SAT score of 540+ or the discretion of the instructor based on prior mathematics experience.

MATH 301. Real Analysis **1.0 course credit**
A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, point wise convergence, and uniform convergence. Prerequisites: MATH 152 and MATH 260. Offered in alternate years.

MATH 311. Modern Algebra **1.0 course credit**
A study of groups, rings, and fields plus their applications. Prerequisite: MATH 260 and MATH 241. Offered in alternate years.

MATH 317. Geometry **1.0 course credit**
A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Prerequisite: MATH 260. Offered in alternate years.

MATH 323. Numerical Analysis **1.0 course credit**
An introduction to numerical algorithms. Methods will include finding roots of equations, interpolation, curve-fitting, approximations of functions, and numerical differentiation and integration. Prerequisites: MATH 152 and MATH 241. Offered in alternate years.

MATH 330. Topics for Future Teachers **1.0 course credit**
This course is intended for students seeking licensure in secondary mathematics teaching. Topics included in the course are chosen from three major areas emphasized in high school level mathematics: Number and Operations, Algebra, and Geometry. Selected topics will be investigated from an advanced standpoint, and connections between these major areas will be explored. Prerequisites: Math 152, 260, and 241 with a grade of C- or better and a passing score on Secondary Math Education Key Assessment #1. Students who are not seeking licensure in secondary mathematics teaching cannot take this course.

MATH 339. Probability **1.0 course credit**
An introduction to probability theory and its applications, including discrete and continuous random variables, density functions, distribution functions, expectations, and variance. Prerequisites: MATH 152, and MATH 260. Offered in alternate years.

MATH 340. Mathematical Modeling **1.0 course credit**
A study of the mathematical modeling process. Examples will come from calculus, linear algebra, and physics. Students will present a mathematical model of some phenomenon. Prerequisites: MATH 152.

MATH 350. Topics in Mathematics **1.0 course credit**
Possible topics include number theory, topology, complex variables, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Prerequisite: MATH 152 and permission of the instructor.

MATH 401. Senior Capstone: Research **0.5 course credit**
MATH 401 and MATH 402 will each be 1/2 credit courses meeting in each fall and spring respectively. In MATH 401, each student will explore several areas of mathematics and develop a proposal for a research project to be completed in MATH 402. Prerequisites: MATH 241 and MATH 253. (0.50 course.)

MATH 402. Senior Capstone: Implementation **0.5 course credit**
MATH 401 and MATH 402 will each be 1/2 credit courses meeting in each fall and spring respectively. In MATH 401 each student will explore several areas of mathematics and develop a proposal for a research project to be completed in MATH 402. Prerequisite: MATH 401. (0.50 course.)

MATH 410. Research in Mathematics **0.5 to 1.0 course credit**
An individual or group project in mathematics and/or statistics chosen by the student(s) in consultation with the mathematics faculty. This course may count toward the mathematics major at the discretion of the department.

MATH 420. Independent Study **0.5 to 1.0 course credit**
A study of selected topics in advanced mathematics. This course may count toward the mathematics major at the discretion of the department. Prerequisites: One 300-level math course and permission of the instructor.

MCTE 200. Principles and Strategies of Secondary Teaching **1.0 course credit**
An investigation of secondary curriculum including writing objectives, standards alignment, lesson planning, methods of instruction, resources and materials, evaluation and assessment, classroom management, and professional growth. Microteachings are required in the classroom. Providing a foundation for successful practicum and clinical experiences is a primary course objective. Prerequisite: Admittance to Teacher Education Program. Co-requisite: MCTE 333.

MCTE 299. Individual/Group Study **0.5 to 1.0 course credits**
Individual or small-group study of special topics in teacher education under the guidance of an instructor. Prerequisite: Approval of the Chair.

MCTE 300. Content Area Literacy for Secondary Students **1.0 course credit**
A study of the ways adolescents and young adults use literacies to explore concepts, generate knowledge, and demonstrate understanding. This advanced course models a student-centered, process approach to curriculum and instruction as it engages students in workshop activities and asks them to consider research-based practice that support adolescents' achievement of content area goals. Prerequisite: Admittance to Teacher Education Program. Co-requisite: MCTE 333.

MCTE 302. Educational Technology—Secondary/K-12 **0.5 course credit**
This course is an introduction to the underlying principles of, and methods for, effective integration of educational technologies in secondary/K-12 classroom practice. This course will develop pre-service teachers' knowledge of specific technologies designed for instructional practice (such as SMART boards and educational software) as well as communication technologies with educational uses (such as iPads, Google docs, and blogs). Students will connect this new technological knowledge to their prerequisite work in theories of learning and in content-area methods in order to practice integrating appropriate educational technologies for specific learning goals. Prerequisite: Admittance to Teacher Education Program.

MCTE 305. Foundations of Teaching Bilingual &ESL Learners **0.5 course credit**
Academic success in mainstream classes is the ultimate goal for English Language Learners (ELLs). The intent of this course is to guide the course participants through a process of exploring, shaping, and theorizing about the classroom practice of teaching ELLs in their K-12 classrooms. Participants will study the foundations of basic language development and acquisition which enables educators to develop appropriate instructional strategies to assess students' knowledge, identify objectives, and develop differentiated practices that address various levels of language proficiency; learn about and practice research-based pedagogical practices which inform a variety of approaches and activities that promote comprehension in the content areas; examine and understand the various dimensions of cultural identity, including one's own, and apply this knowledge to their thinking and behavior as teachers of linguistically diverse students. The participants will discuss articles of current best practices, observe students and teachers in the classroom setting, tutor ELLs and begin to develop their own ESL teaching practices, reflection, and integration of theory and classroom practice with a focus on using technology to meet these goals. Pre-requisite: Admittance to Teacher Education Program. Co-requisite: MCTE 333.

MCTE-308. Measurement & Assessment Exceptional Learners **1.0 course credit**
An introduction to educational measurement and on investigation of the diagnostic instruments used to identify and analyze the psychological and learning problems of exceptional children. Methods of evaluating general intelligence, developmental skills (visual, auditory, perceptual-motor, and academic achievement), and social-emotional adjustments are studied. Co-requisite: MCTE-331.

MCTE-309. Measurement & Assessment Bilingual & ESL Learners **1.0 course credit**
An introduction to assessment instruments and procedures used in bilingual and ESL programs. A study of the basic tenets of testing and assessment, including review, evaluations and administration of various testing instruments, examination of techniques of whole language evaluation and informal and alternative assessments. Co-requisite: MCTE-322.

MCTE 310. Measurement and Assessment in Education **1.0 course credit**
An authentic approach to the study of educational measurement and assessment with emphasis on essential psychometric concepts related to assessment development, selection, administration, scoring, and interpretation relevant to K-12 public classrooms. Prerequisite: Admittance to Teacher Education Program.

MCTE-311, Exceptional Methods: Elementary **1.0 course credit**
This course for elementary candidates focuses on instructional methodologies needed to accommodate exceptional children in educational settings.

MCTE 311. Exceptional Learners Methodologies—Elementary 0.5 course credit
This course for elementary candidates focuses on acquiring and applying specific research based instructional methodologies needed to accommodate exceptional children in educational settings. Candidates are required to complete a directed observation as a participant observer in a self-contained special education. Prerequisite: Admittance to Teacher Education Program.

MCTE 312. Exceptional Learners Methodologies—Secondary/K-12 0.5 course credit
This course for secondary/K-12 candidates focuses on acquiring and applying specific research based instructional methodologies needed to accommodate exceptional children in educational settings. Candidates are required to complete a directed observation as a participant observer of students with exceptional needs in content area classrooms. Prerequisite: Admittance to Teacher Education Program. Co-requisite: MCTE 333.

MCTE 315. Elementary Science Methods 0.5 course credit
This course presents various approaches to plan and implement effective science instruction in elementary grades. An inquiry-based program is employed as a means of providing appropriate science learning experiences in diverse classrooms. Content from life, physical and earth/space science will be experienced through a wide range of hands-on, process-oriented activities selected from exemplary resource programs for elementary science instruction. Prerequisite: Admittance to Teacher Education Program.

MCTE 316. -Science Content for Elementary Education 1.0 course credit
This course will provide students with foundational knowledge and fundamental concepts, principles and interconnections of the life sciences, the physical sciences, and Earth and space sciences. The importance of environmental education, as well as the best practices for incorporating environmental education into the elementary curriculum, will also be discussed. Students in this course will complete scientific investigations (labs) applying principles, procedures, and safety practices. Prerequisite: Admittance to the Teacher Education Program. (1.0 course)

MCTE 320. Elementary Social Studies Methods 0.5 course credit
This course addresses principles and practices of developing knowledge and skills in social studies (i.e. history, geography, cultural anthropology, political science, civics, and economics) with elementary school children. Students in this course will gain understanding of the complex nature of elementary social studies, how to effectively plan and modify lessons appropriate for the curriculum content, and grade level appropriate and research-based methods. Prerequisite: Admittance to Teacher Education Program.

MCTE 321. Geography Content for Elementary Education 0.5 course credit
This course will provide students with foundational knowledge in the field of geography. Through participation in and exploration of the local geography and community, students in this course will complete hands-on projects requiring them apply their new understandings. Students will also be introduced to the concept of community mapping and how geography and community are intertwined. Prerequisite: Admittance to Teacher Education Program.

MCTE 325. Introduction to Literacy Instruction 1.0 course credit
This course will provide students with foundational knowledge related to language, grammar, and texts that is needed to teach elementary language arts. High-quality children's literature will be explored both in terms of its content and themes as well as its unique use of story grammar. A strong emphasis will be placed on determining and understanding text complexity and readability. Prerequisite: EDST 205, Admittance to Teacher Education Program.

MCTE 331. Practicum: LBS 0.0 course credit
With an emphasis on Special Education learners, candidates will observe teaching strategies and techniques, classroom environment, and students' learning styles. They will also assist teachers in related educational activities including tutoring individual students and/or small groups of students. Requirements include documentation of regular participation and a weekly reflective journal. Co-Requisite: MCTE 308.

MCTE 332. Practicum: Bilingual/ESL 0.00 course credit
With an emphasis on Billingual and ESL learners, candidates will observe teaching strategies and techniques, classroom environment, and students' learning styles. They will also assist teachers in related educational activities including tutoring individual students and/or small groups of students. Requirements include documentation of regular participation and a weekly reflective journal. Co-Requisite: MCTE 309 or MCTE 418/419.

MCTE 333. Practicum: 9-12/PK-12 0.0 course credit
Candidates will observe teaching strategies and techniques, classroom environment, and students' learning styles. They will also assist teachers in related educational activities including tutoring individual students and/or small groups of students. Requirements include documentation of regular participation and a weekly reflective journal.

MCTE 350. Principles and Strategies of Middle Level Teaching 1.0 course credit
This course includes examination of various curricular designs and instructional strategies which are applicable to the contemporary middle school. Among the topics covered are a historical perspective regarding the evolution of this educational movement; a critical review of philosophical issues surrounding the concept and familiarization with research associated with middle school

instruction. Investigation of a wide array of instructional planning approaches and specific instructional methods is included. Prerequisites: Admittance to the Teacher Education Program. Corequisite: MCTE 333.

MCTE 351. Adolescent Psychology 1.0 course credit
A study of the developmental characteristics typical of young adolescents. Theories exploring the biological, cognitive and social needs of these young students are studied to aid classroom teachers in understanding classroom dynamics. Prerequisite: Admittance to Teacher Education Program.

MCTE 370. PK-12 Drama/Theater Curriculum & Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to PK-12 school drama/theatre programs. Applying theory and research from theatre arts education to the planning and implementing of instruction is stressed. Prerequisite: Admittance to Teacher Education Program. Co-requisite: MCTE 333.

MCTE 371. Secondary English Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school English programs. Applying theory and research from English education to the planning and implementing of instruction is stressed. Prerequisite: Admittance to Teacher Education program. Co-requisite: MCTE 333.

MCTE 372. Secondary Mathematics Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school mathematics programs. Applying theory and research from mathematics education to the planning and implementing of instruction is stressed. Prerequisite: Admittance to Teacher Education program. Co-requisite: MCTE 333.

MCTE 373. Secondary Science Education Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to science programs. Applying theory and research from social science education to the planning and implementing of instruction is stressed. Prerequisite: Admittance to the Teacher Education Program. Co-requisite: MCTE 333.

MCTE 374. Secondary Social Science Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school social science programs. Applying theory and research from social science education to the planning and implementing of instruction is stressed. Prerequisite: Admittance to Teacher Education Program. Co-requisite: MCTE 333.

MCTE 376. PK-12 Music Curriculum and Instruction 0.5 course credit
This course presents various approaches to plan and implement effective music instruction in grades PK-12. An inquiry-based program is employed as a means of providing appropriate musical learning experience in the classroom with emphasis on singing and functional piano technique. Prerequisite: Admittance to Teacher Education Program. Co-requisite: MCTE 333.

MCTE 377. PK-5 Physical Education Curriculum and Instruction 1.0 course credit
This course presents various approaches to plan and implement effective physical education instruction in grades PK-5. An inquiry-based program is employed as a means of providing appropriate physical education learning experiences in the classroom with emphasis on motor development principles as they relate to specific program content. Prerequisite: Admittance to Teacher Education Program. Co-requisite: MCTE 333.

MCTE 378. PK-12 Visual Arts Curriculum & Instruction with Lab 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to PK-12 school visual arts programs. Applying theory and research from visual arts education to the planning and implementing of instruction is stressed. Prerequisites: Admittance to the Teacher Education Program. Co-requisite: MCTE 333.

MCTE 379. Health Education Curriculum and Instruction 1.0 course credit
A study of the development of the health education programs. It includes an examination of various curricular designs and instructional strategies which are applicable to the health education setting. Among the topics covered are a study of the curriculum of health education, methods of instruction, lesson planning, educational resources, evaluation and assessment and classroom management. The foundation for a successful student teaching experience in health education is a primary objective.

MCTE 387. Secondary Physical Ed Curriculum and Instruction 1.0 course credit
A study of the curriculum, teaching methods, and instructional materials pertinent to 6-12 school physical education programs. Applying theory and research from physical education to the planning and implementing of instruction is stressed. Prerequisite: Admittance to Teacher Education Program. Co-requisite: MCTE 333.

MCTE 399. Individual/Group Study 0.5 to 1.0 course credit
Individual or small-group study of special topics in teacher education under the guidance of an instructor. Prerequisite: Approval of the Chair.

MCTE 402. Educational Technology—Elementary **0.5 course credit**
This course is an introduction to the underlying principles of, and methods for, effective integration of educational technologies in elementary classroom practice and beyond. This course will develop students' knowledge of specific technologies designed for instructional practice (such as SMART boards and educational software) as well as communication technologies with educational uses (such as Twitter and blogs). Students will connect this new technological knowledge to the prerequisite work in theories of learning and in content-area methods in order to practice integrating appropriate educational technologies for specific learning goals. Additionally, students will examine educational technology through a critical lens, constantly asking whether particular technologies actually enhance learning. Finally, this course considers cultural issues in regard to technology, such as privacy, socialization, and commercialization. Prerequisite: Admittance to Teacher Education Program.

MCTE 405. Elementary Literacy Methods **1.0 course credit**
A study of the theories, practices, and techniques of teaching reading and other language arts. A teacher-aide assignment in reading is arranged. Prerequisites: EDST 205, MCTE 325 and admittance to the Teacher Education Program. Corequisite: MCTE 406.

MCTE 406. Practicum: Elementary Literacy **0.0 course credit**
Practicum for Elementary Literacy Methods.Co-requisite: MCTE 405.

MCTE 410. Elementary Math Methods **1.0 course credit**
A study of the number systems of arithmetic, the natural numbers, the rational numbers, statistics, problem solving, and strategies for teaching elementary mathematics. Prerequisite: Admittance to the Teacher Education Program. Corequisite: MCTE-411.

MCTE 411. Practicum: Elementary Math **0.0 course credit**
Practicum for Elementary Math Methods. Co-requisite: MCTE 410.

MCTE 417. Linguistics **1.0 course credit**
An introduction to the complex organization and systematic nature of language. It is the intention of this course to clarify ideas about language and learn more about how languages work by observing and analyzing language. A familiarity with structure and phonetics of modern languages, as well as the terminology and techniques of linguistic analysis and an ability to apply this knowledge to the description of different languages will be a central focus.

MCTE 418. Methods of Teaching ESL **0.50 course credit**
An introduction to the teaching of English as a Second Language (ESL). Survey of methods and materials that address reading, writing, speaking, and listening skills for elementary, secondary, and adult learners in ESL settings. Applications are made within language and content area instruction. Topics include a historical overview of ESL techniques, total physical response, storytelling, the role of grammar, teaching pronunciation, and the use of journals. Co-requisite MCTE 332.

