Monmouth College

Academic Catalog 2021-2022

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For questions about college regulations and policies on student life, students should consult the current student handbook, which is available online:
http://department.monm.edu/stuserv/student-handbook

TABLE OF CONTENTS

INTRODUCTION, MISSION STATEMENT, VALUES & CORE COMPENTENCIES 1

ACCREDITATION AND AFFILIATION 2

ACADEMIC PROGRAM 3

COURSES OF INTRUCTION

ACCOUNTING 25
ART 29
BIOCHEMISTRY 35
BIOLOGY 39
BIOPSYCHOLOGY 45
BUSINESS AND ECONOMICS 49
CHEMISTRY 55
CLASSICS 60
COMMUNICATION STUDIES 66
EDUCATIONAL STUDIES 73
ENGINEERING 83
ENGLISH 92
ENVIRONMENTAL STUDIES AND SUSTAINABILITY 97
GLOBAL FOOD SECURITY STUDIES 101
GLOBAL PUBLIC HEALTH 103
HISTORY 105
INTEGRATED STUDIES 110
INTERDISCIPLINARY STUDIES 117
INTERNATIONAL BUSINESS 118
INTERNATIONAL STUDIES 120
INVESTIGATIVE FORENSICS 124
JOURNALISM 126
KINESIOLOGY 128
LATIN AMERICAN STUDIES 133
MATHEMATICS, STATISTICS, AND COMPUTER SCIENCE 135
MODERN LANGUAGES, LITERATURES, AND CULTURES 145
MUSIC 150
NEUROSCIENCE 156
PEACE, ETHICS, AND SOCIAL JUSTICE 163
PHILOSOPHY AND RELIGIOUS STUDIES 165
PHYSICS 173
POLITICAL SCIENCE 177
PSYCHOLOGY 182
SOCIOLOGY AND ANTHROPOLOGY 187
THEATRE 192
WOMEN'S STUDIES 196

HONORS PROGRAM 198

MONMOUTH GLOBAL PROGRAMS 202

PRE-PROFESSIONAL PROGRAMS 207

ADMISSION POLICY 210

TUITION AND FEES 212

REGISTER OF FACULTY 220

REGISTER OF ADMINISTRATION 226

REGISTER OF BOARD OF TRUSTEES 229

ACADEMIC CALENDARS 232

DIRECTORY OF COLLEGE OFFICES 234

INTRODUCTION

Monmouth College is a four-year liberal arts college offering the Bachelor of Arts degree. 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.
4. **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 before Christmas break. 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 2021-2022 academic year are available in the Academic Calendar.

DEGREES AT MONMOUTH COLLEGE

Monmouth College confers two undergraduate degrees, the Bachelor of Arts degree 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 32 course credits. Of these, at least 16 must be taken at Monmouth College; no more than 13 may be in a single discipline and no more than 16 may be in a single department. 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 24.

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

3. Completion of all general education 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 department.

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 half of the course credits required must be taken at Monmouth College; no more than 17 credits may be in a single discipline and no more than 20 credits may be in a single department. 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 24.

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

3. Completion of all general education 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 department.

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.

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 freshman 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. General education, 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.

General Education. Monmouth College is distinguished by a commitment to a four-year general education program. General education provides the wider context of knowledge and human experience, raises questions of meaning and value, and provides a basis for understanding the goals and methods of particular disciplines. General education promotes intentional inquiry into those activities, forms, and institutions that define humanity and identify significant areas of cultural agreement and difference among individuals. General education includes Foundation Skills, Integrated Studies, and Area Studies.

Foundation Skills. Skills in reading, writing, listening, speaking, and quantitative reasoning are essential for success in college and throughout life. Instruction in foundational skills is integrated throughout the curriculum, beginning in the first year.

Integrated Studies. Monmouth's signature general education "spine" consists of four courses, one taken during each of a student's four years at Monmouth. Each course is interdisciplinary and challenges students to explore important questions and develop thoughtful, well-reasoned answers for themselves. Only one integrated studies course from each level (100, 200, 300, 400) will count towards degree requirements.

Introduction to the Liberal Arts 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 *Self, Stranger, and Community*. Students must pass ILA to move on to Global Perspectives.

Global Perspectives courses provide an exploration of communities, societies, institutions, and issues from a global perspective, emphasizing not only differences and diversity but global interconnections and integration. Each course will highlight the influence and importance of cultural differences and ask the student to understand culture as a lens through which we view the world. Global Perspectives is typically taken in the second year. Students must pass Global Perspectives to move on to Reflections.

Reflections courses invite students to analyze familiar and unfamiliar systems of thought and belief in order to explore and understand the meaning and purpose of life. Students choose from an array of courses representing philosophical, religious, artistic, and scientific perspectives. Students are challenged to reflect on and articulate their own answers to questions of meaning and purpose. Reflections is typically taken in the third year. Students must pass Reflections to move on to Citizenship.

Citizenship courses serve as the capstone to the Integrated Studies experience. Each course challenges students to move past study and discussion of ideas and problems to intentional, conscientious action. Students choose from an array of courses that examine important social and community concerns. Each course presents students with an opportunity to understand and then respond in focused action through group projects ranging from position papers or policy proposals to service projects. Citizenship is typically taken in the fourth year.

Area Studies. Liberal education includes breadth of knowledge which provides a basis for understanding the goals and methods of specific disciplines. Students take courses in each of four areas: foreign language, arts, science, and quantitative reasoning.

Foreign Language provides students with an opportunity to understand their own culture by stepping outside of it. Learning another language requires understanding and communicating in new ways and on new terms. Courses emphasize the linguistic and cultural richness of the world's peoples.

The Fine Arts contain some of the greatest accomplishments of the human imagination and spirit. Literature, music, art, and theatre shape and give order to experience, express deepest feelings, celebrate life, and affirm human community. Whether studying them, or creating through them, the fine arts allow us insight into history, cultures, and creative practice.

The Sciences also represent imaginative achievement, including particularly a method of investigation and a body of knowledge about the physical universe and its life forms. Study of science defines how discovery and invention have shaped human identity, societies, and relationship with nature. To understand science requires learning content as well as engaging in investigation and laboratory work.

Quantitative Reasoning prepares students to reason using quantitative information. Students will develop strategies for more complex and nuanced arguments and decision-making. Courses emphasize the use of logic and practical problems, graphical and symbolic information, and effective communication of quantitative information.

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.

***Departmental major**:* Majors are available in:

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

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, Anthropology, Art, Biology, Business Administration, Chemistry, Classics, Communication, Computer Science, Data Science, Economics, Educational Studies, English, Environmental Studies and Sustainability, Global Food Security, Global Public Health, Greek, History, Human Services, International Studies, Investigative Forensics, Journalism, Latin, Latin American Studies, Mathematics, Media, Music, Peace, Ethics and Social Justice, Philosophy, Philosophy and Religious Studies, Physics, Political Science, Psychology, Religious Studies, Sociology, Sociology and Anthropology, Spanish, Theatre, and 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.

General education 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.

GENERAL EDUCATION REQUIREMENTS

Courses that satisfy general education requirements are designated by the faculty. In addition to the courses listed here, other courses may be available in a given semester.

The General Education program will be replaced by the Core Curriculum beginning in the fall semester of 2022. All students matriculating before the fall of 2022 will satisfy the General Education requirements using the substitution map found on pages 9-10.

Foundation skills (normally taken the first year):

1. 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.

2. One course that deals with crafting language to build good arguments and provides experience in writing, ENGL 110 (Composition and Argument)) or ENGL-120 (Composition and Literature), is to be taken in the first year.

3. To ensure that students are adequately prepared in quantitative reasoning, the faculty has determined that upon review of previous course work completed, QRAC 110 (Quantitative Reasoning/Citizen) or QRAC 120 (Quantitative Reasoning/Math) may be required.

Integrated Studies (students must take one course from each category):

Introduction to the Liberal Arts 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 *Self, Stranger, and Community*. Offered only in the fall, most students take it in the first semester.

Global Perspectives courses provide an exploration of communities, societies, institutions, and issues from a global perspective, emphasizing not only differences and diversity but global interconnections and integration. Each course will highlight the influence and importance of cultural differences and ask the student to understand culture as a lens through which we view the world. This course is typically taken in the second year.

Students with sophomore standing who are required to satisfy the Global Perspectives requirements should choose one of the following approved substitutions to satisfy the requirement:

Fall 2021		
ANTH	208	Global Cultures
ENGL	337	Global Literatures
HIST	120	Intro to Latin America
HIST	244	History of Piracy
PHIL/ RELG	310	Environmental Ethics
POLS	200	Comparative Politics
POLS	270	International Relations
RELG	250	Sociology of Religion
SPAN	320	Intro to Latino Culture in the U.S. (taught in English)
SPAN	334	Survey: History/Culture of Latin America Heroes

Spring 2022		
ANTH	103	Intro to Anthropology
ARTD	200	Intro to Art History
CLAS	235/335	Greek, Roman and Medieval History
GFSS	101	Intro to Global Food Security
HIST	142	Intro to Japan
HIST	203	Brazil, Culture and Politics
HIST	220	Modern Global History
HIST	243	The Pacific Wars
MUSI	288	World Music
POLS	150	Global Justice
POLS	250	Special Issues: European Politics
POLS	333	US Foreign Policy
RELG	100	World Religions
PESJ/ PHIL/ RELG	218	Peace with Justice
PHIL/ RELG	300	Philosophies and Religions of Asia

Reflections courses invite students to analyze familiar and unfamiliar systems of thought and belief in order to explore and understand the meaning and purpose of life. Students choose from an array of courses representing philosophical, religious, artistic, and scientific perspectives. Students are challenged to reflect on and articulate their own answers to questions of meaning and purpose. This course is typically take in the third year.

Citizenship courses serve as the capstone to the Integrated Studies experience. Each course challenges students to move past study and discussion of ideas and problems to intentional, conscientious action. Students choose from an array of courses that examine important social and community concerns. Each course presents students with an opportunity to understand and then respond in focused action through group projects ranging from position papers or policy proposals to service projects. This course is typically taken in the fourth year.

Area studies.

1. Competence in foreign language at the level of the first year of college language study (the 102 course level), to be taken in the freshman or sophomore year. A student may meet the requirement through a placement exam which demonstrates competency at the required level in a language other than English. Monmouth College courses that meet this requirement are:

CHNS	102	Elementary Chinese II
GREK	102	Elementary Classical Greek II
JAPN	102	Elementary Japanese II
LATN	102	Elementary Latin II
LATN	188	Transitional Latin
SPAN	102	Elementary Spanish II
SPAN	111	Accelerated Spanish for Beginners (Offered in Merida)

2. Study of **beauty and meaning in works of art** take a total of one course credit emphasizing either appreciation and interpretation of arts, or participation in the creative process or two semesters of theatre workshops, to be taken before the end of the junior year. Students are required to take academic courses to meet with requirement. For example, music ensembles do not meet the requirement.

One Course from:

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
ARTD	243	Observational Painting
ARTD	244	Abstract Painting
ARTD	260	Hand built Ceramics
ARTD	261	Wheel thrown Ceramics
CLAS	210	Ancient Literature
CLAS	230	Classical Mythology
CLAS	310	Ancient Literature
CLAS	330	Classical Mythology
ENGL	180	Introduction to Literature
ENGL	210	Creative Writing
MUSI	101	Introduction to Music
MUSI	105	History of American Music
MUSI	203	Evolution of Jazz
MUSI	211	History and Literature of Western Music
MUSI	212	History and Literature of Music II
PHIL	215	Philosophy of Art
THEA	171	Intro to Theatre
THEA	173	Introduction to Technical Theatre
THEA	175	Acting for Non-Majors
THEA	176	Acting I

OR a combination of these courses to total 1.0 course credit from this list:

ARTD	231	Book Design
ARTD	232	Poster Design
ARTD	237	Photography: Digital
ARTD	238	Digital Photography
ARTD	250	Special Topics in Studio
ARTD	271	Relief Printmaking
ARTD	350	Special Topics in Art History
ENGL	290	Writing and Literature in Context
THEA	119	Theatre Practicum

3. Study of the sciences, one course with laboratory in chemistry, physics, biology or psychology, from the list below, to be taken before the end of the junior year.

Science Lab Courses

BIOL	101	Life on Earth[1]
BIOL	109	Plants and Society[1]
BIOL	150	Investigating Biological Concepts
BIOL	201	Field Botany[1]
CHEM	100	Chemistry of the Environment[1]
CHEM	101	Nutrition & Food Chemistry[1]
CHEM	102	Forensic Science[1]
ESTS	103	Environmental Science
CHEM	140	General Chemistry
PHYS	103	Astronomy[1]
PHYS	105	The Solar System[1]
PHYS	107	Stars and Galaxies[1]
PHYS	130	Introductory Physics I
PSYC	101	Introduction to Psychology

4. Students will complete one course credit in Quantitative Reasoning in Practice (QRP) and should refer to the chart on the next page to identify the appropriate course. If no specific QRP course is listed for the major, refer to the second chart for a list of general QRP courses to satisfy the requirement.

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

Substitution Map for Transition from Current General Education Curriculum to the Core Curriculum (2022)

Below is a map for students matriculating either as first year students or transfer students in each of the years that will be affected by the transition from the current General Education curriculum to the new Core Curriculum. Students entering in 2019, 2020, and 2021 will still meet the requirements for the current General Education curriculum. The column on the right represents the courses that will be allowed as substitutions for those requirements as we move into teaching the Core Curriculum. The Registrar's Office and Academic Affairs Office will make every effort to ensure that students in these transitional classes are not adversely affected or slowed in their path to graduation by the transition.

Course that remain the same:

Fundamentals of Communication (COMM 101)
Composition and Argument (ENGL 110)

Course that have names changed:

Foundations in Quantitative Reasoning (formerly Quantitative Reasoning or QRAC)
Inquiry and Identity (formerly Introduction to the Liberal Arts)
Languages and Cultures (formerly Foreign Language)
Artistic Inquiry (formerly The Fine Arts or Beauty and Meaning in Works of Art)
Scientific Inquiry (formerly The Sciences)

Delivery modified:

Quantitative Reasoning in Practice (moved to a designated course)

Timeline:

Global Perspectives will no longer be taught after spring 2021
Reflections and Citizenship will no longer be taught after spring 2022

Substitutions by Entry Year:

AY 2021/2022

General Education Requirement	Core Curriculum Substitution
ILA: INTG 101	
Global Perspectives	Global Learning (designated course)
Reflections	Identity, Diversity, and Equity (designated course)
Citizenship	Community Engagement (designated course)
ENGL 110	ENGL 110
COMM 101	COMM 101
QRAC 110, 120	Prefix TBD 110, 120
Foreign Language (102 proficiency)	Languages and Cultures (102 proficiency)
Beauty and Meaning in Works of Art	Artistic Inquiry
Lab Science	Scientific Inquiry
Quantitative Reasoning in Practice (from list)	Quantitative Reasoning in Practice (designated course)

AY 2020/2021

General Education Requirement	Core Curriculum Substitutions
ILA: INTG 101	
Global Perspectives	Global Perspectives Substitute (21/22 list)
Reflections	Identity, Diversity, and Equity (designated course)
Citizenship	Community Engagement (designated course)
ENGL 110	ENGL 110
COMM 101	COMM 101
QRAC 110, 120	Prefix TBD 110, 120
Foreign Language (102 proficiency)	Languages and Cultures (102 proficiency)
Beauty and Meaning in Works of Art	Artistic Inquiry
Lab Sciences	Scientific Inquiry
Quantitative Reasoning in Practice (from list)	Quantitative Reasoning in Practice (designated course)

AY 2019/2020

General Education Requirement	Core Curriculum Substitutions
ILA: INTG 101	
Global Perspectives	
Reflections	
Citizenship	Community Engagement (designated course)
ENGL 110	ENGL 110
COMM 101	COMM 101
QRAC 110, 120	Prefix TBD 110, 120
Foreign Language (102 proficiency)	Languages and Cultures (102 proficiency)
Beauty and Meaning in Works of Art	Artistic Inquiry
Lab Sciences	Scientific Inquiry
Quantitative Reasoning in Practice (from list)	Quantitative Reasoning in Practice (designated course)

The rule regarding the ILA and transfer students will stay the same and carry over to Inquiry and Identity: Introduction to Liberal Arts is a seminar course required of all first-year students and is only offered in the fall semester. This course requirement may be waived for transfer students meeting the following criteria:

1. Transfer students who have completed a minimum of two semesters of full-time study at another college or university prior to attending Monmouth.

2. Transfer students beginning their studies at Monmouth College mid-year (January) after having completed one full-time semester (defined as 12 transferable semester hours) at another accredited college or university.

Transfer students entering Monmouth in the fall semester after having only one full-time semester at another college or university will be required to take Intro to Liberal Arts.

Chart 1: QRP courses for specific majors

Department/Program	Abbreviation	Name of Course	Pre-requisite
Accounting	ACCT 304	Advance Managerial Accounting	ACCT 204
Art*		*See Chart 2*	
Art Education	MCTE 310	Measurement and Assessment in Education	Admittance into the Teacher Education Program
Biochemistry	MATH 151	Calculus I with Lab	Either MATH 141 *or* a Math ACT score of 26+ *or* Math SAT score of 610+
Biology	BIOL 210	Biological Research Methods	Either BIOL 150 or 155 or Sophomore standing
Biopsychology	BIOL 210 *or* PSYC 201	Biological Research Methods *or* Research methods I: Design and Analysis	Either BIOL 150 or 155 and Sophomore standing *or* PSYC 101 and Sophomore standing
Business Administration	BUSI 306 *or* BUSI 205	Business Finance *or* Business Math and Statistics	BUSI 201 and 205 ACCT 203, ECON 200 *or* BUSI 201
Chemistry	MATH 151	Calculus 1 with Lab	Either MATH 141 *or* a Math ACT score of 26+ *or* Math SAT score of 610+
Classical Languages*		*See Chart 2*	
Classics*		*See Chart 2*	
Communication Studies	COMM 340	Communication Research Methods	COMM 230 *or* PUBR 241
Computer Science	COMP 152	Data Structures & Algorithms	COMP 151
Data Science	DATA 151	Introduction to Data Science	QRAC 110 *or* QRAC 120
Economics	BUSI 205	Business Math and Statistics	BUSI 201
Educational Studies		*See Chart 2*	
Elementary Education	EDST 110	Elementary Math Core and Foundations	
Engineering		*See Chart 2*	
English*		*See Chart 2*	
English Education	MCTE 310	Measurement and Assessment in Education	Admittance into the Teacher Education Program
Environmental Studies and Sustainability	BIOL 210 *or* PSYC 201	Biological Research Methods *or* Research Methods I: Design and Analysis	Either BIOL 150 *or* 155 and Sophomore standing PSYC 101 and Sophomore standing
Exercise Science	EXSC 330	Exercise Physiology I	EXSC 130, 140, 160, 251
French*		*See Chart 2*	
History*		*See Chart 2*	
International Business	BUSI 306	Business Finance	BUSI 201, 205, ACCT 203, ECON 200
International Studies*		*See Chart 2*	
Mathematics	MATH 253	Calculus III	MATH 152
Music*		*See Chart 2*	
Music Education	MCTE 310	Measurement and Assessment in Education	Admittance into the Teacher Education Program
Neuroscience	STAT 201 *or* PSYC 201	Statistics I *or* Research Methods: Statistical Analysis	
Philosophy	PHIL 201	Critical Thinking: Introduction to Logic	
Physical Education	EXSC 330	Exercise Physiology I	EXSC 130, 140, 160, 251
Physics*		*See Chart 2*	
Political Science*	POLS 208 *or* POLS 210 *or* POLS 287 *or* POLS 292 *or* POLS 375	Understanding Capitalism *or* Public Opinion *or* Political Psychology *or* Campaign Methods *or* Environmental Politics	
Psychology	PSYC 201	Research Methods I: Statistical Analysis	PSYC 101 and Sophomore standing
Public Relations	COMM 340	Communication Research Methods	COMM 230 *or* PUBR 241
Religious Studies*		*See Chart 2*	
Social Science Education	MCTE 310	Measurement and Assessment in Education	Admittance into the Teacher Education Program
Sociology and Anthropology Human Services	SOAN 302	Methods of Social Research	STAT 100 *or* STAT 201
Spanish*		*See Chart 2*	
Theatre*	THEA 281	Drafting for Design	
Theatre Education*	THEA 173	Intro to Technical Theatre	

*Upon review of ACT and SAT test sub scores in math as well as previously completed course work, QRAC 110 or QRAC 120 may be required.

Chart 2: *General QRP courses for Majors with no specified QRP stated

Abbreviation	Name of Course	Pre-requisite	Frequency of Offerings
ACCT 203	Financial Accounting	INTG 101 (ILA) *and* **QRAC 110 *or* 120	Every Semester
DATA 151	Data Science I	**QRAC 110 *or* 120	Fall Semester
EDST 110	Elementary Math Core and Foundations	**QRAC 110 *or* 120	Every Semester
MATH 104	Mathematics for the Liberal Arts	**QRAC 110 *or* 120	Spring Semester
MATH 130	Topics in Quantitative Reasoning	**QRAC 110 *or* 120	Every Semester
MATH 151	Calculus I with Lab	Either MATH 141 *or a* Math ACT score of 26+ *or* Math SAT score of 590+	Every Semester
PHIL 201	Critical Thinking: Introduction to Logic		Depends on department
POLS 208	Understanding Capitalism		Depends on department
POLS 287	Political Psychology		Depends on department
POLS 375	Environmental Politics		Depends on department
STAT 100	Statistical Literacy and Reasoning	**QRAC 110 *or* 120	Every Semester
STAT 201	Statistics I	**QRAC 110 *or* 120	Every Semester
THEA 173	Intro to Technical Theatre		Depends on department
THEA 281	Drafting for Design		Depends on department

OPPORTUNITIES FOR CREDIT

In all cases, the registrar assigns any credit toward general education requirements on an individual basis, in consultation with the appropriate academic department. Only credit of one type (AP or IB or Dual Credit) will be granted in a single subject.

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 course or general education 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 point 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 department. If no course equivalency is determined, elective credit will be granted.

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 department. However, no credit is given for courses that are bypassed in this way. In particular, this is the case with the foreign language placement exam.

Dual credit. First-year students may transfer college course work taken in high school. Credit will only be applied when an official college transcript has been received by the registrar's office and the student has earned a grade of C- or better. 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.

State Seal of Biliteracy. Students entering Monmouth College with the State Seal of Biliteracy will meet the proficiency required to satisfy the general education language requirement and will be granted 1.0 course credit of 200 level course work that may be applied to a major or minor in the language. 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 and submitting it to the Office of the Registrar who will verify the Seal of Biliteracy on the official high school transcript.

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, up to a maximum of 16 course credits (equivalent to 64 semester hours). Course work that meets the requirement for the English (ENGL-110/120) and Communication (COMM-101) general education requirement require a minimum grade of C- or better to transfer. 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. Department 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 in order 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 16 course credits. At least 16 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. Department 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. Matriculated students must 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. 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 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 Acaduem 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. Department 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. As with other transfer courses, Department 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 to Monmouth College are also required to complete foreign language proficiency and the Integrated Studies sequence.

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.

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 in order 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 for more than 4 academic course credits needs approval of their advisor. 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), with advisor approval. 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 credit.

*Definition of Exceptional major for the Bachelor of Arts Degree: The College established that majors require no more than 12 courses within a department 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 2021–2022 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 the online registration system. After the first week of class, students may not add full semester courses. Students should refer to the academic calendar for dates.

A student may withdraw from a course up to the ninth week of the semester with the advisor's approval. A change of registration form must be completed and submitted to the Office of the Registrar. The registrar notifies the course instructor of the change. A $15 fee is charged to the student's account for any schedule change made after the first week of classes in a semester.

The Introduction to Liberal Arts (INTG 101) and Quantitative Reasoning (QRAC 110 and QRAC 120) have been designed to prepare students for future college-level course work. Consequently, a student may withdraw from these courses only when extenuating circumstances beyond the student's control impair his/ her ability to participate in these courses. The student must have written approval from his/her advisor and from the associate dean for academic affairs.

A student may be withdrawn from a course if she or he misses 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, an 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. Academic credit may be changed to audit prior to the last six weeks of the semester, 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-person of the academic department 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 director of financial aid 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.

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 class 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 Attendance Policy outlined in the Scots Guide 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.

A student will be withdrawn from a course if he or she misses the first two meetings of a class with limited enrollment and the instructor has requested that the student be withdrawn. The student will not be withdrawn if he or she has notified the Office of Student Life in advance of the absences and the absences occur for a legitimate reason.

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 Scots Guide 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 considered to be a regular part of the semester. The schedule is announced after the semester begins.

All courses are expected to include a final exam or culminating experience.

GRADING

Grade reports.

Midterm warning grades. Prior to the fall and spring breaks notification of any midterm warning grades are sent to the student's Monmouth College email account and to the student's advisor. Midterm warning grade reports include only grades of C- and below as reported by the instructor. Students receiving midterm warning grades should meet with their 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 Scots Guide for detail.) Any student who wants his/ her academic information shared with someone outside of those mentioned above must sign a student consent to release academic information form which is available in the Registrar's Office.

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 passing (used during first nice weeks of the semester)
WF		Withdrawn failing (used after the first nine weeks if student is not passing)
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

[1]If a student receives a grad of F in a course due to academic dishonesty, the student is not allowed to withdraw (receive a W or WF). 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, which is normally an F.

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 probation may be noted on the transcript.

Academic Warning Period. After completion of a student's first semester of unsatisfactory academic progress, the institution will place the student on an automatic *one-semester* academic warning period. This action is not appealable. During this *one-semester* academic warning period, the student will be encouraged to meet with their academic advisor and/or academic coach and develop a plan for returning to good Satisfactory Academic Progress standing. At the end of this *one-semester* academic warning period, the student will again be evaluated for satisfactory academic progress and be held to the requirements outlined in the chart above to determine academic standing moving forward.

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.

    Academic dismissal may be noted on the transcript.

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.

Academic expulsion. A student may be expelled for academic reasons if performance following readmission continues to fall below college standards. Expulsion is a permanent separation of the student from the college and is noted on the transcript.

Disciplinary dismissal. A student dismissed for disciplinary reasons will be assigned a grade of W or WF 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 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 Warning Period refers to a status assigned to a student who fails to make satisfactory academic progress at the institution, but who is allowed to collect state and/or federal aid for one semester.

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 Warning Period. After completion of a student's first semester of unsatisfactory academic progress, the institution will place the student on a *one-semester* financial aid warning period. This action is not appealable. During this *one-semester* warning period, the student will be allowed to receive Federal and/or State assistance. At the end of this one-semester warning period, the student will again be evaluated for satisfactory academic progress and be held to the requirements outlined in the chart above to determine eligibility for aid moving forward.

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 My MC 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 departments 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 in continuation from one major/program to the next.

COMMENCEMENT POLICIES AND ACADEMIC HONORS

Students must submit and have approved the application for degree and have all degree requirements completed by the end of the spring semester or have no more than three courses remaining to complete their degree requirements as well as a plan approved by the Registrar for completion of those courses by the end of the same calendar year to be eligible to participate in the Commencement Ceremony. In addition, to participate in the Commencement Ceremony, students must confirm their participation with the Registrar by April 1 of the ceremony year.

College Honors at Graduation. College honors celebrate overall academic achievement. Students who have completed all of 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.

Honor Scholars. Students who successfully complete the Monmouth College Honors Program will be recognized at Commencement and have this status included on their transcript.

Departmental Honors. Students who have a cumulative grade point average of 3.50 or higher in courses taken toward the major in a department, who are judged by departmental faculty to have shown superior performance in the culminating experience of the major, and who have completed other requirements established by the department are recognized with departmental 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. Questions about grades that arise because of charges of academic dishonesty are resolved through the procedures described under Academic Honesty. The formal procedure for a grade appeal must be started within 30 days of the posting of the final grade.

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

In order 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 Student Self Service/WebAdvisor, 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, please follow the link on the Monmouth College home page 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 above this limit only with advisor approval. 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		
Accounting	ACCT-364	Service Learning Through VITA Program – 0.5	Offered in spring semester. May be repeated for credit
Art	ARTD-325 ARTD-425	Critique – 0.5 Critique – 0.5	
Classics	CLAS/ HIST-295	Classics Day Leadership – 0.25	May be repeated a maximum of 4x.
Communication Studies	COMM-113 COMM-115 COMM-117 COMM-118 COMM-213 COMM-215 COMM-217 COMM-218	Communication Workshop – 0.25 Radio Workshop – 0.25 Journalism Workshop – 0.25 Video Production Workshop – 0.25 Communication: Advanced Workshop – 0.5 Radio: Advanced Workshop – 0.5 Advanced Journalism Workshop -0.5 Advanced Video Production – 0.5	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	CLAS/ HIST-195 HIST-290 HIST-390	Archeology Lab – 0.25 to 1.0 Archives Practicum – 0.5 to 1.0 Archives Practicum – 0.25 to 1.0	Student may take maximum of 1.0 course credit in HIST-195. HIST-290 and HIST-390 may be repeated 2x.
Kinesiology	PHED-101 PHED-102 PHED-110 PHED-111 PHED-112 PHED-113 PHED-122 PHED-123 PHED-131 PHED-134 PHED-136	Fundamentals of Basketball – 0.25 Fundamentals of Volleyball – 0.25 Physical Fitness – 0.25 Weight Training – 0.25 Lacrosse – 0.25 Aquatic and Dry Land Conditioning – 0.25 Beginning Golf – 0.25 Beginning Tennis – 0.25 Swimming – 0.25 Archery – 0.25 Badminton – 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 – 0.125 Monmouth College Pipe Band – 0.125 Percussion Ensemble – 0.125 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

Frank Gersich
Professor, Chair

Judy Peterson
Professor

Overview of the Program:

The mission of the Monmouth College Accounting Department 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:

Students who anticipate sitting for the Certified Public Accounting exam should have as their primary academic advisor a member of the accounting department. Completing the B.A. degree with 32 course credits means you have earned 128 semester hours toward the goal of 150 semester hours, leaving approximately 5.5 courses to fulfill the requirement. Completing the B.S. degree with 36 course credits means you have earned 144 semester hours toward the goal of 150 hours, leaving approximately 1.5 courses to fulfill the requirement. Each student who plans to sit for the CPA exam needs to develop an academic plan to complete the relevant state's requirements to sit for the CPA exam which will most likely include courses other than accounting. This may be completed at Monmouth College or as part of graduate study leading to a Master's degree. Proper planning allows a student to meet the College's graduation requirements for an accounting degree, any requirements for a Master's degree, or the state's requirements to sit for the CPA exam within the normal four years of study.