MCTE 419. Methods of Teaching Bilingual **0.50 course credit**

MCTE 460.Practicum: Primary **0.25 course credit**
The purpose of this practicum is to place teacher education candidates in primary-level classrooms (1-2) for MCTE 460 and intermediate-level (3-6) classrooms for MCTE 465 where they will be involved directly in the teaching and learning process. In addition to activities such as observing and learning about research-based whole-class instruction, students will plan and present a series of lessons intended for the whole class. Prerequisites: Admittance to the Teacher Education Program

MCTE 465. Practicum: Intermediate **0.25 course credit**
The purpose of this practicum is to place teacher education candidates in primary-level classrooms (1-2) for MCTE 460 and intermediate-level (3-6) classrooms for MCTE 465 where they will be involved directly in the teaching and learning process. In addition to activities such as observing and learning about research-based whole-class instruction, students will plan and present a series of lessons intended for the whole class. Prerequisites: Admittance to the Teacher Education Program.

MCTE 470. Student Teaching Seminar with Classroom Management **1.0 course credit**
An extensive and intensive weekly opportunity for student teaching clinical experience candidates to interact with faculty and college supervisors to reflect upon clinical experiences. Each candidate reflects on course content that documents the knowledge and performances associated with the Illinois Professional Teaching Standards. Prerequisite: Formal admission to the Monmouth College Student Teaching Clinical Experience. Co-requisite: MCTE-475.

MCTE 475. Student Teaching Clinical Experience **3.0 course credits**
Supervised teaching in grades or subjects appropriate to the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the Educational Studies department. Periodic conferences are arranged to assess the development of the student teaching experience. Candidates may elect to complete student teaching through the Chicago Semester Program. Prerequisite: Formal admission to the Monmouth College Student Teaching Clinical Experience. Corequisite: MCTE 470.

MUSI 105. History of American Music **1.0 course credit**
A survey of music in North America (primarily the United States) from the colonial era to the present day. Emphasizes works, styles, and artists from a variety of musical traditions. Designed to develop an understanding and appreciation of the broad range of musical styles found in the United States and the equally broad range of cultural traditions from which they emerged. Offered subject to staffing availability. This course does not count toward the music major.

MUSI 106. Music and Global Cultures **1.0 course credit**
An exploration of music's role in shaping cultural identity, the status of musicians and composers within these cultures, and music as a commodity in the global economy. These aspects and others are considered within a larger picture of global historical development.

MUSI 111. Introduction to Music Theory **0.5 course credit**
An investigation into the basic theoretical foundations of music. Topics covered will be music as science and language, tonal and rhythmic aspects of music, and basic music listening and writing skills. This course does not count toward the music major. A substantial background in music and music-reading is strongly recommended.

MUSI 121. Theory of Music I **0.5 course credit**
An investigation into the basic theoretical foundations of music—melody, harmony, rhythm, tone color, and form—through the study of music from various stylistic periods and the development of composition and analysis. This course includes two hours a week of aural skills lab. Prerequisite: MUSI 111 or by permission.

MUSI 122. Theory of Music II **1.0 course credit**
Continuation of MUSI 121 at the elementary level. This course includes two hours a week of aural skills lab. Prerequisite: MUSI 121 or by permission.

MUSI 195. Applied Composition **0.25 course credit**
An independent study exploring the principles and practice of musical composition. May be repeated for credit. Prerequisite: Successful completion of MUSI 122.

MUSI 203. Evolution of Jazz **1.0 course credit**
A study of the origin and development of jazz and its components. Designed to develop an understanding of jazz as it relates to American society and other styles of music. Offered subject to staffing availability. This course does not count toward the music major.

MUSI 211. History and Literature of Music I **1.0 course credit**
A survey of Western Art Music from the earliest times to 1750. The introductory course in the music history sequence for music majors introduces representative works, styles, and composers, utilizes formal and theoretical concepts, and includes an introduction to bibliographic materials and procedures for research in music. Prerequisite: MUSI 122 with a grade of C- or better, or with permission of the instructor.

MUSI 212. History and Literature of Music II **1.0 course credit**
A study of music from 1750 to the present. Emphasizes works, styles, and formal and theoretical considerations. Includes continued study of bibliographic materials and procedures. Prerequisite: completion of MUSI 122 with a grade of a C- or better, or with permission of the instructor.

MUSI 221. Theory of Music III **1.0 course credit**
Continuation of MUSI 122 at the intermediate level. This course includes two hours a week of aural skills lab. Prerequisite: MUSI 122 or by permission.

MUSI 222. Theory of Music IV **1.0 course credit**
Continuation of MUSI 221 at the advanced level. This course includes two hours a week of aural skills lab. Prerequisite: MUSI 221 or by permission.

MUSI 250. Special Topics **0.25 – 1.0 course credit**

MUSI 253. Woodwind Techniques **0.25 course credit**
A study of the techniques of playing the flute, oboe, clarinet, saxophone, and bassoon for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 254. Brass Techniques **0.25 course credit**
A study of the techniques of playing the trumpet, trombone, horn, euphonium, and tuba for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 255. Percussion Techniques **0.25 course credit**
A study of the techniques of playing snare drum, timpani, mallet instruments, drum set, and auxiliary percussion instruments for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 256. Vocal Diction and Literature **0.5 course credit**
Designed to introduce the International Phonetic Alphabet to music students as a means of learning correct pronunciation in commonly used languages in vocal music: Italian, German, French, Latin, and Spanish. Students will apply their knowledge of IPA through performance of vocal literature in each language. Prerequisite: By permission of the instructor. Offered as needed.

MUSI 288. Special Topics **0.25 to 1.0 course credit**

MUSI 290. Music Ensemble Travel **0.25 course credit**
Music department ensembles frequently go on performance tours to off-campus locations, varying from short excursions to Chicago to overseas trips to Europe for ten days. For more extended trips, students will register for a Music Ensemble Travel course that will include several meetings prior to the trip, in which they will learn about the significant cultural, historical, and artistic features of the places they will visit. (.25 course.)

MUSI 301. Introduction to Conducting **1.0 course credit**
An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups and keyboard exercises. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 212 with grades of C- or better, or by permission of instructor. Offered in alternate years.

MUSI 302. Form and Analysis **1.0 course credit**
An examination of the significant formal structures in Western tonal music through various analytical techniques. Prerequisites: Passed Piano Proficiency, MUSI 222, MUSI 212 with grades of C- or better, or by permission of instructor. Offered in alternate years.

MUSI 304. Orchestration and Arranging **1.0 course credit**
An exploration of the properties of musical instruments and voices and their combination in ensembles. Students analyze characteristic uses of instruments in standard literature and arrange music for a variety of performing groups, using computer techniques in this process. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 212, or by permission. Offered in alternate years.

MUSI 311. Advanced Conducting Lessons **1.0 course credit**
A comprehensive and individualized study of conducting and rehearsal techniques. Emphasis is placed on both physical gesture and historical knowledge. The course provides an intermediate study of musical scores in both form and melodic/harmonic content. Repeatable for credit up to 6 times.

MUSI 317. 20th/21st-Century Music **1.0 course credit**
A study of works, styles and composers from 20th/21st Century Art Music in the Western world. Students will read primary and secondary source material as well as study representative scores and recordings. Includes a research component. Prerequisites: Passed Piano Proficiency, MUSI 222, and MUSI 212, or by permission.

MUSI 420. Senior Research Seminar **1.0 course credit**
Advanced study of bibliographic materials and procedures for research in music, culminating in individual study of a topic of special interest directed by a member of the music faculty. Prerequisites: Passed Piano Proficiency, MUSI 222, MUSI 212, and two 300-level music history courses, or by permission of the instructor.

NEUR 350. Science Seminar **0.25 course credit**
An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Two semesters are required for students majoring in neuroscience; one semester must be taken in the senior year.

NEUR 420. Neuroscience Research Seminar **0.5 course credit**
The development and completion of a major research project during the senior year. Students will read and critique their own and other research literature, and conduct and report their research project. A senior comprehensive examination is administered. Prerequisites: MATH 207 or PSYC 201, senior standing, or permission of the instructor. Offered every semester.

PESJ 218. Peace with Justice **1.0 course credit**
This course is an introduction to the interdisciplinary field of peace and justice studies. Peace is not the mere absence of war but includes the redress of the kinds of structural violence (imperialism, racism, sexism, economic disparities, environmental degradation, etc.) that lead to conflict. Students will study a problem related to violence or injustice, analyze that problem critically and engage in moral imagination as they develop strategies to address the problem. (One course).

PESJ 401 Senior Project **1.0 course credit**
The student thoroughly examines a topic in peace and justice studies and composes an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar.

PHED 215. Physical Education Pedagogy I **0.5 course credit**
This course provides the content knowledge and skill development for K-12 physical education programs. Research and study will be on movement concepts, fundamental motor skills, basic biomechanical principles, and health-related fitness and training. Development of a portfolio and micro-teachings will be required. Prerequisite: EXSC 130, EXSC 140, EXSC 160. Enrollment is restricted to Physical Education majors.

PHED 216. Physical Education Pedagogy II **0.5 course credit**
This course provides the content knowledge and skill development for K-12 physical education programs. Research and study will be on individual sports, lifelong sports, group sports, creative movement, dance, non-competitive activities and cooperative activities. Development of a portfolio and micro-teachings will be required. Prerequisite: EXSC 130, EXSC 140, EXSC 160. Enrollment is restricted to Physical Education majors.

PHED 250. Special Topics **0.25 to 1.0 course credit**

PHED 301. Coaching Principles and Methods **0.5 course credit**
A study of the knowledge essential for coaching any sport. Topics include the following: Developing a philosophy, managing relationships, teaching technical and tactical skills, and understanding physical training. Open to sophomores, juniors, or seniors.

PHED 303. Coaching of Football **0.5 course credit**
A study of the methods and knowledge essential for coaching. Topics include the following: history, rules, technology, technical skills, tactical skills, offensive strategies, defensive strategies, practice sessions, and game situations. Open to sophomores, juniors, or seniors.

PHED 306. Coaching of Basketball **0.5 course credit**
A study of the methods and knowledge essential for coaching. Topics include the following: history, rules, technology, technical skills, tactical skills, offensive strategies, defensive strategies, practice sessions, and game situations. Open to sophomores, juniors, or seniors.

PHED 430. Adapted Physical Education **0.5 course credit**
A study of physical education for the atypical student. Emphasis is on the study of various disabling conditions and the role of exercise for those conditions. Open to Physical Education majors with at least junior standing. Non-majors must have permission of the instructor. Offered in the fall semester.

PHIL 101. Introduction to Philosophy **1.0 course credit**
How do we know what we know? Who are we? What is real? Do people have free will? Is there absolute knowledge or only contingent knowledge? Many issues that we deal with in daily life are ultimately philosophical issues. The word philosophy is from the Greek for "love of wisdom," but what is wisdom? Reading a selection of texts from the history of Western philosophy and from world philosophy, the class will consider these and other questions, while we work to perfect the art of "slow reading" and to value open-ended questions as much as or more than certain answers. Prerequisites: None.

PHIL 201. Critical Thinking: Introduction to Logic **1.0 course credit**
This course will be an introduction to the art of reasoning. We will practice analyzing arguments in advertising, the media, in selections from philosophical and literary texts, and in our own conversations as we explore deductive reasoning, inductive reasoning, and fallacies. Prerequisites: None.

PHIL 205. Classical and Medieval Philosophy **1.0 course credit**
(Cross-listed as CLAS 205) This course will offer a survey of some of the primary texts of ancient Greek and medieval philosophy in their cultural contexts. After considering Greek philosophy, we will trace some of its impact on the development of medieval philosophy. We will study the influence of the Arab-Muslim scholarship of medieval Spain both for its role in preserving, translating, and expanding on Greek texts and for its foundational role in the development of European culture. Prerequisites: None

PHIL 207. Ethics: Philosophical and Religious **1.0 course credit**
(Cross-listed as RELG 207) This course will examine some of the moral problems we face in our lives and will consider a variety of ways of thinking about how to understand them as well as how we talk about them in dialogue. Beginning with an overview of some of the main theoretical approaches in ethical thought in the Western philosophical tradition, the class will then consider specific issues, which may include: sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. Prerequisites: None.

PHIL 211. Philosophy of Education **1.0 course credit**
An introduction to some of the philosophical foundations of education in order to consider the purposes of education for student, teacher, family, and society and some strategies for reaching educational goals. Students will consider how those philosophical foundations apply to education practices of students and teachers and will ask what constitutes effective teaching and learning for both students and teachers. The class will explore how philosophies of education both shape and reflect societal values and will examine how those philosophies of education, put into practice, shape students and teachers, either to support and/or to challenge societal norms. This course is designed for students entering the teaching profession, butis open to anyone.

PHIL 215. Philosophy of Art **1.0 course credit**
An examination of perennial questions concerning beauty in works of art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the impact of these matters on inquiries in related disciplines (i.e., linguistics, psychoanalysis, and religious studies). This course fulfills Artistic Inquiry. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 225. Philosophy and Feminism **1.0 course credit**
(Cross-listed as WOST 225) This course will offer an introduction to some of the questions that shape feminist philosophy. What connections are there between feminist philosophy and feminist writing in other disciplines and feminist movements inside and outside the academy? The class will assume the importance of diverse women's voices. Reading theoretical, literary, and experimental texts which challenge the distinction between theory and literature, the class will focus on how an awareness of the intersections of race, class, sexuality, gender, ability, and ethnicity is vital for disciplinary and interdisciplinary study in feminist philosophy. This course is required for the Women's Studies Minor. Prerequisites: WOST 201 for WOST 225 students. For Phil 225 students, sophomore standing or above or permission of the instructor.

PHIL 230. Political Philosophy **1.0 course credit**
This course provides a historical survey and philosophical analysis of political philosophy. This course aims to develop students' ability to think critically about topics such as political community, freedom, rights, justice, equality, and the role of violence in politics. Cross-listed with POLS 230.

PHIL 450. Senior Research **0.25 to 1.0 course credit**
Research semester, during which the students conduct research in preparation for their senior theses in philosophy. By the end of this semester, students will have read broadly in the relevant scholarship to generate and then focus a topic for the senior thesis.

PHIL 452. Senior Project **0.25 to 1.0 course credit**
The student thoroughly examines a topic in philosophy and composes an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. The thesis option culminates in a public presentation of the student's work.

PHYS 103. Astronomy **1.0 course credit**
An introduction to the study of our universe—its structures and their origin and evolution. Topics include: the earth, the moon, planets and stars and how they affect our lives. Simple laboratory experiments and telescopic observation are part of the course.

PHYS 105. Astronomy: The Solar System **1.0 course credit**
A survey of Planetary Astronomy, with emphases on recent space exploration and studies of the worlds of the solar system. Laboratory experiments and telescopic observation are part of the course.

PHYS 107. Astronomy: Stars and Galaxies **1.0 course credit**
A survey of Stellar Astronomy, with emphases on modern theories and observations of the formation and evolution of stars, galaxies, and the universe. Laboratory experiments and telescopic observation are part of the course.

PHYS 130. Introductory Physics I (with lab) **1.0 course credit**
An introduction to topics in classical mechanics, including kinematics, Newton's laws, work-energy principles, momentum and impulse, and rotational motion. Some differential calculus is used. Co-requisite: MATH 151 or permission of the instructor.

PHYS 132. Introductory Physics II (with lab) **1.0 course credit**
Continuation of Physics 130. Topics include: electricity, magnetism, and simple circuit analysis. Differential and integral calculus used freely. Co-requisite: MATH 152 or permission of the instructor.

PHYS 134. Introductory Physics III (with lab) **1.0 course credit**
Continuation of PHYS 132. Topics include: physical, waves, oscillating motion, optics, special relativity, and introductory quantum physics. Prerequisite: Physics 132 or permission of the instructor.

PHYS 136. Physical Geology (with lab) **1.0 course credit**
An introduction to the composition, physical properties, and structures of the earth (lithosphere, hydrosphere, atmosphere and cryosphere) and to the dynamic processes that modify it. Includes one two-hour laboratory per week and optional field trips.

PHYS 190. Digital Electronics **1.0 course credit**
An introduction to digital circuit design, both combinational and sequential, and their application in constructing digital instruments. May include microprocessor and elementary assembly language. There is a strong laboratory component to this course. Offered in rotation as needed.

PHYS 205. Solar System Science **1.0 course credit**
A survey of topics in the science of the solar system for students with a s background in science. Topics include the formation and evolution of the planets in our, and other Solar Systems. Emphasis will be placed on investigating the physical principles at work in the Solar System. Prerequisite: PHYS 130.

PHYS 207. Modern Astronomy **1.0 course credit**
A survey of topics in astronomy for students with a background in science. Topics may include the night sky, stars and stellar evolution, galaxies, the Big Bang, and the large scale structure of the universe. Emphasis will be placed on investigating the physical principles underlying astronomical phenomena. Requisite: PHYS130 or instructor approval.

PHYS 208. Classical Mechanics **1.0 course credit**
An introduction to the study of particles and systems under the action of various types of forces. Includes harmonic oscillator, central force and Lagrangian formulation. This course makes elegant use of mathematical techniques in solving physical problems. Prerequisites: MATH 254 and PHYS 132 or permission of the instructor.

PHYS 209. Statics **1.0 course credit**
An introduction to analysis of forces acting on particles and rigid bodies. Topics include: statics of particles, rigid bodies and equivalent systems of forces, equilibrium of rigid bodies, distributed forces, analysis of structures, forces in cables in beams, friction, and moments of inertia. Prerequisite: PHYS 130 or permission of the instructor. Offered in rotation as needed.

PHYS 210. Circuit Analysis (with lab) **1.0 course credit**
Introduction to the techniques of analyzing resistive, capacitive, and inductive circuits. Topics include: Kirchoff's rules, Thevenin's theorem, node-voltage method, mesh-current method, and properties of RL, RC, and RLC circuits. Prerequisite: PHYS 132 or permission of the instructor. Offered in rotation as needed.

PHYS 211. Analog Electronics (with lab) **1.0 course credit**
Topics include: high and low pass filters, differentiators, integrators, detailed study of transistor circuits, operational amplifiers, comparators, Schmitt triggers, and oscillator circuits. There is a strong laboratory component to this course. Prerequisite: PHYS 132 or permission of the instructor. Offered in rotation as needed.

PHYS 212. Optics (with lab) **1.0 course credit**
A study of geometrical and physical optics. Topics include: optical instruments, interference, diffraction, dispersion, and topics in modern optics. Prerequisites: MATH 254 and PHYS 132 or permission of the instructor. Offered in rotation as needed.

PHYS 214. Computational Methods for the Natural Sciences **1.0 course credit**
An introduction to the practice of solving problems in the natural sciences using computers. Topics include: the use of numerical differentiation and integration, numerical solutions to differential equations, numerical simulation, and approximation techniques to solve common and interesting problems in the natural sciences. Prerequisites: PHYS 132, COMP 160, or permission of the instructor. MATH 323 encouraged. Offered in rotation as needed.

PHYS 267. Introduction to the Dynamics of the Atmosphere **1.0 course credit**
Topics include: Survey of the properties of the atmosphere, (including the composition and motion of the atmosphere, some atmospheric chemistry, the carbon and hydrologic cycles), atmospheric thermodynamics, radiative transfer, cloud microphysics, and weather systems. Prerequisite: Physics I (Physics 130). Co-requisite: Physics II (PHYS 132) or permission of the instructor.

PHYS 280. Introduction to Modern Physics **1.0 course credit**
An introduction to the physics of the twentieth and twenty-first centuries. Topics may include: special relativity, introductory quantum theory, introductory atomic physics, nuclear physics, condensed matter physics and particle physics. Prerequisite: PHYS 134 or permission of the instructor.

PHYS 288. Special Topics **0 to 1.0 course credit**

PHYS 303. Electricity and Magnetism **1.0 course credit**
A detailed introduction to the principles of electrodynamics. Topics include: electrostatics and magnetostatics, both in vacuum and matter, and the development of Maxwell's equations to study electromagnetic fields. Prerequisites: MATH 254 and PHYS 132.

PHYS 310. Quantum Mechanics **1.0 course credit**
An introduction to concepts of modern quantum mechanics, including an historical introduction, a review of related classical mechanics techniques and the required mathematical concepts. Topics include: postulates of quantum mechanics, matrix formulation, one-dimensional potentials, and the Heisenberg uncertainty principle. Prerequisites: MATH 254 and PHYS 208 or permission of the instructor.

PHYS 311. Topics in Mathematical Physics **1.0 course credit**
This course covers mathematical techniques that are commonly used in Physics and Engineering. Topics will include techniques for solving differential equations, solving systems of equations, matrix techniques, special functions, series expansions, approximation techniques, introductory complex mathematics, and other topics. Prerequisites: MATH 152 and PHYS 132 or permission of the instructor.

PHYS 315L. Advanced Laboratory **0.5 course credit**
An introduction to advanced laboratory techniques and data analysis in physics, as well as a selection of the classic experiments in modern physics. Experiments may be in optics, atomic physics, solid state physics, and nuclear physics. Prerequisite: PHYS 132 or permission of the instructor.

PHYS 325. Solid-State Physics (with lab) **1.0 course credit**
An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include: band theory and semiconductors, phonons, and superconductivity. Prerequisite: PHYS 310 or permission of the instructor. Offered in rotation as needed.

PHYS 335. Introduction to Nuclear Physics (with lab) **1.0 course credit**
An introduction to the physics of the nucleus. Topics include: the study of nuclear properties, models of the nucleon-nucleon interaction, models of the nucleus, scattering theory, radioactive decay and radiation. Includes laboratory. Prerequisite: Junior standing or permission of the instructor. Offered in rotation as needed.

PHYS 350. Science Seminar **0 course credit**
An introduction to the literature of the physical sciences providing the student with the opportunity to prepare and present reports. Required of juniors and seniors majoring in chemistry and physics. Other students are invited to participate. Credit/No Credit.

PHYS 356. Statistical Physics **1.0 course credit**
An introduction to thermodynamics and statistical mechanics. Topics include: entropy and temperature, Boltzmann distribution, chemical potential and the Gibbs distribution, and Fermi and Bose gases. Prerequisite: PHYS 134 or permission of the instructor. Offered in rotation as needed.

PHYS 364. Topics in Astrophysics **1.0 course credit**
Selected topics in Astrophysics, drawn principally from the following areas: planetary science, stellar structure, evolution and death, the structure of galaxies, the interstellar medium, radiative processes, and cosmology. Prerequisite: PHYS 280 or permission of the instructor.

PHYS 401. Independent Study **0 to 1.0 course credit**
Special topics in physics. Prerequisite: Permission of the instructor.

PHYS 420. Senior Research **1.0 course credit**
An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: Junior standing or permission of the chair.

POLS 103. American Politics **1.0 course credit**
A study of the constitutional foundations, political processes, and institutions of American government on the national, state, and local level. Also focuses on current and perennial issues in domestic and foreign policy.

POLS 110. Moot Court **0.25 course credit**
This course is for all students who plan to participate in the annual Monmouth College moot court competition and/or the legal brief writing competition. We will discuss the procedure of these competitions, the selected case, and related legal concepts (for example: scrutiny levels, constitutional interpretation, legal reasoning, etc.). As part of the course, students must participate in either the moot court competition, the legal brief writing competition, or both. Credit/No Credit.

POLS 120. Film and Politics **1.0 course credit**
Film and visual images can help us understand contemporary politics. The film industry is often influenced by larger political forces and it has been used by governments to propagate particular ideologies. Films, documentaries and television programs often shape the public's perception of politics. The course will examine both the politics of movie making and politics in the movies. Each time the course is taught it will focus on themes such as the American presidency, elections and campaigns, law and order, war and terrorism, race, class and gender, civil rights and social justice.

POLS 150. Global Justice **1.0 course credit**
Do political borders have moral significance? Should we intervene to prevent human rights abuses from occurring in other countries? Do we have a higher moral obligation to protect people within our own countries? Are the patterns of global inequalities we observe, just? We will examine different traditions in moral thought and consider how they inform our answers to such questions, including their application to real world situations.

POLS 175. Politics of US Public Policy **1.0 course credit**
This course examines domestic public policy in the United States, exploring a range of different perspectives on policy goals and various approaches to policy implementation. The functions of political institutions and the reasoning behind political strategies will be considered. The course is current-events-based; specific topics will vary by year.

POLS 200. Introduction to Comparative Politics **1.0 course credit**
Examines diverse forms of national politics, including industrialized democracies, communist regimes, and developing nations. Also examines the basic conceptual and methodological tools of comparative political inquiry.

POLS 204. European Politics **1.0 course credit**
This course examines the politics of individual European countries, the European Union, and the region's foreign relations. Using the perspectives of comparative politics and international relations, we will focus on Europe's political history, institutions, current events, and scenarios for the future. Core Curriculum: Inquiry in the Social Sciences and Global Learning.

POLS 208. Understanding Capitalism **1.0 course credit**
Over the last 500 years, capitalism has been both a tremendous engine of growth and a recurrent source of crisis. In this course, we examine the forms capitalism has taken throughout history, and the reasons it has evolved as it has. We will seek to understand how it has shaped and been shaped by political systems. We will talk about what capitalism might look like going forward, as global economic and political systems change in response to the events of the 21st century.

POLS 210. Public Opinion **1.0 course credit**
This course tours the vast literature on American public opinion, considering our roles as citizens with a special emphasis on the place of communication in democracy. It covers the meaning and measurement of opinion, why opinions matter (if in fact they do), why people come to hold particular opinions, and why they change from time to time. It also addresses whether citizens are ultimately capable of self-government and how well government represents the needs and desires of its citizens.

POLS 229. Meaning of Patriotism **1.0 course credit**
What does it mean to be patriotic? What sorts of things do patriotic people do? Should one be patriotic at all? These are among the many questions this course will explore in determining what psychological and emotional relationship we should have with our country. We will examine historical arguments and examples, as well as debate contemporary issues, to discuss different kinds of patriotism and to differentiate patriotism from nationalism, fascism, or civil religion.

POLS 230. Political Philosophy **1.0 course credit**
(Cross-listed as PHIL 230) This course provides a historical survey and philosophical analysis of political philosophy. This course aims to develop students' ability to think critically about topics such as political community, freedom, rights, justice, equality, and the role of violence in politics.

POLS 244. Religion and Politics **1.0 course credit**
(Cross-listed as RELG 244) The "secularization" thesis prevailed among the social scientists during the 1950s and 1960s. This thesis assumed that under the influence of industrialization, urbanization, and modernization, religion will become less important in the public and the private spheres. The emergence of highly politicized religious movements has posed a severe challenge to the secularization thesis. In this course, we will explore the relationship between religion and politics by examining contemporary movements such as the Christian Right in the U.S. Hindu fundamentalism in India and political Islam in the Middle East and South Asia.

POLS 245. The Politics of Developing Nations **1.0 course credit**
A study of selected developing nations and the problems posed by rapid political and economic development. Topics include: leadership strategies, the impact of modernization on traditional cultures, and the role of political ideology.

POLS 250. Special Topics **0.5 to 1.0 course credit**

POLS 270. Introduction to International Relations **1.0 course credit**
A study of global and regional relationships, including state and non-state actors. Explores themes such as the influence of nationalism, economic rivalry, power politics, and international organizations on global behavior. Also explores the nature and causes of war.

POLS-271. Issues in Foreign Affairs 0.25 course credit
Based on our annual foreign affairs discussion series, this course examines the major issues and challenges facing the world today. It invites students to seek out productive and innovative ways for the United States to engage those issues. Repeatable for credit, not to exceed one course credit.

POLS 280. Latino Politics **1.0 course credit**
Latinos are numerically the fastest growing racial and ethnic group in the United States. To understand this important demographic group, this course surveys a range of topics in Latino politics, including public policy, political activism, and social identity. It is open to all students who want to learn more about who Latinos are and how their political attitudes and behaviors have influenced American politics in the past, how they are currently influencing American politics, and how they will influence American politics in the future.

POLS 287. Political Psychology **1.0 course credit**
How do people make decisions about politics? This course seeks to answer that question by investigating the intersection of psychology and political behavior. Topics include the effects of socialization, the media, persuasion, personality and biology, identity and group processes, emotions and cognition, values, and more. In so doing, we will begin to uncover the psychological underpinnings of democracy.

POLS 291. Civics & Political Systems for Educational Studies 0.5 course credit
This course is designed to provide educators with the content knowledge necessary to prepare their students to meet the Illinois social science content standards in political systems for grades 1-6. The course will cover: the basic principles of the United States government; the structures and functions of the political systems of Illinois, the United States, and other nations; election processes and responsibilities of citizens; the roles of individuals and interest groups in political systems; U.S. foreign policy; and the development of U.S. political ideas and traditions.

POLS 292. Campaign Methods 1.0 course credit
This is an excellent time to be taking a class on political campaign methods. For years, campaign and party strategists in both parties used scientific methods to develop new and more effective ways to reach, persuade and motivate voters. The rise of 'analytics' and 'data-driven' campaigns generated confidence and assurance by political operatives that the science of campaigns ensured victory or at least provided the best chance of winning. But elections continue to produce surprises proving that there is still room for art and not just science in campaigns. This course starts with the fundamentals of grassroots campaigns where students learn how to run for office or manage or consult on a local race. As we move through the course, students will be applying what they learn about campaign methods to a current campaign.

POLS 295. The Politics of Criminal Justice 1.0 course credit
This course explores the central concepts, institutions, policies, and controversies of criminal justice in the United States. Included are components on police work, courts, corrections, and the formulation of criminal justice policy. Students will be encouraged to develop a "nuts and bolts" familiarity with day-to-day practices of criminal justice in the U.S., a philosophical understanding of criminal justice as an ideal, and the critical skills needed to make a meaningful comparison between the ideal and current practices.

POLS 301. Liberty and the Citizen 1.0 course credit
In this course we will consider different conceptions of liberty and how they relate to different ideas of what citizenship has meant and what it can mean. Working in groups, students will produce an audiovisual piece whose aim is to advance a particular facet of liberty.

POLS 305. Politics and Government in the Midwest 1.0 course credit
This course explores forces that make the Midwestern states so critical in the balance of governmental and political power. The goals of the course are to gain a better understanding of Midwestern politics by examining how demographic, economic, historical, cultural and migration patterns impact voting and policy decisions in eight Midwestern states (Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin). Students will gain an understanding of forces at play in the Midwest region as a whole and in individual states and their combined impact on American politics and government.

POLS 310. Issues Seminar 1.0 course credit
Provides an up-to-date look at emerging local, state, national, and international issues as well as emerging scholarly perspectives in political science. Joins attentiveness to the latest "news" with current analytical tools of the profession. Includes organization of at least one debate open to the campus. This course could be repeated for credit.

POLS 311. Parties and Elections 1.0 course credit
A study of American parties and elections as well as the problems faced by candidates for public office. Students are expected to participate in current political campaigns.

POLS 333. U.S. Foreign Policy 1.0 course credit
Introduces students to the history of American foreign policy as well as key issues, concepts, and debates in the field. Includes examination of the policy-making process and key figures who have made their mark on U.S. foreign policy.

POLS 351. Constitutional Law 1.0 course credit
In this class we will analyze case law related to the separation of powers of the judiciary, legislature, and president. We will also examine constitutional issues related to states' rights and economic regulations. Along the way, students will develop a general understanding of Supreme Court processes and procedures.

POLS 352. Civil Liberties 1.0 course credit
An introduction to the philosophical bases and historical development of constitutional civil liberties. We will read case law emphasizing the Bill of Rights and the 14th Amendment to determine how our understanding of fundamental rights has evolved over time and how judges make decisions about those rights.

POLS 361. Africa in World Politics 1.0 course credit
This course provides a historical survey of Africa's international relations. The dominant focus is on contemporary patterns, considering how African political actors relate to each other and the rest of the world in areas ranging from the economy and foreign aid to security and conflict.

POLS 366. International Organizations 1.0 course credit
This course examines the role of international organizations in world politics. It begins with a historical perspective, looking at the evolution of international organizations from the end of the nineteenth century to the present. It then looks at various theoretical approaches to international organizations. The course closes with case studies of the United Nations and the International Monetary Fund.

POLS 370. Development Policies and Interventions **1.0 course credit**
The United Nations' development agenda has envisioned "a world free of poverty, hunger, disease and want, where all life can thrive." Can this vision become a reality? What could we do to help attain it? This course will examine development policies and interventions, their rationales and outcomes, and current approaches and debates in the field.

POLS 375. Environmental Politics **1.0 course credit**
An analysis of environmental politics and policy on the national and international levels.

POLS 409. The Supreme Court **1.0 course credit**
This course is intended to provide insight into the workings of the United States Supreme Court. We will cover subjects that include, but are not limited to: how justices are chosen to sit upon the court; the reasons why the Supreme Court makes the decisions it does; and the impact of the Supreme Court on the political and legal landscape in the United States.

POLS 420. Independent Study or Internship **0.5 to 1.0 course credit**
Includes selected readings, research, written reports, conferences, and/or work with government officials as arranged with the instructor.

POLS 425. Advanced Research **0.25 to 1.0 course credit**
Opportunity to participate in faculty research projects. Prerequisites: consent of the faculty member; completion of Monmouth College Independent Study Agreement.

POLS 450 Senior Honors Tutorial **1.0 course credit**
This course is open only to seniors interested in qualifying for departmental honors. Admission to the course will be determined by the department. Each student will write an honors essay under the supervision of a member of the faculty. Prerequisites: department approval; senior standing; political science major with minimum 3.5 GPA; and recommendation by a political science faculty member.

PSYC 101. Introduction to Psychology **1.0 course credit**
An examination of the scientific study of psychology. Lectures emphasize current concepts in the biological roots of behavior, learning and memory, perception, social behavior, psychopathology, and applied psychology. Laboratories stress the application of quantitative interpretations of data and the scientific method to the study of human behavior. Offered every semester.