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. Also included is an introduction to ethical decision-making and internal controls over financial functions. A 50-minute once-a- week lab is associated with this course. Prerequisite: INTG 101. Co-requisite course: ACCT 203L.

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. A 50-minute once-a-week lab is associated with this course. Prerequisite: C- grade or better in ACCT 203. Co-requisite course: ACCT 204L.

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 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 364. Service Learning Through the Volunteer Income Tax Assistance Program **0.5 course credit**
A service-learning activity in partnership with the Internal Revenue Service. The student will study to become certified and will serve the individual tax preparation, e-filing, and tax education needs of the campus and surrounding communities. The course is inclusive of workshops and participatory tax sessions. Offered in the spring semester. May be repeated for credit. Offered in the spring 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 375. Governmental Accounting **0.5 course credit**
Introduction to fund accounting used by state and local government entities. Prerequisite: ACCT 353. Offered in the spring 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: Permission by the instructor. May be repeated for credit.

Art

Brian Baugh
Professor, Chair, Curator of Art Collection

Stacy Lotz
Professor

Stephanie J. Baugh
Associate Professor, Gallery Director

Janis Mars Wunderlich
Assistant Professor

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

Overview of the Art Major:

The Art programs focuses on studio art proficiency in the media areas of Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, and Sculpture; we also offer multiple 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 6.0 course credits):*

ARTD 110	Foundational Drawing *(1.0 course credit)*
ARTD 111	Design *(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 *(0.5 course credit)*

Art Electives *(select to total 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 230/330	Typography and Logo *(1.0 course credit)*
ARTD 231/331	Book Design *(0.5 course credit)*
ARTD 232/332	Poster Design *(0.5 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 420	Independent Study *(0.25 – 1.0 course credit)*
ARTD 440	Art Internship *(0.5 or 1.0 course credit)*

Required Courses for the Art Minor:

Core courses *(select to total 2 course credits):*

ARTD 110	Foundational Drawing *(1.0 course credit)*
or	
ARTD 111	Design *(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)*

Art Electives (*select to total 4 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 230/330	Typography and Logo *(1.0 course credit)*
ARTD 231/331	Book Design *(0.5 course credit)*
ARTD 232/332	Poster Design *(0.5 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 420	Independent Study *(0.25 – 1.0 course credit)*
ARTD 440	Art Internship *(0.5 or 1.0 course credit)*

Overview of the Art Education 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 program that provides a distinct career path that is grounded in a rich liberal arts experience. This major leads to Illinois PK-12 Visual Arts teacher licensure.

Courses from the Educational Studies Department: (15.5 course credits)

EDST 151	Human Growth & Development *(0.5 course credit)*
EDST 215	Human Diversity in Educational Communities *(1.0 course credit)*
EDST 220	Theories of Learning *(0.5 course credit)*
EDST 250	Topical Foundations in Educational Studies *(1.0 course credit)*
EDST 377	Foundations of Art Education *(1.0 course credit)*
MCTE 200	Principles & Strategies Secondary Teaching *(1.0 course credit)*
MCTE 300	Content Area Literacy for Secondary Students *(1.0 course credit)*
MCTE 302	Educational Technology – Secondary/K-12 *(0.5 course credit)*
MCTE 305	Teaching ELL in K-12 Classrooms *(0.5 course credit)*
MCTE 310	Measurement and Assessment in Education *(1.0 course credit)*
MCTE 312	Exceptional Learner Methodologies – Secondary/K-12 *(0.5 course credit)*
MCTE 333	Practicum: 9-12/K12 Grave Level (co-requisite for MCTE 200, 300, 305, 312, 370)
MCTE 350	Principles & Strategies Middle Level Teaching *(1.0 course credit)*
MCTE 351	Adolescent Psychology *(1.0 course credit)*
MCTE 378	PK-12 Visual Arts Education Curriculum & Instruction *(1.0 course credit)*
MCTE 470	Student Teaching Seminar with Class Management *(1.0 course credit)*
MCTE 475	Student Teaching Clinical Experience *(3.0 course credit)*

Courses from the Art Department

Required Courses *(5.0 course credits)*

ARTD 110 Foundational Drawing *(1.0 course credit)*
ARTD 111 Design *(1.0 course credit)*
ARDT 200 Art History Survey I: Pre-history through Renaissance *(1.0 course credit)*
ARDT 201 Art History Survey II: Renaissance to Contemporary *(1.0 course credit)*
ARTD 232 Poster Design *(0.5 course credit)*
ARTD 271 Relief Printmaking *(0.5 course credit)*

Media Courses options: *(5.0 course credits)*

ARTD 223 Sculpture: Construction and Foundry *(1.0 course credit)* OR
ARTD 224 Sculpture: Multiples and Installation *(1.0 course credit)* OR
ARTD 237 Photography: Digital *(0.5 course credit)* OR
ARTD 238 Digital Photography: Color *(0.5 course credit)* OR
ARTD 243 Observational Painting *(1.0 course credit)* OR
ARTD 244 Abstract Painting *(1.0 course credit)* OR
ARTD 260 Hand-built Ceramics *(1.0 course credit)* OR
ARTD 261 Wheel-thrown Clay *(1.0 course credit)* OR
ARTD 325 Junior Critique *(0.5 course credit)* OR
ARTD 425 Senior Critique *(0.5 course credit)*
and
Any 300-level media course(s) for a total of 1.0 full credit

Course Descriptions:

ARTD 110. Foundational Drawing **1.0 course credit**
The development of drawing skills will be explored in this course in order to give students a good foundation for creating art in any medium. We will expend on the use of materials, explore concepts in drawing and work toward developing an individual style. Sketchbook assignments will be included to collect, generate, and refine ideas. Prerequisite: Art major or minor. Offered every fall semester.

ARTD 111. Design **1.0 course credit**
Fundamental elements and principles of two- and three-dimensional design are covered in projects that emphasize visual dynamics. Offered every spring semester. Prerequisite: Art major or minor.

ARTD 200(G). 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 requirement for Beauty and Meaning in Works of Art and is required for all Art Majors.

ARTD 201(G). 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 Beauty and Meaning in the Works of Art and is required for all Art Majors.

ARTD 215(G). 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.

ARTD 223(G). 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.

ARTD 224(G). 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.

ARTD 230(G). Typography and Logo **1.0 course credit**
This graphic design course aims to develop graphic communication skills through a series of exercises and assignments that focus on typography and logo design. Students will integrate manual design techniques with digital technology in order to create effective, original designs. Using sketching as a means to develop and explore ideas is an integral part of this course.

ARTD 231(G). Book Design **0.5 course credit**
This graphic design course will explore the contemporary practice of artists working in book arts as well as explore effective design approaches to the book form. Emphasis will be placed on layout utilizing a variety of geometric grids. A variety of book binding techniques will be taught.

ARTD 232(G). Poster Design **0.5 course credit**
This graphic design course will explore the history of poster design in the 19th and 20th centuries including artists who made important contributions to the poster form. Students will use digital technology to create posters that integrate type, image and layout. Posters will be created in a variety of styles for a different purposes and audiences.

ARTD 237(G). 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.

ARTD 238(G). 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 Beauty and Meaning in Works of Art.

ARTD 243(G). 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.

ARTD 244(G). 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.

ARTD 250(G). 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.

ARTD 260(G). 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.

ARTD 261(G). Wheel-Thrown Clay **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.

ARTD 271(G). 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. Meets the requirement for Beauty and Meaning in Works of Art.

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.

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 330. Typography and Logo **1.0 course credit**
This graphic design course aims to develop graphic communication skills through a series of exercises and assignments that focus on typography and logo design. Students will integrate manual illustration techniques with digital technology in order to create effective, original designs. Using sketching as a means to develop and explore ideas is an integral part of this course. Prerequisite: ARTD 230.

ARTD 331. Book Design **0.5 course credit**
This graphic design course will explore the contemporary practice of artists working in book arts as well as explore effective design approaches to the book form. Emphasis will be placed on layout utilizing a variety of geometric grids. A variety of book binding techniques will be taught. Prerequisite: ARTD 231.

ARTD 332. Poster Design **0.5 course credit**
This graphic design course will explore the history of poster design in the 19th and 20th centuries including artists who made important contributions to the post form. Students will create posters using both manual illustration techniques and digital technology. Posters will be created in a variety of styles for different purposes and audiences. Prerequisite: ARTD 232.

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 cred**it
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 Clay **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 402. Contemporary Art **1.0 course credit**
An examination of developments, major movements, and directions in art from 1945 to the present. The course emphasizes an analysis of art movements beginning with the abstract expressionists and concluding with recent trends. Offered alternate years in Fall semester. Prerequisite: ARTD 114 or consent of instructor.

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 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. Prerequisites: ARTD 200, ARTD 201 (Art major or minor).

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

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.

BIOCHEMISTRY

Audra Lee Goach	Laura Moore	Bradley Sturgeon
Chair, Professor	*Professor*	*Professor*
James Godde	Michael Prinsell	Janet Ugolino
Professor	*Associate Professor*	*Assistant 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 department 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
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).

Course Descriptions:

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 in alternate years.

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 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.

BIOC 300. Bioinformatics 1.0 course credit
This course introduces the fundamentals of computational biology, including the emerging fields of genomics (the study of an organism's entire complement of DNA) and proteomics (the study of the entire set of proteins expressed by a particular cell type). The course covers the basics of searching large databases of genetic information and interpreting the results that are obtained from such searches. The determination of DNA and protein structure by computational methods will also be addressed. Prerequisite: BIOL 202. Offered occasionally.

BIOC 310. Survey of Biochemistry 1.0 course credit
An introduction to the fundamental principles of Biochemistry and the application of chemical principles to biological problems. Topics include the structure and function of proteins, nucleic acids, carbohydrates, lipids, as well as the major catabolic and biosynthetic pathways. Prerequisites: CHEM 220 and CHEM 230.

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 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 or permission of the instructor.

BIOL 202. Genetics **1.0 course credit**
An introduction to the principles of heredity in both prokaryotes and eukaryotes, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use animals, plants and microorganisms to elucidate genetic principles. 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 by the instructor.

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 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. One three-hour laboratory per week. Prerequisite: A grade of C− or better in BIOL 200 or permission of the instructor.

CHEM 140G. General Chemistry I **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. This course also includes a three-hour laboratory session each week.

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 4-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. This course also includes a three-hour laboratory session each week. A focus on how structure affects the properties of organic molecules. 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 three-hour laboratory session each week. Prerequisite: A grade of C- or better in CHEM 228.

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 theoretical/computation chemistry. Includes a four-hour laboratory each week which emphasizes spectroscopy and 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 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: 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 biochemistry.

BIOLOGY

Tim Tibbetts	Eric Engstrom	Janet Ugolino
Professor, Chair	*Associate Professor*	*Assistant Professor*
Kevin Baldwin	James Godde	
Professor	*Professor*	
Ken Cramer	Kathy Mainz	
Professor Emeritus	*Lab Manager*	

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 Department of Biology 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	Investigating Biological Concepts
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	Investigating Biological Concepts
BIOL 155	Introduction to Ecology, Evolution, and Diversity
BIOL 202	Genetics

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

"G" Courses:

"G" courses fulfill the General Education requirement in the life sciences. Non-science majors are best served by BIOL 101 or BIOL 201. Science majors are best served by BIOL 150 or 155.

Course Descriptions:

BIOL 101G. Life on Earth **1.0 course credit**
This course explores the many ways fundamental principles of biology impact our lives. We explore newsworthy issues in genetics, evolution, human physiology (health), and environmental science while illustrating the process of science. Typical questions we might ask: are GMOs good or bad; can and should we genetically modify humans; why is heart disease the number one killer of humans; what is cancer and what can we do about it; how does our reproductive biology inform the abortion debate; why should I care about endangered species; why is global warming a big deal?

BIOL 109G. Plants and Society **1.0 course credit**
This non-majors Gen Ed course will introduce students to the multitude of ways humans interact with plants. These interactions are fundamental to culture and society. Topics will include the origins of agriculture, manipulation of plants by people, plant secondary compounds as sources of spices, medicines and drugs, and genetic engineering of plants. To understand these topics, a basic background in genetics, ecology, and evolution will be covered throughout the semester. Additionally, students will be introduced to important elements of botany, chemistry, anthropology, archaeology, and history.

BIOL 150G. Investigating Biological Concepts **1.0 course credit**
An investigative approach to learning fundamental concepts in biology from molecules to cells to organisms. Concepts include: the process of scientific inquiry, basic biochemistry, and basic cell function (cellular respiration, photosynthesis, protein synthesis, genetics, cell division).

Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

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 201G. 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 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 grade of C- or better in BIOL 150 and BIOL 155 or permission of the instructor.

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 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 217. Health Careers Externship **0.25 course credit**

(Cross-listed as BIOC 217) In cooperation with health professionals, these experiences involve full-time observation of the health care professional's daily routines. At the end of the course, students are expected to reflect on what they learned from this shadowing experience. Prerequisites: Completion of Introduction to Health Careers course and at least sophomore standing.

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. Prerequisite or co-requisite: MATH 207. 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.

BIOPSYCHOLOGY

Joan Wertz
Chair, Biopsychology
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 though 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	Investigating Biological Concepts
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):*

Biology sequence (2.0 course credits):

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

or

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	239	Health Psychology
PSYC	303	Drugs and Behavior
PSYC	304	Cognitive Neuroscience
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.

Course Descriptions:

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 in alternate years.

BIOL 150. Investigating Biological Concepts **1.0 course credit**
An investigative approach to learning fundamental concepts in biology from molecules to cells to 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.

BIOL 202. Genetics **1.0 course credit**
An introduction to the principles of heredity in both prokaryotes and eukaryotes, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use animals, plants and microorganisms to elucidate genetic principles. Prerequisites: Junior standing, BIOL 150, 155, or 200 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: BIOL 150 or permission of the instructor.

BIOL 210. Biology 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 investigate biological problems.

BIOL 325. Advanced Physiology **1.0 course credit**
Detailed study of human and comparative cellular and systemic physiology, emphasizing muscle, cardiovascular, neural, respiratory, renal, and reproductive physiology. Advanced Physiology will build on fundamental knowledge acquired in BIOL 204. Laboratory exercises will be both descriptive and experimental. Prerequisite BIOL 204. 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: PSYC 101 or BIOL 101 or 150. Offered in alternate years.

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.

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: BIOL 322.

BIOL 450. Research II **0.5 course credit**
Continuation of Research I. 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. Students are expected to finish the research projects they began in BIOL 440. Prerequisite: BIOL 440.

PSYC 101G. 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 201. Research Methods I: Statistics **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 in the fall semester.

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 in 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. Prerequisite: PSYC 101 and sophomore standing. Offered in the spring semester.

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 every other year.

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 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 annually.

PSYC 303. Drugs and Behavior **1.0 course credit**
An exploration of the psychological, social, and biological factors involved in drug use, drug abuse, and treatment and prevention of substance use disorders. Topics include: legal drugs such as alcohol and nicotine, and illegal drugs such as amphetamines, cocaine, opiates, and marijuana. Prerequisite: PSYC 239 or 243. Offered annually.

PSYC 304. Cognitive Neuroscience **1.0 course credit**

Provides a deeper understanding of the neural basis of behavior and mental activity. Topics include the cellular and molecular basis of cognition, gross and functional anatomy of cognition, methods of cognitive neuroscience, and processes such as selective attention, language, emotion, and learning and memory. 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 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 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.

CHEM 140. General Chemistry I 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.

CHEM 228. Organic Chemistry I 1.0 course credit
A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium.

BUSINESS AND ECONOMICS

Michael Connell	Richard Johnston	Judy Peterson
Professor, Chair	Associate Professor	*Professor*
Wendi Bolon	Daniel Kane	Tom Prince
Professor	*Visiting Assistant Professor*	*Lecturer*

Overview of the Program:

The Department of Business and Economics offers programs in both Business Administration and Economics. The department offers the opportunity to take advanced course credits in management, finance, marketing, international business, and public policy.

The department's focus is a general approach to economic and commercial activity. The department 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 which it creates and which influences it, and on the consequences of commercial and economic development in the modern world.

The department 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. 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
BUSI	218	Business Writing
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.

Economics Course Credit Descriptions:

ECON 120. Contemporary Economic Problems **0.5 course credit**
Interpretation and analysis of recent economic events, problems, and policy issues based upon economic principles.

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 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 310. Regulation and Legislation **1.0 course credit**
Analyzes the forces leading to government regulation, the consequences of such regulation, detailed examination of several regulated industries and environmental policies. Prerequisite: ECON 200.

ECON 311. Labor, Unions, and Industrialization **1.0 course credit**
An introduction to the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: ECON 200.

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 340. Economics and Law **1.0 course credit**
Micro-economic examination of the social consequences of alternative legal rules including property rights, contract rights, tort liability rules and criminal law. 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 351. Comparative Economic Systems **1.0 course credit**
An analysis of the significant similarities and differences in the development, structure, operation, and policies of market-directed, controlled, and mixed economies—with special attention to significant characteristics in economies evolving in non-Western societies. 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 361. History of Economic Thought **1.0 course credit**
An examination of major contributions to thought and their significance for modern theory.
Prerequisite: ECON 200.

ECON 370. Public Finance **1.0 course credit**
An examination of the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. 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 390. Independent Readings **0.5 to 1.0 course credit**
Economic readings selected on an individual basis supervised by a mentoring faculty member. Prerequisite: Permission of the instructor.

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.

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	218	Business Writing
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.

Business Course Descriptions:

BUSI 105. Introduction to Commerce **1.0 course credit**
Modern commercial institutions and business methods are examined. Analysis includes both domestic and global economic, social and political considerations. U.S. economic history is also examined. May include case study of a specific industry over time.

BUSI 201 Business Data Analysis **1.0 course credit**
Manipulation and analysis of data using spreadsheets.

BUSI 205. Business Math and Statistics **1.0 course credit**
Application of quantitative and statistical skills that are used in business analysis in management, marketing, finance and economics. Special emphasis on analysis utilizing spreadsheets. A foundation course credit that prepares students for advanced classes. Prerequisite BUSI 201.

BUSI 218. Business Writing **1.0 course credit**
Fundamentals of business writing and application to professional business writing tasks. Assignments replicate typical business cases and situations, including a report compiling, interpreting and documenting research. Prerequisites: BUSI 105 and ECON 200.

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

BUSI 290. International Business Practicum **0.5 course credit**
A practical experience which combines the study of international business and cultural differences that impact commerce. The course credit will include both on-campus instruction and site visitations of business, governmental, other commercial institutions and cultural sites outside the United States. Prerequisites: BUSI 105, sophomore standing, and permission of the instructor(s).

BUSI 295. Business in Context **0.5 course credit**
The study of contemporary issues, industries or firms related to a common theme. The theme, issue, industry, or firm will vary from semester to semester depending upon the knowledge, expertise and interest of the instructor. Emphasis on applying economic, marketing, financial, management, accounting, and legal analysis to the operation of the issues under examination. Possible industries include: professional sports, beverages, movies, music, communication, computer technology, health care, higher education, and automobiles. Prerequisites: BUSI 105, ECON 200, or permission of the instructor.

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 315. Negotiations **1.0 course credit**
The theory and practice of negotiations as they are practiced in a variety of settings. Relevant to a broad spectrum of negotiation problems encountered in business, professional and personal matters. Opportunity to develop bargaining skills experientially to understand negotiation in an analytical framework. Emphasis on simulations, role playing and cases. Prerequisite: Junior or senior standing.

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**
A survey of the principles of entrepreneurship. A study of business formation from idea to commercial viability. Students work together in teams to create business comprehensive plans for new business ventures. Prerequisites: BUSI 305 or permission of the instructor.

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 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 365. Midwest Entrepreneurs **1.0 course credit**
A study of the activities, plans and strategy of local and alumni entrepreneurs. The course features numerous guest speakers. Students write numerous papers, reports and blog posts about the speakers and entrepreneurial ventures. Prerequisites: BUSI 305 and junior standing; or consent of the instructor.

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 375. Leadership and Politics in Organizations **1.0 course credit**
A study of the relationship among leadership, politics, and authority in the creation, organization, and administration of the enterprise. Prerequisite: Junior standing.

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 385. Database Management **1.0 course credit**
An introduction to database management using Microsoft Office Access. Utilizes learning by doing hands-on projects under the direction and supervision of a faculty mentor. Prerequisite: Business 201 or consent of the instructor.

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. Entrepreneurial Business Strategy **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 409. International Business Strategy **1.0 course credit**
A study of the modern business enterprise in a global context. Focuses on the formulation and implementation of business strategy with a particular emphasis on the relationship between the strategy and the international environment within which the business operates. Emphasis on a synthesis of management, economics, accounting, marketing, and finance in the global context of the multi-national firm. Prerequisites: BUSI 305, 306, 307 and 345 and senior standing, or permission of the instructor.

BUSI 420. Independent Study. **0.5 to 1.0 course credit**
May be repeated for credit.

CHEMISTRY

Audra Lee Goach
Chair, Professor

Laura Moore
Professor

Michael Prinsell
Associate Professor

Bradley Sturgeon
Professor

Overview of the Program:

Students will obtain a solid foundation in chemistry and the 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 the 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 courses at the college) are available for the Chemistry major.

The Chemistry department 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 a chemist 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)
MATH 151	Calculus I (fulfills QRP for the major)
PHYS 130	Physics I
PHYS 132	Physics II

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

CHEM 350	Science Seminar. A total of 4 semesters.
CHEM 430	Research (0.5 course). 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/semester.

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)
MATH 151 Calculus I (fulfills QRP for the major)
MATH 152 Calculus II
PHYS 130 Physics I
PHYS 132 Physics II
*Co-requisite courses (must be taken concurrently).
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.
Students should select from one of the following courses:
CHEM 331 Medicinal Chemistry
CHEM 362 Advanced Physical Chemistry
CHEM 370 Advanced 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 course-work 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 the Chemistry Minor *(5 courses):*

CHEM 140 General Chemistry
CHEM 220 Introductory Analytical Chemistry
CHEM 228 Organic Chemistry I
CHEM 230 Organic Chemistry II

One of the following two offerings

CHEM 312 Physical Chemistry I
BIOC 330 Biochemistry

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

Course Descriptions:

CHEM 102G. 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 140G. 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 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 231. 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 228. (not offered 2021-22)

CHEM 250. Special Topics **0.25 to 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 and sophomore standing or permission of the instructor.

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. Offered occasionally. Prerequisite: CHEM 230.

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. Offered occasionally. Prerequisite: A grade of C- or better in CHEM 230.

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 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 department chair.

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 in alternate years.

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 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.

BIOC 310. Survey of Biochemistry **1.0 course credit**
An introduction to the fundamental principles of biochemistry and the application of chemical principles to biological problems. Topics include the structure and function of proteins, nucleic acids, carbohydrates, lipids, as well as the major catabolic and biosynthetic pathways. Prerequisites: CHEM 220 and CHEM 230. (Not offered 2020-21)

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.

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.

CLASSICS

Robert Holschuh Simmons
Chair, Associate 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)*
CLAS 235 or 335	Greek, Roman, and Mediterranean History
CLAS 195	Archaeology Lab *(0.25 course credit)*

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 or GREK 101 and 102.

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 departments, including HIST, PHIL, and THEA. Students should consult with Classics faculty to choose courses that best serve their purposes.

All courses of the following numbers may be repeated for credit toward the Classics major if the course topics differ: CLAS 120, 130, 201, 210, 230, 240, 301, 310, 330, 340, and 401 (along with sections of HIST or other prefixes cross-listed with course 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, and CLAS 295 may be taken up to two times for credit toward the major.

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

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

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. Students who take CLAS 335 to fulfill this requirement (thus fulfilling the requirement below as well) must take at least .5 credits of another CLAS course to make up for the credit shortfall.*
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, 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, 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.

No more than 2.0 credits may be used toward both the Classical Languages and Classics majors, though it is possible for a student to earn both majors.

Classics Minor ***(4 course credits in Classics, Latin, and/or Greek):***

Required course:

CLAS 200 Introduction to Classical Studies *(0.5 course credit)*

Greek Minor ***(4 course credits, 3.5 of which must be in Greek):***

Required course:

CLAS 200 Introduction to Classical Studies *(0.5 course credit)*

Latin Minor ***(4 course credits, 3.5 of which must be in Latin):***

Required course:

CLAS 200 Introduction to Classical Studies *(0.5 course credit)*

Language Course Descriptions:

LATN 101G. Elementary Latin I **1.0 course credit**
An introduction to Latin grammar and syntax with simple readings and translation.

LATN 102G. 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.

LATN 120. Intensive Latin Review **1.0 course credit**
Students in this course will build on previous Latin training. Students will learn the fundamentals of Latin grammar, develop a basic Latin vocabulary, learn to read many Latin texts with the help of a dictionary, and understand important aspects of many cultures of ancient Romans. Speaking and listening skills in Latin will be encouraged only in order to assist the development of reading and writing Latin. Students must have completed LATN 101 and completion of at least half of LATN 102 OR recent completion of two years of high school Latin OR the equivalent of either; a score of at least 16 on the Latin diagnostic exam; and a conversation with a Classics faculty member to determine whether the course is a best placement for the student.

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.

LATN 420. Prose Composition **0.25 or 0.5 course credit**
Prose composition in Latin. For advanced students only.

GREK 101G. Classical Greek I **1.0 course credit**
A study of grammar and syntax of ancient Greek with simple readings and translation.

GREK 102G. 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.

GREK 111G. Elementary Biblical Greek I **1.0 course cred**it
A study of grammar and syntax of Biblical Greek with simple readings and translation.

GREK 112G. 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.

GREK 200. Directed Readings: Topic **0.25 or 0.5 course cred**it
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 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.

Civilization Course Descriptions:

CLAS 120. Non-Western Ancient Society: Topic **0.5 or 1.0 course credit**
(Cross-listed as HIST 120) A close examination of a particular aspect of ancient history society, and/or archaeology, with a focus on one or more non-Western cultures, often along with Greece and/or Rome. Each time it is offered, this course covers a different topic, including world archaeology, ancient science and technology, ancient cultural diversity, etc. Focus on primary materials and evidence. May be repeated for credit with different topics.

CLAS 130. Ancient Society: Topic **0.5 or 1.0 course credit**
(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.

CLAS 195. Archaeology Lab **0.25 or 1.0 course credit**
(Cross-listed as HIST 195) In Archaeology Lab students engage in archaeological techniques that transcend geographic or chronological focus. Students will gain hands-on experience working with Native American lithic and ceramic artifacts as well as ancient Mediterranean antiquities from the Shields Collection. Students will learn the proper techniques to handle authentic antiquities in a scientific manner by spending class time cataloguing, maintaining, and promoting Monmouth College's collection. Additionally, students will explore new technologies and their applications to the field of archaeological science, skills which are applicable to analyzing the archaeological material of any civilization. CLAS 195 and/or HIST 195 may be taken for up to 1.0 credit (i.e. up to four times, if the course is offered for 0.25 course credits each) toward the Classics major.

CLAS 200. Introduction to Classical Studies **0.5 course credit**
This seminar surveys various fields of classics, including linguistics, archaeology, and history, and introduces prospective majors, minors and serious students of the classics to various research tools important to the discipline.

CLAS 201. Classics Seminar: Topic **0.25 or 0.5 course credit**
In this seminar a central topic in classical studies is examined from a variety of disciplinary models and approaches. Intended for majors, minors and serious students of the classics. Prerequisite CLAS 200 or permission of the instructor. May be repeated for credit with different topics.

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.

CLAS 210G. Ancient Literature: Topic **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). A full course credit, or two 0.5 credit courses, of Ancient Literature satisfies the General Education requirement for "Beauty and Meaning in Works of Art." May be repeated for credit with different topics.

CLAS 224. Word Elements: Topic **0.5 course credit**
An English vocabulary-building course that emphasizes the Greek and/or Latin roots of the English language, the meanings of prefixes and suffixes from Greek and Latin, and basic linguistic concepts. May be repeated for credit with different topics.

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 230G. Classical Mythology: Topic **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. 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 requirement for "Beauty and Meaning in Works of Art." May be repeated for credit with different topics.

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.

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.

CLAS 245. Ancient Religious Reflections: Topic 0.5 course credit
Deals with different aspects of religion in the world of the ancient Mediterranean. Topics include: "Sacred Places," "Mystery Religions Past and Present," and "Classical Mythology and Religion." While special attention is given to the ancient Greeks and Romans, the civilizations of other Mediterranean peoples, such as the Egyptians, are also discussed and special effort will be made to put these ancient reflections in a modern context. May be repeated for credit with different topics.

CLAS 250. Special Topics. variable credit
May be repeated for credit.

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 Day Leadership 0.25 course credit
(Cross-listed as HIST 295) Students in this course will take leadership roles in making the biennial Classics Day a success. This leadership will be divided between students based on their academic strengths and interests; students will need to justify the roles they choose in contributing to this complex event as having relevance to their majors or other academic concentrations. Between weekly meetings and distributed tasks between meetings, we will plot out Classics Day's events and who will carry them out, and we will take the steps necessary to make those events work, to receive funding, to publicize Classics Day effectively, to follow up on it appropriately, and to pursue recognition, via awards or other means, after the event is done. The high point of the course will be Classics Day itself. CLAS 295 and/or HIST 295 may be taken for up to 1.0 credit (i.e. up to four times, if the course is offered for 0.25 course credits each) toward the Classics major.

CLAS 301. Classics Seminar: Topic 0.25 or 0.5 course credit
In this seminar, a central topic in classical studies is examined from a variety of disciplinary models and approaches. Intended for majors, minors and serious students of Classics. Same general content as CLAS 201, but with higher expectations of performance. May be repeated for credit, as long as topics differ.