PSYC 107. Careers in Psychology **0.25 coursed credit**
This course will allow students to explore and develop their understanding of different careers within the field of Psychology. Practice-oriented careers such as clinical/counseling psychology, social work and school psychology will be covered, as well as research and applied research career opportunities.

PSYC 201. Research Methods I: Statistical Analysis **1.0 course credit**
An introduction to the scientific method as applied in the social and behavioral sciences. Topics include: descriptive and inferential statistics, the design and analysis of experiments, and the drawing of logical conclusions from behavioral data. Includes laboratory. Prerequisite: PSYC 101 or 102 and sophomore standing. Offered every fall.

PSYC 202. Research Methods II: Design and Communication **1.0 course credit**
An introduction to the methods involved in behavioral research. Includes the logic, preparation, and design of controlled experiments. Emphasis is placed on the interpretation of data and the communication of results. Experience is gained in literature search and writing reports using appropriate style and format. Includes laboratory. Prerequisites: PSYC 101, and sophomore standing. Offered every spring.

PSYC 207. Introduction to Health Careers **0.25 course credit**
Students will have the opportunity to explore a variety of health careers through readings and with speakers who visit the class. The objective of this class is to make students better informed about career choices in the health professions and allow them to reflect on their choice of career. Additionally, the students will learn about the expectations required to be a successful applicant to a professional school. Students will be expected to write a substantial paper at the end of the class that will allow proper placement in a two-week health careers externship during the Scots term. Prerequisites: Sophomore standing and the permission of health careers advisor. (Cross listed with BIOC 207, BIOL 207, and GPHS 207).

PSYC 216. Learning and Memory **1.0 course credit**
This course provides an in-depth overview of the historical and current theories of learning and memory. Specifically, we will discuss the key concepts and principles of classical and operant conditioning as well as various aspects of the different types of memory. The class will also include a brief introduction to the growing importance of neuroscience in the understanding of learning and memory processes. Information obtained in this course will enable you to more thoroughly appreciate the role of learning and memory in shaping so many aspects of our behavior and identity. Prerequisite: PSYC 101. Offered in alternate years.

PSYC 217. Health Careers Externship **0.25 course credit**
In cooperation with health professionals, these experiences involve observation of the health care professional's daily routines. At the end of the course, students are expected to reflect on what they have learned from this shadowing experience. Prerequisites: Completion of Introduction to Health Careers course and at least sophomore standing.

PSYC 221. Lifespan Development **1.0 course credit**
An exploration of physical, social, emotional and intellectual development through the lifespan. Particular emphasis is given to child, adolescent and late adult development. Course content includes theory, research, and practical applications. Prerequisite: PSYC 101. Offered every year.

PSYC 233. Social Psychology **1.0 course credit**
A study of how other people influence the perceptions and behaviors of the individual. These influences are studied through all aspects of the human experience, including attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values. Prerequisite: PSYC 101.

PSYC 236. Psychological Disorders **1.0 course credit**
A study of the origins, symptoms, and classification of mental illness, including the study of anxiety disorders, mood disorders, and schizophrenia. Includes comparisons among the various biological and psychological approaches to therapy. Prerequisites: PSYC 101.

PSYC 237. Industrial/Organizational Psychology **1.0 course credit**
An overview of the psychology of work and human organization. Topics include learning, motivation, attitudes, group dynamics, and leadership as they apply to work in organizations. Prerequisite: PSYC-101.

PSYC 239. Health Psychology **1.0 course credit**
An exploration of the psychological influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include: the links between stress and immune system function and disease, psychological factors that mediate reactions to stress, and behaviors that endanger health. Prerequisite: PSYC 101. Offered annually.

PSYC 240. Personality **1.0 course credit**
A theory-oriented exploration of human differences and similarities. Covers psychodynamic, humanistic, and behavioristic models. Topics include: the role of the family, cross-cultural variables, and the immediate social-environment in shaping personality. Prerequisite: PSYC 101. Offered in alternate years.

PSYC 243. Mind, Brain, and Behavior **1.0 course credit**
A first exposure to the relationship between the brain and behavior. Topics include: neuronal communication, perception, cognition, learning and memory, and the biological basis of consciousness. Prerequisite: PSYC 101 or BIOL 150. Offered in the fall semester.

PSYC 251. Research Practicum **0.25 to 1.0 course credit**
Faculty supervised participation in a research project. The student will work on a research project under the direction of a faculty member. Prerequisite: Permission of the instructor. May be repeated for credit.

PSYC 287. Political Psychology **1.0 course credit**
Political Psychology is one of the oldest and newest approaches to the study of politics. How does the political mind work? What motivates political behavior and influences political judgment? This topical course introduces emotion and cognition, morality, group centrism and prejudice, socialization and biology, personality, media effects, and aggression, with effects on electoral choice and participation, political identification and perception, public policy attitudes, and even political violence. In doing so, we begin to uncover the psychological underpinnings of democracy. (Cross-listed with POLS 287)

PSYC 290. Cross-Cultural Psychology Practicum **0.25 to 0.5 course credit**
A practical experience which combines the study of Psychology and inquiry into cultural differences that impact human behavior and experience. The course will include on-campus meetings prior to departure and site visitations to educational institutions, businesses, governmental offices, and other commercial institutions or cultural sites in that target country.

PSYC-302. Advanced Experimental Psychology with Lab **1.0 course credit**
Students will investigate a major subject area in psychology. Students will engage in an in-depth experience in the methodology of studying psychology. Course topics will alternate with topics such as: social psychology, cognitive psychology, and learning and motivation. Includes laboratory. Prerequisites: Psyc-201 and Psyc-202. May be repeated for credit with consent of the instructor. Offered occasionally.

PSYC 303. Drugs and Behavior **1.0 course credit**
This course provides an introduction to the field of psychopharmacology, with special emphasis on the relationships between drugs and human behavior. Students will be introduced to specific neurotransmitter systems and the neurophysiology of specific drug use. Students will be able to appreciate more fully why people use both prescription and recreational drugs and the potential physiological and psychological consequences of such drug use, including addiction. Prerequisite: PSYC 239 or 243. Offered in alternate years.

PSYC 305. Behavioral Neuroscience **1.0 course credit**
This course provides students a comprehensive review of the many applications of neuroscience to the understanding of behavior. Topics include the biological foundations of behavior, evolution and development of the central nervous system, sensation and perception, motor control, the effects of hormones on behavior, emotions and mental disorders, and cognitive neuroscience. Prerequisite courses: PSYC 101 or BIOL 150, and PSYC 243.

PSYC 316. Behavior Modification **1.0 course credit**
Behavior modification is the application of respondent and operational techniques to analyze and manipulate the environment and augment behavior. Topics include the understanding, measurement and augmentation of wanted and unwanted behaviors using specific skills, including behavioral recording, functional analysis, token economics and self-modification techniques for applied and professional settings. Prerequisites: PSCY 101 and PSYC 216 or permission of the instructor.

PSYC 318. Biopsychology **1.0 course credit**
This course emphasizes understanding the function of the brain and its relation to behavior. Topics include: the biochemistry of neural conduction and synaptic transmission, neuropsychology, brain disorders, the biochemistry of learning and memory, and mechanisms of action of psychoactive drugs. Prerequisites: PSYC 239 or 243, or BIOL 150 and permission of the instructor. Offered annually.

PSYC-231 Cultural Psychology **1.0 course credit**
This course will expose students to issues of gender, race, and enculturation as they relate to psychology. Topics include: culture's influence on research, health, development, social behavior, communication, emotion and abnormality. The focus of these topics will include global and regional cultures. Prerequisites: PSYC-221, PSYC-233 or PSYC-240. Offered each year.

PSYC 323. Psychology of Gender **1.0 course credit**
This course will examine the psychology of gender by studying how gender impacts our thoughts and behavior, and how it is involved in family, work, relationships, and mental health. Theoretical approaches, empirical research, and cultural influences will be examined. Prerequisite: PSYC 221 or 233 or 240. Offered in alternate years.

PSYC 334. Stereotypes and Prejudice **1.0 course credit**
In this course, we will examine the history of psychological research that outlines the causes, development, and persistence of stereotypes and prejudice, with a focus on the social, behavioral, and cognitive roots. Central themes will be (a) identifying the active and passive processes that scaffold the demonstration of prejudice and discrimination, (b) the effects of discrimination on the target of prejudice, and (c) efficacy of efforts to change stereotypes and reduce prejudice at the individual level. Prerequisites: PSYC 101 and one of the following: PSYC 233 or SOCI 247 or EDST 215 or instructor's approval.

PSYC 345. Animal Behavior **1.0 course credit**
(Cross-listed as BIOL 345) A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: At least one 200 level BIOL or PSYC course. Offered in alternate years.

PSYC 350. Special Topics in Psychology **0.5 to 1.0 course credit**
A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. Prerequisite: PSYC 202 or permission of the instructor. May be repeated for credit.

PSYC 351. Independent Study **0.25 to 1.0 course credit**
Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. Prerequisite: Junior standing or permission of the instructor. May be repeated for credit.

PSYC 352. Internship in Psychology **0.25 to 1.0 course credit**
An experience designed to allow students in Psychology to apply the concepts and ideas developed during study in the major to a particular workplace or setting. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

PSYC 354. Teaching Practicum **0.25 – 0.50 course credit**
The teaching practicum involves observation, mentoring, and participation in classroom teaching and planning. Students receive close faculty advising and mentorship. Students will develop learning activities/assignments, evaluate student performance. May be repeated for credit up to 1.50 credit.

PSYC 355. Theories of Counseling **1.0 course credit**
A survey of major theories and practices in counseling and psychotherapy. Topics include: cognitive, affective and behavioral models, directive and nondirective approaches, the ethics of intervention, evaluation of research in counseling and psychotherapy, and an introduction to counseling skills. Prerequisite: PSYC 221 or 236 or 240. Offered annually.

PSYC 415. Readings in Psychology **0.5 course credit**

An investigation of selected readings in advanced psychology topics from a variety of psychology approaches. Course topics will alternate. Some examples are: history and systems, psychology and health, perception, phenomenology, and cross-cultural psychology. Prerequisites: PSYC 201, 202, and junior standing. Offered every semester.

PSYC 420. Research Seminar **1.0 course credit**

The development and completion of a major research project during the senior year. The students will read and critique their own and other research literature, and conduct and report their research project. The senior comprehensive examination is administered. Prerequisites: PSYC 201, 202, senior standing, and permission of the instructor. Offered every semester.

PSYC 453.Counseling Practicum I **0.50 course credit**

This course trains students as mental health peer educators, in which students will acquire knowledge of mental health related topics and gain presentation skills. Students will prepare educational programs to be presented to campus and community groups and organizations. Students will participate in the NASPA peer education certification program and certification in Mental Health First Aid. Students will provide peer listening on campus each week and will receive weekly group supervision. This course is designed to serve as foundational training for PSYC-454, which emphasizes community engagement. Prerequisite: PSYC-236, PSYC-239, or PSYC-355 and junior standing.

PSYC 454. Counseling Practicum II **0.50 course credit**

This course trains students as mental health peer educators, in which students will acquire knowledge of mental health related topics and gain presentation skills. Students will build on their knowledge of peer education and mental health first aid to prepare educational programs to be presented to campus and community groups and organizations. Students will provide peer listening on campus each week, provide monthly mental health outreaches, engage in community collaboration, and will receive weekly group supervision. Prerequisite: PSYC-453. (0.50 course).

RELG 100. Religions **1.0 course credit**

Study the worlds' religions in the world around you. This course tackles three or four religious traditions and begins to equip students for the academic study of religion. We visit religious sites and students reflect on how ideas, myths, symbols, scriptures, etc. shape religious worlds.

RELG 101. Holy Books **1.0 course credit**

This course emphasizes close and contextualized reading of religious scriptures. Students analyze key texts like the Hebrew Bible, the Christian New Testament, the Tao de Ching, or the Dhammapada. They learn about the social, economic, cultural, and historical background of these texts.

RELG 102. God **1.0 course credit**

This course considers some of religions' biggest ideas. Who or what is God, the divine, ultimate reality? What is the nature of faith and belief? How do we think about evil and suffering? The course will look at these ideas across several religious traditions and consider how various people have answered some of religions' trickiest questions.

RELG 207. Ethics: Philosophical and Religious **1.0 course credit**

(Cross-listed as PHIL 207) This course will examine some of the moral problems we face in our lives and will consider a variety of ways of thinking about how to understand them as well as how to talk about them in dialogue. Beginning with an overview of some of the main theoretical approaches in ethical thought in the Western philosophical tradition, the class will then consider specific issues, which may include: sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. Prerequisites: None.

RELG 244. Religion and Politics **1.0 course credit**

(Cross-listed as POLS 244) In this course, we will critically examine the interrelationship of religion and politics. We'll discuss how religion and politics are allowed to/should mix, how religious organizations attempt to influence political systems, how religious groups interact in diverse religious and political environments, and whether religion plays a supportive or damaging role in democracy.

RELG 450. Senior Research **0.25 to 1.0 course credit**

Research semester, during which the students conduct research in preparation for their senior theses in religious studies. By the end of this semester, students will have read broadly in the relevant scholarship to generate and then focus a topic for the senior thesis.

RELG 452. Senior Project **0.25 to 1.0 course credit**

The student thoroughly examines a topic in religious studies and composes an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. The thesis option culminates in a public presentation of the student's work.

SCOM 241, Public Relations **1.0 course credit**

An examination of contemporary theory and practice. Students will study the history and development of public relations and will create a variety of applications (press releases, public presentations, features, etc.). Students will analyze case studies and will carry out a public relations campaign. Prerequisite: COMM 101.

SCOM **267. Layout and Design** **1.0 course credit**
A study of design and layout concepts as they apply to print and electronic communication. Applications include the creation and implementation of media projects (promotional graphics and printed materials). Combines application of communication theory with practice in developing successful projects. Prerequisite: COMM 101.

SCOM 321 Vocational Discernment & Career Preparation **0.50 course credit**
Topics include: an overview of issues and choices facing Communication majors, internship and independent study planning, vocational discernment and career analysis and planning. Prerequisite: Communication and Public Relations majors with junior standing or permission of the instructor.

SCOM 363. Media & PR Writing **1.0 cours**e credit
A broadcast media and public relations writing course providing practical experience in the creation of commercial and non-commercial materials for radio, television, print and news media. Offered each semester. Prerequisite: COMM 261 or SCOM 241

SCOM 491. Public Relation Cases **1.0 course credit**
This course is designed as the culminating experience for Public Relations majors. It will involve detailed examination of public relations campaigns (and case studies). Students will understand the public relations problem-solving process and will be able to apply it to current communication campaigns. Prerequisite: Senior Public Relations major or approval of instructor.

SCOM 493. Internship in Public Relations **1.0 - 2.0 course credits**
An experience designed to allow the student to use in-the-field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval. May be repeated for credit.

SOAN 290. Academic Travel Course **0.5 course credit**
An academic travel course in which sociological and anthropological topics are studied in the local context. The course includes both on-campus meetings prior to departure and on-site lectures at our destination.

SOAN 301. Theories of Culture and Society **1.0 course credit**
An overview of contemporary and classical theories of society and culture. The review of theoretical orientations of the past will help to set up a theoretical framework for analyzing contemporary social and cultural dynamics and events. Reading both theoretical texts and case studies, students will be introduced to the abstract realm of theorizing and the concrete application of diverse theories.

SOAN 302. Methods of Social Research **1.0 course credit**
An overview of the methods sociologists and anthropologists use to empirically study social phenomena. Both qualitative and quantitative approaches are considered. Includes laboratory time to accommodate hands-on research. Prerequisites: STAT 100 or STAT 201 (for Soc-Anth and Human Services majors) or permission of the instructor.

SOAN 310. Internship in Sociology/Anthropology **1.0 course credit**
An experience designed to allow students in Sociology/Anthropology to apply the concepts and ideas developed during study in the disciplines to a particular workplace or setting. Prerequisites: At least junior standing, and prior approval of the department. May be repeated for credit with departmental approval.

SOAN 320. Independent Study **1.0 course credit**
Independent study in an area of sociology or anthropology directed by a member of the department. May be repeated for credit.

SOAN 410. Senior Research Preparation **0.5 course credit**
Preparation for the senior research project in Sociology/Anthropology. Includes broad and targeted reading in relevant scholarship and generation of a focused topic for senior research, under the guidance of the project supervisor.

SOAN 420. Research Seminar **1.0 course credit**
A seminar in which each participant conducts a research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is the culminating experience of the major program in Sociology/ Anthropology. Prerequisite: SOAN 410.

SOCI 101. Introduction to Sociology **1.0 course credit**
A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts.

SOCI 201. Social Problems **1.0 course credit**
This course takes a critical perspective on the selected pressing social problems in the United States, such as homelessness, poverty, foster care system, educational inequality, and criminal justice system.