CLAS 310G. Ancient Literature: Topic 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. A full course credit, or two 0.5-credit courses, of Ancient Literature satisfies the General Education requirement for "Beauty and Meaning in Works of Art." May be repeated for credit with different topics.

CLAS 330G. Classical Mythology: Topic 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. 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 requirement for "Beauty and Meaning in Works of Art." May be repeated for credit with different topics.

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.

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.

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.

COMMUNICATION STUDIES

Trudi K. Peterson	Joel Reed	Lori Walters-Kramer
Professor, Chair	*Visiting Assistant Professor*	*Associate Professor*
Chris Goble	Shweta Arpit Srivastava	
Lecturer	*Assistant Professor*	

The Department of Communication Studies offers a major in Communication, minors in Communication and Media, and houses the 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	Junior Colloquium
COMM 340	Communication Research Methods
COMM 421	Senior Colloquium
COMM 491	Freedom of Expression and Communication Ethics

One course credit from the following:

COMM 231	Interpersonal Communication
COMM 233	Advance 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
PUBR 363	Media and Public Relations Writing

Two course credits from the following:

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

Plus two course credits in COMM/PUBR chosen in consultation with their academic advisor, one of which MUST be taken at the 300 level.

A student is required to take one half course credit of 100/200 workshops for a Communication major and complete either an internship or independent study. However, no more than 3 course credits of experiential credit may count toward the completion of the major; this includes 100/200 workshops and internships.

Students may not exceed one course credit of 100-level workshop or two course credits of 200-level workshop.

A passing evaluation on the Communication Senior Electronic Portfolio.

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

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)

At least 0.25 course credits of Communication workshop at the 100 or 200 level.

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

COMM 261	Mass Media and Modern Society
COMM 269	Multimedia Production
PUBR 267	Layout and Design
PUBR 363	Media and Public Relations Writing

At least 0.25 course credits of Communication workshop at the 100 or 200 level.

Course Descriptions:

COMM 101G. 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 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 116. Television: Workshop 0.25 course credit
Practical experience in television production with a primary focus on producing a weekly news/ sports program. 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 producing news/sports content across media (Print/Online, Social Media, Radio, and Television) open to all students. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 118. Video Production Workshop 0.25 course credit
Practical experience in video production with a primary focus on producing different types of video programs. Open to all students. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 213. Communication: Advanced Workshop 0.5 course credit
Continuation of COMM 113 with advanced work and/or a position of responsibility in communication. Primarily for junior and senior majors. Prerequisite: COMM 113, sophomore standing and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 214. Print Media: Workshop 0.5 course credit
Journalism work and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 215. Radio: Advanced Workshop 0.5 course credit
Continuation of COMM 115 with advanced work and/or a position of responsibility at the student radio station. Primarily for junior and senior majors. Prerequisites: COMM 115 and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 216. Television: Advanced Workshop 0.5 course credit
Continuation of COMM 116 requiring advanced work in television production with a primary focus on producing professional quality work for the weekly news/sports program at the student television station. Primarily for upper class majors. Prerequisites: COMM 116 or 269 and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 217. Journalism: Advanced Workshop 0.5 course credit
A continuation of COMM 117 with advanced work in journalism and news room practices, with a primary focus on producing news/sports content across media (Print/Online, Social Media, Radio, and Television). Additional practical experience in newsroom leadership and on air performance will also be possible. Prerequisite: COMM 117 or consent of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 218. Video Production Advanced Workshop 0.5 course credit
A continuation of COMM 118 with advanced work in video production with a primary focus on producing different types of video programs. Additional practical experience in production leadership will also be possible. Prerequisite: COMM 118 or consent of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

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 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. Special emphasis will be placed on writing and reporting news stories that are researched, written and published in the Monmouth College student newspaper, The Courier or posted on the Warren County Newswire, an on-line news site published exclusively by Monmouth College students. 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) and website design/maintenance. 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 321. Junior Colloquium **0.5 course credit**
An examination of the goals and outcomes of study in Communication. Includes opportunities to prepare and present projects and develop a student Web-based electronic portfolio. Individual and group study will occur. Topics include: an overview of issues and choices facing Communication majors, internship and independent study planning, web and portfolio design, as well as career analysis and planning. Prerequisite: Communication major and 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 effect 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 369. Convergent Media Production **1.0 course credit**
Advanced study of contemporary electronic communication technology. In particular, the course will build on the production skills of the introductory class, study the elements of cross-media or trans-media production and look at its application to the convergent media world. Students will apply this knowledge to the creation of a trans-media project incorporating traditional and new media (including a central video program, supporting website and social media elements). Combines application of communication theory with practice in developing successful trans-media projects. Prerequisite: COMM 269.

COMM 421. Senior Colloquium **0.5 course credit**
Continuation of Junior Colloquium examining the goals and outcomes of study in Communication. Includes opportunities to prepare and present projects and complete a student web-based electronic portfolio. Individual and group study will occur. Topics include: an overview of emerging issues facing Communication graduates, Web and portfolio design, as well as career and life planning. Seniors serve as mentors to sophomore and junior Communication majors. Prerequisite: Communication major and senior standing or permission of the instructor.

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. Freedom of Expression and Communication Ethics **1.0 course credit**
A study of the foundations of freedom of expression and communication ethics in our society. Major historical documents pertaining to the freedom of communication and the moral and ethical base of communication will be reviewed. The continuing tension between artistic freedom and censorship will also be examined. Historical materials will be applied to current points of contention in the arts, business, media, and politics. Culminating experience required of all majors. Prerequisite: Senior Communication major or minor or senior Public Relations major, or permission of the instructor.

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.

PUBLIC RELATIONS

Overview of the Public Relations Major

The 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

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 an 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. Work in a public relations agency is normally very competitive, but opportunities exist in organizations of all size. 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 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
PUBR 267 Layout and Design
PUBR 363 Media and Public Relations Writing
ECON 200 Principles of Economics
PUBR 241 Introduction to Public Relations
PUBR 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
ENGL 301 Advanced Composition

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

ARTD 230 Typography and Logo
ARTD 232 Poster Design
ARTD 237 Photography: Digital

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

BUSI 305 Administration and Organization

Course Descriptions:

PUBR 241. Introduction to 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.

PUBR 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 Web site design and the creation and implementation of media projects (promotional graphics, printed materials, photo-illustrations). Combines application of communication theory with practice in developing successful projects. Prerequisite: COMM 101.

PUBR 363. Media and Public Relations Writing **1.0 course credit**
A broadcast media and public relations writing course providing practical experience in the creation of commercial and noncommercial materials for radio, television, print and news media. Prerequisite: COMM 260 or PUBR 241 or approval of the instructor. Offered each semester.

PUBR 491. Public Relations 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.

PUBR 493. Internship **1.0 to 2.0 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. May be repeated for credit.

EDUCATIONAL STUDIES

Craig Vivian
Professor, Chair

Jennifer Dickens
Director of Educational Partnerships & Initiatives

Brad Rowe
Associate Professor

Sherry Bair
Associate Professor

Michelle Holschuh Simmons
Associate Professor

Tom Sargent
Professor, Director of Teacher Education

Tamara LaPrad
Assistant Professor

Overview of the Major and Program:

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 Department of Educational Studies 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.

Elementary Education Major with Teacher Education Program (Grades 1–6 elementary endorsement):

Candidates for an initial Illinois teaching license with the grades 1-6 endorsement must pass the appropriate state-administered competency tests in order to be admitted to the program, to student teach, and to obtain a license. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards and the Illinois Content Area Standards for Educators. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board.

EDST 110	Math Core and Foundations in Education
EDST 151	Child Development for Elementary Teachers
EDST 205	The Six Language Arts
EDST 210	Characteristics of Exceptional Learners
EDST 215	Diversity, Equity, and Inclusion in Education
EDST 220	Theories of Learning and Child Development
EDST 250	Topical Foundations in Educational Studies
MCTE 310	Measurement and Assessment in Education
MCTE 311	Exceptional Learners Methodologies-Elementary
MCTE 315	Elementary Science Methods
MCTE 316	Earth Science and Environmental Education
MCTE 320	Elementary Social Studies Methods
MCTE 321	Geography and Community
MCTE 325	Children's Texts and Grammar
MCTE 402	Educational Technology - Elementary
MCTE 405	Advanced Elementary Reading and Writing
MCTE 406	Practicum for Advanced Elementary Reading and Writing
MCTE 410	Elementary Math Methods
MCTE 411	Practicum for Elementary Math Methods
MCTE 455	Elementary PE & Health Methods
MCTE 460	Primary-Level Whole-Class Practicum
MCTE 465	Intermediate-Level Whole-Class Practicum
MCTE 470	Student Teaching Seminar w/ Classroom Management
MCTE 475	Student Teaching Clinical Experience

Required Courses Outside the Educational Studies Department:

ECON	291	Economics for Elementary Education
MATH	210	Foundations of Elementary Mathematics I
MATH	211	Foundations of Elementary Mathematics II
POLS	291	Civics & Political Systems for Elementary Education

One Physical or Life Science course (not PSYC) with lab

*Courses and requirements are subject to change and will be updated on our website.

Teacher Education Program for Content Area Majors (9–12* & K–12 grade level endorsements):

Candidates for an initial Illinois teaching license must pass the appropriate state-administered competency tests in order to be admitted to the program, to student teach, and to obtain a license. Endorsements to the initial teaching license in specific content areas may be granted with the completion of additional course work. The professional education sequence and related content-area courses have been aligned with the Illinois Professional Teaching Standards and the Illinois Content Area Standards for Educators. The Monmouth College Teacher Education Program is currently accredited by the Illinois State Educator Preparation and Licensure Board.

Secondary Licensure Sequence with 9–12* grade level endorsement:

EDST	210	Characteristics of Exceptional Learners
EDST	215	Diversity, Equity, and Inclusion in Education
EDST	220	Theories of Learning and Child Development
EDST	250	Topical Foundations in Educational Studies
MCTE	200	Principles and Strategies of Secondary Teaching
MCTE	300	Content Area Literacy for Secondary Students
MCTE	302	Educational Technology—Secondary/K–12
MCTE	305	Teaching English Language Learners in K–12 Classrooms
MCTE	310	Measurement and Assessment in Education
MCTE	312	Exceptional Learner Methodologies—Secondary/K–12
MCTE	333	Practicum: 9–12/PK–12
MCTE	470	Student Teaching Seminar w/Classroom Management
MCTE	475	Student Teaching Clinical Experience

One specific methods course in the chosen content major, and completion of a major in an approved program/licensure endorsement area. Approved content majors include: English, History, Mathematics, Physical Education, and Theatre Arts.

*One must meet additional requirements to teach at the middle grades level.

Special Licensure Sequence with K–12 grade level endorsement:

EDST	210	Characteristics of Exceptional Learners
EDST	215	Diversity, Equity, and Inclusion in Education
EDST	220	Theories of Learning and Child Development
EDST	250	Topical Foundations in Educational Studies
MCTE	200	Principles and Strategies of Secondary Teaching
MCTE	300	Content Area Literacy for Secondary Students
MCTE	302	Educational Technology—Secondary/K–12
MCTE	305	Teaching English Language Learners in K–12 Classrooms
MCTE	310	Measurement and Assessment in Education
MCTE	312	Exceptional Learner Methodologies—Secondary/K–12
MCTE	333	Practicum: 9–12/PK–12
MCTE	350	Principles and Strategies of Middle Level Teaching
MCTE	351	Adolescent Psychology
MCTE	470	Student Teaching Seminar w/Classroom Management
MCTE	475	Student Teaching Clinical Experience

Specific methods course(s) in the chosen content major and completion of a major in an approved program/licensure area. Approved content majors include: French, Latin, Music, Physical Education and Spanish.

Overview of the Educational Studies Major and Minor:

The Educational Studies major is part of the Department'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.

Career Opportunities
Since education is multi-faceted and occurs in diverse learning sites, the Educational Students major 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:

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

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.

Major Requirements
The major consists of 10.5 course credits. Students take 7.5 course credits of the required courses:

Educational Studies Major Course Descriptions:

EDST 100. Introduction to Educational Studies 1.0 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 215. Diversity, Equity, and Inclusion in Education 1.0 course credit
This course is a survey of the various ways learners enact literacy and participate in learning in relationship to their positioning according to race, gender, social class, and region. Through reading and reflective activities, students analyze the processes by which we learn to enact literacy in diverse ways across cultural and institutional contexts, including the school. Students will consider educational literature that justifies and illustrates culturally responsive pedagogy. Prerequisite: Sophomore standing or permission of the instructor.

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 350. Special Topics in Educational Studies **0.5 to 1.0 course credit**
(Instructor of record: 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 402. Educational Technology **0.5 course credit**
This course is an introduction to the underlying principles of, and methods for, effective Integration of educational technologies in secondary and K-12 classroom practice and beyond. This course will develop students' knowledge of specific technologies designed for instructional practice (such as SMARTboards and educational software) as well as communication technologies with educational uses (such as Twitter and blogs). Students will connect this new technological knowledge to their prerequisite work in theories of learning and in content-are 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.

EDST 420. Senior Seminar **1.0 course credit**
Provides seniors with a focused study and in-depth research of critical Issues in educational studies. Includes the opportunity to complete a research project and present findings with a comprehensive written essay and oral presentation. Required of all senior EDST majors. Prerequisite: Senior standing.

Students choose 3.0 course credits from the following elective courses:

EDST 260. Food, Ethics, and Education **1.0 course credit**
This course is designed to expand student knowledge and understanding of the intersections of food and education. Examining various ethical, ecological, and sociocultural issues of food through the lens of educational studies aims to enrich student understanding of the diverse ways that humans teach and learn. Readings, discussions, media analyses, field trips, and a service learning project will challenge students to think critically about their own experiences with food in the effort to develop citizens who possess the knowledge necessary to promote ecological responsibility and ethical food practices in an increasingly interconnected world. Prerequisite: Sophomore standing or permission of the instructor.

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 K-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.

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, 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.

PSYC 321. 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.

ANTH 368. Childhood in Cross-Cultural Perspective **1.0 course credit**
This course explores the lives of children in different cultural contexts. We will examine how children are socialized in different cultures and how they learn specific cultural and social forms and practices. We will analyze how social factors and dynamics such a gender, class, race and religions shape childhood experiences.

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.

Educational Studies Minor Course Description:

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.

Minor Requirements

The minor takes an interdisciplinary approach in addressing social and educational problems through social and educational problems through social scientific and humanistic inquiry. Completion of one 5.0 course credit track selected from below is required:

(A) Sociocultural Perspectives on Education

EDST	100	Introduction to Educational Studies
EDST	215	Diversity, Equity, and Inclusion in Education
EDST	250	Topical Foundations in Educational Studies
EDST	350	Topical Foundations in EDST
ANTH	368	Childhood in Cross-Cultural Perspective *OR*
SOCI	345	Social Inequality

(B) Psychological Perspectives on Education

EDST	100	Introduction to Educational Studies
EDST	215	Diversity, Equity, and Inclusion in Education
EDST	350	Topical Foundations in EDST
PSYC	101	Introduction of Psychology
PSYC	233	Social Psychology *OR*
PSYC	237	Industrial/Organizational Psychology

(C) Sociocultural Perspectives, Food, and Education

EDST	100	Introduction to Educational Studies
EDST	215	Diversity, Equity, and Inclusion in Education
EDST	260	Food, Ethics, and Education
EDST	350	Topical Foundations in EDST
ANTH	220	Anthropology of Food

Educational Studies Course Descriptions:

EDST 100. Introduction to Educational Studies 1.0 course credit

An introduction to professional education and teaching. Reading, discussion, and provide a basis for further decisions about teaching and preparation for licensure in the United States.

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, and region. Through reading and reflective activities, students analyze the processes by which we learn to enact literacy in diverse ways across cultural and institutional contexts, including the school. Students will consider educational literature that justifies and illustrates culturally responsive pedagogy. Prerequisite: Sophomore standing or permission of the instructor.

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 260. Food, Ethics, and Education 1.0 course credit

This course is designed to expand student knowledge and understanding of the intersections of food and education. Examining various ethical, ecological, and sociocultural issues of food through the lens of educational studies aims to enrich student understanding of the diverse ways that humans teach and learn. Readings, discussions, media analyses, field trips, and a service learning project will challenge students to think critically about their own experiences with food in the effort to develop citizens who possess the knowledge necessary to promote ecological responsibility and ethical food practices in an increasingly interconnected world. Prerequisite: Sophomore standing or permission of the instructor.

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 department chair.

EDST 399. 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 department chair.

EDST 499. 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 department chair.

Teacher Education Program Course Descriptions:

Formal admission to the Teacher Education Program is required to enroll in the core professional education courses (MCTE prefix). Monmouth College requires a passing score on the Basic Skills or TAP exam administered by the Illinois Licensure Testing System, ACT Plus Writing test, or SAT test prior to full admittance. See the Educational Studies Department for current program admission criteria and testing information.

MCTE 200. Principles and Strategies of Secondary Teaching **1.0 course credit**
An investigation of K-12 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. 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 department 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: MCTE 200. 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.

MCTE 305. Teaching English Language Learners in K-12 Classrooms **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. Licensure requirement for Secondary/K-12 candidates only. Co-requisite: MCTE 333.

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: Junior standing.

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: EDST 210.

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: EDST 333. 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: Junior standing.

MCTE 316. Earth Science and Environmental Education 0.5 course credit
This course will provide students with foundational knowledge in the field of earth science through the lens of environmental education. 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 hands-on projects which explore Monmouth's local environment and require them to apply their new understandings of earth science and environmental education. Prerequisite: Junior standing.

MCTE 320. Elementary Social Studies Methods 0.5 course credit
This course presents various approaches to plan and implement effective social studies instruction in elementary grades. An inquiry-based program is employed as a means of providing appropriate social science learning experiences in the classroom with emphasis on curriculum, varied and grade-appropriate materials. Prerequisite: Junior standing.

MCTE 321. Geography & Community 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: Junior standing.

MCTE 325. Children's Texts and Grammar 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, junior standing.

MCTE 333. Practicum: 9-12/PK-12
The purpose of this practicum is to place candidates in classrooms where they will be involved directly in the teaching-learning process. In addition to assisting teachers in related educational instructional activities including tutoring Individual students and/or small groups of students, candidates will plan and present a series of lessons Intended for the whole class. Prerequisite: Sophomore standing. Co-requisite: MCTE 200, 300, 305, 312, 350 &/or content area methods course(s).

MCTE 350. Principles and Strategies of Middle Level Teaching 1.0 course credit
A study of the history of the middle school movement, research associated with middle grades instruction and institutional settings, and research into the needs and attributes of middle grades students. Candidates will recognize how various instructional, interpersonal, and institutional elements can work together to inform the complicated, yet exciting, dynamics of the middle grades classroom. Candidates will collaboratively develop cross-curricular instructional plans, integrate technology for teaching and learning, and explore instructional techniques which emphasize student-centered, active learning. Prerequisite: MCTE 200. Co-requisite: 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: MCTE 200 and junior standing.

MCTE 370. PK-12 Drama/Theater Curriculum & Instruction **1.0 course credit**
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school drama/theatre programs. Applying theory and research from theatre arts education to the planning and implementing of instruction is stressed. Prerequisite: MCTE 200. 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: MCTE 200. 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: MCTE 200. 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: MCTE 200. Co-requisite: MCTE 333.

MCTE 375. Foreign Language Curriculum and Instruction **1.0 course credit**
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school foreign language programs. Applying theory and research from foreign language education to the planning and implementing of instruction is stressed. Prerequisite: MCTE 200. 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 K-8. 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: MCTE 200. Co-requisite: MCTE 333.

MCTE 377. PK-12 Physical Education Curriculum and Instruction **1.0 course credit**
This course presents various approaches to plan and implement effective physical education instruction in grades K-8. 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: MCTE 200. Co-requisite: MCTE 333.

MCTE 386. Secondary Vocal Music Curriculum and Instruction **0.5 course credit**
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school vocal music programs. Applying theory and research form vocal music education to the planning and implementing of instruction is stressed. Prerequisite: MCTE 200. Co-requisite: MCTE 333.

MCTE 387. Secondary Physical Ed Curriculum and Instruction **1.0 course credit**
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school physical education programs. Applying theory and research from physical education to the planning and implementing of instruction is stressed. Prerequisite: MCTE 200. Co-requisite: MCTE 333.

MCTE 396. Secondary Instrumental Music Curriculum & Instruction **0.5 course credit**
A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school instrumental music programs. Applying theory and research form instrumental music education to the planning and implementing of instruction is stressed. Prerequisite: MCTE 200. 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 department 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. 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.

MCTE 405. Advanced Elementary Reading and Writing **1.0 course credit**
In-depth exploration into developmentally appropriate methods and practices for teaching literacy in elementary classrooms, adapting these methods to meet the individual needs of diverse groups of children, and diagnosing and correcting the reading and writing difficulties of elementary children in a classroom setting. Prerequisite: EDST 205, EDST 220, and junior standing. Co-requisite: MCTE 406.

MCTE 406. Practicum for Advanced Elementary Reading and Writing
The purpose of this practicum is to place teacher education candidates in classrooms where they will be directly involved in elementary literacy instruction. Candidates will observe relevant teaching strategies and techniques as well as students' learning styles. They will also assist teachers in relevant literacy instruction activities including tutoring individual students and/or small groups of students. Co-requisite: MCTE 405.

MCTE 410. Elementary Math Methods **1.0 course credit**
This course presents various approaches to plan and implement effective mathematics instruction in elementary grades. A conceptually-based program is employed as a means of providing appropriate mathematical learning experiences in the classroom. Prerequisite: EDST 110, MATH 210, MATH 211, and junior standing. Co-requisite: MCTE 411.

MCTE 411. Practicum for Elementary Math Methods
The purpose of this practicum is to place teacher education candidates in classrooms where they will be directly involved in elementary mathematics instruction. Candidates will observe relevant teaching strategies and techniques as well as students' learning styles. They will also assist teachers in relevant mathematics instruction activities including tutoring individual students and/or small groups of students. Co-requisite: MCTE 410.

MCTE 455. Elementary P. E. & Health Methods **0.25 course credit**
This course will provide elementary teacher candidates with foundational knowledge in the field of physical education, health education, and fine arts. Included will be an overview of the methods and materials used in elementary settings. Emphasis will also be placed on interdisciplinary curricular integration.

MCTE 460. Primary-Level Whole-Class Practicum **0.25 course credit**
The purpose of this practicum is to place teacher education candidates in primary-level elementary classrooms where they will be involved directly in the teaching-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. Prerequisite: EDST 220, MCTE 405, MCTE 410, and junior standing. Co-requisite: MCTE 465.

MCTE 465. Intermediate-Level Whole-Class Practicum **0.25 course credit**
The purpose of this practicum is to place teacher education candidates in intermediate-level elementary classrooms where they will be involved directly in the teaching- 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. Prerequisite: EDST 220, MCTE 405, MCTE 410, and junior standing. Co-requisite: MCTE 460.

Student Teaching Clinical Experience Course Descriptions:

Formal admission to the Student Teaching Clinical Experience is required to enroll in MCTE 470 and 475.

See the Educational Studies Department for current admission criteria.

MCTE 470. Student Teaching Seminar with Classroom Management **1.0 course credit**
An extensive and intensive weekly opportunity for candidates to interact with faculty and college supervisors to reflect upon clinical experiences. Each candidate finishes a developmental portfolio that documents the knowledge and performances associated with the Illinois Professional Teaching Standards. Prerequisite: Formal admission to the Monmouth College Student Teaching Clinical Experience.

MCTE 475. Student Teaching Clinical Experience **3.0 course credits**
An extensive and intensive opportunity for the candidate to demonstrate proficiencies in the professional role for which he/she is preparing. Through the placement process conducted by the Associate Director of Service Learning, the candidate is assigned a 70/76-day clinical experience appropriate to the certificate sought. The candidate interacts daily with one or more cooperating teachers and regularly with a college clinical experience supervisor and other student teachers. Multiple assessments are used to document the candidate's growth and development during this clinical experience. Prerequisite: Formal admission to the Monmouth College Student Teaching Clinical Experience.

Additional Courses for Elementary Education Majors:

ECON 291. Economics for Elementary Education **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. Prerequisite: Sophomore standing and declared elementary education major.

MATH 210. Foundations of Elementary Mathematics 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: Sophomore standing and declared elementary education major.

MATH 211. Foundations of Elementary Mathematics II **1.0 course credit**

In this course, students will explore elementary school mathematics topics from a conceptual perspective. Topics include 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: Sophomore standing and declared elementary education major.

POLS 291. Civics and Political Systems for Elementary Education **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. Prerequisite: Sophomore standing and declared elementary education major.

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

Audra Lee Goach
Professor of Chemistry

John Iselin
Associate Professor of Engineering

Ashwani Kumar
Associate Professor Physics

Laura Moore
Professor of Chemistry

Michael Prinsell
Associate Professor of Chemistry

Michael Solontoi
Associate Professor of Physics

Bradley Sturgeon
Associate Professor of Chemistry

Overview of the Program:

At Monmouth College we seek to educate *Renaissance Engineers*—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

Our student learning objectives are taken from ABET (Engineering Accreditation Group) requirements and they fit our program goals by design. Quoting from the 2019-2020 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 much consider 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 three concentrations (Tracks): Chemical, Electrical and Mechanical. Required courses for Engineering students are grouped into three "Cores:" the Renaissance Core, the Science/Math Core, and the Engineering Core. In addition, each track has its own specific requirements. All courses are 1.0 course credit unless otherwise specified. Students electing the Mechanical Engineering concentration are required to complete 35.5 course credits for graduation. Students electing the Electrical or Chemical Engineering concentration are required to complete 36 course credits for graduation.

RENAISSANCE CORE COURSES REQUIRED:

The 12.0 course credits required of all Engineering students are:

PHIL	207	Ethics: Philosophical and Religious
ENGL	110	Composition and Argument
COMM	101	Fundamentals of Communication
ARTD	215	Drawing
INTG	101	Introduction to Liberal Arts
INTG	2XX	
INTG	3XX	
INTG	4XX	
Language I		
Language II		
Non-Stem Elective #1		
Non-Stem Elective #2		

SCIENCE/MATHEMATICS CORE COURSES REQUIRED:

The 8.0 course credits are required of all Engineering students are:

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

ENGINEERING CORE COURSES REQUIRED:

The 12.0 course credits required of all Engineering students are:

ENGR	101	Introduction to Engineering I *(0.5 course credits)*
ENGR	102	Introduction to Engineering II *(0.5 course credits)*
ENGR	190	Digital Electronics
ENGR	209	Statistics
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	325	Materials Science (Cross-listed as PHYS 325 Solid State Physics)
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 Concentration:

A total of 13.5 course credits beyond the Renaissance and Science/Mathematics core are:

ENGE	190	Digital Electronics (cross-listed as PHYS 190)
ENGE	201	Introduction to Electrical Engineering *(0.5 course credits)*
ENGE	210	Circuit Analysis (cross-listed as PHYS 211)
ENGE	333	Signals/Signal Processing
ENGE	390	Electronics
ENGE	410	Electric Conversion
COMP	151	Introduction to Programming
COMP	152	Data Structures and Algorithms
MATH	241	Linear Algebra
MATH	260	Discrete Mathematics
PHYS	280	Modern Physics
PHYS	303	Electricity & Magnetism
PHYS	311	Math Methods *OR* MATH 245 Differential Equations and Free Elective

Mechanical Engineering Concentration:

A total of 13 course credits beyond the Renaissance and Science/Mathematics core are:

ENGM	201	Introduction to Mechanical Engineering *(0.5 course credits)*
ENGM	270	Mechanics of Materials
ENGM	301	Thermodynamics I
ENGM	305	Finite Element Modeling *(0.5 course credits)*
ENGM	320	Heat Transfer
ENGM	321	Thermal Design
ENGM	333	Manufacturing Process
ENGM	380	Mechanical Design
ENGC	302	Thermodynamics II
ENGR	208	Classical Mechanics (cross-listed as PHYS 208)
ENGR	209	Statics (cross-listed as PHYS 209)
ENGR	340	Fluids
PHYS	311	Math Methods *OR* MATH 254 Differential Equations and Free Elective

Course Descriptions:

ENGR 101. Introduction to Engineering I **0.5 course credit**

Engineering is the joining of many disciplines in creative ways to build solutions to complex problems. To be a successful engineer, an individual must be able to solve problems, work in teams, communicate effectively, and understand the culture, content, and context of their work. The goal of this course is to introduce students to a variety of engineering subdisciplines and to introduce them to engineering thinking and communicating so that they can discover if engineering is for them. Students will begin to develop the skills that they need with simple mathematics and statistics, engineering software, (MatLab, NQC, Solidworks, Autocad, Eagle, etc.) and use that knowledge with hardware (Arduinos, 3D-Printers, Light Machine Works, etc.). Students will work in teams to solve one or more engineering problems, culminating with a plan or prototype by the end of the semester.

ENGR 102. Introduction to Engineering II **0.5 course credit**

This course is a continuation of Introduction to Engineering I. In this continuing course, students will take the projects that they proposed and prototyped in the earlier course and build and improve them via an iterative process, culminating a final completed project that has been through multiple revisions. Students will be required to discuss important aspects of the project, how it addresses the required features and how it was improved via an iterative process of learning.

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 208. Classical Mechanics **1.0 course credit**
(Cross-listed as PHYS 208) 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.

ENGR 209. Introduction to Engineering II **0.5 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**
This course focuses on developing the computational skills that engineers need. Students will learn techniques in a variety of software packages (e.g. MatLab, Labview, Mathematica, Solidworks, and others) as is dictated by the evolution of software tools in engineering. Prerequisites: MATH 141 ready or permission of instructor.

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**
(Cross-listed as PHYS 325 Solid-State Physics (with lab)) 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. Fluids **1.0 course credit**
Engineered systems must use and manage the flow of all kinds of fluids. From ships to airplanes, heating systems to power plants, all depend on fluid flow. Understanding, managing, and designing systems is an essential part of what a mechanical engineer does. This course moves beyond the simple fluid dynamics done in PHYS 134 to treat more complex topics with greater sophistication. Topics include fluid statics and dynamics, a variety of computational modeling and solving techniques, as well as open and closed channel flow. Prerequisites: PHYS 134 or permission of the instructor.