SOCI 230. Love, Power and Kin: Marriage and the Family **1.0 course credit**
An examination of the institutions of marriage and the family, with primary focus on the American family. Topics include mate selection, interpersonal communication, changing gender roles, family pluralism, family violence, and divorce in the contemporary American family. Questions under discussion include what a family is in general, why it takes certain forms in particular societies, and how sociological forces have shaped the American family.

SOCI 247. Race and Ethnicity **1.0 course credit**
A study of racial and ethnic identity and how their interaction with gender, class, and other identities creates oppressions and social structures of inequality, both historically and currently.

SOCI/ANTH 250. Special Studies in Sociology/Anthropology **1.0 course credit**
An examination of selected problems and issues from a sociological or anthropological perspective. May be repeated for credit.

SOCI 251. Criminology **1.0 course credit**
An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime.

SOCI 288. Special Topics **0.25 to 1.0 course credit**

SOCI 327. Sociology of Medicine **1.0 course credit**
An analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall healthcare delivery system. Prerequisites: SOCI 101, SOCI 102, or ANTH 103.

SOCI 345 Social Inequality **1.0 course credit**
An examination of social stratification, which concerns the unequal distribution of wealth, income, status, and power. Considers how life chances of individuals vary by social class, gender, race and ethnicity. Explores the relationship between globalization, global disparities in wealth, and inequality within the United States.

SOCI 388. Special Topics **0.25 to 1.0 course credit**
An examination of the contemporary issues and contradictions in consumption and consumer culture. Race, gender, nationalism, and globalization will be incorporated to help students critically understand the way in which consumption produces and reproduces differences and distinctions.

SPAN 101. Elementary Spanish I **1.0 course credit**
This course focuses on the essential elements of effective communication in the Spanish language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints.

SPAN 102. Elementary Spanish II **1.0 course credit**
Continuation of SPAN 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: SPAN 101 or placement.

SPAN 201. Intermediate Spanish I **1.0 course credit**
Emphasis on the spoken and written language aimed toward accurate oral and written expression. Includes intensive review of grammar as well as readings and discussions of Hispanic culture. Prerequisite: SPAN 102 or placement.

SPAN 202. Intermediate Spanish II **1.0 course credit**
A continuation and expansion of SPAN 201. Emphasis on further development and refinement of the four language skills: listening, speaking, reading, and writing. Includes intensive review of grammar as well as readings and discussions of Hispanic literature, culture, and history. Prerequisite: SPAN 201, equivalent, and/or permission of the instructor.

SPAN 211. Spanish Abroad: Culture and Communication **0.25 course credit**
A conversational and cultural approach to intermediate Spanish. Emphasis is placed on improving oral skills and gain cultural awareness. Prerequisite: SPAN-102

SPAN 245. Conversation & Composition **1.0 course credit**
Upon completing this class, you will substantially improve both your Spanish skills and expand your knowledge on Latin American/Latino culture. As for the language itself, your writing and speaking will gain precision, complexity, and fluency. Besides, you will also be able to comprehend and analyze complex Spanish texts, learn how to reflect on literary and film pieces, and develop arguments to discuss them. On the cultural aspect of the course, equally relevant, we will study relevant content on the Spanish-speaking world's/Latino history and culture. We will focus on three relevant Latin American countries: Cuba, Argentina, and Chile. Among others, we will discuss topics such as immigration, contemporary arts, social movements, etc. This course will be entirely taught in Spanish. Prerequisites: SPAN 202 or placement exam.

SPAN 246. Spanish & Latin American Culture for Heritage Speakers **1.0 course credit**
If you grew up in a Spanish-speaking household, or if you were exposed to it in your community, this class is for you. If you identify yourself as Latinx or Hispanic, but you don´t have so much knowledge about the countries where your parents were born, this is also for you. Moreover, if you can communicate in Spanish but need to improve grammar, reading, and writing, this is also for you. Finally, if you speak Spanish but want to do it more naturally, or more professionally, this is for you as well. This is an intensive reading and writing class aimed to substantially improve your communication regarding precision, complexity, and fluency. You will also be prepared to comprehend and analyze complex texts in Spanish, to learn how to think in literary and film

pieces and to build arguments about them. Besides language skills, we will explore and foster the appreciation of the Latino heritage in the US and engage with new larger Monmouth College and/or Monmouth town by a specific project to bring our culture beyond the classroom. This course will be entirely taught in Spanish. Prerequisites: SPAN 202, placement exam or instructor´s permission.

STAT 100. Statistical Literacy and Reasoning **1.0 course credit**
An introduction to: how to explore data using technology and the vocabulary of statistics, how to ethically collect data through sampling and experiments, and how to understand the conceptual idea of statistical inference. This course provides students with an opportunity to acquire a reasonable level of statistical literacy and reasoning and will emphasize understanding statistical information. Students cannot take STAT 100 after successfully finishing STAT 201, PSYCH 201, or BUSI 205. Pre-requisite: foundational skill in quantitative reasoning either sufficient ACT or SAT test sub-scores in mathematics or FYQR-110 or FYQR-120.

STAT 201. Statistics I **1.0 course credit**
An introduction to statistical methods with examples and problems aimed toward the sciences. Topics include data summary and visualization, sampling and experimental design, elementary probability, and statistical inference, simple linear regression, and chi-square tests. Students cannot take STAT 100, BUSI 205, or PSYC 201 after successfully finishing this course. Pre-requisites: foundational skill in quantitative reasoning either sufficient ACT or SAT test sub-scores in mathematics or FYQR 110 or 120.

STAT 202. Statistics II **1.0 course credit**
A second course in statistics in which students study multiple methods of applied statistics. Topics which may be covered are nonparametric procedures; simple, multiple and logistic regression; analysis of variance and covariance; multiple comparisons; multivariate analyses; and contingency tables. Computer work is an integral part of the course. Prerequisites: BUSI 205 or PSYC 201 or STAT 201 or permission from instructor.

STAT 350. Topics in Statistics **1.0 course credit**
Possible topics include Categorical analyses; Multivariate Analyses; Multivariate Visualizations, and continuation of other statistics or data science courses. May be repeated if the student does not already have credit for the topic offered. Prerequisite: Varies by topic but typically STAT202 or permission of the instructor.

STAT 410. Research in Statistics **0.5 or 1.0 course credit**
An individual or group project in statistics chosen by the student(s) in consultation with the statistics faculty. This course may count toward the mathematics major at the discretion of the department. Prerequisite: Permission of the instructor.

STAT 420. Independent Study **0.5 or 1.0 course credit**
A student-driven study of selected topics in advanced statistics. This course may count toward the mathematics major at the discretion of the department. Prerequisite: Permission of the instructor.

THEA 119. Theatre Practicum **0.25 course credit**
Staff-supervised participation in acting or technical theatre. Prerequisite: Permission of the instructor. May repeat 8 times.

THEA 171. Intro to Theatre Studies **0.5 course credit**
An introductory-level study of all major areas of theatre practice: acting, directing, design & technology, playwriting and dramaturgy, criticism, history, management, global theatre, musical theatre, stage-to-screen adaptation, and more! Offered annually. No prerequisite. Artistic Inquiry.

THEA 173. Stagecraft I: Intro to Technical Theatre **1.0 course credit**
A course for non-majors. Study of the basic elements of technical theatre is combined with hands-on laboratory experience. Primary areas of exploration are scenic construction, lighting, and sound. Offered each semester. No prerequisite. Artistic Inquiry. QRP.

THEA 175. Acting for Non-Majors **1.0 course credit**
An introduction to the art and craft of stage acting. Practical exercises in ensemble, improvisation, and scene work lead students to develop highly transferable skills such as creative thinking, responsiveness, confidence, collaboration, and analytical thinking. Offered annually. No prerequisite. Artistic Inquiry.

THEA 176. Acting I **1.0 course credit**
An introduction to the Stanislavski System of acting for the serious Theatre or Theatre Education student. Through exercises in ensemble, improvisation, vocal and physical work, monologues, and scene work, students will learn the fundamental skills required of acting for the stage. Students also learn elementary script and character analysis techniques, as well as develop skills in material selection and preparation. Offered annually. Prerequisite: Theatre major, Theatre Education major, Theatre minor, or consent of the instructor. Artistic Inquiry.

THEA 230. Classical and World Mythology **1.0 course credit**
A survey of literary and artistic expressions of ancient Greek and Roman myths, their influence in the development of drama, human culture, and their links with the mythologies of other peoples. Core Curriculum: Artistic Inquiry and Global Learning.

THEA 250. Stagecraft 2: Intermediate Technical Theare **1.0 course credit**
A course that surveys the historical developments in theatre design and technology, as well as prominent design theories. Through lectures, demonstrations, studio work, and critiques, students develop an understanding of the history of scenic, costume, and lighting design. Students also gain competency in working with major design elements (color, line, and form). Offered biannually. Prerequisite: THEA-171 and THEA-173 or THEA-174, or consent of the instructor.

THEA 275. Script Analysis & Dramaturgy **1.0 course credit**
A study of the major theories and techniques of both play analysis and dramaturgy. Through critical reading, close analysis, and historical research, students develop competency in discerning a play's textual, creative, and contextual elements. Studies in dramaturgy facilitate investigation into the relationship between dramatic texts and theatrical practice/production. Offered biannually. Prerequisite: THEA-171, or consent of the instructor.

THEA 276. Acting II **1.0 course credit**
A continuation of the skills and techniques introduced in Acting I. Through exercises in ensemble, improvisation, voice and physicality, students learn advanced skills required of acting for the stage. Actor training beyond the Stanislavski System is emphasized, as is advanced technique in script and character analysis. The course centers on monologue and scene work from demanding modern and contemporary texts. Offered biannually. Prerequisite: THEA-175 or THEA-176. Recommended but not required: THEA-275.

THEA 281. Drafting for Design **0.5 course credit**
A course centered on the fundamental elements of 2-D and 3-D drafting. Through lecture, demonstration, studio work, and critique, students gain competency in the technique of both hand-drafting and electronic drafting (using the industry-standard Vectorworks). The design of scenery and lighting is prioritized. Offered as needed. Prerequisite: THEA-171 and THEA-173 or THEA-174, or consent of the instructor. QRP.

THEA 282. Design Process & Procedures **0.5 course credit**
A continuation of the study of theatrical design processes and procedures introduced in THEA-171. Through lectures, demonstrations, studio work, and critiques, students gain intermediate-level competency in the design of scenery, costume, lighting, and sound design. Offered as needed. Prerequisites: THEA-171 and THEA-281.

THEA 285. Theatre & Society **1.0 course credit**
An introductory-level study of theatre and performance practices in the Americas that are committed to fostering positive transformation in individual lives and communities (at the local, national, and global levels). Primary focus is given to Theatre of the Oppressed, Community Theatre, and Community-Based Performance. The study of techniques and processes is combined with practical experience in theatre practice. Offered biannually. No prerequisites: Artistic Inquiry. Community Engagement.

THEA 290. Academic Travel Course **0.25 – 0.50 course credit**
An academic travel course in which theatre-related topics are explored in site-specific contexts to illuminate deeper historical, dramaturgical, performative, and other meanings.

THEA 297. Special Topics: Theatre **0.5 to 1.0 course credit**
A course that focuses on areas of theatre practice that are not covered in the traditional Theatre/Theatre Education curricula. May be repeated for credit only with a different topic. No prerequisites.

THEA 300. Stage Management **0.50 course credit**
A continuation of the study of stage management introduced in THEA-171. Readings and practical exercises focus on the art and craft of stage management. Lectures, assignments, and hands-on experiences guide students through the full theatrical production process, from pre-production preparation through the final performance. Offered biannually. Prerequisites: THEA-171, THEA-173 or THEA-174, and THEA-175 or THEA-176, or consent of the instructor.

THEA 325.Theatre History & Literature **1.0 course credit**
A survey of major aesthetic periods in the history of world theatre, ranging from the ancient world to Modernism. Students will study representative works of dramatic literature and gain insight to the social, political, and cultural contexts from which theatrical traditions emerge and to which they respond. Offered biannually. Prerequisites: THEA-175. Recommended but not required: THEA-275. Artistic Inquiry. Global Learning.

THEA 350. Design Studio I **1.0 course credit**
The culmination of design study at the undergraduate level, students create fully realized theatrical designs in one area of theatre practice: scenery, costumes, lighting, sound, or properties. Includes lecture and laboratory. Offered as needed. Prerequisites: THEA-250, THEA-281, and THEA-282, or consent of instructor.

THEA 370. Voice and Movement **1.0 course credit**
A study of the voice and body to include techniques needed for the actor's healthy and effective vocal production, general strength and conditioning, and introduction to foundational dance styles (ballet, jazz, and tap). Includes readings on voice and movement theory, laboratory exercise, and the creation of movement-based and vocal performances. Offered biannually. Prerequisite: THEA-175 or THEA-176, or consent of the instructor.

THEA 371. Acting III **0.5 course credit**
A study of western acting techniques ranging from Greek to Restoration. Includes readings on performance history and theory, laboratory exercise, improvisation, scene study, character development, personal reflection and the attendance of productions. The course will lead to the creation and performance of scenes and monologues. Offered every other year. Prerequisite: THEA 175 or consent of the instructor. Core Curriculum: Artistic Inquiry. Global Learning. (0.50 course.)

THEA 375. Principles of Playwriting **1.0 course credit**
Playwriting leverages the strengths of poetry, non-fiction, and fiction, and reshapes each genre's skill set within the context of theatre's unique physical and temporal qualities. Central to the course is the study and practice of playwriting fundamentals: given circumstances, plot, character, and language. Lecture, writing workshops, and critiques develop students' skills in writing monologues, dialogue exchanges, a 10-minute play, and a 30-minute play. Offered as needed. Prerequisites: THEA-171, THEA-275, or consent of the instructor.

THEA 377. Directing: History & Principles **1.0 course credit**
A study of the practical and theoretical elements of stage directing for the serious Theatre or Theatre Education student. Readings in theory and production organization are combined with practical exercises in analysis, pictorial composition, movement. Exercises, studio work, and critiques culminate in students co-directing a fully realized mainstage production. Offered biannually. Prerequisites: THEA-275, or consent of the instructor.

THEA 382. Design Studio II **1.0 course credit**
A continuation of THEA-350, students create fully realized theatrical designs in one area of theatre practice: scenery, costumes, lighting, sound, or properties. Includes lecture and laboratory. Offered as needed. Prerequisites: THEA-350.

THEA 406 Career Preparation **0.50 course credit**
A capstone experience for upper-level Theatre majors. The course is delivered in hybrid form, blending seminar and independent study pedagogies. Students will prepare for a professional career in theatre through the preparation of application letters and audition/portfolio materials, and the creation of a website that houses evidence of their education and experience as an artist and scholar. Each student will also fulfill the requirements of a capstone project in their area of Concentration. Prerequisite: Theatre major at junior or senior standing.

THEA-425. Capstone Project **0.50 course credit**
The Capstone Project is the culmination of a student's scholarly/creative work in the Department. In their senior year, Theater majors complete a performance, design, dramaturgical, or front-of-house operations project that is tied to one production within the Theatre Season. Through dedicated preparation and meaningful participation in the theatre production, the Capstone Project enables students to synthesize learning from within their area of concentration (Acting, Design & Technical, History & Literature, Management, or Musical Theatre) and apply their artistic training in a real-life context. Prerequisite: Theatre major at junior or senior standing.

THEA 490. Independent Study **0.5 course credit**
A faculty-directed program of individual study consisting of reading, research, or creative performance. May be repeated for credit.

THEA 497. Internship in Theatre Arts **0.5 course credit**
An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

WOST 201. Introduction to Women's Studies **1.0 course credit**
An introduction to Western feminist thought and the study of women's roles and status in society. This course also evaluates present knowledge about women, questions stereotypes, and reinforces the value and content of women's everyday lives. Counts as an IDE elective.

WOST 225. Philosophy and Feminism **1.0 course credit**
(Cross-listed as PHIL 225) This course will offer an introduction to some of the questions that shape feminist philosophy. What connections are there between feminist philosophy and feminist writing in other disciplines and feminist movements inside and outside the academy? The class will assume the importance of diverse women's voices. Reading theoretical, literary, and experimental texts which challenge the distinction between theory and literature, the class will focus on how an awareness of the intersections of race, class, sexuality, gender, ability, and ethnicity is vital for disciplinary and interdisciplinary study in feminist philosophy. This course is required for the Women's Studies Minor. Prerequisites: WOST 201 for WOST 225 students. For Phil 225 students, sophomore standing or above or permission of the instructor.

WOST 320. Independent Study **1.0 course credit**
Independent study in an area of women's studies directed by a member of the faculty. Prerequisites: WOST 201 and approval of the instructor and the Women's Studies coordinator.

WOST 401. Women, Justice and Equality **1.0 course credit**
The capstone seminar in which participants will read and discuss historical texts that have had a profound effect on the feminist struggle for equality and justice. In addition, participants will engage in individual research, chosen in consultation with the

instructor, in which the research topics will provide the basis for additional readings in common. Prerequisite: WOST 201, two additional WOST courses or permission of instructor.