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 Conversion **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 Project **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 I **1.0 course credit**
A continuation of ENGR 420. Emphasis is placed on implementation of the design created in ENGR 420.

ENGE 201. Introduction to Electrical Engineering **0.5 course credit**
This course is an introduction to the concepts and practice of electrical engineering. Survey electrical engineering as a discipline while developing foundational skills in electronics, electric circuit design, and simulation, testing, simple programming and trouble shooting. Prerequisite: ENGR 102 or permission of instructor.

ENGE 210. Circuit Analysis **1.0 course credit**
(Cross-listed as PHYS 210) Introduction to the techniques of analyzing resistive, capacitive, and inductive circuits. Topics include: Kirchhoff's rules, Thevenin's theorem, node-voltage method, mesh-current method, and properties of RI, RC, and RLC circuits. Prerequisite: PHYS 132 or permission of the instructor. Offered in rotation as needed.

ENGE 211. Electric Circuits **1.0 course credit**
(Cross-listed as PHYS 211) 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.

ENGE 333. Signals/Signal Processing **1.0 course credit**
This course covers the detection and processing of electrical signals. Topics include time and transform domain representations, Fourier Series techniques, Fourier, Laplace and other transforms and discrete transform techniques. Prerequisites: MATH 151 or higher or permission of instructor.

ENGE 390. Electronics **1.0 course credit**
This course treats a wide range of electronic circuits, focusing on diode and transistor-based design, analysis, DC and low-frequency AC, amplification. It also provides the necessary physics background for understanding how transistor and other circuits work at a more fundamental level. Prerequisites: ENGE 201, and ENGE 190/PHYS 190 or PHYS 210 or PHYS 211 or Permission of Instructor.

ENGE 410. Electric Conversion **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. Prerequisites: ENGE 390 or ENGE 333 or permission of instructor.

ENGM 201. Introduction to Mechanical Engineering **0.5 course credit**
This course is an introduction to the concepts and practice of mechanical engineering. Survey Mechanical Engineering as a discipline while developing foundational skills in measurement, data analysis, simple design and reporting, simulation, testing, simple programming and troubleshooting. Prerequisite: ENGR 102 or permission of instructor.

ENGM 270. 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 bugling of columns and other topics that are of interest to mechanical engineers. Co-requisite: PHYS 134 or permission of instructor.

ENGM 301. Thermodynamics I **1.0 course credit**
This course is the first of a two-semester sequence on thermodynamics for engineering students. It focuses on thermodynamics from a mechanical engineering perspective, treating principles including the thermodynamic properties of substances, the first and second laws of thermodynamics, efficiency, power and refrigeration cycles. Co-requisite: PHYS 134 or permission of instructor.

ENGM 305. Finite Element Modeling **0.5 course credit**
This course is an introduction to finite element methods (FEM) of design and simulation. In this course, students will use a variety of software tools to simulate mechanical components under both thermal and physical stresses. Students will explore the power and limitations of FEM tools and techniques. Prerequisite: ENGM 201 or permission of instructor.

ENGM 320. Heat Transfer **1.0 course credit**
Heat Transfer is an important part of designing modern engineered devices. Managing heat transfer is important to many applications and this course is an introduction to the principles of managing heat. Prerequisites: ENGM 301 or permission of instructor.

ENGM 321. Thermal Design **1.0 course credit**
This course combines the earlier principles that students learned in Thermodynamics and Heat Transfer with the ideas of design to treat the process of designing systems that move and manage heat. It also treats the ethical and cultural aspects of design and the design process. Prerequisites: ENGM 301, ENGM 320, or permission of instructor.

ENGM 333. Manufacturing Process **1.0 course credit**
This course introduces mechanical engineering students to the manufacturing process. It focuses on existing and developing facilities that actually make things and on the process of making things out of metals, plastics, wood, ceramics and modern composite materials. Topics include forming, separating, conditioning, finishing and more. Prerequisites: ENGM 270 or ENGM 209/PHYS 209 or permission of instructor.

ENGM 380. Mechanical Design **1.0 course credit**
This course is an introduction to mechanical design. If focuses on the design processes, applications of fundamental design ideas to machine components. It examines the feasibility of a design as well as human factors, creativity, and the ethical implications of a design and cultural implications of a design and the design process. Prerequisites: ENGM 209/PHYS 209 and ENGM 201 or permission of instructor.

Courses Outside of the Engineering Discipline

CHEM 140G. 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 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 4-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 1 **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 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 270. Inorganic Chemistry **1.0 course credit**
(Cross-listed as ENGC 270) 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 and sophomore standing or permission of the instructor.

CHEM 312. Physical Chemistry **1.0 course credit**
(Cross-listed as ENGC 312) 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.

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 standard "CS2" course. A continuation of COMP 151 that explores the essential data structures and algorithms of modern computing, including lists, stacks, queues, heaps, and trees. Students will design, analyze, and build 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: C or better in COMP 151.

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 the satisfactory performance on the compass placement exam.

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 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: An ACT MATH score of 22 or above or QRAC120.

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.

PHYS 130G. 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 132G. Introductory Physics II (with Lab) **1.0 course credit**
Continuation of PHYS 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 **1.0 course credit**
Continuation of PHYS 132. Topics include: physical, waves, oscillating motion, optics, special relativity, and introductory quantum physics. Prerequisite: PHYS 132 or permission of instructor.

PHYS 190. Digital Electronics **1.0 course credit**
(Cross-listed as ENGE 190) 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 208. Classical Mechanics **1.0 course credit**
(Cross-listed as ENGR 208) 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**
(Cross-listed as ENGR 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.

PHYS 210. Circuit Analysis (with Lab) **1.0 course credit**

(Cross-listed as ENGE 210) 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. Electric Circuits **1.0 course credit**

(Cross-listed as ENGE 211) 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 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 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 311. Mathematical Methods for Physicists **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 325. Solid-State Physics (with Lab) **1.0 course credit**

(Cross-listed as ENGR 325 Materials Science) 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.

English

Marlo Belschner
Professor, Chair

David Wright
Associate Professor

Kevin Roberts
Lecturer

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). Departmental honors 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 337	Genre Studies in British Literature
ENGL 339	Topics in British Literature
ENGL 347	Genre Studies in American 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

Course Descriptions:

ENGL 110G. 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 120G. Composition and Literature 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, understand and implement the special argumentative strategies of literary analysis, and arrange their thoughts into well-organized, concise, thesis-focused essays.

ENGL 180G. 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." Satisfies the General Education requirement for "Beauty and Meaning in Works of Art" component. Co-requisite: ENGL 110 or ENGL 120. May be repeated only with permission of the instructor. One ENGL 180 course may be counted toward English major credit.

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 or ENGL 120.

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. Satisfies the General Education requirement for "Beauty and Meaning in Works of Art" component. Prerequisite: ENGL 110 or ENGL 120.

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 or ENGL 120.

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 or ENGL 120.

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 or ENGL 120.

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 or ENGL 120.

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 or ENGL-120 (One course.)

ENGL 290. Writing and Literature in Context **0.25 to 0.5 course credit**
A course designed to explore writing and literatures in the framework of travel. These courses include both classroom and off-campus experiences in order to deepen a student's understanding of place's relationship to the creative arts. Recent course offerings have included "Classical Japan" and "Literary Scotland."

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 or ENGL 120.

ENGL 301. Creative Nonfiction **0.5 to 1.0 course credit**
This course combines the study of the rhetoric and modes of the "fourth genre," creative nonfiction, with practice of its craft. Examples of memoir, lyric essay, literary journalism, and nature writing will be analyzed even as students learn to write in the same modes. Open to juniors and seniors or by permission of the instructor. Prerequisite: ENGL 110 or ENGL 120.

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 337. Genre Studies in British Literature **0.5 to 1.0 course credit**
An upper-division course in British poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. Recent course offerings have included "Literature and Film," "Romantic Poetry," "Nineteenth-Century Women Novelists," and "Mystery in the 19th Century." Prior completion of a British literature survey (ENGL 220 or 221, pertinent to the course topic and title) is recommended, but not required. Prerequisite: ENGL 110 or ENGL 120. May be repeated for credit with different topics.

ENGL 339. Topics in British Literature **0.5 to 1.0 course credit**
An upper-division course concentrating on a particular period, movement, or author in British literature. Recent course offerings have included: "Seventeenth-Century Poetry and the Self," "Angry Young Men," "Chaucer," "Victorian Culture and Literature," "Early Modern Masculinities," "On Orientalism," and "Immigration and Identity." Prior completion of a British literature survey (ENGL 200 or 221, pertinent to the course topic and title) is recommended, but not required. Prerequisite: ENGL 110 or ENGL 120. May be repeated for credit with different topics.

ENGL 347. Genre Studies in American Literature **0.5 to 1.0 course credit**
An upper-division course in American poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. Recent course offerings have included "Modern American Poetry," "The Contemporary American Novel," "Modern American Drama," and "African American Autobiography and Fiction"; henceforth, "Introduction to Literary Theory" will be offered periodically. 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 or ENGL 120. May be repeated for credit with different topics.

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 or ENGL 120. 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 "Modern 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 or ENGL 120. 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 or ENGL 120. (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 or ENGL 120.

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 or ENGL 120.

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.

ENVIRONMENTAL STUDIES AND SUSTAINABILITY

Tim Tibbetts
Professor, Coordinator

Kevin Baldwin
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, fresh-water 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	103	Introduction to Environmental Science
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
MATH	207	Statistics for the Sciences
PHYS	267	Dynamics of Atmosphere
PHYS	288	Health Physics

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

Environmental Studies and Sustainability MINOR Required Courses

ESTS	103	Introduction to Environmental Studies and Sustainability

Plus three courses from the following list:

BIOL	201	Field Botany
BIOL	315	Conservation Biology
COMM	335	Argumentation
ECON	380	Environmental Economics
ESTS	234	Introduction to Cartography and Geographic Information Systems
ESTS	393	Natural Areas Field Practicum
PHIL	310	Environmental Ethics
POLS	375	Environmental Politics

Course Descriptions:

ESTS 103G. 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 220. Environmental Studies Journal Seminar 0.5 course credit
This course focuses on discussion of current, primary sources of research (principally journals) in any area of environmental studies. Students will learn how environmental research is conducted in a variety of subfields (e.g. wildlife management, toxicology, policy etc.) by reading and summarizing current research in these areas. Prerequisite: ESTS 103.

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 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 0.25 course credit
This course consists of weekly discussion meetings with all ESTS research students (meeting concurrently with BIOL 440-450) 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 maintain a detailed notebook recording their research activities. Co-requisite: Must be concurrently enrolled in a capstone research experience other than BIOL 440 or 450 (e.g. ECON 420, POLS 420, SOCI 420, etc.) in any department with a project focus on an environmental topic. May not enroll concurrently with BIOL 440 or 450.

GLOBAL FOOD SECURITY STUDIES

Overview of the Program:

The Global Food Security Studies minor is designed to provide students with a foundation in understanding the contemporary challenges of achieving local and global food security using the disciplinary tools of biology, chemistry, anthropology, economics, philosophy, and history among others.

Over the course of the program students will:

1. Become conversant in developing and critically evaluating answers to the following four questions:

    a. How do we feed a human population of 9.5 billion or more with food systems that are sustainable, achieve nutritional equity, and ensure access to culturally appropriate food?
    b. What are the social/biological/economic consequences of food insecurity for individuals and societies?
    c. How should we construct sustainable food systems and ensure food security in Western Illinois?
    d. How do we promote sustainable food systems and create a food culture oriented toward achieving full human potential at Monmouth College?

2. Become familiar with careers that address global food security and with the qualifications sought by organizations active in pursuing global food security;

3. Learn to critically evaluate both the strengths and the limitations of existing agricultural paradigms (e.g. organic, industrial, agro-ecological, etc.) in achieving environmental and social sustainability, in ensuring nutritional adequacy, and in supplying diverse and culturally appropriate foods;

4. Become comfortable envisioning novel food system paradigms that may abandon dichotomous modes of thinking (e.g. food production is inherently either organic or industrial).

Requirements for the Global Food Security Studies Minor:

Successful completion of the Global Food Security Studies Minor requires that students complete, with a grade of C- or better, the following requirements and electives. Two credits, Introduction to Global Food Security and Research in Global Food Security, are required of all students. In addition, students must complete at least three electives from the lists below.

Required Core Courses for the Global Food Security Minor *(2 credits):*

GFSS 101	Introduction to Global Food Security
GFSS 401	Research in Global Food Security
GFSS 402	Research in Global Food Security

Electives:

Students must select 2-3 of their elective courses from the Global Food Security Core Electives list, with courses coming from different departments. One elective course may come from the General Electives course list selected in consultation with a coordinator or another elective approved by a coordinator. This course should come from a different department from the core electives.

Global Food Security Core Electives (2-3 courses):

ANTH	220	Anthropology of Food
ANTH	288*	Special Topics in Anthropology
BIOL	109	Plants and Society
BIOL	155	Introduction to Ecology, Evolution, and Diversity
BIOL	212	Plant Biology
CHEM	250	Principles of Nutrition
EDST	260	Food, Ethics, and Education
HIST	110	World History of Food
ECON	250	Economics and Food
PHIL	310	Environmental Ethics
POLS	375	Environmental Politics

General Electives (No more than 1 course):

ANTH	264	Anthropology of Waste and Garbage
COMM	333	Organizational Communication
BUSI	345	Globalization and International Business Management
ECON	360	International Trade and Finance
ECON	380	Environmental Economics
ESTS	103	Introduction to Environmental Studies and Sustainability
PHIL	218	Peace with Justice
POLS	361	Africa in World Politics
POLS	366	International Organizations
POLS	370	Development Policies and Interventions
SOCI	345	Social Inequality

** when topic is appropriate and approved by a coordinator*

Course Descriptions:

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 causes and consequences of food insecurity and malnutrition at a local and global scale.

GFSS 401/402. Research in Global Food Security 1.0 course credit

This is 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.

GLOBAL PUBLIC HEALTH STUDIES

Joan M. Wertz
Professor of Psychology, Coordinator

Jennifer Thorndike
Assistant Professor of Modern Languages, Literatures, and Cultures

Sean Schumm
Associate Professor of Kinesiology

Overview of the Program:

Global public health is the exciting and interdisciplinary field which focuses on improving both physical and mental health around the world, by researching disease and treatments, promoting healthy lifestyles, and studying prevention of illness and injury. The goal of the minor is to develop students' knowledge of a variety of approaches to understanding and improving health, from an individual level to an international level, in order to prepare them for a variety of careers related to health.

Required Courses for the Global Public Health Studies Minor *(2.0 course credits required):*

GPHS 101 Introduction to Public Health
GPHS 105 Introduction to Epidemiology

Required Experiential Component for the Global Public Health Studies Minor *(1.0 course credit required):*

The experiential component requires students to gain hands-on experience in some aspect of Global Public Health, via an internship, research project, or relevant study abroad experience. The following will meet this requirement:

GPHS 410 Internship in Global Public Health
GPHS 420 Independent Study in Global Public Health
Approved study abroad course

Approval from the program coordinator must be obtained prior to beginning the experience. The requirement can be met through a combination of experiences, which total at least 1.0 course credit. Substitutions of internships or research projects from other departments can occur with the approval from the program coordinator.

Elective Courses for the Global Public Health Studies Minor *(2.0 course credits required)*

Students need to complete 2.0 course credits from the following list, with courses coming from different departments. At least one elective course needs to be at the 200 level or above. Special Topics courses, or other courses relevant to Global Public Health, can be used to satisfy the elective requirement with permission of the program coordinator. (Note: Many of these courses have pre-requisites, so be sure to check the college catalog for planning purposes.)

ANTH 370 Medical Anthropology (1.0)
BIOC 201 Principles of Nutrition (1.0)
BIOL 302 Microbiology (1.0)
BIOL 320 Parasitology (1.0)
EDST 260 Food, Ethics, and Education (1.0)
ESTS 103 Introduction to Environmental Science (1.0)
EXSC 280 Personal and Community Health (1.0)
EXSC 160 Health & Human Physiology (1.0)
EXSC 330 Exercise Physiology (1.0)
PHIL 218 Peace with Justice (1.0)
PHIL 310 Environmental Ethics (1.0)
PSYC 239 Health Psychology (1.0)
SPAN 230 Spanish for the Health Professions (1.0)
SPAN 336 Special Topics in Hispanophone History & Culture (1.0 when topic is related to Global Public Health)

Course Descriptions:

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 410. Internship in Global Public Health **0.5 or 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.

HISTORY

Amy Caldwell de Farias
Professor, Chair

Valerie Deisinger
Assistant Professor

Michelle Damian
Assistant Professor

Lynn Daw
Lecturer, Archivist, College Archives

Overview of the Program:

More than Names and Dates: Historians at Monmouth College explore the stories of the past, from medieval Japanese samurai, to Mexican revolutionaries, 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.

Requirements for the History Minor *(5 course credits):*

Students must take five course credits in History.
Of the five credits, students must take at least one credit at the 200 level and one at the 300 level.

Courses:
Please note that the History Department recently revised the major. We will soon be creating more courses in addition to the ones listed below.

100-Level Survey Courses:

HIST 104: European History (1450-1850)
HIST 110: US History to 1865
HIST 111: US History: 1865 to Present
HIST 112: Black America: A History
HIST 120: Intro to Latin America
HIST 141: Intro to China
HIST 142: Intro to Japanese History

200-Level Courses

HIST 203: Brazil: Culture & Politics
HIST 220: Modern Global History
HIST 221: World History of Food
HIST 224: Animals in American History
HIST 241: Japan's Royal Court
HIST 242: Japan's Architecture/Artifacts
HIST 243: The Pacific Wars
HIST 244: History of Piracy
HIST 260: Historian's Craft
HIST 293: Maritime Archaeology

300-Level: course topics change every semester.

HIST 300: Topics in Latin America
HIST 301: Topics in Asian History
HIST 302: Topics in US History
HIST 303: Topics in European History

400-Level

HIST 400: Senior Research Seminar

Additional Courses:
HIST 190: Archives (lab)
HIST 290: Archives (practicum)
HIST 195: Archaeology Lab

Course Descriptions:

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 141. Intro to Chinese History **1.0 course credit**
This course will trace Chinese history from the locations of some of the oldest civilizations in the world until the sprawling country of modern times. WE will consider questions such as what 'China' is and what it means to be 'Chinese', how governing elites changed over time, gender roles throughout the centuries, and China's larger place in a global context.

HIST 142. Intro to Japanese History **1.0 course credit**
This class will provide an overview of Japanese history; the political changes, social structures, and cross-cultural interactions over the past two millennia. We will consider how people recorded their impressions of current events, examining the values, priorities, and ideas expressed in their own words, and examine how other scholars have analyzed those sources. Through these materials, we will explore continuities and ruptures over the course of Japanese history to understand how the country today has been shaped.

HIST 190. Archives **0.25 course credit**
A work experience in the college archives. How to handle materials, catalog them, and locate them for individuals and class use. Student should not be enrolled concurrently in an archives class and HIST 300. Consent of instructor required.

HIST 195. Archaeology Lab **0.25 course credit**
(Cross-listed with CLAS 195) Touch the past. Work directly on Monmouth's extensive collection of Native American artifacts, check out other local collections of various cultures' histories, and learn broadly-applicable archaeological techniques.

HIST 203. Brazil: Culture & Politics **1.0 course credit**
The aim of this course is to study the political, cultural, and intellectual history of Brazil. We will briefly cover the colonial epoch (1500-1822) and the history of the Brazilian empire (1822-1889). Our main focus, however, will cover the modern period from 1900 to the present. In this course we will analyze the many struggles that occurred in this enormous South American country and the various attempts made to implement social progress, economic modernization, cultural autonomy and political freedom. We will follow a chronological time frame, but the course will be based on important themes in Brazilian history.

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 221. World History of Food **1.0 course credit**
The aim of this course is to analyze the complex role(s) of food in societies. WE will use food as a lens to study world history. In particular, we are interested in exploring how food helps one to further elucidate questions of race, politics, gender, social inequality, nationalism, empires, and globalization.

HIST 224. Animals in American History **1.0 course credit**
Though often overlooked in historical accounts, animals have always been with us. Over centuries of American history, animals have variously served as primary means of labor and transportation, as commodities and food, as household companions, as sources of entertainment, and as connections to a broader natural world. Historians working in the growing subfield of animal history have sought to account for the significance of the presence of animals in the past. This course will explore the complex history of animals in America, considering the evolving roles that animals have played from the colonial era to the recent past.

HIST 241. Japan's Royal Court **1.0 course credit**
The Helan period (794-1185) has usually been considered the peak of the Japanese royal court. This course will look at sources ranging from noblewomen's diaries, to court records, to gardening treatises, to city plans in order to understand more about life as a member of Japan's nobility, and consider how it changed when the warrior government of the Kamakura (1185-1333) period took power.

HIST 242. Japan's Architecture/Artifacts **1.0 course credit**
Historians traditionally rely on the written record to understand the lifestyles of people in the past. Yet by doing that, particularly in societies where literacy was not universal, we only can learn about a small segment of society; the elite record-keepers, usually the nobility or ruling class. If other societal groups such as farmers or artisans are featured in those records it is from an outsider's point of view, as the authors of those records describe others' activities from afar. While it is impossible to answer all of the questions about the lives of nonliterate peoples, incorporating evidence from the archaeological record can shed light on the lifestyles and habits of those sectors of society, as well as give new insights into the lives of the record-keepers. This course will use archaeological evidence, architectural studies, and material culture studies to learn more about the aspects of life that cannot be captured through the written word alone. Through these alternative methods we will examine the accuracy of the written histories and explore the legacies 'in small things forgotten'.

HIST 243. The Pacific Wars **1.0 course credit**
This course will focus on the trajectory of the Pacific War; its roots in Japanese history, the technology and tactics of the major conflicts, and its aftermath and place in memory. We will focus on the use of primary and secondary source readings to examine both how people described their wartime experiences and how later historians in Japan and the West write about the war, in an effort to understand the potential foci, biases, and ways of writing used to convey ideas.

HIST 244. History of Piracy **1.0 course credit**
This course will explore the nature of piracy worldwide, from the ancient Mediterranean, to the so-called "Golden Age" of piracy in the Atlantic and New World, to the pirate fleets in Asia. What motivated piracy, who were pirates, and how can we understand the economic, technological, colonial, and social interactions around piracy? We will consider portrayals in media, pop culture, and in reality as we separate fact from fiction about pirates and piracy.

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 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 293. Maritime Archaeology **1.0 course credit**
Maritime archaeologist use information from shipwrecks, submerged settlements, cargo deposits, wharves and other shoreline sites to piece together stories about the sailors, laborers, passengers, stevedores, and shipwrights who speak to us through artifacts left behind. This class will introduce the history, research procedures, and interpretive procedures of maritime archaeologists by learning how to interpret excavations throughout the world. Students will learn about the geographic and typographic range of maritime sites as well as the archaeologist's duties to the site and to the public.

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 301. Topics in Asian History **1.0 course credit**
Topics in Asian 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 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 303. Topics in European History **1.0 course credit**

Topics in European 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 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

INTEGRATED STUDIES

Daniel Ott, Coordinator
Associate Professor, Philosophy and Religious Studies

This series of courses taken over four years serves as the core component of Monmouth College's General Education program. The General Education program will be replaced by the Core Curriculum beginning in the fall semester of 2022. All students matriculating before fall of 2022 will satisfy the General Education requirements using the substitution map found on page 9-10.

INTG 101G. Introduction to Liberal Arts **1.0 course credit**

Introduction to the Liberal Arts 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 *Self, Stranger, and Community*. *ILA Coordinator:* Dan Ott

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INTG 2XXG. Global Perspectives

Global Perspectives courses provide an exploration of communities, societies, institutions, and issues from a global perspective, emphasizing not only differences and diversity but global interconnections and integration. Each course will highlight the influence and importance of cultural differences and ask the student to understand culture as a lens through which we view the world. Typically taken in the second year. Prerequisite: INTG 101G. *Global Perspectives*

Students with sophomore standing who are required to satisfy the Global Perspectives requirement should choose one of the following approved substitutions to satisfy the requirement:

Fall 2021

ANTH 208	Global Cultures
ENGL 337	Global Literatures
HIST 120	Intro to Latin America
HIST 244	History of Piracy
PHIL/RELG 310	Environmental Ethics
POLS 200	Comparative Politics
POLS 270	International Relations
RELG 250	Sociology of Religion
SPAN 320	Intro to Latino Culture in the U.S. (taught in English)
SPAN 334	Survey: History/Culture of Latin America: Heroes

Spring 2022

ANTH 103	Intro to Anthropology
ARTD 200	Intro to Art History I
CLAS 235/335	Greek, Roman and Medieval History
GFSS 101	Intro to Global Food Security
HIST 142	Intro to Japan
HIST 243	The Pacific Wars
HIST 203	Brazil, Culture and Politics
HIST 220	Modern Global History
MUSI 288	World Music
POLS 150	Global Justice
POLS 250	Special Issues: European Politics
POLS 333	US Foreign Policy
RELG 100	World Religion
PESJ/PHIL/ RELG 218	Peace with Justice
PHIL/RELG 300	Philosophies and Religions of Asia

INTG 3XXG. Reflections
Reflections courses invite students to analyze familiar and unfamiliar systems of thought and belief in order to explore and understand the meaning and purpose of life. Students choose from an array of courses representing philosophical, religious, artistic, and scientific perspectives. Students are challenged to reflect on and articulate their own answers to questions of meaning and purpose. Typically taken in the third year. Prerequisite: INTG 2XXG. *Reflections Coordinator:* Daniel Ott

INTG 301. Spirit and Story **1.0 course credit**
Human beings have long told one another stories about the gods and of our relationship with them, and about such things as sacrifice and suffering, communion and celebration, stories of our origins and of our ends, and of what is expected of us. This course examines various spiritual and religious themes within works of literature and the cinema. The spiritual informs art just as our understanding of the spiritual may be influenced by our stories and how we tell them to ourselves.

INTG 302. The Pursuit of Well-Being **1.0 course credit**
What is well-being and how do we develop it? It is the goal of this course to critically evaluate the experience of well-being and understand it in the context of the individual, family, society, culture and history. We will examine the role of money, exercise, religion, struggle, sacrifice, volunteerism, gender, age and happiness. Students may also participate in various practices including Tai Chi, meditation, and developing a personal mission statement, while reflecting on their own experience.

INTG 304. Beyond Belief **1.0 course credit**
This course tracks the history of science (from the Enlightenment) and its naturalistic approach to knowledge as it conflicts with religious belief. Using examples such as the heliocentric universe, evolution and creation, neurology and the soul, and evolutionary psychology we illustrate increasing challenges to religious authority and the concept of god(s). We consider the relationship among science, agnosticism and atheism, concluding with how atheists defend their views and answer the fundamental questions of meaning and existence.

INTG 305. Ancient Religious Reflections: Sacred Places **1.0 course credit**
This course focuses on a number of important religious sites in the ancient Mediterranean world. We will compare and contrast these holy places and consider what makes them sacred. Students will be challenged to compare these sacred places to their own sense of the spatial sacredness. The basic premise of this course is that a sense of sacred space is an important aspect of what it means to be human. Participants in this course will be challenged to compare one or more of these sacred places with places they consider to be sacred in their own lives.

INTG 307. Friends, Neighbors, Lovers, Enemies **1.0 course credit**
Using stories from the world's religious traditions as well as novels and biography, students will be asked to examine how narratives shape our ideas of who we consider to be friends, neighbors, lovers, and enemies and how we are to respond to them. Students will explore their beliefs about themselves and others, their images of God and how they have been formed, how these understandings of the divine influence human behavior, the importance of caring for self, and the need to connect with our global human society and help care for the earth.

INTG 312. Voices: Music and Literature **1.0 course credit**
This course will examine important themes inherent to the human condition: Who are we? What defines our humanity? Can artists give voice to some of our deepest thoughts and feelings? To help answer these questions the class will investigate themes of love, death, war, faith, and identity. We will read powerful works by international authors. We will listen to great composers in the hope that music's rich emotional and intuitive language will inspire us in our search for meaning. These artists challenge the status quo and ask us to think from different perspectives. Class is discussion based with reflective writing.

INTG 313. Suffering, Evil, and Hope **1.0 course credit**
Why is there suffering and evil? What is our responsibility in the face of suffering? Are there grounds for hoping that suffering may one-day cease? This class focuses on the long tradition of religious and philosophical reflection on these and related questions. The course material includes classic texts, novels, and film as points of departure for class discussion.

INTG 314. Faith & Solidarity: 1.0 course credit
American Perspectives on Religion, Ethics & Politics
This seminar provides students with the opportunity to think about the relationship between religion, ethics and politics in the American context through the close reading of texts by classic American thinkers, including philosophers, theologians, literary figures and social commentators. The course examines the development of the culture of individualism and engages criticisms and concerns about the effect of individualism on the forming and sustaining of communities. We also look at such themes as America as an ideal, nature and nature religion, loyalty and patriotism, democracy and religious pluralism, race, self-expression and communal identity.

INTG 315. Cosmology and Creation 1.0 course credit
The primary objective of this course is to explore possible answers to the questions, "Where do we come from?" "What is our place in this universe?" and "What is our destiny?" In the process of so doing, students will be encouraged to consider several theories of the universe — classical models, biblical doctrines and arguments, scientific theories based on compiled data, and a variety of Western and Eastern concepts. The course will also attempt to acquaint students with scientific methods used to address these weighty issues and balance them with theological considerations and philosophical systems, in order to see that these modes of inquiry can work with and not necessarily against each other.

INTG 317. Food For Thought 1.0 course credit
One of the central metaphors for food in our culture is "fuel", however, it may also be "communion" in the broadest sense. This course will explore some essential issues of food including its spiritual dimensions, health implications, family farming and agribusiness, fast food, slow food, and local food, animal and human rights, and genetically modified organisms. To quote Wendell Berry: "How we eat determines to a considerable extent how the world is used." As we live in a largely agricultural area, we will start locally and gradually extend to more global perspectives.

INTG 320. Comparative Issues in World Religions 1.0 course credit
This course will introduce students to the world's major religious traditions — the religions originating in India (Hinduism and Buddhism), the religions originating in China (Confucianism and Taoism), and the "religions of Abraham" (Judaism, Christianity and Islam) — by approaching the religions comparatively through the lens of a particular issue, aspect or theme. Students will learn a basic overview of the religions and then delve into the specific details, depending on the topic. Possible topics include: mysticism, religious founders, religious ethics, peace and non-violence, heaven and hell, scriptures and ancient texts.

INTG 321. A History of Humanist Ideas 1.0 course credit
In this course, students will be exposed to the thoughts and ideas of those who have struggled with all aspects of the human condition without a belief in God. Beginning with the materialism of early Greek thought, the course will survey the roots and content of secularism as expressed in Renaissance-inspired humanism, Enlightenment rationalism, nineteenth-century freethinking movements, and twentieth-century philosophical debates. Atheists' and agnostics' writings and ideas will be read and examined to see the myriad contributions made to humanity by non-religious thinkers. Special emphasis will be placed on linking the meaningful, ethical, and productive work of these humanist thinkers to their focus on secular, and not religious, values. The humanist tradition has sought to affirm the finite nature of human existence, to maintain an inherent relationship to the world.

INTG 322. Harry Potter and the Philosopher's Soul 1.0 course credit
When it was published in England, the first of the Harry Potter novels was called *Harry Potter and the Philosopher's Stone*. Although the author was referring to the stone of alchemy supposedly able to turn base metals into gold and to produce the elixir of life, her novels also perform a sort of literary alchemy. This class will read the Harry Potter series for its "alchemical" potential to transform its readers and, through them, the society in which we live. Some of those themes might include the transformative power of Renaissance science (alchemy, astronomy, and astrology) in the Potter novels; construction of self and/in society; oppression and social justice; issues of gender, race, and ethnicity; power, mortality, evil, and courage; and the magic of love.

INTG 323. Great Powers & Great Responsibilities: 1.0 course credit
Superheroes, Philosophy & Identity
"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 meaning

and value in contemporary society. These explorations will be firmly grounded in critical theory (gender, race, identity, psychoanalytic) and will involve deep readings of critical texts, writings on those texts, and exercises that are reflective of individual identities and which connect to specific heroes. 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. In this course, we will do so both by reading and studying about specific superheroes and how they reflect distinct values.

INTG 325. Christian Vocation: Identify, Faith and Work **1.0 course credit**
Who am I? What do I believe? What shall I do with my life? These questions are intertwined with deeper questions that lie at the heart of what the Christian community calls "vocation" or "calling." Drawing primarily on writings from within the Christian tradition and individual exercises that encourage self-reflection, students will examine how human beings have made decisions about what to do with their lives and how this can inform decisions for their own lives.

INTG 326. Self-Made Men?: Gender and Modern Masculinities **1.0 course credit**
In this course, we will reflect on the concepts of gender and masculinity, what it means to be "manly" in today's society, and how masculine norms are both reinforced and questioned in literature, film, and popular culture. To do so, we will also trace the historical, economic, and religious underpinnings of modern, Western standards of masculinity from the Enlightenment to the present, with a particular focus on England and the United States.

INTG 327. Health & Fitness Culture **1.0 course credit**
This course examines the influence of health and fitness culture on what we value. Using societal and cultural views of exercise and health the relationship 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.

INTG 328. Reflections on Travel **1.0 course credit**
This course, Reflections on Travel, asks students to reflect on their places in the world from different subject positions country of origin, gender, sexuality, one's values and translation of those values into behaviors. We will read and consider different perspectives on how to "be" in the world as one travels. We will study many ways of traveling and many types of travel each with their own ethical concerns and questions. Students will examine and interrogate their own moral frameworks to answer these questions, and these will be demonstrated through a written and reflective travel itinerary that explores what questions are of importance, what choices they would make, and how that will impact their travel in a specific country that they would like to visit (or already have plans to visit). We will consider the response to these ethical questions across history (reading historical travelogues) and take into consideration the world views of others from places very different from our own. In that way it will build on your experience in Global Perspectives and anticipate your work next year in the Citizenship course.

INTG 333. Machiavelli and Gandhi: Meaningful Ethics in an Amoral World **1.0 course credit**
This course looks for common ground between two highly compelling philosophies, moral realism, which assumes that effective behavior requires ethical compromise, and moral idealism (best exemplified by pacifism), which assumes that ethically tainted means can never lead to a morally desirable end. Machiavelli and Gandhi are presented as the respective archetypes of these two philosophies. We will also examine the work of contemporary writers from a variety of disciplines who struggle with the issues of situational vs. pure ethics and short- vs. long-term effectiveness.

INTG 334. Enlightened Scots **1.0 course credit**
The Scottish Enlightenment was a period of creative thought and innovation that reshaped how humans viewed the world. Moral philosophies in the fields of economics, education, and politics will be the primary focus of this course, featuring figures like David Hume and Adam Smith. Comparisons will be made to enlightened thinking on the European continent and students will be asked to consider how the Enlightenment impacts society today.

INTG 335. Artificial Intelligence **1.0 course credit**
Is humanity on the verge of a technological singularity, a moment in time where computational artificial intelligence (AI) exceeds the capabilities of natural human intelligence? If so, what does that mean for humankind and its future? This class explores the myths and realities of intelligent machines and in doing so address questions about the origins, uniqueness, and prominence of human intelligence in the universe.

INTG 336. Epic and Identity **1.0 course credit**

It is said that every great culture has its epic; the text that recounts its mythic history, and celebrates its beliefs through tales of heroism and glory. In this class, we will read several of these texts, from different cultures around the world, and examine the lessons they offer, and the values they enshrine. All of these texts are war stories, but how do they describe military conflict—as adventure, or tragedy? What do they tell us about family life, or social norms? What kinds of religious views do they represent? And how do these various Ideas emerge from, and shape, the stories they tell? As we read, we will also consider how these works persevere as "classics," and how we relate to them today, as a way of allowing these texts to guide us towards an examination of the kinds of stories we tell about our own culture, and the values we celebrate.

INTG 347. Chaos: Randomness and Order, Free Will and Destiny **1.0 course credit**

Does the flap of a butterfly's wings in Brazil set off a tornado in Texas? With this statement, Edward Lorenz was describing how apparently minor initial differences can have major consequences in the future. In this course, we will discuss how the "Butterfly Effect" plays a role in weather predictions, business forecasting, and even our own lives. We will see how randomness can produce order and how something that is completely deterministic can result in chaos. With this background, we will examine arguments of whether our lives are governed by destiny or by free will.

INTG 390. Reflections: Academic Travel **1.0 course credit**

This is an academic travel course during which holy places will be studied at archaeological/historic sites, in museums, religious sites, and at other locations in the world. We will examine the geography of the place, its history, its religious rituals, etc. The course includes both on-campus meeting prior to departure or after our return, as well as on-site lectures.

INTG 4XXG. Citizenship

Citizenship courses serve as the capstone to the Integrated Studies experience. Each course challenges students to move past study and discussion of ideas and problems to intentional, conscientious action. Students choose from an array of courses that examine important social and community concerns. Each course presents students with an opportunity to understand and then respond in focused action through group projects ranging from position papers or policy proposals to service projects. Prerequisite: INTG 3XXG. Typically taken in the third year. *Citizenship coordinator:* Vanessa Campagna.

INTG 401. 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 (de Tocqueville, *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 research.

INTG 402. Green Initiatives **1.0 course credit**

This course will focus on defining and proposing a solution to a specific, local campus or community environmental problem. The end product of the course will be a concrete, detailed proposal for action submitted to appropriate authorities that is based on research and discussion with all stakeholders. The majority of our work will be collaborative and intensive; every member of the course will be expected to produce and contribute significantly to the final product which will ultimately be a catalyst of for measurable progress in solving an environmental problem.

INTG 403. Taxes and the Citizenry **1.0 course credit**

An examination of the political, social, cultural, and economic issues affecting tax policies. The course will address the rights as well as the responsibilities of citizens with regards to taxes. Students will delve into issues such as the common good, fairness, economic growth, wealth, and age. They will investigate these issues in relation to current tax policy as well as ways in which citizens can be involved in change. The course will also involve an experiential component in which students will understand basic income tax through instructional workshops and be certified to prepare income tax returns by passing a certification test. The experiential component is in partnership with the Internal Revenue Service's Volunteer Income Tax Assistance Program in which students assist the members of the community, who are the benefactors of tax policy, in the preparation of their tax returns. Common issues encountered in these returns are social security; capital gains; credits such as the earned income credit, education credit, child tax credit, and dependent care credit; income exclusions; and itemized deductions. Previous knowledge of tax, accounting, or business is not required. Students may not be concurrently enrolled in ACCT 364 or INTG 403.

INTG 404. Civic Leadership **1.0 course credit**

Civic leadership is a rare, but essential, element in effectively accomplishing the goals that stem from engaged and committed citizenship. Fundamentally, most citizen determination to seek objectives achieves minimal success without skilled, effective leadership. Civic leadership, then, is the ability to motivate and effectively move citizens to action or accomplishment related to the community (worldwide, nation, region, locale, or group) of the respective citizens. The purpose of this course is to focus on, explore deeply, research accomplishments from, shadow exemplary examples of, and engage in team-competing strategies and stratagems related to civic leadership.

INTG 405. The Democracy Project **1.0 course credit**

The Democracy Project is an exercise in applied political philosophy, sociopolitical reform, and real world advocacy. While the required texts will provide background, the bulk of the course will consist of emulating a "think tank" devoted to enhancing democracy in the U.S. and abroad. The work of The Democracy Project is meant to be cumulative — each class will build on the work of previous courses.

INTG 406. Theatre and Social Change **1.0 course credit**

From the Federal Theatre Projects of the Great Depression to the disruptive performances of the l960s and 1970s, theatre has played an important role in American radicalism. This course will report on socially conscious, politically active theatres in the United States. Despite (or perhaps especially because of) the evaporation of Cold War passions and the rise of conservatism in the 1980s and 1990s, such theatre work remains a persistent and evolving presence on the political landscape. The course will track the historical evolution of political theatre and will also explore the current state and future prospects of different modes, including agit-prop, demonstrations, solo performance, Augusto Boal's Theatre of the Oppressed and community-based production. A significant means of developing a dialogue for social change (e.g., civic engagement). Students will select problems (local, state, national, international) and will create theatre pieces as a means of opening community dialogue and exploring potential solutions.

INTG 407. Monmouth's Immigrant Communities **1.0 course credit**

This course examines citizenship through the eyes of Monmouth's immigrant community. Students will first explore the local history and politics of immigration, then collect living testimonies, or oral histories, of first- and second-generation immigrants, as well as local leaders in health, law, government, business, education or law. Through this experiential learning, students will bring information into action, working together to suggest avenues for social change to improve immigrant lives.

INTG 408. Consumerism and Civic Duty **1.0 course credit**

An overview of the linkages between the consumption of material goods and civic duty. Focus on the issues raised by connections, contradictions, and discourses of consumerism and citizenship. Includes participation in a debate and in the Monmouth College sustainability initiative.

INTG 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.

INTG 410. Voluntary Action **1.0 course credit**

This course examines the shift away from state agency toward private provision of social services, and concurrent changes in the voluntary sector. Students in this course will be invited to interrogate critically theories and practices of voluntarism by examining social capital, corporate philanthropy, and voluntary action in order to create and propose ways to perpetuate a think tank which might tentatively be called the Monmouth Institute on Voluntary Action and Citizenship.

INTG 413. Statistical Thinking **1.0 course credit**

This course will focus on using statistical information to make decisions in a variety of disciplines such as physical and life sciences, political and social sciences, etc. The course will also address the issue of the misuse of quantitative information to mislead. During the course, students will properly obtain and analyze data which will result in a written report. This work will support either another Citizenship course or an organization in the community.

INTG 414. Land, Food and Sustainable Agriculture 1.0 course credit
This course locates citizenship among human relationships to land, food, and agriculture. According to what agricultural standards do we appropriately describe our society as failing or flourishing? What might it mean to imagine ourselves as stewards of the land, for posterity's sake? These questions invite comparison of modern industrial and "sustainable" (organic) agricultural practices, and consideration of the relationship between cultural values and methods of food production.

INTG 415. Media and the Self-Directed Citizen 1.0 course credit
An overview of how American media form citizen views of political and social issues. Information upon which civic action is based comes through media and civic action itself is becoming more and more a media activity. This course emphasizes the two faces of mediated civic action. Students will first analyze the constructed nature of mediated news and information and later discover the methods by which media can be used to join with others in accomplishing civic goals. Topics covered include: Print and electronic news, trends in "infotainment" (e.g. The Daily Show), political persuasion, and the Internet (Facebook, blogging, YouTube, etc.).

INTG 416. 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 decision 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.

INTG 417. Local Heroes 1.0 course credit
This course explores citizenship and within the Monmouth community, using civic engagement and new media to investigate the heroes and heroics of citizenship. By comparing figures in local history and folklore with contemporary civic leaders, this course will open, widen, and possibly challenge students' definition of what constitutes heroic citizenship. Students will consider numerous forms of "exemplary citizenship" and work toward creating an individual definition of heroism. This definition will pave the way for students' own roles as future civic leaders.

INTG 419. Delinquency in the United States 1.0 course credit
In this course, we will discuss our conceptualization of the American justice system, the implications of the prison systems on the United States' society as a whole and within individual communities. Questions we seek to answer include but are not limited to: Are prisons meant to be punishment or rehabilitation? What is the interplay between seeking truth and "winning" a case among lawyers at trial? And what would our society look like today without law enforcement? To accomplish this, we will explore the justice system, such as the organization and functions of prison, the structure of courts, and social issues (e.g., race) in relation to legal issues from historical and economic perspectives.

INTG 421. Liberty and the Citizen 1.0 course credit
In this course students will be asked to address such questions as: What does it mean to be free? Do people want to be free? What is the proper role of government in a free society? How free are people in the U.S. and other countries? Is freedom advancing or retreating around the world? What obligations, if any, do individuals owe to the greater society? Who are perceived to be the enemies of freedom and why? Should enemies of freedom be confronted and if so when and how? What limits, if any, should be placed on individuals?

INTG 488. Citizenship 1.0 course credit
A designation for new Citizenship courses being piloted. Topics and course descriptions for this course number will vary. All courses offered under this number designation meet the Citizenship general education requirement.

INTERDISCIPLINARY STUDIES

QRAC 110. Quantitative 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.

QRAC 120. Quantitative 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 this course.

INTERNATIONAL BUSINESS

Michael Connell *Professor, Chair*	Richard Johnston *Associate Professor*	Judy Peterson *Professor*
Wendi Bolon *Professor*	Daniel Kane *Visiting Assistant Professor*	Tom Prince *Lecturer*

Overview of the Program:

The International Business major was designed to prepare graduates in both business fundamentals and knowledge of the economic, political, cultural, legal, and other environmental factors that shape the patterns of international trade, investment, financing, and strategic alliance in today's global economy. Students are strongly encouraged to enroll in one of Monmouth College's study abroad/exchange programs. Participants in these programs learn about that nation's business environment, culture, and language while studying in that particular country of interest.

Career Opportunities:

Career opportunities for International Business majors exist in all types of organizations since even small firms do business internationally. Employers of international business graduates include: multinational corporations, financial and research institutions, manufacturers, management and marketing consulting, government, and technology companies. Graduates joining small and mid-sized firms will find many complex and challenging international business opportunities in the United States and abroad.

Required Courses for the International Business Major:

BUSI	105	Introduction to Commerce
ECON	200	Principles of Economics
BUSI	201	Business Problem Solving
ACCT	203	Financial Accounting
BUSI	205	Business Math and Statistics
BUSI	218	Business Writing
BUSI	290*	International Business Practicum
ECON	301	Intermediate Macro Economics
BUSI	305	Administration and Organization
BUSI	306	Business Finance
BUSI	307	Principles of Marketing
BUSI	345	Globalization and International Management
ECON	360	International Trade and Finance
BUSI	409	International Business Strategy

*Students can satisfy the international travel requirement for this course by completing an approved study abroad experience or BUSI 290.

Electives outside Business and Accounting:

Students must choose one course from the list below or complete one elective course with approval of the department chair. With the approval of the chair, students may choose a course directly related to the study of international issues.

HIST	130	European Union
ECON	351	Comparative Economic Systems
POLS	270	Introductions to International Relations
POLS	366	International Organizations
POLS	370	Development Policies and Interventions

Other Recommended Courses:

ANTH	364	Cities in Cross-Cultural Perspective
HIST	220	Modern Global History
HIST	320	Pacific Stories
POLS	150	Global Justice
POLS	200	Intro to Comparative Politics
POLS	202	Modern Japan
POLS	361	Africa in World Politics
PSYC	237	Industrial/Organizational Psychology
PSYC	290	Cross-Cultural Psychology Practicum
RELG	100	Introductions to World Religions
SOCI	346	Immigrant Communities

Foreign Language coursework beyond the 102 level.

Course Descriptions:

Please refer to the Department of Business and Economics section for most current course descriptions.

INTERNATIONAL STUDIES

Petra Kuppinger
Program Coordinator
Professor of Anthropology

Michael Nelson
Associate Professor of Political Science

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.

Study Abroad is strongly encouraged for International Studies Majors, but it is not required.

List of Electives

History

100 level courses:
- Introduction to Japanese History
- Introduction to Latin America
- Introduction to Japan

200 level courses:
- Black Atlantic Rebels
- World History of Food
- Revolution in Latin America
- Women in East Asia
- Radical Thought/Latin America
- World War II: The Pacific Wars

300 level courses:
- 19th Century Brazil
- Women in Latin America
- Islands and Nations: British and Irish History
- Asian Environmental History

400 level courses:
- The British Empire
- Latin American History 1450-1850

Political Science

POLS	150	Global Justice
POLS	202	Modern Japan
POLS	245	Politics of Developing Nations
POLS	250	European Politics
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

Philosophy and Religious Studies

PHIL/RELG	218	Peace with Justice
PHIL/RELG	300	Philosophy and Religions of Asia
PHIL/RELG	310	Environmental Ethics
PHIL/RELG	340	Africana Philosophy
RELG	100	World Religions
RELG	207	Ethics: Philosophical and Religious Issues
RELG	210	Judaism and Islam

Sociology and Anthropology

ANTH	208	Global Cultures
ANTH	220	Anthropology of Food
ANTH	264	Anthropology of Waste and Garbage
ANTH	370	Medical Anthropology
ANTH	260	Cultures of the Middle East
ANTH	271	Cultures of Latin America
ANTH	250	Cultures of Europe
ANTH	362	Gender in Cross-Cultural Perspective
ANTH	364	Cities in Cross-Cultural Perspective
ANTH	368	Childhood in Cross-Cultural Perspective
SOCI	247	Race and Ethnicity
SOCI	288	A Tale of Two Cities: Chicago and Shanghai
SOCI	388	Immigrants and Immigrant Communities

Requirement for the International Studies Minor *(5 credits):*

ISTU	100	Introduction to International Studies
ANTH	103	Introduction to Anthropology or
RELG	100	Introduction to World Religions
POLS	200	Introduction to Comparative Politics or
POLS	270	Introduction to International Relations
HIST	220	Modern Global History

and

One elective course (1 course credit) from the course list for the ISTU major at the 200 or 300 or 400 level (see below). (Other courses might be selected, but need to be approved by the International Studies committee).

List of electives

History

200 level courses:

Black Atlantic Rebels
World History of Food
Revolution in Latin America
Women in East Asia
Radical Thought/Latin America
World War II: The Pacific Wars

300 level courses:

19th Century Brazil
Women in Latin America
Islands and Nations: British and Irish History
Asian Environmental History

400 level courses:

The British Empire
Latin American History 1450-1850

Political Science

POLS	150	Global Justice
POLS	202	Modern Japan
POLS	245	Politics of Developing Nations
POLS	250	European Politics
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

Philosophy and Religious Studies

PHIL/RELG	218	Peace with Justice
PHIL/RELG	300	Philosophy and Religions of Asia
PHIL/RELG	310	Environmental Ethics
PHIL/RELG	340	Africana Philosophy
RELG	207	Ethics: Philosophical and Religious Issues
RELG	210	Judaism and Islam

Sociology and Anthropology

ANTH	208	Global Cultures
ANTH	220	Anthropology of Food
ANTH	264	Anthropology of Waste and Garbage
ANTH	370	Medical Anthropology
ANTH	260	Cultures of the Middle East
ANTH	271	Cultures of Latin America
ANTH	250	Cultures of Europe
ANTH	362	Gender in Cross-Cultural Perspective
ANTH	364	Cities in Cross-Cultural Perspective
ANTH	368	Childhood in Cross-Cultural Perspective
SOCI	247	Race and Ethnicity
SOCI	288	A Tale of Two Cities: Chicago and Shanghai
SOCI	388	Immigrants and Immigrant Communities

INVESTIGATIVE FORENSICS

Audra Lee Goach
Coordinator
Professor, Chemistry

Andre Audette
Assistant Professor, Political Science

Kevin Baldwin
Professor, Biology

Steve Buban
Emeritus Professor, Sociology

Michelle Damian
Assistant Professor, History

Lynn Day
Lecturer, History
Archivist, College Archives

Jialin Li
Assistant Professor, Sociology

Kevin Roberts
Lecturer, English

Tim Tibbets
Professor, Biology

Overview of the Program:

Investigative Forensics is a minor that gives students the chance to consider a career in fields related or attached to the civil and criminal court systems, or simply to deepen their understanding of how evidence is studied and applied in a variety of academic disciplines.

By completing a minor in Investigative Forensics, students will

1. develop skills of analysis, critical thinking, and problem solving;
2. consider ways to approach evidence in an unbiased fashion;
3. learn to use precision in laboratory experiments and how to document findings/results systematically;
4. expand their understanding of society's responses to crime in relation to the time and place in which crimes occur;
5. develop oral and written communication abilities in an effort to convey material concisely and effectively;
6. appreciate the value of collaboration across disciplines to aid in investigations;
7. gain knowledge about careers, graduate programs, internships, and other opportunities to pursue in fields related to forensic investigation.

Requirements for the Investigative Forensics Minor:

The minor in Investigative Forensics will require a minimum of 5 course credits, with courses coming from at least 3 different disciplines. No more than 2 course credits can be at the 100-level and no more than 2 course credits can come from the same discipline.

Required Courses for the Investigative Forensics Minor:

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.

An upper division, interdisciplinary capstone course is also required. This course will be taught within a related major, such as a special topics course, credit-bearing internship, or independent study course relevant to Investigative Forensics that can be used with permission of the program coordinator(s).

Approved Electives (refer to departmental listings for course descriptions):

ARTD	237	Photography – Digital
BIOL	201	Field Botany
BIOL	204	Human Anatomy & Physiology
BIOL	325	Advanced Anatomy & Physiology
CHEM	325	Integrated Laboratory
COMM	236	Argumentation & Debate
COMM	335	Argumentation
ENGL	180	Sherlock Holmes (or other detective/crime-related fiction)
ESTS	234	Intro Cartography & GIS
HIST	190	Introduction to Archival Science
INFO	290	Academic Travel Course
INFO	411	Independent Readings in Investigative Forensics
POLS	295	Politics of Criminal Justice
POLS	352	Civil Liberties
SOCI	251	Criminology

Course Descriptions:

INFO 290. Academic Travel Course **0.25 to 0.5 course credits**

This is an academic travel course focusing on investigative methods that will be studied at historic sites, in laboratories, in museums, or at other locations in the world. The course includes both on-campus meetings prior to departure and on-site lectures.

INFO 411. Independent Readings **0.25 to 1.0 course credits**

In this course students will select a focused topic related to investigative forensics, do extensive reading on it, and present their findings. Because INFO 411 may be used by students as the capstone for the INFO minor, readings must come from three academic disciplines.
Prerequisite: CHEM 102.

JOURNALISM

Christopher Goble
Program Coordinator
Lecturer, Communication Studies

Overview of the Program:

The Journalism minor is grounded in the liberal arts curriculum. Students completing the journalism minor are expected to major in traditional liberal arts subjects such as Biology, Chemistry, Economics, English, History, International Studies, Modern Foreign Language, Political Science, or Psychology. The Journalism minor trains students to be critical thinkers and exceptional writers and provides knowledge and skill in reporting, news writing and visual design/layout principles for various media. Learning objectives of the minor include:

- Demonstrating an understanding of the history and role of professionals and institutions in shaping journalistic communication;
- Working ethically in pursuit of truth, accuracy, fairness and diversity;
- Conducting research and evaluating information by methods appropriate to the academic discipline(s) in which they work;
- Writing and reporting correctly and clearly in forms and styles appropriate for the academic discipline(s), audiences and purposes they serve;
- Critically evaluating their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Thinking critically, creatively and independently.

Required Courses for the Journalism Minor *(5.25 minimum course credits):*

COMM 260	Introduction to Journalism: Reporting and Writing
PUBR 267	Layout & Design
PUBR 363	Media and Public Relations Writing

An internship pre-approved by the Journalism Minor Coordinator (may be taken for credit through COMM 494, 495, 496 or PUBR 493).

At least one workshop course in COMM 117 Journalism Workshop for 0.25 class credit.

Electives *(2 elective course credits)*

Students will choose two elective courses (2 course credits), neither of which may be in a student's major department or counts toward their major, selected from the following list (or approved by the journalism coordinator):

ARTD	237	Photography: Digital
BUSI	105	Introduction to Commerce
BUSI	307	Principles of Marketing
CHEM	102	Forensic Science
COMM	261	Mass Media and Modern Society
ECON	200	Principles of Economics
ECON	340	Economics and Law
ENGL	301	Creative Non-Fiction
MATH	106	Statistics
PHIL	201	Critical Thinking: Introduction to Logic
PHIL	207	Ethics: Philosophical and Religious
POLS	210	Public Opinion
POLS	311	Parties and Elections
POLS	333	U.S. Foreign Policy
SOCI	102	Social Problems
SOCI	251	Criminology

Course Descriptions:

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. Special emphasis will be placed on writing and reporting news stories that are researched, written and posted on the Warren County Newswire, an on-line news site published exclusively by Monmouth College students. 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. Prerequisite: COMM 101 and ENGL 110.

PUBR 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 Web site design and the creation and implementation of media projects (promotional graphics, printed materials, and photo-illustrations). Combines application of communication theory with practice in developing successful projects. Prerequisite: COMM 101.

PUBR 363. Media and Public Relations Writing **1.0 course credit**
A broadcast media and public relations writing course providing practical experience in the creation of commercial and noncommercial materials for radio, television, print and news media. Prerequisite: COMM 261 or PUBR 341. Offered each semester.

KINESIOLOGY

Sean Schumm	Joe Frietag	Kari Shimmin
Associate Professor, Chair	*Instructor*	*Instructor*
Alan Betourne	Roger Haynes	Todd Skrivseth
Instructor	*Instructor*	*Instructor*
Chad Braun	Brian Jordan	Jonathan Welty
Instructor	*Instructor*	*Instructor*
Jennifer Braun	Christopher Klaiber	Megan Jones
Lecturer	*Instructor*	*Instructor*
Tara Eaton	Jeffery Montes	
Instructor	*Assistant Professor*	
Bob Foster	Peter Evan Ollis	
Lecturer	*Instructor*	

Overview of the Program:

Kinesiology is the study of anatomy, physiology, and mechanics of human movement. The Department of Kinesiology offers m in Exercise Science and Physical Education. Exercise Science 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 also 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.

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

Exercise Science Electives (*4.0 course credits*)

EXSC 315 Biomechanics
EXSC 340 Strength & Conditioning
EXSC 360 Health Promotion
EXSC 420 Independent Study
EXSC 421 Organization & Administration
PHED 301 Coaching Principles & Methods (0.5)
PHED 303 Coaching of Basketball (0.5)
PHED 306 Coaching of Football (0.5)
Select EXSC or PHED topics courses
BIOL 150 Investigating Biological Concepts
BIOL 204 Human Anatomy & Physiology
BIOL 325 Advanced Anatomy & Physiology
CHEM 140 General Chemistry
CHEM 101 Food & Nutrition Chemistry
BIOC 201 Principles of Nutrition
BUSI 105 Intro to Commerce
BUSI 201 Intro to Business Problem Solving
BUSI 307 Principles of Marketing
ECON 200 Principles of Economics
PSYC 216 Learning & Memory
PSYC 239 Health Psychology
PSYC 243 Mind, Brain, Behavior
GPHS 101 Intro to Public Health
GPHS 105 Epidemiology

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, 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)

Exercise Science Course Descriptions:

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 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. Personal & 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 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 180 and EXSC 190. Non-majors must have permission of the instructor. Offered both semesters.

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 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 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.

Required Courses for the Physical Education Major:

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)
PHED 215 Physical Education Pedagogy I (0.5)
PHED 216 Physical Education Pedagogy II (0.5)
PHED 430 Adapted Physical Education (0.5)

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.

Students will be required to complete MCTE 475 Student Teaching Clinical Experience as their culminating experience.

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. Credit for a particular course will be granted only once.

PHED 101	Fundamentals of Basketball
PHED 110	Physical Fitness
PHED 111	Weight Training
PHED 112	Lacrosse
PHED 113	Aquatic & Dry Land Conditioning
PHED 123	Beginning Tennis
PHED 136	Badminton

Physical Education Course Descriptions:

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.

LATIN AMERICAN STUDIES

Francisco Ángeles
Coordinator, Assistant Professor, Modern Languages, Literatures, and Cultures

Andre Audette
Assistant Professor, Political Science

Brian Baugh
Professor, Art

Amy de Farias
Professor, History

Jennifer Thorndike
Assistant Professor, Modern Languages, Literatures, and Cultures and Cultures

Overview of the Program:

The Latin American Studies Minor is a vibrant interdisciplinary program dedicated to explore the historical, political, literary, cinematic, social, and artistic legacy and relevant contemporary issues of the twenty countries and around 700 million people that constitute the subcontinent, including Brazil, Mexico, Caribe, Central, and South America. Requirements are flexible to fit the student's particular interests in the region; among others, we offer the topics of ethnicity, race, gender and sexuality, public health.