PRE-PROFESSIONAL PROGRAMS AND ADVISING

Atmospheric Science:
Monmouth College has an affiliation with Creighton University. Students who participate in this 3-2 program will attend Monmouth College for three (3) years and complete the major requirements for physics as well as the usual general education requirements and several additional elective requirements. By completing the Physics major requirements along with the added electives, a student will go directly from the Monmouth College undergraduate program into a Master's program in Atmospheric Science at Creighton University, assuming a sufficient GPA and satisfactory completion of the application process. Please see program coordinator Professor Chris Fasano, Department of Physics for details.

Engineering:
Monmouth College is affiliated with Case Western Reserve University, Washington University in St. Louis, and the University of Southern California in joint five-year programs of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. Acceptance by the affiliated institution is guaranteed if a student maintains his/her GPA at Monmouth as determined by each specific program. Upon completion of the first year at engineering school, the student receives a degree from Monmouth. Upon completion of the second year, the student receives a degree from the engineering school. Campus Representative: Professor Chris Fasano, Department of Physics.

Nursing:
Monmouth College offers a 3+1 dual undergraduate degree program in partnership with Saint Francis Medical Center College of Nursing. Students come to Monmouth and major in Biology, Biopsychology, or Health Science and Human Movement, finishing their Bachelor of Arts degree in three years. Then, in their fourth year, they remain on Monmouth's campus but complete an accelerated B.S.N. degree through OSF's highly-regarded nursing college. Upon successful completion of the program, OSF guarantees employment within their system. As importantly, successful graduates are well-positioned not only for rewarding careers but also for further specialization and nurse-leadership. Campus Representative: Professor Laura Moore, Department of Chemistry.

Occupational Therapy:
Students interested in occupational therapy normally major in psychology, biopsychology, or biology. However, students from any major will be prepared for graduate school provided that the necessary prerequisite courses are completed. Graduate course requirements and academic standards vary, so students should become familiar with the specific requirements of the graduate schools to which they intend to apply. Information pertaining to these requirements can be found at http:// www.aota.org. Campus Representative: Professor Joan Wertz, Department of Psychology.

Dentistry:
Dental schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology, biochemistry or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. Information for specific dental schools and a description of the application process can be found at the American Dental Association website: www.ada.org/en/education-careers/dental-schools-and-programs. Pre-dental students should speak with a member of the pre-health careers committee sometime in their first year to help plan a schedule of courses that will satisfy requirements for dental school and prepare them for the DAT. Campus Representative: Professor Laura Moore, Department of Chemistry.

Law:
Students should prepare for a career in law by acquiring the ability to think, write, and speak clearly. They should also cultivate a genuine concern for human institutions and values. Though law schools require no particular undergraduate major or course of study, courses in constitutional law, business law, and criminology are available at Monmouth

College. Students may also gain experience in law-related internships for college credit. Campus Representative: Professor Andre Audette, Department of Political Science.

Medicine:
Medical schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biochemistry. Course requirements vary among medical schools, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and to suggest research/ internship/shadowing opportunities that will add to the medical school application. Campus Representative: Professor Laura Moore, Department of Chemistry.

Peace Corp:
The Peace Corps Prep program is a partnership between Monmouth and the Peace Corps. The program is open to students from all years and all majors. Participants in the program will earn a certificate from the Peace Corps and develop relevant skills for Peace Corps service and careers in international service and community development. The program builds four core competencies through interrelated coursework, hands-on experience, and professional development support. Campus Representatives: Professor Craig Vivian, Department of Educational Studies and Director Marnie Steach, The Wackerle Center.

Pharmacy:
Requirements for pharmacy schools are highly variable. All require a minimum of 1.5 years of biology, 2 years of chemistry, and a year of physics. Most also require economics and psychology classes. Because of these requirements, pharmacy students typically major in chemistry, biochemistry or biology. Students can check the Pharmacy College Application Service (PharmCAS) (www.pharmcas.org/school-directory/#/) for specific requirements of individual schools. Students interested in pharmacy should meet with a member of the Health Careers Committee in their first year to plan a schedule that is compatible with their intended major and pharmacy school prerequisites. Campus Representative: Professor Laura Moore, Department of Chemistry.

Physical Therapy:
Students can prepare for graduate work in physical therapy with an undergraduate major in any field as long as the necessary prerequisite courses are taken. Course requirements for physical therapy schools typically include at least 3 semesters of biology, 2 semesters of chemistry and 2 semesters of physics. Other course requirements vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning. Information on the requirements for particular schools and a description of the application process can be found at: www.ptcas.org. Campus Representative: Professor Laura Moore, Department of Chemistry.

Seminary:
Seminaries are looking for proven leaders who are intellectually supple and can thrive in multicultural settings. Regardless of major, a liberal art education is the best preparation for future leadership in religious communities. There are some basic skills and knowledge sets that students looking toward careers in religious leadership should possess. For courses and co-curricular recommendations, see the Philosophy and Religious Studies section. Campus Representative: Department of Philosophy and Religious Studies.

Veterinary Medicine:
Veterinary schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning. Campus Representative: Professor Kevin Baldwin, Department of Biology.

ADMISSION POLICY

Monmouth College admits students of any race, color, religion, sex, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to Monmouth students. Monmouth College does not discriminate on the basis of race, religion, color, sex, national origin, ancestry, disability, age, military service, marital status, sexual orientation or other factors as prohibited by law in administration of its educational programs, admissions policies, scholarships and loans, athletics and other school-administered programs.

Each applicant for admission is evaluated on his or her individual merits. The college seeks to develop a comprehensive understanding of each applicant's abilities and potential, rather than make decisions on the basis of single test scores or other isolated credentials. Scholastic record, rigor of curriculum, standardized test scores (if applicable), recommendations, writing samples and personal qualities—such as motivation, goals, maturity, and character—are all considered.

Monmouth College seeks students from a variety of backgrounds with strong academic preparation who can contribute to and benefit from the College's many scholastic and extracurricular programs.

The most important factors in the admissions decision are the academic record (including courses taken and grades attained) and standardized test scores, if students choose to apply with test scores. Monmouth College is test-optional; all first-year applicants for admission may choose whether or not they would like to submit SAT or ACT scores to be considered as part of their application file. Other factors which are considered include leadership potential, extracurricular and service-related activities, special talents, relationship with the College, demonstrated interest and the ability to contribute positively to the campus community. Recommendations are not required for initial review but will be included in the application file if submitted. International applications are also required to demonstrate English proficiency.

A student's high school/secondary school academic record is a primary factor in every admissions decision. In general, students should have taken a selection of college preparatory or higher-level courses throughout their high school career. The most promising candidates for admission will have demonstrated solid achievement in five or more academic subjects each year. Minimum preparation should include:

English – 4 units

Math – 3 units preferred, 4 recommended

Science – 3 or more units, including at least one lab science

Social Studies – 3 units preferred, 4 recommended (students completing high school in the U.S. must have U.S. History)

Foreign Language – 2 units

Applicants who lack particular courses are not disqualified from admission to the college and will be considered on an individual basis. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

Monmouth College reviews applications on a rolling basis. Applicants will be notified of a decision on a rolling basis as their completed application is reviewed. Some applicants will be asked to submit new information to support their applications for admission, usually first-semester senior year grades and/or new SAT or ACT scores and/or recommendations and/or a personal statement. Applicants who are asked to submit additional information will be reviewed upon receipt of that information.

All offers of admission are contingent upon satisfactory completion of senior year courses and a continuing record of good character. Monmouth reserves the right to rescind admission for unsatisfactory academic performance or social behavior anytime up to the date of enrollment. Students must possess a high school diploma, GED, or equivalent by the start of their intended term of entry.

Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the Office of Admission before the beginning of the semester. Should a special student decide to become a degree candidate, the regular admission procedure must be completed.

Part-time students are those who register for fewer than 3 course credits. An applicant who wishes to enroll as a part-time student or take only an independent study course must first obtain permission to register as a part-time student from the Office of Admission.

Students who have previously attended Monmouth College and wish to reenter are required to submit a written request to the Office of the Registrar indicating the date and reason of initial withdrawal from the college, accomplishments during the interim period, and the term for which the student is seeking readmission. Transcripts of all college credit completed since withdrawal from Monmouth College are also required. Final approval must be granted by the Office of the Registrar prior to beginning the registration process.

TUITION AND FEES

TUITION, ROOM, AND BOARD

Standard Charges Per Semester:

Tuition	$22,776.00
Room (Standard Double-Occupancy)	$ 3,221.00
Standard Plan—*The Edinburgh)*	$ 2,680.00
Health Center Fee	$ 125.00

Total Annual Charge:

Tuition, Health Center Fee, Standard Double-Occupancy Room, and Standard Board Plan. ……...57,604.00

PAYMENT

Payment of Student Accounts:

Tuition, room, and board charges are billed by semester. Payment is due August 1st for the fall semester and January 1st for the spring semester. Other fees and charges are assessed as they are incurred and billed monthly with payment due by the 20th of the month in which the statement is received.

Payment options include cash, check, or money order to Monmouth College. Payment may be made via credit card (VISA, MasterCard, Discover, or American Express) incurring a service fee and paid through Self-Service using the MC student log in and password.

Students who wish to distribute payment over several months may make payment plan arrangements using the Nelnet Campus Commerce Tuition Payment Plan. Information is available on-line by connecting to: www.monmouthcollege.edu/offices/business-office/paying-your-bill/payment-plans/. Scroll down and select "Online application "Enroll in a Payment Plan"." There is a $40.00 per semester enrollment fee.

Prior Indebtedness:

Payment of all current financial obligations to the college is a prerequisite to registration (course selection) for the following semester.

Payment of all current financial obligations is a prerequisite to receiving the degree. Failure to meet such obligations will prevent participation in Commencement activities.

Other Policies:

Students who have outside scholarships or loans not already credited to their accounts by the day of registration must have written confirmation from the source of the aid if the scholarship or loan is to be considered in computing the net amount due.

Students receiving the Illinois Monetary Award Program Grant (MAP) who are enrolled in fewer than 3.75 course credits may receive a lesser award from the state than the amount shown on the financial assistance award letter.

Monmouth College will not prevent enrollment, access a late penalty fee, require alternative or additional funding, or deny access to any resources to students using the U.S. Department of Veterans Affairs (VA) Post9/11 G.I. Bill ® 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. Students may be required to produce the VA's Certificate of Eligibility by the first day of class, provide a written request or other additional information to properly certify enrollment. The VA school Certifying Official maintains information regarding requirements.

TUITION

The normal course load for a full-time student is 4 course credits per semester. A student enrolled for 3 or more course credits is classified as a full-time student. Tuition per semester is based on a student's registered course load as of the last day to add a course *(see 2025-2026 Academic Calendar).*

Tuition includes use of the library, laboratories, student center, cultural activities, co-curricular programs, admission to athletic contests, and most other campus events. Tuition is required whenever a student is enrolled for course work through Monmouth College whether the course work is on or off campus.

ROOM AND BOARD

Where space permits, double rooms are made available for single occupancy at an extra charge. Students selecting a "double-single" room will be billed at the Double Room, Single-Occupancy charge.

All unmarried students are required to live and take board on campus, except that residents of the immediate area may receive permission to commute to the college when they continue to live with their parents.

Students enrolled in internships, independent study, student teaching, or other off-campus programs within 30 miles of Monmouth must reside on campus and take board in the college dining room. Box meals will be provided or other appropriate arrangements made for meals that cannot be taken on campus.

Room Options *(per semester):*

Grier Residence Hall, Double Occupancy……..$3,797.00
Bowers Residence Hall, Double Occupancy……...$3,797.00
Pattee Residence Hall/Peterson Residence Hall, Double Occupancy…….$3,797.00
Alpha Xi Delta House, Double Occupancy…….$3,797.00
Pi Beta Phi……...$3,797.00
Peterson Residence Hall, Double Occupancy…….$3,797.00
Kappa Kappa Gamma House……...$-3,797.00
All Others. . . . . ……. . $3,221.00

Additional Charges for Private Rooms *(per semester):*

Double Room, Single Occupancy…… $1,200.00
Single Room, Single Occupancy……$500.00

Board Plan Options *(per semester):*

Traditional Plans

The Edinburgh. . . . . *(ALL ACCESS + $215.00 flex dollars)*…….$-2,680.00
The Haddington. . . . . *(14 meals per week + $280.00 flex dollars)*…….$-2,680.00
The Aberdeen. . . . . *(10 meals per week + $430.00 flex dollars)*……$2,680.00
The Perth Plan for Commuters Only . …*(50 block + $125.00 flex dollars)*……...$ 638.00

OFF-CAMPUS STUDY

Student should contact the Business Office regarding off-campus study costs. Additionally, the student must check with the Office of Student Financial Planning to determine financial assistance for a particular off-campus study program. Not all financial aid is continued for off-campus study programs. All expenses associated with off-campus study, such as travel, trip cancellation, clothing and designated meals will be borne by the student.

OTHER FEES

Part-Time Tuition *(per course credit)*…….$ 5,694.00
Tuition for students taking fewer than 3 course credits will be charged at $5,415.00 per course credit.

Audit *(per course credit)*……..$2,847.00
Full-time students may audit a course without charge. Part-time students or persons not otherwise enrolled will be charged the audit fee.

Music Lessons……...$ 250.00
$250.00 Lessons will carry a $250.00 fee per lesson for all non-music major students. Students majoring in music will be charged 250.00 per semester.

Late Payment Fee……...$25.00
Tuition, room and board charges are billed by semester. Statements are updated each month and available online. Payment for these semester charges are due August 1st for the fall semester and January 1st for the spring semester. A monthly late payment fee of 25.00 will be assessed if payment in full or alternative arrangements are not made by the due date.

Orientation Fee……...$250.00
An orientation fee of 250.00 is charged to all new and transfer students enrolled in the fall semester. This fee includes orientation meals, program materials, events and a lifetime transcript fee. All new students in the fall semester are expected to participate in orientation activities. An orientation fee of 250.00 is charged to all new and transfer students enrolled in the spring semester.

Room Cancellation
Resident students who do not return for the fall semester must cancel their room assignment by written notice to the Student Life Office no later than July 1st in order to receive a refund of the $200.00 student deposit. Students who do not return for the spring semester must notify the Student Life Office by January 1st to receive the deposit refund.

Replacement of Lost Key or Card
Outside key to building……...……..……..$100.00
Room key…….....……...…….....….$50.00
Other key……..……....$50.00
ID or meal card……..…..……..$35.00
The security of residence halls and the integrity of the identification system demand cooperation and responsibility from all members of the community in safeguarding keys and ID cards. The charges above are to encourage due care of keys and cards, to maintain room and building security, and to prevent loss of ID cards. Students are charged for keys not returned by the last day of each semester. Students who return keys after the last day of each semester will receive a refund of one half of the initial key charge. The ID card is used to access all student residence halls with the exception of student houses.

Motor Vehicle Charges
Student Parking Permit……..$150.00 per semester
Bowers Hall Parking Permit……..$175.00 per semester
Commuter Parking Permit…….....$50.00 per semester
Non-Registered Vehicle Fine*……...$150.00
Parking/Other Violation Fine……...$50.00
Parking on College Lawns Fine……$50.00
**In addition, violator will be required to register the vehicle.*

City ordinance prohibits all student overnight parking on City streets within several blocks of the College. Students will need to purchase a parking permit in order to park in off-street College spaces.

A parking permit allows students the opportunity to utilize campus parking facilities when a space is available. It does not guarantee a parking space will always be available in a specific lot. If no parking permits are available at the time of the request, a student will be placed on a wait list until a permit can be assigned. All students must register their vehicle and properly display a registration decal or parking permit at all times. *(Further information is available in the Monmouth College Parking Rules and Regulations.)*

Returned Check Fee……$50.00
This fee is charged to a person cashing a check which is returned to the college due to insufficient funds in the account to cover the amount of the check.

Summer Session
Tuition (per course credit)…….…….……$1,476.00
Room (per week)…….……...…$100.00

Board is not available during the summer. Students who withdraw during the first two days of summer classes receive a 75% tuition refund. After the second day of classes, tuition is not refunded.

Charges for Supplies or Damage

Charges for art, laboratory, or other supplies, lost library or athletic items or for damage to college property are billed immediately or at the end of the semester. Damage charges include the estimated cost of replacement parts or material, labor for repair or replacement, and overhead expenses associated with the repair or replacement.

REFUNDS

A refund is the amount of money that the college will credit to a student account and/or to a financial aid program account when the student leaves school before completing a period of enrollment. No refund of tuition is made to a student who simply drops a course. Refunds may or may not result in a student account credit that would lead to an eventual disbursement of cash to a student. Students who withdraw from the college are subject to adjustments in their financial aid. Students are cautioned that withdrawal from the college may result in a larger balance due from the student and that such balance will be due and payable at the time of withdrawal. Once a student has withdrawn from the college, refunds will be computed and credited by the College Business Office within thirty days of notification of withdrawal. No separate refund request is necessary. All refunds will be by check and mailed to the address on record. No refund will be made for amounts less than $5.00.