Requirements for the Minor: *A minimum of 5.0 course credits taken in three or more departments. LAST-120/HIST-120 is required; it is also required to take at least one course in the MLLC Department (in Spanish or English). All other courses are electives.*

LAST 120/HIST 120. Introduction to Latin America 1.0 course credit
This course is designed to introduce students to Latin American history, culture, and society. Using an interdisciplinary approach, this course will present historical and culturally diverse material. Major themes we will study include: cultural encounters, political and religious conquests, slavery, race as a social and historical category, decolonization, the creation of new nation-states, economic inequality, gender relations, political and cultural revolutions, military dictatorships, and finally the return to democracy. A historical framework will structure and inform our study of Latin America.

Elective Courses for the Latin American Studies minor:

ART

ARTD	350	Contemporary Latin American Art

HISTORY

HIST	120	The Mexican Revolution
HIST	220	History of Brazil
HIST	220	The Marvelous City: A Cultural History of Rio de Janeiro
HIST	220	Radical Thought in Latin America
HIST	220	History of Mexico
HIST	220	History Thru Movies: Brazilian Cinema & The Creation of National Identity
HIST	220	The Age of Revolution: Latin American Independence

MODERN, LANGUAGES, LITERATURES, AND CULTURES

SPAN	310	Introduction to Literary Analysis (if related to Latin America)
SPAN	320	Latin American Film: Love, Money, Crime & Revolution (in English)
SPAN	324	Spanish American Literature
SPAN	326	Topics in Spanish Language (if related to Latin America)
SPAN	336	Special Topics in Hispanophone History and Culture (offered in Spanish or English)
SPAN	466	Topics in Literature (if related to Latin America) (offered in Spanish or English)

POLITICAL SCIENCE

POLS	280	Latino Politics

SOCIOLOGY AND ANTHROPOLOGY

ANTH	271	Cultures of Latin America

TRAVEL COURSES:

Latin American related only and must be approved beforehand by the LAST coordinator. Semester Abroad in Merida highly recommended.

MATHEMATICS, STATISTICS, AND COMPUTER SCIENCE

Logan Mayfield
Chair, Professor, Computer Science

Marjorie E. Bond
Professor, Statistics & Data Science

Joanne Eary
Associate Professor, Mathematics

Mary McDermott
Lecturer, Mathematics

Yevgeniy Ptukhin
Assistant Professor, Statistics & Data Science

Michael Sostarecz
Professor, Mathematics

Robert Utterback
Assistant Professor, Data & Computer Science

The Department of Mathematics, Statistics, and Computer Science offers major and minor courses of study in Mathematics, Computer Science, and Data Science with 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 on the basis of 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.

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, at least one 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 Bioinformations
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 two required courses and three electives at the appropriate level.

One course from the Calculus sequence:
MATH 151 Calculus I
MATH 152 Calculus II
MATH 253 Calculus III

One course from the following two courses:
MATH 241 Linear Algebra
MATH 260 Discrete Mathematics

Electives above the 150 level to total 5 courses in mathematics. At least one elective should be at or above the 300 level. MATH 210 and 211 will not count toward the minor.

Course Descriptions:

A student must earn at least a grade of C in all prerequisites before taking a course.

MATH 104. Mathematics for the Liberal Arts **1.0 course credit**
An introduction to various types of mathematical problems and problem solving techniques. Topics covered will introduce interesting and useful topics that portray the breadth and beauty of mathematics such as the mathematics of voting, fair division, Euler circuits, symmetry, patterns, and probability. This course will not count toward the Mathematics Major or Minor.

MATH 130. Topics in Quantitative Reasoning **0.5 course credit**
Rotating topics in quantitative reasoning. Topics include, but are not limited to: Probability, Finance, and Mathematical Logic. This course counts towards the Quantitative Reasoning component of the general education requirements and may be taken multiple times. 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 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 590+ 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 351. Readings in Mathematics **0.25 to 1.0 course credit**
This course will investigate special readings in advanced mathematics or from the history of mathematics. Prerequisite: A 300 level mathematics course.

MATH 401. Senior Capstone: Research **0.5 course credit**
This course focuses on researching and proposing a project to be carried out in the MATH 402 the next semester. Offered every semester. Prerequisites: Senior Standing.

MATH 402. Senior Capstone: Implementation **0.5 course credit**
Students in this course will carry out a project proposed in MATH 401 the previous semester.
Offered every semester. Prerequisites: MATH 401 and Senior Standing.

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.

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

Course Descriptions:

A student must earn at least a grade of C in all prerequisites before taking a course.

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. Computer Applications 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 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 210 and 220. 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 **0.5 or 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.

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.

A major in data science consists of introductory and intermediate courses in data science, statistics, computer science, and mathematics along with some advanced work in computer science, applied course work in data science, and studies in another discipline that provides issues and problems for which a data science-based approach makes sense. Data science students learn to think through and work with data in an area of study that interests them.

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

Course Descriptions:

A student must earn at least a grade of C in all prerequisites before taking a course.

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.

Coursework in Statistics:

Our major and minor programs of study in mathematics, computer science, and data science are supported by course work in statistics. Statistics is the engine that drives our increasingly data-driven world. Coursework in statistics will teach students to speak the language of data and give them a well-rounded, theoretical and practical foundation in working with data. Studies in statistics make for a strong compliment to programs inside and outside this department. Students with a first experience in statistics from outside this department can jump right into our intermediate coursework.

Course Descriptions:

A student must earn at least a grade of C in all prerequisites before taking a course.

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 QRAC 110 or QRAC 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 QRAC 110 or QRAC 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 345. Linear Regression and Analysis of Variance **1.0 course credit**
A data-analytic course. A study of simple and multiple linear regression and basic analysis of variance (ANOVA). Topics include residual diagnostics, model validation, model building, computation and interpretation for one- and two-way ANOVA, and multiple comparisons. May include factorial ANOVA, analysis of covariance, repeated measures, and/or some experimental designs. Applications include use of computers. Prerequisites: STAT 201 or 202, or BUSI 205 or PSYCH 201.

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.

Modern Languages, Literatures, and Cultures

Jennifer Thorndike *Assistant Professor, Chair*	Francisco Angeles *Assistant Professor*	Louise Barbaro-Medrano *Lecturer*
Karen Segura *Lecturer*	Wenhong Teel *Lecturer*	

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.*

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 Advanced Grammar and Composition
SPAN 246 Advanced Grammar and Composition for Heritage Speakers

200-level electives (1.0 credit each):

SPAN 210 Spanish Conversation
SPAN 230 Topics: Spanish for the Professions
SPAN 240 Topics: Linguistic Aspects of Spanish

Upper-level electives (1.0 credit each):

SPAN 310 Introduction to Literary Analysis
SPAN 324 Spanish American Literature
SPAN 325 Peninsular Spanish Literature
SPAN 326 Topics in Spanish Language
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

Requirements for the Spanish Minor:

The Spanish minor requires five credits beyond the 102 level. Topics courses may be repeated if topics differ.

While not required for the minor, study abroad is highly recommended.

Courses counting for the Spanish minor:

Intermediate courses, required for the minor 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 minor (1.0 credit each):

SPAN 245 Advanced Grammar and Composition
SPAN 246 Advanced Grammar and Composition for Heritage Speakers

200-level electives (1.0 credit each):

SPAN 210 Spanish Conversation
SPAN 230 Topics: Spanish for the Professions
SPAN 240 Topics: Linguistic Aspects of Spanish

Upper-level electives (1.0 credit each):

SPAN 310 Introduction to Literary Analysis
SPAN 324 Spanish American Literature
SPAN 325 Peninsular Spanish Literature
SPAN 326 Topics in Spanish Language
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.
3. All majors must take EITHER Spanish 245 OR 246 as a prerequisite for ALL 300- and 400 level courses.
4. ALL LITERATURE courses beyond the 310 level require the completion of Spanish 310 or the permission of the instructor. Spanish 310 is generally offered in the spring semester only, so students should plan accordingly. First-year students should consult with a MLLC professor before enrolling in Spanish 310.
5. Students may take 300- or 400-level HISTORY AND CULTURE courses before they completed Spanish 310.

Spanish Course Descriptions:

SPAN 101G. 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 102G. 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 210. Spanish Conversation **1.0 course credit**
This course helps students attain a functional level of oral proficiency in Spanish. Emphasis is placed on developing students' skills in listening and speaking. Prerequisites: SPAN 202, its equivalent, and/or permission of the instructor. Open only to non-heritage speakers.

SPAN 230. Topics: Spanish for the Professions **1.0 course credit**
This course provides students with a basic foundation and knowledge of Spanish and Spanish-speaking cultures as applied and in relation to different professional fields. Possible topics include but are not limited to: Spanish for Business, Spanish for the Health Professions, Translation and Interpretation, etc. Prerequisites: SPAN 202, its equivalent, and/or permission of the instructor. May be repeated for credit with a different topic.

SPAN 240. Topics: Linguistic Aspects of Spanish **1.0 course credit**
This course introduces students to important linguistic aspects and topics of the Spanish language. Possible topics include but are not limited to: History of the Language, Dialectology, Teaching Methodology and Second Language Acquisition, Spanish Syntax, Spanish Phonetics and Phonology, Social Linguistics, etc. Prerequisites: SPAN 202, its equivalent, and/or permission of the instructor. May be repeated for credit with a different topic.

SPAN 245. Advanced Grammar and Composition **1.0 course credit**
Combines an intensive study of grammar with complementary writing projects designed to build and refine oral and written skills. Prerequisite: SPAN 202, its equivalent and/or permission of the instructor.

SPAN 246. Advanced Grammar & Composition for Heritage Speakers **1.0 course credit**
This course aims to increase the linguistic competency and cultural knowledge of Heritage Speakers of Spanish. If you grew up around Spanish, either in your home or in your community, and you are able to understand casual conversation and communicate, then you are a heritage learner and you would definitely benefit from this course. This course is designed to address the needs of Spanish Heritage Learners who can communicate in Spanish but need to develop and/ or improve their grammar, reading and writing skills. Another important goal in the course is to explore and foster an appreciation of Latino culture and heritage. With a dual focus on language and culture, the class will explore issues regarding Latinos and Spanish in the U.S. The course is taught in Spanish. Prerequisite: SPAN 202, its equivalent, and/or permission of the instructor.

SPAN 310. Introduction to Literary Analysis **1.0 course credit**
A study of the genres of poetry, narrative, drama and essay. Introduction to literary analysis, using representative works of literature in Spanish. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor.

SPAN 324. Spanish American Literature **1.0 course credit**
An overview of Latin American literature with special emphasis on contemporary literature.
Prerequisite: SPAN 310 or permission of the instructor.

SPAN 325. Peninsular Spanish Literature **1.0 course credit**
A study of the trajectory of Peninsular Spanish literature from the first literary expressions in the vernacular, Mozarabic poetry, and the Cantar de Mio Cid, through post-Franco literature, and up to the literature of the twenty-first century, including poetry, prose, drama, and film. Particular attention will be paid to the many cross-cultural elements (Arab, Jewish, French, New World, and others) that have influenced Spanish literature across the centuries. Prerequisite: SPAN 310 and/ or permission of the instructor.

SPAN 326. Topics in Spanish **1.0 course credit**
A close study of a selected topic related to the Spanish language. Previous topics have included Business Spanish, Focus on the Caribbean, and Translation. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor. May be repeated for credit with a different topic.

SPAN 334. Survey: History and Culture of Latin America 1.0 course credit
A study of the history and culture of Latin America from the pre-Columbian period to the present, including a focus on regional identities and cultures. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor.

SPAN 335. Survey: History and Culture of Spain 1.0 course credit
A study of the history and culture of Spain from early life on the Iberian peninsula through the 21st century, including a focus on regional identities and cultures. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor.

SPAN 336. Special Topics in Hispanophone History and Culture 1.0 course credit
An in-depth focus on a particular area of culture in the Hispanophone world. Topic may center on a geographic region or country (e.g., the Caribbean), on specific cultural attribute(s) (e.g., music, art and literature of the Andean Nations; twentieth-century Spanish film), or other selected area of study. Prerequisite: SPAN 245 or SPAN 246, their equivalents, and/or permission of the instructor. May be repeated for credit with a different topic.

SPAN 466. Topics in Literature 1.0 course credit
A study of a particular topic in Hispanophone literature. Topics may focus on a time period, a genre, or a region, or some integration of or selection from these categories. Possible topics include the literature of the Siglo de Oro, a study of the Quijote, a study of Hispanophone poetry, Transoceanic Hispanophone Literature of the 19th Century, the Literature of Revolution and Civil War, etc. Prerequisite: SPAN 310 or permission of the instructor.

Chinese Course Descriptions:

CHNS 101G. Elementary Chinese I 1.0 course credit
This course focuses on the essential elements of effective communication in the Mandarin Chinese 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.

CHNS 102G. Elementary Chinese II 1.0 course credit
Continuation of CHNS 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses, and moods, leading to greater accuracy in oral and written expression. Prerequisite: CHNS 101 or placement.

CHNS 201. Intermediate Chinese I 0.5 course credit
Chinese 201 is an intermediate level course that builds on what students learned at the elementary levels. Students will hone their skills in speaking, reading, listening, and writing in Mandarin through the study of texts and other complementary materials, while also expanding their knowledge and understanding of Chinese culture. Prerequisite: CHNS 102 or placement.

Japanese Course Descriptions:

JAPN 101G. Elementary Japanese I 1.0 course credit
This course focuses on the essential elements of effective communication in Japanese 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.

JAPN 102G. Elementary Japanese II 1.0 course credit
Continuation of JAPN 101G. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: JAPN 101G or placement.

JAPN 201. Intermediate Japanese I 0.5 course credit
Japanese 201 is an intermediate level course that builds on what students learned at the elementary levels. Students will hone their skills in speaking, reading, listening, and writing through the study of texts and other complementary materials, while also expanding their knowledge and understanding of Japanese culture. Prerequisite: JAPN 102 or placement.

Portuguese Course Descriptions:

PORT 101. Elementary Portuguese I **1.0 course credit**
This course focuses on the essential elements of effective communication in the Portuguese 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.

PORT 102. Elementary Portuguese II **1.0 course credit**
Continuation of PORT 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: PORT 101 or placement.

Modern Languages, Literatures, and Cultures Course Descriptions:

MLLC 220. Individual Study **0.25 to 1.0 course credit**
Students arrange appropriate sophomore-level independent study projects with individual instructors in their major language.

MLLC 320. Individual Study **0.25 to 1.0 course credit**
Students arrange appropriate junior-level independent study projects with individual instructors in their major language.

MLLC 420. Individual Study **0.25 to 1.0 course credit**
Students arrange appropriate senior-level independent study projects with individual instructors in their major language.

MLLC 494. Internship in Modern Languages, Literatures, & Cultures **1.0 course credit**
This course is an internship in Modern Languages, Literatures, and Cultures. Interns may work in a variety of settings, including such areas as business, health, government, law, public relations, education, physical education, journalism, community development and translation. Internships must be arranged, approved and monitored by an MLLC faculty member.

MUSIC

Tim Pahel
Professor, Chair

Tom Clark
Instructor

Andrew Dziuk
Instructor

Stacy Dziuk
Director of Instrumental Activities

Carolyn Kellert Griffiths
Instructor

Stephen Jackson
Instructor

Janell Johnson
Instructor

Elissa Kana
Director of Marching Band

Solee Lee-Clark
Lecturer

Peter Naughton
Instructor

Carolyn Suda
Professor Emeritus

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 department chair in u nusual 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 department 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 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.

Lessons carry a $225.00 fee per semester for all students. Students enrolled in multiple lessons pay only a single $225.00 fee for the 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 Winds

Course Descriptions:

MUSI 101G. Introduction to Music 1.0 course credit
A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. This course does not count toward the music major.

MUSI 105G. 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 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 203G. 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 211G. History and Literature of Music I **1.0 course credit**
A study of the development and evolution of Western art music from the earliest times to 1750. Emphasizes works, styles, and formal and theoretical considerations. Includes an introduction to bibliographic materials and procedures for research in music. Prerequisite: MUSI 122 or by permission.

MUSI 212G. 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: MUSI 122 or by permission.

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 **0.5 to 1.0 course credit**

MUSI 252. String Techniques **0.25 course credit**
A study of the techniques of playing the violin, viola, cello, and double bass for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered as needed.

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. 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 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, or by permission. 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, or by permission. Offered as needed.

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 313. Renaissance Music **0.5 course credit**
A study of works, styles and composers from the Renaissance in Western Europe in the 15th and 16th centuries. 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 314. Baroque Music **0.5 course credit**
A study of works, styles and composers from the Baroque period in Western Europe in the 17th and 18th centuries. 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 315. Classical Music **0.5 course credit**
A study of works, styles and composers from the Classical period in Western Europe in the 18th and early 19th centuries. 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 316. Nineteenth-Century Music **0.5 course credit**
A study of works, styles and composers from the Classical period in Western Europe (mainly) in the 19th century. 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 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.

NEUROSCIENCE

Tim Tibbetts
Co-Coordinator
Professor, Biology

Laura Moore
Co-coordinator
Professor, Chemistry

Janet Ugolino
Assistant Professor, Biology

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 360 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 Advanced Biochemistry
CHEM	231	Principles of Pharmacology
CHEM	241	Medicinal Chemistry
CHEM	340	Instrumental Analysis *with/or without* CHEM Integrated Laboratory
CHEM	380	Advanced Organic

BIOL Electives:

BIOL	155	Ecology, Evolution, and Diversity
BIOL	202	Genetics
BIOL	307	Microbiology
BIOL	325	Advanced Anatomy & Physiology
BIOL	327	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	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
PSYC	304	Cognitive Neuroscience

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 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 307	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 241	Medicinal Chemistry
CHEM 340	Instrumental Analysis *with/or without* CHEM 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

Course Descriptions:

ANTH 370. Medical Anthropology **1.0 course credit**
An introductory analysis of 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.

BIOC 201. Principles of Nutrition **1.0 course credit**
A biochemical and physiological look at 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 in alternate years.

BIOC 310. Survey of Biochemistry **1.0 course credit**
An introduction to the fundamental principles of biochemistry and the application of chemical principles to biological problems. Topics include the structure and function of proteins, nucleic acids, carbohydrates, lipids, as well as the major catabolic and biosynthetic pathways. Pre-requisite courses: CHEM 220 and CHEM 230.

BIOC 330. Biochemistry **1.0 course credit**
Structure and function of biologically import 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 recommend. 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.

BIOL 150G. Investigating Biological Concepts **1.0 course credit**
An investigative approach to learning fundamental concepts in biology from molecules to cells to organisms. Concepts include: the process of scientific inquiry, basic biochemistry, and basic cell function (cellular respiration, photosynthesis, protein synthesis, genetics, cell division). Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

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 n 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 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 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. Prerequisite or co-requisite: MATH 207. 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 Laboratory exercises will be both descriptive and experimental. Prerequisite: A grade of C− or better in BIOL 204.

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 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. Offered in alternate years.

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. Prerequisite courses: BIOL 150 and CHEM 140.

CHEM 140G. 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 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 4-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 231. 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. CHEM 228 is a prerequisite for this course.

CHEM 331. Medicinal Chemistry **1.0 course credit**
This course covers the basics of medicinal chemistry. Topics will include descriptions of receptor-protein structure, dynamics, and interactions; different strategies of drug development and design; pharmacodynamics and pharmacokinetics. CHEM 230 is a prerequisite for this 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 380. Advanced Organic Chemistry **1.0 course credit**
Study of advanced current topics in Organic chemistry. Each 0.5 semester course will have a different emphasis, such as Medicinal Chemistry, Physical Organic Chemistry, or Advanced Synthetic Methods. Prerequisite: A grade of C- or better in CHEM 230. Offered occasionally.

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.

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.

NEUR 350. Science Seminar **0.25 course credits**
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 credits**
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.

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.

PHYS 130G. 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 132G. 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 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.

PSYC 101G. 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. Not open to students who have completed PSYC 102. Offered every semester.

PSYC 201. Research Methods I: Statistical Analysis **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 or 102, and sophomore standing. Offered every semester.

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 236. Abnormal Psychology **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, and critical analysis of the influence of politics and culture in diagnosis. Prerequisite: PSYC 101 or 102.

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 303. Drugs and Behavior **1.0 course credit**
An exploration of the psychological, social, and biological factors involved in drug use, drug abuse, and treatment and prevention of substance use disorders. Topics include: legal drugs such as alcohol and nicotine, and illegal drugs such as amphetamines, cocaine, opiates, and marijuana. Prerequisite: PSYC 239 or 243. Offered in alternate years.

PSYC 304. Cognitive Neuroscience **1.0 course credit**
Provides a deeper understanding of the neural basis of behavior and mental activity. Topics include the cellular and molecular basis of cognition, gross and functional anatomy of cognition, methods of cognitive neuroscience, and processes such as selective attention, language, emotion, and learning and memory. Prerequisite: PSYC 239 or 243. Offered annually.

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 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, neuro-psychology, 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.

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. Prerequisite: Permission of instructor.

PEACE, ETHICS, AND SOCIAL JUSTICE

Daniel Ott, Coordinator
Associate Professor, Philosophy and Religious Studies

Overview of the Program:

The Peace, Ethics, and Social Justice minor is an interdisciplinary program that will examine the causes and contexts of violence and war, especially issues of systemic violence and social injustice. Students will take an array of courses from various disciplines to meet the following goals:

1. To examine the causes and contexts of violence and war, especially issues of systemic violence and social injustice.

2. To explore ethical frameworks as conceptual background for helping students to understand peace and social justice. Students will examine conceptual, social, cultural frameworks in which beliefs and values are held. Students will develop ethical empathy through understanding a variety of perspectives for decisions about how to live, treat others, and organize society.

3. To value the creativity of moral imagination needed to inspire political change. Through the arts—music, dance, poetry, the visual arts and humanities—the program inspires a "revolution in consciousness" (bell hooks).

4. To examine dispositions, practices, and activities for pursuing peace and justice at personal, communal and global levels, this can include the planet and non-human animals.

A Minor in Peace, Ethics, and Social Justice will include the following:

Five courses are required:

- Peace with Justice—An introduction to peace and justice studies (PESJ 218)

- Senior Project—a project or thesis directed by a faculty member in PESJ (PESJ 401)

- Three electives—at least one of which is taken in the Humanities and at least one in the Social Sciences.

Electives for the Peace, Ethics, and Social Justice Minor:

Social Sciences

ANTH	260	Cultures of the Middle East
ANTH	264	Anthropology of Waste and Garbage
ANTH	368	Anthropology of Childhood
COMM	296	Gender, Language, and Communication
COMM	337	Communication Criticism
EDST	215	Human Diversity and Exceptionality
POLS	150	Global Justice
POLS	270	Introduction to International Relations
PSYC	323	Psychology of Gender
PSYC	334	Social Inequality
SOCI	247	Race and Ethnicity
SOCI	345	Social Inequality

Humanities

CLAS	240	Labor, Class, and Slavery in Antiquity
HIST	230	Labor, Class, and Slavery in Antiquity
PHIL/RELG	207	Ethics
PHIL/RELG	217	Peace: Philosophical and Religious Approaches
PHIL	225	Philosophy and Feminism
PHIL	310	Environmental Ethics
PHIL	340	Africana Philosophy

Course Descriptions:

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.

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. The project culminates in a public presentation of the student's work.

PHILOSOPHY AND RELIGIOUS STUDIES

Dan Ott	Anne Mamary	Ermine Algaier
Associate Professor, Chair	*Professor*	*Visiting Assistant Professor*

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:

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 Introduction to World Religions
One of the following courses (or other designated courses) in scripture:
RELG 101 Introduction to the Hebrew Bible (Old Testament)
RELG 108 Introduction to the New Testament

One of the following courses (or other designated courses) in beliefs and practices:
RELG 210 Judaism and Islam
RELG 300 Philosophy and Religions of Asia

Two of the following courses (or other designated courses) in theology/philosophy:

RELG 113 Christian Faith and Theology
RELG 207 Ethics: Philosophical and Religious
RELG 213 Philosophy of Religion
RELG 313 Modern Christian Theology

Three elective courses in Religious Studies.

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)

Required Courses for the Religious Studies Minor *(5 courses):*

RELG 100 Introduction to World Religions

One of the following courses (or other designated courses) in scripture:

RELG 101 Introduction to the Hebrew Bible (Old Testament)
RELG 108 Introduction to New Testament

One of the following courses (or other designated courses) in theology/philosophy:

RELG 113 Christian Faith and Theology
RELG 207 Ethics: Philosophical and Religious
RELG 213 Philosophy of Religion
RELG 313 Modern Christian Theology

Two elective courses in Religious Studies.

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

The joint minor consists of five elective courses, with at least two courses in each discipline, and at least one course above the 200 level. The set of five courses must be approved by the department chair when the minor is declared. The minor is not available to Philosophy or Religious Studies majors and acts as an alternative to both majors and both minors.

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 Introduction to World Religions
RELG 101 Introduction to Hebrew Bible (Old Testament)
RELG 108 Introduction to New Testament
RELG 113 Christian Faith and 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

Philosophy Course Descriptions:

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 educational 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. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 213. Philosophy of Religion **1.0 course credit**

(Cross-listed as RELG 213) Can the existence of God be proven? How do we make philosophical sense of an event described as a miracle? Why does God permit the existence of evil in the world? How do we understand the fact of religious pluralism? These and other topics are explored in this introduction to the basic problems and issues that constitute philosophy of religion. This is a discussion-centered course that encourages meaningful debate between theists and atheists. Prerequisites: None.

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 the Beauty and Meaning in Works of Art requirement. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 217. Peace: Philosophical and Religious Approaches **1.0 course credit**

(Cross-listed as RELG 217) This course examines a topic, movement, or figure pertaining to philosophical and religious approaches to issues of peace and justice. Examples might include: Martin Luther King Jr., the philosophy of nonviolence, religious conceptions of peace, etc. Prerequisites: None.

PHIL 218. Peace with Justice **1.0 course credit**
(Cross-listed as RELG 218) 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. Prerequisites: None.

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 from Plato to the Present **1.0 course credit**
(Cross-listed as POLS 230) A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. Prerequisites: None.

PHIL 250. Special Topics **1.0 course credit**

PHIL 300. Philosophy and Religions of Asia **1.0 course credit**
(Cross-listed as RELG 300) An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. May be repeated for credit with permission of the instructor. Prerequisites: Junior or senior standing or permission of the instructor.

PHIL 307. Modern Philosophy **1.0 course credit**
This course will trace the development of European modernity, from its beginnings in the Renaissance through the Reformation and Scientific Revolution and into the eighteenth and nineteenth centuries. We will look especially at how the rise of modernity, as expressed by the Rationalists, the Empiricists and through the Kantian turn, shaped European views of nature, science, mind, body, spirit/faith, and the nature of human beings. The emphasis will be on understanding modern philosophical works in their historical context. Recognizing that how we conceptualize ourselves and our world is shaped by our cultural moments, we will also consider challenges to modern European conceptions of people and our planet. This course is designed for students with some experience in philosophy and assumes some familiarity with the discipline. Prior completion of Phil 101, Phil 201, Phil 205, or Phil 207 is highly recommended. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 310. Environmental Ethics **1.0 course credit**
(Cross-listed as 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. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 311. Contemporary Philosophy **1.0 course credit**
This course will explore some of the directions philosophy has taken from late modernity to the present. Starting with a review of the eighteenth-century philosopher, Immanuel Kant, we will outline the defining features of modernity and some of the cracks in those foundations. Although quintessentially modern, Kant also paved the way for contemporary critiques of modernity on one hand and for contemporary attempts to defend and maintain modernity on the other. We will briefly consider the divergent paths contemporary philosophy has taken since Kant—the so-called Analytic and Continental paths—and we'll ask ourselves if the two are really as separate as they sometimes seem. Finally, we'll ask ourselves if there is a way to move from modernity's self-assurance that the world can be understood with absolute certainty to contemporary

views that the world may be beyond our grasp and that different cultures (broadly defined) have different foundations for understanding in a world of contingencies. This course is designed for students with some experience in philosophy and assumes some familiarity with the discipline. Prior completion of Phil 101, Phil 201, Phil 205, Phil 207, or Phil 307 is highly recommended. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 316. Existentialism **1.0 course credit**
(Cross listed as RELG 316) An overview of issues and claims associated with existentialism, a cultural phenomenon touching upon and influenced by diverse fields of interests. The course necessarily is interdisciplinary, examining existential influences on literature and religious thought, as well as philosophy. Readings are from a number of contributors to the tradition, including Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Tillich, Sartre, Camus. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 320. Individualized Study **1.0 course credit**
Directed research and writing in an area of special interest to the student. May be repeated for credit. Prerequisites: Permission of the instructor.

PHIL 340. Africana Philosophy **1.0 course credit**
(Cross-listed as RELG 340) This course will study a small selection of the vast literature on the philosophies of Africa and the African diaspora. After an examination of some of the framing philosophical questions and the relationship of Africana thought to the terribly destructive and culture-interrupting twin episodes of European colonization of the continent and the Atlantic slave trade, the class will explore three strands in African thought: sagacity, an Akan perspective on morality and *ubuntu*. Three main texts, Brand's *Map to the Door of No Return*, Krog's *Country of My Skull*, and Williams' *Losing My Cool*, will frame the remaining major sections of the course. The first will be an exploration of diasporic consciousness framed by and in resistance to the castles in West Africa that are the door of no return about which Brand writes. The second is an examination of the Truth and Reconciliation Commissions in the wake of apartheid in South Africa and the *ubuntu* philosophy that framed them. And, finally, we will read Thomas Williams' memoir exploring what it means to be Black in the contemporary United States. His text provides a context to discuss a variety of African-American philosophical thinking, from the 19th century to the present. Prerequisites: Sophomore standing or above or permission of the instructor.