Attribution

Student loans, scholarships, and grants will first be reviewed and attributed to the appropriate academic session. For example, the Federal Direct Program loans (Stafford, PLUS, etc.) are considered to be made in proportionate amounts corresponding to the number of academic sessions covered by the loan (typically two semesters). Any portion of such loans attributable to a session that the student did not attend must be returned to the appropriate program account. The student's account will be adjusted accordingly.

Refund Policy

When a student withdraws from all classes during a semester, it is the College's responsibility to determine the student's withdrawal date for the purposes of the return of Title IV (federal) financial aid and the refund/cancellation of charges and non-federal financial assistance.

Withdrawal Refund of Institutional Charges Policy

When any student (new or returning) withdraws from all coursework during a semester, it is the College's responsibility to determine the student's withdrawal date for the purposes of calculating the proration and refund of institutional charges billed by the college.

The college has elected to use the same formula used to calculate the Return of Title IV (Federal) Financial Assistance when calculating the percentage of institutional charges incurred by a student.

A) Any student who withdraws prior to the last day to add or drop a course (typically the end of the first week of classes) in any semester, is not considered to have been enrolled for that semester and is therefore entitled to a 100% refund of tuition, room and meal charges for the semester. (The official date for each semester is outlined in the College Calendar online.)

B) Any student, who withdraws from all coursework after 60% of the semester has passed, is no longer entitled to any refund or cancellation of charges billed by the college.

C) Any student who remains enrolled beyond the last day to add or drop a course (typically the end of the first week of classes) but withdraws prior to completing 60% of the semester is entitled to a partial refund of that semester's direct costs (for tuition, room, and board). Indirect costs such as parking permits, insurance, books, class fees, etc. will not be refunded and will be incurred at 100%.

If Student Withdraws:	Percentage of Direct Charges Incurred by any student of Student Account	Percentage of Direct Charges Refunded/Reversed off
A) By the last day to add or drop a course without a fee (typically the first week of classes)	0%	100%
B) After 60% of the semester has passed	100%	0%
C) In the period of time between A and B outlined above	% equal to the amount of the term which has passed	% equal to the amount of the semester remaining
Example: Student withdraws in the fourth week of class, when 30% of the semester has passed. Student withdraws in the seventh week of class, when 45% of the semester has passed.	30% 45%	70% 55%

Official Withdrawal

For a student to be considered officially withdrawn, he/she must notify the college in writing or orally of his/her intent to withdraw by contacting the Office of Student Life. The withdrawal date is the date that the student notifies the Office of Student Life of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.

Unofficial Withdrawal

If a student ceases attendance without providing official notification to the College, the withdrawal date will be the mid-point of the semester, except that the College may use as the withdrawal date the student's last date of attendance at an academically-related activity, as documented by the College.

Special Circumstances

If the College determines that a student did not provide official notification because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the Dean of Students may determine a withdrawal date related to that circumstance.

Return of Title IV (Federal) Aid Policy

When any student (new or returning) withdraws from all coursework during a semester, (either officially or unofficially), and the student has received any Title IV federal funds (excluding Federal Work Study wages), the federal government requires the college review the student's eligibility for those funds. The college will utilize the federally mandated formula to determine the level of federal funding which has been "earned" and which the student is entitled to keep at the time of withdrawal from the college. This review and recalculation of aid eligibility is officially referred to as "Return of Title IV Aid."

Any student who withdraws prior to the last day to add or drop a course (typically the end of the first week of classes) in any semester is not considered to have been enrolled for that semester and will have all federal aid returned and all direct charges (for tuition, room and board) reversed by the college.

Any student, who has completed 60 percent of the semester, is considered to have "earned" all of his/her financial aid. No refund of institutional charges, nor Return of Title IV federal funding is required.

Any student who remains enrolled beyond the last day to add or drop a course (typically the end of the first week of classes) but withdraws from all coursework prior to completion of 60 percent of the semester, will have their institutional direct charges, as well as, their federal financial aid pro-rated at a percentage equal to the percent of the semester which has passed. Federal guidelines provide the college with appropriate parameters with which to calculate the appropriate percentage. In general, percentages are calculated by dividing the number of days completed by the number of days in the term beginning with the first day of class and ending with the last day of testing/finals. Breaks of 5 days or greater are omitted from the numerator and denominator. If the student is owed a disbursement, the funds will be made directly to the student's account.

If Title IV funds were disbursed to a student's account in excess of the calculated "earned" amount, then funds must be returned to the federal government by the college and/or the student and will done within 45 days of the date of the determination of student's withdrawal. The Office of Student Financial Planning will notify a student with instructions on how to proceed if the student is required to return funds to the government.

To determine the date used for the Return of Title IV funds, the college will first determine if it is an official or unofficial withdrawal.

> **Official Withdrawal.** For a student to be considered officially withdrawn, he/she must notify the college in writing or orally of his/her intent to withdraw by contacting the Office of Student Affairs. The withdrawal date is the date that the student notifies the Office of Student Affairs of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.
>
> **Unofficial Withdrawal.** If a student ceases attendance without providing official notification to the College, the withdrawal date will be the last day of an academically-related activity, as documented by the College or if past the 60% point, then the midpoint will be used.

Funds that are returned to the federal government are used to reduce the outstanding balances in individual federal programs. Financial aid returned by the student/parent or the college will be allocated in the following order:

1. Federal Unsubsidized Direct Loans
2. Federal Subsidized Direct Loans
3. Federal Perkins Loans
4. Federal Direct Parent (PLUS) Loans
5. Federal Pell Grants
6. Federal SEOG Grants
7. Federal TEACH Grants
8. Iraq Afghanistan Service Grants

In some cases, a student may be eligible for a post-withdrawal disbursement if, prior to withdrawing, the student "earned" more federal financial aid than was disbursed at the time. If a student is eligible for a post-withdrawal disbursement for Title IV grant funds, the grants will be processed for the student within 45 days, and any subsequent refund due the student will be processed within 14 days per the Credit Balance Refund Policy.

If a post-withdrawal disbursement included loan funds, the college will obtain the student's permission before disbursing the loan. A notice will be sent to the student within 30 days and the student must be respond in

writing within 14 days. Students may elect to decline some or all of the loan funds so the student does not incur additional debt.

The college may automatically use all or a portion of the post-withdrawal disbursement in the form of grant funds to cover the tuition and fees incurred by the student. However, the college will obtain permission from the student to use post-withdrawal grant disbursement for all other charges incurred by the student.

Refund of Funds from the Illinois Student Assistance Commission Monetary Award Program (MAP)

Per the rules of the Illinois Student Assistance Commission, if an IL MAP Grant recipient withdraws from enrollment after the expiration of the tuition refund/withdrawal adjustment period [interpreted by ISAC as after expiration of the add/drop period which is typically the first week of school], the recipient shall receive MAP grant payment for tuition mandatory fee costs incurred up to the term award provided the college's tuition refund policy indicates the recipient has incurred charges in the amount of the claim.

When figuring the amount of IL MAP Grant to retain, institutional gift dollars will be applied toward tuition. Therefore, the total retained institutional dollars plus the retained IL MAP grants will not exceed the prorated tuition and mandatory fees charged.

Refund of Tuition Assistance (TA) Funds Received for a Service Member

Under our Monmouth College policy, we will return to the appropriate military service branch, any unearned tuition assistance (TA) funds on a proportional/pro-rated basis through at least 60 percent of the payment/enrollment period. Any student, who has completed 60 percent of the enrollment period is considered to have "earned" all of his/her tuition assistance (TA) funds. In each of the two semesters (fall and spring) there are approximately 100 days. Therefore, each day of the semester represents approximately 1% of the whole semester. The pro-ration of earned vs. unearned tuition assistance (TA) funds will therefore be calculated at approximately 1% per day.

Refund of Institutional Financial Aid

Institutional financial aid may consist of Monmouth Grant, Monmouth Scholarships and Monmouth Loans. The refund/cancellation of institutional financial aid follows the pro-rata policy for the cancellation of institutional charges.

When a student withdraws prior to completing 60% of a semester, a pro-rated portion of his/her institutional financial aid will be returned to the program(s) from which the student received funds. After completing 60% of the semester, there is no cancellation of financial aid.

A student who withdraws prior to the last day to add or drop a course without a fee (typically the end of the first week of classes) is not considered to have been enrolled for that semester and therefore 100% of the student's institutional aid will be cancelled.

When institutional dollars are retained, they are assumed applied toward tuition.

Refund of Private Scholarships, Grants and Loans

Unless otherwise requested by the donor of a private scholarship or grant award, the funds will be retained to cover the costs incurred by the student. Excess funds will be returned to the donor. Private/alternative loans will be the last item retained to cover the costs incurred by the student. This will ensure a student has as little loan indebtedness as possible. Excess loan proceeds will be returned to the lender.

Loan Exit Interview Required

Students who borrow through either the Perkins Loan and/or the Direct Loan program are required to complete an exit interview online to ensure that they fully understand their commitments and obligations under these federally-funded programs. It is required that a student be informed of their rights and their responsibilities as a borrower through a federal program.

Appeal Process

An appeal process exists for students or parents who believe that individual circumstances warrant exception from published College charges and refund policies. Persons wishing to appeal for special consideration should address such an appeal in writing to the Vice President for Finance and Business at Monmouth College.

EFFECTIVE DATE

The policy above is effective July 1, 2024.

RIGHT TO CHANGE CHARGES

Charges are established on an annual basis, and the College makes every effort not to change them during the year. However, the College reserves the right to change any and all of the above charges.

ACCESS TO PERSONAL RECORDS

Students are provided access to their individual records through the MyMC Portal and the use of a login and password. This may include but is not limited to academic grades, class registrations, student account statements, and financial aid records. This self-service option is provided to allow you full access to all your personal records at any time. You may elect to print copies of your records through the portal for your own use. (If you prefer paper records be mailed to you, you should request those with each individual department from which you wish to receive paper documents.) As a student, you also control who else may have access to your records. If you wish to provide access to other individuals (such as parents), then you may do so by creating a proxy and granting specific permissions to each individual.

FACULTY

FULL- AND PART-TIME FACULTY

Barbaro-Medrano, Louise C. (1998), Lecturer, Department of Modern Languages, Literatures, and Cultures, 2003–. B.A., 1980; B.Ed., 1981; Honor Specialist International Languages, 1998; University of Toronto.

Bashir, Saadullah (2022), Assistant Professor, Department of Business & Economics, 2023–. B.S., Lahore University (Pakistan), 1997; M.B.A., Lahore University (Pakistan), 1999; Ph.D., Claremont Graduate University, 2022.

Belschner, Marlo (2002), Professor, Department of English, 2014–. B.A., St. Cloud University, 1991; M.A., 1994; Ph.D., 2001; Southern Illinois University.

Braun, Jennifer (2012), Lecturer, Department of Kinesiology, 2012–. B.A., Graceland College, 1999; M.S., Western Illinois University, 2001.

Campagna, Vanessa (2014), Associate Dean of Academic Affairs and Associate Professor, Department of Theatre, 2021–. B.A., University of St. Mary (Kansas), 2008; M.A., University of Missouri, 2012; Ph.D., University of Missouri, 2015.

Colclasure, Ryan (2019), Visiting Assistant Professor, Department of Psychology, 2019–. A.A. and A.S., Carl Sandburg College, 2001; B.A., Knox College, 2004; M.S., Western Illinois University, 2010.

Connell, Michael (1992), Professor, Department of Business and Economics, 2002–. B.S., 1976; M.S., 1982; J.D., Ph.D., 1986; University of Illinois.

Duggan, Arren (2023), Assistant Professor, Department of Educational Studies, 2023-. B.S., University of North Carolina at Greensboro, 2001; M.Ed., University of North Carolina at Greensboro, 2016; Ph.D. University of North Carolina at Greensboro, 2021.

Eary, Joanne (2005), Associate Professor, Department of Mathematics, Statistics and Computer Science, 2017–. B.S., Oklahoma City University; M.S., Oklahoma State University.

Fasano, Christopher (1998), Martha S. Pattee Professor of Science, Department of Physics and Engineering, 2007–. B.S., University of Notre Dame, 1983; M.S., University of Chicago, 1987; Ph.D., University of Chicago, 1989.

Fedorov, Nicole (2024), Visiting Assistant Professor, Department of Sociology, 2024–. B.A., Augustana College, 2010; M.A., DePaul University, 2012; Ph.D. Michigan State University, 2020.

Fieldman, Marnee (2023), Associate Professor, Department of Accounting, 2023-. B.S., University of Illinois at Urbana-Champaign, (1992); M.B.A., University of Chicago, (2001).

Foster, J. Robert (1999), Lecturer, Department of Kinesiology, 1999–. B.S., Eastern Illinois University, 1997.

Goach, Audra Lee (2006), Professor, Department of Chemistry, 2018–. B.S., 1998, Muhlenberg College; Ph.D., 2004, The Pennsylvania State University.

Goble, Chris (2004), Lecturer, Department of Communication Studies, 2004–. B.A., 1995; M.A., 1996; Eastern Illinois University.

Godde, James (2001), Michael McGrath Professor of Biology, Department of Biology, 2014–. B.S., 1989, Western Illinois University; Ph.D., University of Illinois, 1993.

Haas, Blake (2023), Lecturer, Department of Kinesiology, 2023-. B.A., Monmouth College, 2021.

Haynes, Roger D. (1982), Instructor, Department of Kinesiology, 1999–. B.A., Monmouth College, 1982, M.S., Western Illinois University, 2007.

Johnson, Robin (2000), Lecturer, Department of Political Science, 2004–. B.A., Monmouth College, 1980; M.P.A., Western Illinois University.

Johnston, Richard (1995), Associate Professor, Department of Business and Economics, 1999–. B.S., 1979; M.B.A., 1983; Lehigh University.

Kumar, Ashwani (2009), Associate Professor, Department of Physics and Engineering, 2017–. B.S., Government College for Men 1997; M.S., Panjab University 1999; Ph.D., Florida State University, 2009.

Kuppinger, Petra (2000), Professor, Department of Sociology and Anthropology, 2010–. B.A., Johannes-Kepler-Gymnasium, Leonburg, Germany, 1980; M.A., American University in Cairo, 1990; M.A., 1991; Ph.D., 2000; New School for Social Research.

La Prad, Tamara (2016), Assistant Professor, Department of Educational Studies, 2016–. B.A., Michigan State University, 1989; M.A., University of Virginia, 1996.

Lotz, Stacy M. (1995), Professor, Department of Art, 2010–. B.A., 1987; M.A., 1988; Eastern Illinois University; M.F.A., Washington University, 1991.

Mayfield, James Logan (2007), Professor, Department of Mathematics, Statistics and Computer Science, 2019–. B.A., DePauw University, 2003; Ph.D., University of Cincinnati, 2012.

McDermott, Mary E. (1998), Lecturer, Department of Mathematics, Statistics and Computer Science, 2004–. B.A., Drew University-Madison, 1989; M.S., Rutgers University, 1992.

Moore, Laura (2006), Professor, Department of Chemistry, 2016–. B.A., Carleton College, 1990; Ph.D., Stanford University, 1998.

Nelson, Michael (2017), Associate Professor, Department of Political Science, 2021–. B.A., University of California, San Diego, 1997; M.A., 2001; Ph.D., 2008, University of California, Berkeley.

Pahel, Timothy A. (2009), Professor, Department of Music, 2021–, B.A., Lawrence University, 1988; M.M., University of Illinois, 1998.

Prince, Thomas (2011), Lecturer, Department of Business and Economics, 2011–. B.B.A., Stetson University, 1976.

Prinsell, Michael (2015), Associate Professor, Department of Chemistry, 2021–. B.A., Colgate University, 2008; M.A., 2010; Ph.D., 2014; University of Rochester.

Quadir, Md Shahed Enamul (2021), Assistant Professor, Department of Physics and Engineering, 2021–. B.S., Bangladesh University, 2009; M.S., The University of Alabama, 2015; Ph.D., University of Connecticut, 2020.

Quick, Todd (2018), Associate Professor, Department of Theatre, 2025–. B.A., State University of New York at Geneseo, 2006; M.F.A., Purdue University, 2016.

Roberts, Kevin (2001), Lecturer, Department of English, 2001–. B.S., 1987; M.Ed., 1988; University of Illinois.

Sargent, Thomas (2002), Professor, Department of Educational Studies, 2015–. B.A., Monmouth College, 1985; M.A., Eastern Illinois University, 1996; Ph.D., University of Wisconsin-Madison, 1999.

Schmidt, Herb (2023), Lecturer, Department of Business & Economics, 2023–. A.S., Southeastern Community College, 1977; B.S., Iowa State University, 1984; M.B.A., Western Illinois University, 1987; Ph.D., St. Ambrose University, 2010.

Schumm, Sean M. (2011), Associate Professor, Department of Kinesiology, 2017–. B.S., Bradley University, 1997; M.S., Appalachian State University, 2006; Ph.D., Ohio University, 2011.

Shimmin, Kari (1999), Lecturer, Department of Kinesiology, 1999–. B.A., Monmouth College, 1997; M.S., Western Illinois University, 2000; Ed.D., Western Illinois University, 2024.

Simmons, Robert (2014), Associate Professor, Department of Classics, 2018–. B.A., St. John's University, 1993; M.A.T., Minnesota State University, 1995; Ph.D., University of Iowa, 2006.

Solontoi, Michael (2018), Associate Professor, Department of Physics and Engineering, 2018– B.A., Reed College, 2000; M.Sc., 2004; Ph.D., 2010; University of Washington.

Springer, Tiffany (2023), Visiting Professor, Department of Educational Studies, 2023–. B.S., Monmouth College, 2003; M.S., 2007; Ph.D., 2021; Western Illinois University.

Srivastava, Shweta Arpit (2019), Director of Communication Across the Curriculum; Associate Professor, Department of Communication Studies, 2025–. B.Sc., University of Lucknow, India, 2005; M.A., Alagappa University, India, 2008; M.A., 2013; Ph.D., North Dakota State University, 2019.

Stinnett, Alexander (2023), Assistant Professor, Department of Psychology, 2023–. B.A., Northern Illinois University, 2011; M.S., Western Illinois University, 2014; Ph.D., Texas Tech University, 2023.

Swearinger, Justin (2022), Assistant Professor and Director of Instrumental Activities, Department of Music, 2022− B.A., University of Alabama, 2013; M.M., Florida International University, 2016; DMA, University of Southern Mississippi, 2022.

Thissen, Jaimie (2024), Visiting Assistant Professor, Department of Physics and Engineering, 2024–. B.S., University of Wisconsin-River Falls, 2010; M.S., 2020; Ph.D., 2021 University of Illinois; M.S., University of Minnesota-Twin Cities, 2024.

Ugolino, Janet (2020), Associate Professor, Department of Biology, 2025−. B.S., 2006, Mercyhurst University; Ph.D., University of Maryland, 2011.

Vivian, Jessica (2014), Visiting Assistant Professor, Departments of Political Science and Business and Economics, 2020-. B.A., University of Texas at Austin, 1982; M.R.P., 1988; Ph.D., 1993; Cornell University.

Walters, Lori (2013), Professor, Department of Communication Studies 2025–. B.S., University of Wisconsin, Oshkosh, 1990; M.A., Central Michigan University, 1993; Ph.D., Bowling Green State University, 2001.

Wertz, Joan M. (2001), Associate Dean of Academic Affairs, 2020; Professor, Department of Psychology, 2013–. B.S., Allegheny College, 1991; Ph.D., University of Pittsburgh, 2002.

Wright, David (2013), Associate Professor, Department of English, 2018–. B.A., Millikin, 1988; M.A., Truman State University, 1991; M.F.A., Ashland University, 2011.

Wunderlich, Janis (2017), Associate Professor, Department of Art, 2017–. B.F.A., Brigham Young University, 1992; M.F.A., The Ohio State University, 1994.

PROFESSORS EMERITI

Ambrose, Rajkumar, Professor of Physics, 1986–2012.

Baugh, Brian, Professor of Art, 2005-2023.

Betts, James, Professor of Music, 1989–2017.

Blum, Harlow B., Professor of Art, 1959–1999.

Bond, Marjorie, Professor of Statics, 1996-2022.

Bruce, Mary Barnes, Professor of English, 1985–2014.

Buban, Steven, Professor of Sociology and Anthropology, 1977–2016.

Cramer, Kenneth, Professor of Biology, 1993-2021.

De Young, James L., Professor of Communication and Theatre Arts, 1963–2002.

Gebauer, Peter A., Professor of Chemistry, 1975–2009.

Gersich, Frank, Professor of Accounting, 1998-2022.

Glasgow, Terry L., Professor of Physical Education, 1972–2008.

Griffiths, Richard L., Professor of Music, 1967–1998.

Haq, Farhat, Professor of Political Science, 1987-2021.

Holm, Susan Fleming, Professor of Spanish, 1985–2011.

Kessler, Judi, Professor of Sociology, 2001-2021.

Lemon, J. Rodney, Professor of Political Economy and Commerce, 1976–2007.

McGaan, Lee, Professor of Communication Studies, 1986–2017.

McMillan, Kenneth, Professor of Political Economy and Commerce, 1994-2019

McNamara, R. Jeremy, Professor of English, 1964–1995.

Meeker, Cheryl, Professor of Art, 1986–2014.

Peterson, Judy, Professor of Accounting, 1998-2022.

Peterson, Trudi, Professor of Communication Studies, 1998-2023.

Rankin, Douglas, Professor of Theatre, 1988-2023.

Sienkewicz, Thomas, Professor of Classics, 1984–2017.

Sproston, Michael E., Professor of Music, 1968–2004.

Sturgeon, Bradley E., Professor of Biochemistry/Chemistry, 2005-2023.

Suda, Carolyn, Lecturer of Music, 1986-2021.

Tibbetts, Timothy, Professor of Biology, 2001-2023.

Tucker, Marta, Professor of Mathematics and Computer Science, 1983–2018.

Urban, William, Professor of History, 1966–2015.

Vivian, Craig, Professor of Educational Studies, 2000-2024.

Wallace, William, Professor of Theatre, 1979–2015.

Waltershausen, George L., Professor of Art, 1966–2000.

Watson, Craig, Professor of English, 1986-2020

Welch, Lyle L., Professor of Mathematics, 1979–2009.

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Mahendran Jawaharlal '86; Operating Partner, Renovus Capital; Boca Raton, Florida

Bradley C. Nahrstadt '89; Retired Chief Operating Officer, Donohue, Brown, Mathewson, & Smith; Northbrook, Illinois.

Gail Simpson Owen '74; Retired Regional Superintendent of Schools; Vancouver, Washington.

Nancy Snowden; Retired Director, Office of Business Practices, Caterpillar, Inc.; Peoria, Illinois.

Mark E. Taylor '78; Retired Attorney, Citi Group Energy; Houston, Texas.

Jean Witty '88; Adjunct Faculty, Grand Canyon University; Fontana-on-Geneva Lake, Wisconsin

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Daniel Dickson; Aon, Executive Managing Director, Dallas, Texas.

Harvey Echols '81; Physician, United Vein & Vascular Centers, Frisco, TX .

Robin Galloway '90; Chief Executive Officer, Dr. G's Ingredients; Bogart, GA.

Augustin "Gus" Hart '68; Chairman, 1870 Holding Monmouth, Illinois.

F. Austin Jones; CFO & Chief Trust Officer, Grinnell State Bank; Grinnell, Iowa.

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Anthony J. Perzigian '66; Board of Trustees Chair Advisor, Quality Assurance and Academic Affairs, Future University in Egypt; Cincinnati, Ohio.

Dennis Plummer ’73; Head of Business, Monsanto; St. Louis, Missouri.

Anita Ridge ’88; Senior Relationship Manager, TIAA Kaspick; Evanston, Illinois.

Tim Salier ’96; Senior Vice President, Business Development & Membership/Ticketing Operations, Spurs Sports & Entertainment, San Antonio, Texas.

John Scotillo ’72; Retired State of Illinois Associate Judge, Circuit Court of Cook County ~~City~~.; Huffman Estates, Illinois.

Carlos F. Smith ’90; CEO/Medical Director, Smith Centers for Foot and Ankle Care; Chicago, Illinois.

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Jacob McLean ’15; Assistant Dean for Campus Life, Knox College, Galesburg, Illinois

Mark Tupper ’94; Controller, K&L Freight Management; St. Charles, Illinois

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Karen Chism ’65; Retired Clinical Compliance Consulting LLC; Palo Alto, California.

John A. Courson ’64; Retired President & CEO, Mortgage Bankers Association; Chandler, Arizona.

Robert Dahl, Washington, DC

Rod Davies ’74; Mayor, City of Monmouth; CPA Cavanaugh Blackman Davies & Cramblet; Monmouth, Illinois.

Larry Gerdes; CEO, Pursuant Health; Atlanta, Georgia
.
Walter S. Huff Jr. ’56; Gerdes Huff Investments; Atlanta, Georgia.

William T. Irelan ’62; Retired General Counsel, ADCI/VOCA; Falls Church, Virginia.

Barbara Watt Johnson ’52; Moline, Illinois.

Gerald A. Marxman ’56; Retired President/Co-Founder, Comm Tech International; Chandler, Arizona

Michael B. McCulley, Esq. ’70; Retired Assistant General Counsel, Johnson & Johnson; New Brunswick, New Jersey

Gary Melvin; Owner, Rural King Distributing; Sullivan, Illinois.

Remove/Delete/Deceased Charles E. Morris; President, CEM Associates, Inc.; Normal, Illinois.

J. Hunter Peacock; Retired Treasurer, Ahlstrom Capital Corporation; Rio Verde, Arizona.

J. Stanley Pepper ’76; Retired Chairman/CEO The Pepper Companies; Chicago, IL

Bonnie Bondurant Shaddock ’54; Retired President, Oliver/Asselin; Laguna Woods, California.

William M. Simpson ’65; Retired President, John Wood Community College; Redmond, Washington.

William L. Trubeck ’68; Retired Business and Financial Consultant; Long Lake, Minnesota.

Frederick W. Wackerle ’61; Retired Chairman, Fred Wackerle, Inc.; Chicago, Illinois.

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Jackie Zachmeyer ’89; Retired Vice President, Internal Audit, Deere & Company; Moline, Illinois.

FORMER PRESIDENTS

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Rev. Jackson B. McMichael (1878–97)

Rev. Samuel R. Lyons (1898–1901)

Rev. Thomas H. McMichael (1903–36)

Rev. James H. Grier (1936–52)

Rev. Robert W. Gibson (1952–64)

G. Duncan Wimpress Jr. (1964–70)

Richard D. Stine (1970–74)

DeBow Freed (1974–79)

Bruce Haywood. President Emeritus (1980–94)

Sue A. Huseman (1994–97)

Richard F. Giese (1997–2005)

Mauri Ditzler (2005–2014)

Clarence R. Wyatt (2014–2024)

Academic Calendar 2025-2026

Fall 2025 Semester

August		
Wednesday	August 20	First Day of Classes
Tuesday	August 26	Last day to add or drop a course via student planning (No advisor approval, and a "W" is not assigned)
September		
Monday	September 1	Labor Day No Classes/Offices Closed
Monday	September 15	Midterm grades for first-half semester courses due by 10:00 a.m.
Wednesday	September 24	Early warning alerts for full-semester courses due by 10:00 a.m.
Friday	September 26	Last day to drop a 1st 1/2 semester course via Change of Registration form (advisor approval required "W" is assigned)
October		
Wednesday	October 8	Last day of 1st 1/2 semester courses (all classes meet as scheduled)
Thursday	October 9	Fall Break
Friday	October 10	Fall Break
Monday	October 13	1. Classes Resume 2. Midterm grades for full-semester courses due by 10:00 a.m. 3. First day of 2nd 1/2 semester courses 4. Students with senior standing (24 or more completed course credits) are eligible to register starting at 7:00a.m.
Tuesday	October 14	Mentoring Day – No classes in the afternoon
Wednesday	October 15	Students with junior standing (15-23.9 or more completed course credits) are eligible to register starting at 7:00a.m.
Friday	October 17	Last day to add a 2nd ½ semester course using the Change of Registration form (No advisor approval, and a "W" is not assigned)
Monday	October 20	Students with sophomore standing (7-14.9 or more completed course credits) are eligible to register starting at 7:00a.m.
Monday	October 27	Students with freshman standing (6.9 or under completed course credits) are eligible to register starting at 7:00a.m.
November		
Monday	November 3	Midterm grades for 2nd ½ semester courses due by 10:00 a.m.
Wednesday	November 5	Last day to drop from a full semester course via Change of Registration form (advisor approval required "W" is assigned)
Friday	November 14	Last day to drop a 2nd ½ semester course via Change of Registration form (advisor approval required "W" is assigned)
Tuesday	November 25	Thanksgiving break begins at the end of the day (WThF)
Wednesday	November 26	Thanksgiving break
Thursday	November 27	Thanksgiving break (Offices Closed)
Friday	November 28	Thanksgiving break (Offices Closed)
December		
Monday	December 1	Classes Resume
Friday	December 5	Last Day of Classes
Saturday	December 6	Reading Day
Monday	December 8	Final Exams
Tuesday	December 9	Final Exams
Wednesday	December 10	Final Exams

Thursday	December 11	Final Exams
Friday	December 12	Final Exams
Tuesday	December 16	Final Grades due at 4:00p.m.
	Dec 23-Jan 1	Winter Closing – Offices Closed

January 2026 Scots Term (Travel Courses Only)

January		
Monday	January 5	First day of classes/Last day to drop a course
Friday	January 16	Last day of class
Wednesday	January 21	Final grades due at 4:00 p.m.

Spring 2026 Semester

January		
Tuesday	January 20	First Day of Classes
Monday	January 26	Last day to add or drop a course via student planning
February		
Wednesday	February 11	Midterm grades for first-half semester courses due by 10:00 a.m
Monday	February 23	Last day to drop a 1st ½ semester course via Change of Registration form (advisor approval required "W" is assigned)
Tuesday	February 24	Early warning alerts for full-semester courses due by 10:00 a.m
March		
Friday	March 6	Last day of 1st ½ semester courses (all classes meet as scheduled)
Monday-Friday	March 9-13	Spring Break
Monday	March 16	1. Classes Resume 2. Midterm grades for full-semester courses due by 10:00 a.m. 3. Final Grades due for first-half semester courses 4. First day of 2nd ½ semester courses
Friday	March 20	Last day to add/drop a 2nd ½ semester course via the Change of Registration form (No advisor approval, and a "W" is not assigned)
April		
Thursday	April 2	Easter Break Begins at the end of the day
Friday	April 3	Good Friday (No Classes and Offices Closed)
Monday	April 6	Easter Monday (No Classes and Offices Closed)
Tuesday	April 7	Classes Resume
Wednesday	April 8	Students with senior standing (24 or more completed course credits) are eligible to register starting at 7:00a.m.
Thursday	April 9	Students with junior standing (15-23.9 or more completed course credits) are eligible to register starting at 7:00a.m.
Friday	April 10	1. Last day to drop from a full semester course using the Change of Registration form (advisor approval required "W" is assigned) 2. Midterm grades for 2nd 1/2 semester courses due by 10:00a.m.
Monday	April 13	Students with sophomore standing (7-14.9 or more completed course credits) are eligible to register starting at 7:00a.m.
Wednesday	April 15	Students with freshman standing (6.9 or under completed course credits) are eligible to register starting at 7:00a.m.
Wednesday	April 22	Last day to drop a 2nd ½ semester course via Change of Registration form (advisor approval required "W" is assigned)
Tuesday	April 28	Scholars Day (No Classes)

May		
Wednesday	May 6	Last Day of Classes
Thursday	May 7	Reading Day
Friday	May 8	Final Exams
Saturday	May 9	Final Exams
Monday	May 11	Final Exams
Tuesday	May 12	Final Exams
Wednesday	May 13	Final Exams
Friday	May 15	Final Grades for Seniors due at 10:00 a.m.
Sunday	May 17	Commencement
Wednesday	May 20	Final Grades due by 4:00 p.m.

May 2026 Scots Term

May		
Monday	May 18	First day of classes/Last day to drop a course
Friday	May 29	Last day of class
Wednesday	June 3	Final grades due at 4:00 p.m.

Summer 2026 Scots Term

June		
Monday	June 1	First day of classes
Wednesday	June 3	Last day to drop/add a course
Friday	June 26	Midterm grades due
Friday	July 24	Last day of class/Final exam day
Wednesday	July 29	Final grades due at 4:00 p.m.

Directory of College Offices

On-Campus Calls:
When dialing from on-campus telephones, use only the last four digits.

Switchboard……309-457-2311
Monmouth College numbers can be reached by direct-dialing or by calling the college switchboard.

Academic Affairs……309-457-2325
For academic department information, and faculty matters.

Admission ……admit@monmouthcollege.edu, 1-800-747-2687 or 309-457-2131
For most matters of concern to new and prospective students.

Athletics……309-457-2176

Business Office……309-457-2124
For questions about billings and student accounts.

Communications and Marketing……309-457-2321

Development and College Relations……309-457-2323

Student Financial Planning ……finaid@monmouthcollege.edu, 309-457-2129

Library……309-457-2190

President's Office……309-457-2127

Registrar…… registrar@monmouthcollege.edu, 309-457-2326
For academic records, academic standing, class schedules, courses, readmission, and transcripts.

Stockdale Center and Campus Events……309-457-2345

Student Life……309-457-2114

Wackerle Career and Leadership Center……309-457-2115

Monmouth College
700 E Broadway
Monmouth, Illinois 61462-1998
1-800-747-2687 or 309-457-2131
www.monmouthcollege.edu