PHIL 350. Topics in the History of Philosophy **1.0 course credit**
This course will examine a particular figure, period, or theme in the history of philosophy, in a more focused manner than a survey course will allow. Emphasis will be placed on the significance of these ideas for contemporary debates and perspectives. Prerequisites: Sophomore standing or above or permission of the instructor.

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.

Religious Studies Course Descriptions:

RELG 100. Introduction to World Religions **1.0 course credit**
This course offers a brief introduction to the world's major religious traditions, including the Indian traditions of Hinduism and Buddhism, the Chinese religions of Confucianism and Taoism, and the "religions of Abraham"—Judaism, Christianity, and Islam. The course will also encourage students to reflect on the category of "religion" in general and to consider the complexities of comparing traditions. Prerequisites: None.

RELG 101. Introduction to the Hebrew Bible (Old Testament) 1.0 course credit
A study of the text of the Hebrew Bible in its historical and cultural context. The story of Israel is traced from its formation as a people through the rise of the monarchy, exile, and return. The complex web of traditions that shaped Israel's identity is analyzed, and the historical, literary, and theological dimensions of the texts are explored. Prerequisites: None.

RELG 108. Introduction to the New Testament 1.0 course credit
A study of first-century Christian literature in its historical and cultural contexts. The course will focus on the historical Jesus, Paul's epistles, and the Jewish framework of early Christian faith and practice in Hellenic-Roman culture. Prerequisites: None.

RELG 113. Christian Faith and Theology 1.0 course credit
This course is an introduction to some of the basic concepts and key figures in the development of the Christian faith and Christian Theology. Students will learn about how doctrines like the Trinity or Original sin were developed and will study various perspectives on these doctrines from the two-thousand year history of the faith. Prerequisites: None.

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 210. Judaism and Islam 1.0 course credit
A study of the origins, history, rituals, sacred writings, beliefs, practices, and modern developments among Jews and Muslims. Special attention is given to understanding similarities and differences between Judaism, Christianity, and Islam as monotheistic traditions which all trace their roots to Abraham. Prerequisites: None.

RELG 213. Philosophy of Religion 1.0 course credit
(Cross-listed as PHIL 213) Can the existence of God be proven? How do we make philosophical sense of an event described as a miracle? Why does God permit the existence of evil in the world? How do we understand the fact of religious pluralism? These and other topics are explored in this introduction to the basic problems and issues that constitute philosophy of religion. This is a discussion-centered course that encourages meaningful debate between theists and atheists. Prerequisites: None.

RELG 217. Peace: Philosophical and Religious Approaches 1.0 course credit
(Cross-listed as PHIL 217) This course examines a topic, movement, or figure pertaining to philosophical and religious approaches to issues of peace and justice. Examples might include: Martin Luther King Jr., the philosophy of nonviolence, religious conceptions of peace, etc. Prerequisites: None.

RELG 218. Peace with Justice 1.0 course credit
(Cross-listed as PHIL 218) 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. Prerequisites: None.

RELG 220. Women and Religion 1.0 course credit
This course explores the religious lives of women across cultures and religious traditions. Course readings include: writings by women religious leaders and lay participants as well as essays about women in a variety of religious contexts. Attention is paid to the uniqueness and diversity of women's experience within religious traditions, including the experience of oppression but also of empowerment. Prerequisites: None.

RELG 244. Religion and Politics 1.0 course credit
(Cross-listed as POLS 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 have 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. Prerequisites: None.

RELG 250. Special Topics **1.0 course credit**

RELG 260. Cultures of the Middle East **1.0 course credit**
(Cross-listed as ANTH 260) Provides background information about historical developments in the regions, reviews the role of Islam, and examines contemporary everyday/popular cultures. Prerequisites: None.

RELG 300. Philosophy and Religions of Asia **1.0 course credit**
(Cross-listed as PHIL 300) An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. May be repeated for credit with permission of the instructor. Prerequisites: Junior or senior standing or permission of the instructor.

RELG 310. Environmental Ethics **1.0 course credit**
(Cross-listed as PHIL 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. Prerequisites: Sophomore standing or above or permission of the instructor.

RELG 312. Religion in America **1.0 course credit**
(Cross-listed as HIST 312) The story of American religious history is an important narrative about our country's identity. Recent work in the field has focused on what has been left out of the old stories and how we might better account for the experiences of women, of minorities, and of those groups who challenge the dominate theologies and practices. This course covers the colonial period through to contemporary developments, including secularization, New Age movements and the flourishing of the world's religious traditions within an American context. Course topics will vary from year to year. Possible topics include: Christianity in America, African-American religious history, new religious movements and utopian experiments, women in American religious history or the world's religions in America. May be repeated for credit with permission of the instructor. Prerequisites: Sophomore standing or above or permission of the instructor.

RELG 313. Modern Christian Theology **1.0 course credit**
A more intensive study of Christian Theology after the Enlightenment. The course may focus on a particular time period, a particular thinker or school of thought, or a particular theme. Students may repeat this course for credit by permission of the instructor. Prerequisites: None, but Junior standing and/or completion of RELG 113 or RELG 213 is recommended.

RELG 316. Existentialism **1.0 course credit**
(Cross listed as PHIL 316.) An overview of issues and claims associated with existentialism, a cultural phenomenon touching upon and influenced by diverse fields of interests. The course necessarily is interdisciplinary, examining existential influences on literature and religious thought, as well as philosophy. Readings are from a number of contributors to the tradition, including Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Tillich, Sartre, Camus. Prerequisites: Sophomore standing or above or permission of the instructor.

RELG 320. Individualized Study **1.0 course credit**
Directed research and writing in an area of special interest to the student. May be repeated for credit. Prerequisites: Permission of the instructor.

RELG 340. Africana Philosophy **1.0 course credit**

(Cross-listed as PHIL 340) This course will study a small selection of the vast literature on the philosophies of Africa and the African diaspora. After an examination of some of the framing philosophical questions and the relationship of Africana thought to the terribly destructive and culture-interrupting twin episodes of European colonization of the continent and the Atlantic slave trade, the class will explore three strands in African thought: sagacity, an Akan perspective on morality and *ubuntu*. Three main texts, Brand's *Map to the Door of No Return*, Krog's *Country of My Skull*, and Williams' *Losing My Cool*, will frame the remaining major sections of the course. The first will be an exploration of diasporic consciousness framed by and in resistance to the castles in West Africa that are the door of no return about which Brand writes. The second is an examination of the Truth and Reconciliation Commissions in the wake of apartheid in South Africa and the *ubuntu* philosophy that framed them. And, finally, we will read Thomas Williams' memoir exploring what it means to be Black in the contemporary United States. His text provides a context to discuss a variety of African-American philosophical thinking, from the 19th century to the present. Prerequisites: Sophomore standing or above or permission of the instructor.

RELG 350. Topics in Religious Studies **1.0 course credit**

This course will examine a topic, figure, period or theme in Religious Studies in a more focused manner than a survey course will allow. Emphasis will be placed on the significance of these ideas for contemporary debates and perspectives. Prerequisites: Sophomore standing or above or permission of the instructor.

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.

PHYSICS

Christopher G. Fasano
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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.

Course Descriptions:

PHYS 103G. 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 105G. 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 107G. 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 130G. 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 132G. 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 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 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 288. Special Topics **0 to 1.0 course credit**

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 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. Mathematical Methods for Physicists **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 312. Quantum Mechanics II **1.0 course credit**
Further development of the mathematical methods of quantum mechanics. Three-dimensional potential problems are considered in greater detail. Topics include: the hydrogen atom, angular momentum and spin, perturbations, and introductory relativistic quantum mechanics. Prerequisite: PHYS 310 or permission of the instructor. Offered in rotation as needed.

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 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.

POLITICAL SCIENCE

Michael Nelson
Chair, Associate Professor

Farhat Haq
Professor Emeritus

Jessica Vivian
Visiting Assistant Professor

Andre Audette
Assistant Professor

Robin Johnson
Lecturer

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 5 required courses:

POLS 103	American Politics
POLS 200	Introduction to Comparative Politics
POLS 230	Political Philosophy
POLS 270	Introduction to International Relations
POLS 415	Senior Seminar

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 4 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.

Course Descriptions:

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 202. Modern Japan **1.0 course credit**

A study of the social, economic, and political development of modern Japan, emphasizing Japanese responses to problems posed by contacts with the West.

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 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 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 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.

P**OLS 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 325. Congress and the Presidency **1.0 course credit**
This course provides an overview of the two policy-oriented branches of the U.S. government: the Congress and Presidency. We will separately examine the institutions and operations of both branches before assessing how they interact with one another. Ultimately, the objective of this analysis is to evaluate the quality and health of America's political institutions and democratic government.

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. Pays special attention to the transition from the Cold War era to that of the "new world order."

POLS 351. Constitutional Law: Institutional Powers and Restraints **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 procedure.

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 395. Constitutional Issues **1.0 course credit**
A study of current constitutional issues in light of constitutional history, philosophical principles, and our ever-changing sociopolitical context.

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 414. American Political Thought **1.0 course credit**
Examines ideas, themes, and debates at the center of American political discourse as it has evolved since colonial times. Students will be asked to apply the course material to contemporary politics and society,

POLS 415. Senior Seminar **0.5 course credit**
Concentrated study of an issue in political science. Students work on research projects that deal in depth with substantive and methodological problems associated with the subject area. Prerequisite: Senior standing.

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.

PSYCHOLOGY

Carolyn Liesen
Assistant Professor, Chair

Joan Wertz
Professor

Ryan Colclasure
Visiting Assistant Professor

Sydney Greenwalt
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 though internships, participation in conferences, travel, and research opportunities. The Psychology major requires a total of 9.5 course credits. Courses are divided into four categories: Required Courses, Foundational Courses, Advanced Courses, and Electives.

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	Abnormal Psychology
PSYC 239	Health Psychology
PSYC 243	Mind, Brain, and Behavior

Group B: Social Processes

PSYC 221	Lifespan Development
PSYC 233	Social Psychology
PSYC 240	Personality

Other Foundational Courses

PSYC 237	Industrial/Organizational Psychology
PSYC 250	Special Topics
PSYC 251	Research Practicum
PSYC 287	Political Psychology
PSYC 290	Cross-Cultural Psychology Practicum (0.5 course credit)

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 304	Cognitive Neuroscience
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
PYSC 336	Social Influences and Child Development
PSYC 345	Animal Behavior
PSYC 355	Theories of Counseling
PSYC 356	Counseling in a Diverse World

Electives*:*

The following courses may be taken but are not required for the major:

PSYC 207	Introduction to Health Careers (0.25 course credit)
PSYC 237	Industrial/Organizational Psychology
PSYC 350	Special Topics in Psychology
PSYC 351	Independent Study
PSYC 352	Internship in Psychology
PSYC 455	Advanced Counseling Seminar

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

Course Descriptions:

PSYC 101G. 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 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 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. Offered in alternate years or more often.

PSYC 236. Abnormal Psychology **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, and critical analysis of the influence of politics and culture in diagnosis. Prerequisite: 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 or 102. Offered in alternate years.

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 250. Special Topics **0.5 to 1.0 course credit**
A study of a subject of special interest. Topics previously offered include: humanistic psychology, drugs and behavior, the psychology of language, and the application of psychology to community issues. Prerequisite: PSYC 101 and permission of the instructor. May be repeated for credit.

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 **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 202. May be repeated for credit with permission 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 304. Cognitive Neuroscience **1.0 course credit**

Provides a deeper understanding of the neural basis of behavior and mental activity. Topics include the cellular and molecular basis of cognition, gross and functional anatomy of cognition, methods of cognitive neuroscience, and processes such as selective attention, language, emotion, and learning and memory. 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 321. 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. Prerequisite: PSYC 221 or 233 or 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 336. Social Influences and Child Development **1.0 course credit**

This course will examine various social influences on children's development. It will highlight the interactions between developing children and several socialization settings, including families, schools, communities, and society. Prerequisites: PSYC 101 and PSYC 221.

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 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 356. Counseling in a Diverse World

Students will engage in critical thought and gain insight about one's own worldview, cultural values and beliefs, and assumptions and biases related to multiple cultural contexts. Course content will include learning about the psychosocial implications of oppression and privilege, exploring self-identity and different cultural contexts, and developing appropriate strategies for working with culturally diverse clients. Assignments focus on self-reflection, process-oriented activities, and ability to conceptualize mental health and counseling within various cultural context. Course prerequisites: PSYC 221, 236, or 240 and PSYC 355 or consent of instructor.

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.

SOCIOLOGY AND ANTHROPOLOGY

Petra Kuppinger *Chair, Professor of Sociology*	Jialin Li *Assistant Professor of Sociology*	Caitlin Meagher *Visiting Assistant Professor of Anthropology*

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 SOCI 102 Social Problems 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).

The departmental requirements allow for considerable flexibility to meet individual students' needs. For example, for those students interested in pursuing a career in which field experience at the undergraduate level is recommended, an internship (SOAN 310) with an appropriate agency should be considered. Also, SOAN 420 (Research Seminar) can be specifically tailored to serve an individual student's academic and career interests. Additionally, an off-campus study program such as the ACM (Associated Colleges of the Midwest) Urban Studies Program is recommended for all majors.

Requirements for the Sociology and Anthropology Minor:

A minor in Sociology and Anthropology requires five courses in the department:

SOCI	101	Introduction to Sociology OR SOCI 102 Social Problems OR ANTH 103 Introduction to Anthropology
SOAN	301	Theories of Culture and Society
SOAN	302	Methods of Social Research

Two additional courses (2 course credits) at the 200 or 300 level. Of these two courses, one must be taken in Sociology (SOCI) and one in Anthropology (ANTH).

(This minor is not available to Sociology and Anthropology or Sociology and Anthropology/ Human Services majors.)

Requirements for the Sociology Minor:

A minor in Sociology requires five courses in the department:

SOCI	101	Introduction to Sociology OR SOCI 102 Social Problems
SOAN	301	Theories of Culture and Society
SOAN	302	Methods of Social Research

Two additional Sociology courses (2 course credits) at the 200 or 300 level.
(This minor is not available to Sociology and Anthropology or Sociology and Anthropology/ Human Services majors.)

Requirements for the Anthropology Minor:

A minor in Anthropology requires five courses in the department:

ANTH	103	Introduction to Anthropology
SOAN	301	Theories of Culture and Society
SOAN	302	Methods of Social Research

Two additional Anthropology courses (2 course credits) at the 200 or 300 level.

(This minor is not available to Sociology and Anthropology or Sociology and Anthropology/ Human Services majors.)

Requirements for the 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:

SOCI	101	Introduction to Sociology OR SOCI 102 Social Problems OR ANTH 103 Introduction to Anthropology
SOCI	280	Introduction to Human Services in the United States
SOCI	247	Race and Ethnicity
SOCI	251	Criminology OR SOCI 327 Sociology of Medicine OR ANTH 270 Medical Anthropology
ANTH	362	Gender in Cross-Cultural Perspective OR ANTH 364 Cities in Cross-Cultural Perspective OR ANTH 368 Anthropology of Childhood
SOAN	301	Theories of Culture and Society
SOAN	302	Methods of Social Research (Prerequisite: STAT 100 or STAT 201, minimum grade of C-)
SOAN	310	Internship
SOAN	410	Research Preparation
SOAN	420	Senior Research

Requirements outside the department include:

STAT	100	Statistics; (as a prerequisite to SOCI 302)
PSYC	101	Introduction to Psychology
PSYC	355	Theories of Counseling
PSYC	236	Abnormal Psychology OR PSYC 240 Personality Psychology OR PSYC 221 Lifespan Development; (as a prerequisite for PSYC 355)

Requirements for the Human Services Minor:

A minor in Human Services requires six courses in the department and one course outside the department. Requirements in the department include:

SOCI	101	Introduction to Sociology OR SOCI 102 Social Problems OR ANTH 103 Introduction to Anthropology
SOCI	280	Introduction to Human Services in the United States
SOCI	247	Race and Ethnicity
SOAN	301	Theories of Culture and Society
SOAN	302	Methods of Social Research (Psychology majors may substitute PSYC 202 for SOAN 302)
SOCI	251	Criminology OR SOCI 327 Sociology of Medicine OR ANTH 270 Medical Anthropology
PSYC	101	Introduction to Psychology

(This minor is not available to Sociology and Anthropology or Sociology and Anthropology/Human Services majors.)

Course Descriptions:

ANTH 103. Introduction to Anthropology **1.0 course credit**
A broad introduction to the anthropological study of human diversity. It will familiarize students with central concepts of cultural anthropology. The course also introduces examples of different cultures.

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 260. Cultures of the Middle East **1.0 course credit**
This course examines cultures and societies in the Middle East. The course introduces Islam as a religion and discusses a broad range of every day cultural contexts in the region.

ANTH 264. Anthropology of Waste and Garbage **1.0 course credit**
An examination of the "hidden" existence of waste and garbage in contemporary globalized consumer societies and cultures, exploring such diverse questions as the history of garbage, the organization of waste removal, the use and meaning of garbage across different contemporary societies, ideas about reducing, re-using, and recycling waste, waste and environmental justice, and contemporary plans and projects that aim to resolve aspects of the current waste crisis.

ANTH 271. Cultures of Latin America **1.0 course credit**
Provides an anthropological framework for understanding contemporary Latin America through analysis of the region's historical and cultural contexts and exploration of current trends such as urbanization, globalization, and social movements.

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 102. Social Problems **1.0 course credit**
An introductory survey of selected contemporary social problems using some of the major concepts of sociology.

SOCI 230. 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 280. Introduction to Human Services in the United States **1.0 course credit**
An introduction to the basic concepts and principles, and the history and future of human services in the United States. An overview of the major social issues in the United States, the impact they have on the individual and the community, and policy responses.

SOCI 288. A tale of Two Cities: Chicago and Shanghai **1.0 course credit**
This course examines contemporary social issues in two urban areas, Chicago and Shanghai, focusing among other topics on urban development (e.g., eviction, relocation), gentrification, affordable housing, environmental justice, street life, and dynamics of global mega-cities.

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.

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**
This course explores cities and urban lives across the globe, addressing, among others, questions of urban inequality and justice, housing, work, transportation, markets and the environment.

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.

SOCI 344. Sociology of Work **1.0 course credit**
An overview of the nature and structure of work and the workplace: how work was accomplished in the past, the social organization of work today, and changes anticipated in the workplace of the twenty-first century. Thematic emphases include: class, gender, race and ethnicity, technology, and the global economy.

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 346. Immigration and Immigrant Communities **1.0 course credit**
A study of the history, including patterns and trends, of migration to the United States, including an examination, through theory and data, of the factors that "push" people out of their home countries and "pull" them to the United States. Topics include migrant groups' settlement, conflict, and integration, and case studies of the experiences of selected immigrant groups.

SOCI 355. Social Movements **1.0 course credit**
An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest. Substantive focus typically includes the U.S. civil rights movement and the feminist movement.

SOCI 388. Culture and Consumption **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.

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.

THEATRE

Vanessa Campagna
Associate Professor, Chair

Douglas B. Rankin
Professor, Technical Director

Todd Quick
Assistant Professor

Overview of the Theatre Major:

The B.A. Theatre curriculum trains students as theatre generalists who possess the full range of skills necessary for a career in theatre. Students graduate from the program able to produce excellent work in all areas of theatre practice: acting, directing, design, management, and dramaturgy. This broad training is supplemented by concentrated study in one of the following areas: Acting, Design and Technology, or Dramaturgy. The department also offers a Theatre Education major.

Requirements for the Theatre major: (12 course credits)

Equals 1.0 course credit

All Theatre Majors

THEA	119	Theatre Practicum
THEA	173	Introduction to Technical Theatre
THEA	176	Acting I
THEA	250	Design Theory
THEA	272	Classical Theatre History
THEA	273	Modern Theatre History
THEA	275	Script Analysis and Dramatic Literature
THEA	377	Principles of Directing

Acting Concentrations

THEA	276	Acting II
THEA	370	Voice and Movement

Design and Technology Concentration

THEA	350	Design Studio I

Dramaturgy Concentration

THEA	375	Principles of Playwriting

*1 course credit to be filled by an approved course in the Department of English

Equals 0.5 course credit

All Theatre Majors

THEA	287	Theatre Collaboration
THEA	372	Career Management
THEA	497	Internship in the Arts

Acting Concentration

THEA	371	Period Styles in Acting

Design and Technology Concentration

THEA	281	Drafting for Design
THEA	282	Design Process and Procedure
THEA	297	Special Topics in Theatre Stage Management

Dramaturgy Concentration

THEA	295	Introduction to Production Dramaturgy

Theatre Minor

Required courses (3.0 credits total)

THEA	173	Intro to Technical Theatre *OR* THEA 250 Design Theory
THEA	176	Acting I
THEA	275	Script Analysis and Dramatic Literature

Approved menu (choose tow; 2.0 credits total)

THEA	250	Design Theory
THEA	272	Classical Theatre History
THEA	273	Modern Theatre History (pre-requisite: THEA-272)
THEA	276	Acting II
THEA	350	Design Studio (pre-requisite: THEA-250) THEA-370: Voice and Movement
THEA	377	Principles of Directing

Course Descriptions:

THEA 119G. Theatre Practicum **0.25 course credit**
Staff-supervised participation in acting or technical theatre. Prerequisite: Permission of the instructor. May repeat 8 times.

THEA 171G. Intro to Theatre **0.5 course credit**
A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays. Selected reading of play scripts, and general criticism is supplemented by planned viewing experiences in live and recorded theatre. Offered each year.

THEA 173G. Intro to Technical Theatre **1.0 course credit**
A study of the basic elements of technical theater, including stagecraft, lighting, sound, properties, and run crew. Includes laboratory. Offered each year.

THEA 175G. Acting for Non-Majors **1.0 course credit**
An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes and monologues. Specifically, this course introduces students to the craft of acting in a hands-on manner, specifically emphasizing Stanislavsky's Method and other theories supporting the performance of realistic, psychologically motivated texts. Throughout the course, we will address topics such as ensemble-building, improvisation, voice, physical movement, script/ character analysis, solo and duet acting methods, and analysis of performances and dramatic texts.

THEA 176G. Acting I **1.0 course credit**
An introduction to the art and craft of stage acting, with a particular focus on the Stanislavski System of acting. 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 material selection and preparation. This course is intended for Theatre majors and minors, and prepares students for successful work in departmental productions and upper level courses. Prerequisite: Theatre major or minor or permission of the instructor.

THEA 250. Design Theory **1.0 course credit**
The course develops an understanding of and sensitivity to the major design elements such as color, line and form. Through lectures, demonstrations, studio work and critiques, students learn traditional design elements and theories.

THEA 272. Classical Theatre History **1.0 course credit**
A survey of Theatre from the ancient Greeks to the Restoration, emphasizing the evolution of dramatic literature, production elements, theatre architecture, and audience composition.

THEA 273. Modern Theatre History **1.0 course credit**
A survey of Theatre from the Restoration to modern times emphasizing the evolution of dramatic literature, production elements, theatre architecture, and audience composition. Prerequisite: THEA 272

THEA 275. Dramatic Lit & Script Analysis **1.0 course credit**
A study of the major theories and techniques of play analysis. Readings and analysis of numerous plays are supplemented with dramaturgical research. Cumulatively, the course and its exercises prepare students to understand a play's textual, contextual, and creative elements.

THEA 278. Theatre Collaboration **0.5 course credit**
Open to sophomore, junior and senior Theatre majors and minors, or by permission of the instructor. May be repeated once for credit.

THEA 281. Drafting for Design **0.5 course credit**
An introduction to the fundamental elements of 2-D and 3-D drafting both scenery and lighting design will be explored using the industry standard Vectorworks. Prerequisite: None.

THEA 282. Design Process & Preparation **0.5 course credit**
An introduction to the common elements and principles of Scenery, Costume, and Lighting design. Prerequisite: THEA 281.

THEA 283. Theatre in Context **0.5 course credit**
An academic travel course. The course includes both on-campus meetings prior to departure and on-site lectures. May include observation, performance. Prerequisite: consent of instructor.

THEA 297. Special Topics: Theatre **0.5 to 1.0 course credit**
May be repeated for credit only with a different topic.

THEA 350. Design Studio I **1.0 course credit**
Students create fully realized Theatrical Designs in one area of choice (Scenery, Costumes, Lighting). Includes lecture and laboratory. Prerequisites: THEA 281, THEA 282, THEA 250 or consent of instructor.

THEA 370. Voice and Movement **1.0 course credit**
A stud 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 theory, laboratory exercise, and the creation of movement-based performances. Offered every other year to coincide with the Theatre Season featuring a musical. Prerequisite: THEA 175 or consent of the instructor.

THEA 371. Period Styles in Acting **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 THEA 176 or consent of the instructor.

THEA 372. Career Management **0.5 course credit**
A course in developing and managing a career in professional theatre. Prerequisite: junior status or consent of the instructor.

THEA 377. Principles of Directing **1.0 course credit**
A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory and production organization are combined with practical exercises in analysis, pictorial composition, movement, and lead to the actual production of a short play. Offered every other year. Prerequisites: Junior standing, some theater experience and 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 choice (Scenery, Costumes, Lighting or Sound). Includes lecture and laboratory. Prerequisites: THEA 350 or consent of instructor.

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.

Overview of the Theatre Education Major

The B.A. in Theatre Education curriculum trains students as theatre generalist who possess the full range of skills necessary for a career in teaching theatre at the secondary level. The program provides the intellectual and creative opportunities that enable graduates to produce excellent work in all areas of theatre practice: acting, directing, tech. & design, management, and dramaturgy. Broad training in Theatre is supplemented by relevant coursework in the Educational Studies Department. This portion of the curriculum facilitates students' development of a well-rounded understanding of education at the socio-cultural level, and a strong foundation in the theory and practice of pedagogy. The department also offers a Theatre major.

Requirements for the Theatre Education Major

Educational Studies Courses

EDST	151	Human Growth & Development (0.5 course credit)
EDST	215	Human Diversity in Educational Communities
EDST	220	Theories of Learning (0.5 course credit)
EDST	250	Topical Foundations in Educational Studies
MCTE	200	Principles & Strategies Secondary Teaching
MCTE	300	Content Area Literacy for Secondary Students
MCTE	302	Educational Technology – Secondary /K-12 (0.5 course credit)
MCTE	305	Teaching ELL in K-12 Classrooms (0.5 course credit)
MCTE	310	Measurement and Assessment in Education
MCTE	312	Exceptional Learner Methodologies – Secondary/K-12 (0.5 course credit)
MCTE	333	Practicum: 9-12/K-12 Grave Level (co-requisite for MCTE 200, 300, 305, 312, 370)
MCTE	370	Secondary Drama/Theatre Curriculum & Instruction
MCTE	470	Student Teaching Seminar with Class Management
MCTE	475	Student Teaching Clinical Experience

Theatre Courses

THEA	119	Theatre Practicum (4 semesters @ 0.25 course credit each)
THEA	173	Intro to Technical Theatre
THEA	176	Acting I
THEA	250	Design Theory
THEA	272	Classical Theatre History
THEA	273	Modern Theatre History
THEA	275	Script Analysis and Dramatic Literature
THEA	276	Acting II
THEA	278	Theatre Collaboration (0.5 course credit)
THEA	282	Design Studio I
THEA	370	Voice and Movement
THEA	377	Principles of Directing

WOMEN'S STUDIES

Trudi Peterson
Program Coordinator
Professor, Communication Studies

Marlo Belschner
Professor, English

Vanessa Campagna
Associate Professor, Theatre

Adrienne Hagen
Assistant Professor, Classics

Petra Kuppinger
Professor, Anthropology

Anne Mamary
Professor, Philosophy

Overview of the Program:

Students within the Women's Studies minor will carefully consider feminist theories and perspectives and examine gender inequalities and issues. 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 in which feminist criticism is taken seriously.

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

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.

Approved Courses *(partial listing):*

ANTH	250	Special Topics*
ANTH	362	Gender in Cross-Cultural Perspectives
COMM	231	Interpersonal Communication
COMM	250	Special Topics*
CLAS	210	Ancient Literature*
CLAS	230	Classical Mythology
CLAS	240	Ancient Society*
CLAS	310	Ancient Literature*
CLAS	330	Myth*
ENGL	180	Literature: Special Topics*
HIST	210	Women's History
INTG	215	Global Perspectives: Secret Lives of Women in Literature
PHIL	250	Special Topics*
PSYC	323	Psychology of Gender
RELG	220	Women and Religion
RELG	250	Special Topics*
SOCI	250	Special Topics in Sociology*
SPAN	326	Topics in Spanish*

**when topic is appropriate and approved*

Course Descriptions:

WOST 201G. 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.

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 250. Special Topics. **1.0 course credit**
Gender Studies, Masculinities, Queer Politics and Theory, and/or Transgender Studies (may be repeated for credit).

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 and two additional WOST courses.

HONORS PROGRAM

Petra Kuppinger
Program Coordinator
Professor, Anthropology

Overview of the Program:

The Honors Program at Monmouth College is intended for a select group of well-qualified students and incorporates a variety of special courses germane to a liberal education; it is designed to reinforce and extend the perspectives of the General Education curriculum. Offered in the Fall semester, the first course in the program is 110, which gives special attention to critical thinking and the perspectives provided by various branches of intellectual inquiry. This course also provides information about student opportunities for study, research and travel; public service; and leadership roles on and off campus. Mid-program, students pursue in-depth analysis of the figures, events, movements, and ideas instrumental in shaping our world by taking two HONR 210 courses (one can be substituted by a HONR 211 experience or course). Juniors account for their service and leadership to the campus community thus far and develop their portfolio in preparation for a competitive national scholarship or graduate program pertinent to their achievements and future goals. Senior Honors students enroll in an independent study course, the outcome of which is a substantial interdisciplinary project or paper accomplished under the guidance of mentors from more than one academic field.

Application and Admission:

A small number of exceptionally qualified students are invited into the Honors Program upon admission to the college. Students who visit campus for the Monmouth College Fellows and Scholarship Competition will automatically be reviewed for the Honors Program based on their high school ACT/SAT scores and ranking, as well as their Competition application and interview. Qualifying candidates will be invited into the Honors Program prior to the start of the academic year.

Honors students are also selected for the program in the Fall semester of their first year at Monmouth. Instructors of first- and second-year students in Introduction to Liberal Arts and foundation courses of General Education are invited to nominate candidates for the program. With or without nomination, however, any first-year student interested in the program—or any sophomore or sophomore transfer student—may solicit a confidential letter of recommendation from a faculty member familiar with his or her academic performance. Typically, nominating letters and solicited letters of recommendation will address the student's preparation in terms of intellectual capacity, written and oral abilities, and class participation. The letter may further provide a faculty member's estimate of the applicant's independence, initiative, and creativity. Applicants may request more than one letter of recommendation.

Applicants are also asked to submit a formal essay, of 400 to 500 words, in which they review their expectations of the program and their motivations for applying. Along with the essay, applicants should also submit a recent sample of their writing (e.g., an Introduction to Liberal Arts paper). At the time of review, the Honors Committee may also review applicants' high school records and ACT/SAT scores. All application material should be submitted to the coordinator of the Honors Program.

Requirements:

To be recognized as an Honors graduate of Monmouth College, a student must have at least 4 course credits in the Honors Program, attain at least a grade of B− in each course, and
graduate with a 3.5 cumulative GPA.

Substitution for General Education Required Courses:

For any student enrolled in the Honors Program but who subsequently fails to complete it, the Registrar will evaluate the student transcript upon student notification of discontinuance from Honors, and apprize the student of whether their Honors courses may substitute for any General Education requirements for graduation.

Course Descriptions:

Courses are reserved initially for Honors students. If space is available, others may enroll with permission of the instructor.

HONR 110. Honors I **1.0 course credit**
A critical examination, organized from a comparative and interdisciplinary perspective, of texts and issues related to the various means by which we understand and appreciate life. HONR 110 also provides an introduction to the Honors Program and to a variety of curricular and co-curricular opportunities available at Monmouth College. As a seminar style course, the goal here is to provide student enrichment, and to strengthen the skills required for intellectual discourse. Written and oral means of communication will also further be developed. Offered in the Fall semester.

HONR 210. Selected Topics **1.0 course credit each**
A critical examination of a seminal figure, event, movement, or idea recognized as significant in shaping our collective history. Either two HONR 210 courses are required (Ideally, one science themed, the other art/humanities/social science themed) or one HONR 210 course and one HONR 211 course are required.

Substitutions are allowed with prior approval. Offered in the Spring semester. Examples of recent 210 course offerings are below:

Around the World in a 110 Days: Globalization and the Transformation of Cities, Spaces, Cultures and Ordinary Lives (Fall 2020; Spring 2019)
Globalization, its conditions and consequences have been hotly debated in recent decades. Some observers hail their positive effects while others points to detrimental outcomes. In the midst of such controversial debates a number need to be asked: What is globalization? How do globalizing processes and transformations emerge, and very importantly how do they affect specific places and concrete people and communities in different locations around the globe? This class takes students on a trip around the world. We will 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. We will look at spaces products, and processes and analyze how global processes are locally received, negotiated, and articulated and how they transform the everyday lives of people across the globe. Visiting different places (Pacific Ocean, Japan, Papua New Guinea, India, Saudi-Arabia, Egypt, Zambia, Senegal, Bolivia and the USA) and examining a variety of topics (garbage, food, movies/entertainment, water, religion/pilgrimage, housing/communities, used clothing, art, urban street markets, immigration, meatpacking industries), we analyze the interwoven complexities of globalization processes and how they affect and changes the lives of people in diverse contexts.

The Evolution of Human Behavior (Spring 2020)
Explaining aspects of human behavior from an evolutionary perspective has had a significant impact in many disciplines outside of biology. Starting with a basic understanding of the theory of evolution by natural selection, we will examine how this understanding (and sometimes misunderstanding) has been applied to human behavior. The field originally described as "sociobiology" and now understood as "evolutionary psychology" has been controversial in many aspects. Does it contribute to biological determinism, sexism, racism, and classism? Or can it enhance our understanding of human motivations? In other words, is evolutionary psychology restrictive, liberating or both? We will examine arguments and evidence for various assertions regarding the nature of specific human behaviors and discover what we can gain—or lose—from an evolutionary perspective on our behavior.

Wanting: Greed, Desire and Happiness (Fall 2018)
This course explores desire from religious, philosophical, economic, and scientific viewpoints. What do the great religions and philosophies have to tell us about desire? How does desire vary across cultures? What are the psychological motives and effects of desire? How might biology, in particular evolutionary history, impact our desires? What effects does desire have on the desirer, on those around them, and on the environment itself? If we could imagine a less desirous life, what would it look like, and how would it change the world around us?

Where Do We Go from Here: King, Racism, Poverty, and War
The course begins with Martin Luther King Jr.'s last book and his analysis of three interwoven social problems; racism, poverty, and war. Modules on each social problem then follow using contemporary analyses as well as literary and film resources. Students will also study contemporary movements and organizations addressing these problems (Black Lives Matter, The New Poor Peoples' Campaign, Fellowship of Reconciliation).

Waste and Garbage
"Just toss it!" These words are said thousands of times every day all over the world. The result are millions of tons of garbage that end up in landfills, other designated garbage sites, in oceans, or various other locations like streets, abandoned urban lots, fields, or forests. The world's population produces mountains of garbage, but most people waste little thought about where their garbage ends up and what it does in its post-consumer afterlife. This course explores questions of waste and garbage. We examine the history of garbage, explore the meaning, use and removal of garbage in different countries, and analyze practices of garbage production in consumer societies. We look at practices of making a living from garbage as done by garbage picker communities in cities in the Global South. We ask questions about a cleaner future and examine possibilities of a zero waste society and ideas of refuse, reduce, re-use, recycle, repair, and rot. We look at garbage and recycling arts, crafts, and related activities. This course explores the hidden and fascinating world of waste and garbage using a variety of texts and documentaries/movies and engaging real life garbage in a variety of ways.

Global Climate Change
The Earth System includes the interactions between the atmosphere, hydrosphere, biosphere, cryosphere, and lithosphere. Additionally, these interactions occur across a spectrum of time scales, from days to millennia. As humans continue to alter the Earth, we will need an understanding of how the Earth's physical, chemical, and biological systems interact. What were the driving factors responsible for past climate change, and what role will they play in our future? How do we predict the effects of human actions on the Earth System? In this course, we will take an interdisciplinary view of the changes to the Earth to understand past, present and future climate changes and their environmental consequences.

Evil
This course engages the theme of evil and our responses to evil. Course material will include: an introduction to what philosophers of religion call "the problem of evil" (how can we simultaneously believe in an all-powerful, benevolent deity, given the existence of evil in the world?); how different religious traditions have addressed the problem of suffering; the Western tradition of belief in an Anti-Christ as the source of evil; and contemporary discussions that encourage broadening our understanding of what counts as evil so as to include experiences of physical pain, helplessness, poverty, and torture. The course includes literature as well as scholarship from the fields of religious studies, history, philosophy, politics, and education.

The Human Dialogue
A course organized around the theme of dialogue as a principle for interpreting the human condition. The human sciences most commonly focus on either the individual self (e.g., psychology) or the social structures within which people live (e.g., sociol-ogy). By contrast, a dialogical approach centers attention on the interaction between individuals as a generative force which can account for outcomes of both self and social structure. Topics covered while examining the dialogical principle will include: dialogue as a pragmatic of communication and conversation, dialogue as a philosophical concept, dialogue as a basis for ethics, and dialogue as the progenitor of the self. Students will read and discuss critical texts, reflect on dialogical experience in journals, analyze communicative interactions, and pursue an individual project.

Strange Worlds: The Quantum World, The Early Universe, and The World of Complexity
The ideas of modern physics have profoundly changed our view of the universe and our role in it. The application of those ideas has had and will continue to have tremendous technological, social, and ethical consequences. This course will focus on the conceptual understanding of quantum theory, cosmology, theories of chaos, and on the philosophical and practical consequences of those ideas. Particular attention will be paid to the historical development of these ideas and to the experimental data that support them. The consequences of a world view that includes quantum physics, modern cosmology, and new understandings of complexity will be discussed and analyzed in detail. This discussion may include topics dealing with ethical dilemmas and questions that arise because of both the world view and the practical and technological results of those ideas.

The Mississippi River
Rivers are not merely moving bodies of water: They build, nurture, and destroy environments, and, by extension, cultures and civilizations. Metaphorical and literal journeys along and crossings of rivers figure prominently in stories of many cultures. Mythology, poetry, literature, art, religion, philosophy, and the sciences would all be much poorer without the inspiration provided by rivers. The course will begin with a description of the geophysical forces that formed the Mississippi River and how these in turn have affected its use by humans in the pre-Columbian, colonial, and modern eras. The River has also inspired many explorers, writers, artists, and musicians whose works we will examine. It connects the Midwest to other parts of the country and world via intentional commerce and transport of goods and ideas. It also connects through less intentional side effects of fertilizer, herbicide, and pesticide application. Flood control and navigational improvement efforts have led to many alterations of the river's flow with consequences for species diversity and ecosystem stability. A broad array of readings and field trips to local museums and the river itself will be part of the curriculum. The course will culminate with a group or individual project.

HONR 211. Immersion Experience **0.5 or 1.0 course credit**
This course provides an opportunity for Honors students to apply the concepts and ideas developed during study in their own major to a particular workplace or setting. Experiences that may be considered for HONR 211 include student teaching, internships, shadowing, semesters abroad, and research. Requires prior approval of the Honors Program Coordinator.

HONR 310. Honors: Scholarship, Service, and Leadership **0 course credit**
Involves the student's assessment of academic, service, and leadership experiences/achievements at Monmouth College, and completion of at least one post-baccalaureate scholarship application or graduate school application, including a personal essay and resumé. Offered in the fall and spring semesters.

HONR 410. Honors II: Capstone **1.0 course credit**
The capstone course is an independent study whose outcome is a substantial, interdisciplinary paper or project undertaken with the guidance of the Honors coordinator and at least two faculty mentors in different academic fields. Prerequisite: Junior or senior standing. Offered in the fall and spring semesters.

MONMOUTH GLOBAL PROGRAMS

Overview of the Program:

Monmouth College considers studies of global engagement, both international and domestic experiences, to be an opportunity for students to enhance their liberal arts education. Such study may serve as a significant complement to any field of study or to the General Education curriculum and to the mission of the college. Monmouth College makes programs available to its students which are intellectually challenging, aesthetically inspiring, and diverse in setting. The Monmouth Global Program enables students to explore different perspectives on the human condition in a global community.

The college takes seriously its obligation to provide quality programs, which are only approved after careful review by the key institutional stakeholders, including administrative personnel and faculty. While some programs require proficiency in a foreign language, most do not. Students may use their Monmouth College financial aid only for approved programs. Students interested in participating in non-approved programs or in any summer study program must consult the Registrar's Office for transferability of semester hours. While most of these programs cost about the same as study on campus, except for travel expenses and incidentals, some may be slightly more expensive.

For each program, students have the potential to earn a full-semester worth of credit (usually 4 credits). For some programs, the course grades are transferred in and calculated as part of the GPA, while others transfer as just credit.

Eligibility:

Depending on the program, Sophomores, Juniors and Seniors, in good academic standing, with approval of the Dean of Students, and at least a 2.5 GPA, are eligible to study in Monmouth Global Programs. Additional requirements that are specific to programs are listed below in the program descriptions.

Applications for these programs are competitive; all student applications for Monmouth Global Programs are reviewed and recommended by the Global Advisory Committee. Due dates are announced every year by the Office of Global Engagement. Students are encouraged to consult with their Academic Advisor and develop a 4-Year Plan with a Study Abroad Option early in the application process. Students should then consult the Monmouth Global website; monmouthcollege.via-trm.com to browse specific programs or new additions. The Director of Global Engagement will then be able to provide program specific advising and support to potential participants. Further details, general inquiries, concerns, comments, etc. should be directed to the Office of Global Engagement (global@monmouthcollege.edu).

Monmouth Global: Abroad and Stateside (Semester-Long) Priority Application Due Dates:

Fall Semester: February 1

Spring Semester: August 23

Global Scots Term Due Dates (2-Week Faculty-Led Programs during January or May):

January Term (J-Term): October 1

May Term (M-Term): February 15

GLOBAL SCOTS PROGRAM

Global Scots Merida

Merida, Yucatan, Mexico

Monmouth College organizes a program of study in Merida, Yucatan, Mexico, taught by a Resident Director from the college as well as visiting faculty from partner institutions. Students will be able to take Spanish language courses along with History and Culture courses related to Mexico, and specifically related to the region of the Yucatán Peninsula, an area very diverse in customs and history. The region is home to several famous Mayan archaeological zones (Chichen Itza, Ek Balam, Tulum, etc.) and many internationally renowned beach resorts that contrast with the plethora of traditional Mayan villages. The Yucatán Peninsula is thus an excellent area for students to study and do research on local food systems, regional and national health care systems, the archaeological ruins of ancient Mayan civilization, and the effects of globalization on traditional indigenous communities, to just name a few possible research areas. The program will be based in the town of Mérida where take courses offered by the Monmouth faculty director, local professors and experts from varying fields. The heart of the program is the immersive experience in the classroom and the community that will dramatically improve student's Spanish, even if it isn't their specialty. Courses are offered in both English and Spanish. Two semesters of college Spanish is recommended as a prerequisite. All students are also required to take at least one Spanish language course during the semester at the appropriate language level. Language courses are taught in Spanish at the beginning through advanced level. Housing is in the form of home stays with local families. This program includes educational excursions to other areas outside of the Yucatan. Possible locations include but are not limited to trips to Cuba, the state of Chiapas, visiting several towns and sites on the Caribbean-Mexican coast, and potentially doing weekend home stays in Mayan villages.

Semester: Spring
Eligibility: Students must have passed SPAN 101 and/or 102 or the equivalent

Program Directors: Jennifer Thorndike and Francisco Angeles

Course Offerings: MERI-110 Accelerated Spanish for Beginners
MERI-315 Latin American Cinema
MERI-312 Immortal Voices (Reflections course)

Global Scots Term

Various Locations

Monmouth College organizes a multitude of programs developed and run by Monmouth College faculty to a diverse range of global locations for short-term/minimester opportunities for global engagement. Each course is subject-specific; course credit amount is either 0.25 or 0.5 credits per experience. Students will have the opportunity to take coursework in a variety of disciplines lead by current Monmouth instructors as well as local experts in a variety of fields. These courses are between 5 to 15 days in length with meetings taking place before, after and during the experience. The Global Engagement Advisory Committee, Curriculum Committee, Business Office and Dean of Academic Affairs must approve these courses before enrollment is available. Global Minimesters will be promoted at least one semester before they are scheduled to take place.

Semester: January and May
Eligibility: Program Specific

GLOBAL SCOTS PARTNER PROGRAMS: ABROAD

Akita International University

Akita, Japan
Students study at Akita International University (AIU) after a brief orientation providing an overview to life in Japan and study at a Japanese university. In addition to required language study, 3-4 electives may be chosen from a wide range of Asian studies and business courses taught in English each term. AIU requires all short-term international students to live in on-campus housing. This provides easy access to student clubs and circles, campus events, and over 200 community interaction opportunities per year.

Semester: Fall, Spring or full-year
Eligibility: No Japanese language study required for acceptance, but at least one semester or term of Japanese is recommended before departure

American College in Thessaloniki

Thessaloniki, Greece
American College of Thessaloniki American College of Thessaloniki (ACT) is a private, nonprofit institution fully accredited by the New England Association of Schools and Colleges. ACT offers a wide range of courses in business, computer science, mathematics, English, fine arts, modern Greek, history, international relations, philosophy, social sciences, psychology, science, and physical education. All courses are taught in English, except for instruction in modern Greek. While no prior knowledge of modern Greek is required to apply, Monmouth College students are expected to study modern Greek at ACT. ACT will assist Monmouth College students in finding off-campus lodging.

Semester: Fall or spring semester
Eligibility: Juniors and seniors in good academic standing

Central College Abroad

Granada, Spain
Monmouth College participates in an arrangement with Central College in a program of study at the University of Granada (founded 1531), in Granada, Spain. Classes are held at the University's Center for Modern Languages, where students from all over the world (including Spanish students majoring in foreign languages) study language, literature, and translation. The program offers Monmouth College students several different opportunities to study Spanish language and literature, as well as the possibility of studying business and economics, art, geography, history, music, and sociology, among other disciplines. Students are placed at the appropriate level of language study by a test administered by the University of Granada and by an evaluation by the on-site director of Central's Granada program.

Students are then offered class options appropriate to their language ability from one of five different levels of Spanish, and at the superior level may study in a variety of disciplines at the university. All courses are taught in Spanish by Spanish professors at the University of Granada. The on-site director is a native of Spain and has taught in the United States. The program has been operated since 1968. It offers home stays, participation in community service programs, cultural activities in Granada (flamenco dancing programs, dance lessons, excursions to the opera and to museums) and educational excursions to other areas of Spain.

Semester: Fall or Spring
Eligibility: Students who have never studied Spanish are eligible, Monmouth recommends it for students who have passed SPAN 101 and/or 102.

International Student Exchange Program (ISEP)

Various Locations
Monmouth College is an institutional member of the International Student Exchange Program (ISEP), the world's largest network for international education, consisting of 230 member institutions in the United States and more than thirty countries. Since 1979, ISEP has made it possible for nearly 20,000 students to study in another country. Through ISEP, students in all Monmouth College majors can study for a semester in English-language countries like Australia, New Zealand, and the United Kingdom. With appropriate language skills they can also study at universities in France and Switzerland (French), Austria, Germany, and Switzerland (German), and Argentina, Chile, Costa Rica, and Mexico (Spanish). Students studying in non-English language countries like Bulgaria, Japan, and Finland are required by Monmouth College to study the local language.

Semester: Fall or Spring

Irish-American Scholars Program

Northern Ireland

The Irish-American Scholars Program is sponsored by the Association of Catholic Colleges and Universities, the Association of Presbyterian Colleges and Universities, and the United Methodist Church-Related Colleges and Universities; in cooperation with Queens University Belfast, the University of Ulster, St. Mary's University College, Stranmillis University College and Belfast Metropolitan College; in association with studyUSA of Northern Ireland. One goal of the program is "to replace division with unity in a common goal of international business success." Graduates of the program are better qualified to contribute in an international marketplace and to explore new Northern Ireland/United States partnerships and commercial opportunities.
Semester: Fall
Eligibility: Juniors and seniors with a minimum GPA of 3.2

University of Stirling

Stirling, Scotland
Students are able to pursue studies in a variety of areas. University of Stirling is recognized an outstanding institution with a significant international student population that welcomes exchange students openly. The University of Stirling is a public university in Stirling, Scotland, founded by royal charter in 1967. It is located in the Central Belt of Scotland, built within the walled Airthrey Castle estate. Since its foundation, it has expanded to four faculties, a Management School, and a number of institutes and centers covering a broad range of subjects in the academic areas of arts and humanities, natural sciences, social sciences, and health sciences and sport.

Semester: Fall
Eligibility: Juniors and seniors with a minimum GPA of 3.

GLOBAL SCOTS PARTNER PROGRAMS: STATESIDE

ACM: Newberry Library Seminar Research in the Humanities

Chicago, IL
Students in the Newberry Seminar do advanced independent research in one of the world's great research libraries. They join ACM and GLCA faculty members in close reading and discussion centered on a common theme, and then write a major paper on a topic of their choice, using the Newberry Library's rich collections of primary documents. The fall seminar runs for a full semester; the spring seminars are month-long. Students live in Chicago apartments and take advantage of the city's rich resources. The Newberry Seminar is for students looking for an academic challenge, and a chance to do independent work, and for those possibly considering graduate school. The seminar is administered by ACM and recognized by the Great Lakes Colleges Association, Inc.

Semester: Fall
Enrollment: 15-25 students

ACM: Oak Ridge Science Semester

Oakridge, TN
The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an adviser

specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA.

Semester: Fall
Enrollment: 20 students
Eligibility: Students in biology, chemistry, physics, mathematics, or social science

American University: Washington Semester

Washington, D.C.
Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C. The Washington Semester Program is designed to bring superior students into contact with source materials and government institutions in the nation's capital. In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials.

Semester: Fall or Spring

Chicago Semester

Chicago, IL
Students who desire practical, professional experiences in a variety of fields can participate in a 16-week semester program that delivers a custom-tailored Chicago experience designed to help you prepare for your chosen career - and life after college through the Chicago Semester program. This program works closely and collaboratively with students to place them in a full-time internship that matches career/professional/academic interests. Students will also take a professional seminar and up to two courses for academic credit, depending on the track.

Semester: Fall or Spring

Actuarial Science:
Monmouth College offers a series of courses designed to prepare students with a strong analytical background necessary for a career as an actuary. Upon completion of these courses, students should be well prepared for the first and second actuarial exams.

Monmouth College students who want to work in the actuarial science field usually double major in Economics and Mathematics, or major in Mathematics and minor in Economics or major in Economics and minor in Mathematics.

Actuarial skills are in great demand throughout the financial sector, particularly in investment, insurance and pensions. Actuaries are also increasingly employed in risk management for large companies. There are many areas where actuaries work, including Consultancies, Investment, Insurance and Pensions. Campus Representative: Department of Mathematics.

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 has an affiliated program with the Rush University College of Nursing. After earning an undergraduate degree from Monmouth, qualified students can gain entry to the Generalist Entry Master's Program. The goal of this program is to prepare students to be leaders in the clinical setting. This program consists of six trimesters with the last term spent in clinical immersion experience. More information on the Rush program can be found at http://www.rushu. rush.edu/nursing/nursing-masters-for-non-nurses. 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 Marsha Dopheide, Department of Psychology.

Reserve Officers' Training Corps (ROTC):
The ROTC program offers a variety of opportunities for qualified students to obtain commissions as officers in the United States Army. Commissions are earned while the students obtain their B.A. degrees in the academic discipline of their choice (a student does not major in military science). Many students earn their degrees with federal ROTC scholarship assistance and receive financial aid from ROTC. The opportunities to obtain a commission include a four-year program, a modified four-year program, and a two-year program.

Monmouth College partners with the Military Science Department at Western Illinois University to provide our students this opportunity. More detail on the program requirements can be found on the WIU, Department of Military Science web page.

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.

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: Professor Daniel Ott, Department of Philosophy and Religious Studies.

Social Service:
Entry-level jobs in social service agencies are open to all majors although professional advancement often requires a graduate degree. The Psychology, Sociology-Anthropology, and Sociology-Anthropology/Human Services majors prepare students well for graduate programs in the social service area, for example, masters in social work (MSW) and counseling programs. Students should be aware of increasing opportunities for those who combine such a major program with a working knowledge of Spanish. Campus Representative: Professor Judi Kessler, Department of Sociology and Anthropology.

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. $20,620.00
Room (Standard Double-Occupancy). $2,728.00
Standard Plan—*The Edinburgh)*. $2,226.00

Total Annual Charge:

Tuition, Standard Double-Occupancy Room, and Standard Board Plan. $51,148.00

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 Web Adviser 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." There is a $50.00 annual 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 and the issuing of transcripts.

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 2021-2022 Academic Calendar).*

Tuition includes books, 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 $3,213.00
Bowers Residence Hall, Double Occupancy. $3,213.00
Pattee Residence Hall/Peterson Residence Hall, Double Occupancy. $3,213.00
Alpha Xi Delta House, Double Occupancy $3,213.00
Pi Beta Phi $3,213.00
Peterson Residence Hall, Double Occupancy $3,213.00
Founders Village (Quad Occupancy apartments, based on eligibility)* $3,213.00
Kappa Kappa Gamma House $3,213.00
All Others. $2,728.00
**includes parking permit*

Additional Charges for Private Rooms *(per semester):*

Double Room, Single Occupancy. $465.00
Single Room, Single Occupancy $125.00
Private Bath. $195.00

Board Plan Options *(per semester):*

Traditional Plans

The Edinburgh. . . . . *(ALL ACCESS + $215.00 flex dollars)*. $2,226.00
The Haddington. . . . . *(14 meals per week + $280.00 flex dollars)*. $2,226.00
The Aberdeen. . . . . *(10 meals per week + $430.00 flex dollars)*. $2,226.00
The Perth Plan for Commuters Only . . . *(50 block + $125.00 flex dollars)*. $530.00

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)* $5,250.00
Tuition for students taking fewer than 3 course credits will be charged at $5,250 per course credit.

Audit *(per course credit)*. $2,625.00
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. $225.00
$225.00 Lessons will carry a $225.00 fee per semester for all students. Students enrolled in multiple lessons pay one $225.00 fee for the semester.

Late Payment Fee. $100.00

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 31st for the fall semester and January 31st for the spring semester. A late payment fee of $75.00 will be assessed if payment in full or alternative arrangements are not made by the due date.

Course Change.. . . . . $15.00

Students who change their course registration after the first week of classes will be charged this add/ drop fee.

Orientation Fee $195.00

An orientation fee of $195.00 is charged to all new 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. The orientation fee for new transfer students is $145.00. An orientation fee of $50 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 21st 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 24th to receive the deposit refund.

Teacher Candidate Credential File

Single Copy……$5.00

Replacement of Lost Key or Card

Outside key to building……$75.00
Room key……$35.00
Other key……$35.00
ID or meal card……$25.00

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. . . . . $100.00 per semester
Non-Registered Vehicle Fine*. $100.00
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. Commuter students may obtain a free registration decal for daytime parking on City streets.

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 $30.00

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)……$1,400.00
Room (per week)……$95.00

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 without a fee (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 without a fee (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 without a fee (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 without a fee (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. 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 Financial Aid Office 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 Academic Competitiveness Grants
7. National SMART Grants
8. Federal SEOG Grants
9. Federal TEACH Grants
10. 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 funds, it will be processed for the student 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 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 after the end of the second week of the semester, the student may receive a MAP grant payment for costs incurred up to the semester award provided the college's tuition refund policy indicates that the student has incurred charges in the amount of the claim.

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.

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, 2021.

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

Angeles, Francisco (2018), Assistant Professor, Department of Modern Languages, Literatures, and Cultures, 2019–. B.A., Universidad Nacional Mayor de San Marcos, 2007; M.A., 2013; Ph.D., 2017, University of Pennsylvania.

Audette, Andre (2017), Assistant Professor, Department of Political Science, 2017–. B.A., University of St. Thomas, 2011; M.A., 2013; Ph.D., 2016, University of Notre Dame.

Bair, Sherry (2016), Visiting Assistant Professor, Department of Educational Studies, 2016–. B.S. University of Dubuque, 1977; M.A. Truman State University, 1984; Ph.D. University of Missouri-Columbia, 1989.

Baldwin, Kevin (1999), Professor, Department of Biology, 2014–. B.A., University of California, Berkeley, 1986; Ph.D., University of Florida, 1999.

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.

Baugh, Brian (2005), Professor, Department of Art, 2017–. BFA, University of Montevallo, 1999; MFA, University of Florida, 2002.

Baugh, Stephanie (2006), Associate Professor, Department of Art, 2021–. B.F.A., University of Montevallo, 1999; M.A.Ed., University of Georgia, 2005; M.F.A., Goddard College, 2014.

Belschner, Marlo (2002), Professor, Department of English, 2014–. B.A., St. Cloud University, 1991; M.A., 1994; Ph.D., 2001; Southern Illinois University.

Bolon, Wendine, R. (2007), Professor, Department of Business and Economics, 2019–. B.A., Boise State University, 1999; Ph.D., University of Utah, 2007.

Bond, Marjorie E. (1996), Professor, Department of Mathematics, Statistics, and Computer Science, 2008–. B.S., 1990; M.A., 1992, University of New Mexico; Ph.D., Kansas State University, 1996.

Braun, Jennifer (2012), Lecturer, Department of Kinesiology, 2012–. B.A., Graceland College, 1999; M.S., Western Illinois University, 2001.

Campagna, Vanessa (2014), 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.

Clark, Thomas (2017), Instructor, Department of Music, 2017–. B.M.E., Mansfield University, 1989; M.M., Central Michigan University, 2013.

Connell, Michael (1992), Professor, Department of Business and Economics, 2002–. B.S., 1976; M.S., 1982; J.D., Ph.D., 1986; University of Illinois.

Damian, Michelle (2015), Assistant Professor, Department of History, 2015–. B.A., University of California at Berkeley, 1996; M.A., The George Washington University, 2005; M.A., East Carolina University, 2010; Ph.D., University of Southern California, 2015.

de Farias, Amy (2005), Professor, Department of History, 2016–. B.S., Manchester College; M.A., Indiana University; Ph.D., Pontificia Universidade Catolica do Brasil.

Deisinger, Valerie (2020), Assistant Professor, Department of History, 2020–. B.A., 2002; M.A., 2004, University of Illinois at Urbana-Champaign; J.D., 2011, Northwestern University School of Law; Ph.D., 2020, Stanford University.

Dziuk, Andrew (2017), Instructor, Department of Music, 2017–. B.M.E., University of Wisconsin- Eau Claire, 2004; M.M., Indiana University, 2007; D.M.A., University of Minnesota, 2013.

Dziuk, Stacy (2017), Director of Instrumental Activities, Department of Music, 2017. B.M.E., University of Wisconsin-Eau Claire, 2004; M.M., University of Minnesota, 2006; D.M.A., University of Minnesota, 2009.

Eary, Joanne (2005), Associate Professor, Department of Mathematics, Statistics and Computer Science, 2017–. B.S., Oklahoma City University; M.S., Oklahoma State University.

Eaton, Tara (2015), Lecturer, Department of Kinesiology, 2015–. A.A., Southeastern Community College, 2006; B.S., 2008; M.S., 2010; Southern Illinois University Edwardsville.

Engstrom, Eric (2015), Associate Professor, Department of Biology, 2019–. B.A., Reed College, 1993; Ph.D., Stanford University, 2002.

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.

Foster, J. Robert (1999), Lecturer, Department of Kinesiology, 1999–. B.S., Eastern Illinois University, 1997.

Gersich, Frank (1998), Professor, Department of Accounting, 2002–. B.S. B.A., 1978; M.S., 1979; University of North Dakota; Ed.D., Northern Illinois University, 1993.

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.

Greenwalt, Sydney (2020), Assistant Professor, Department of Psychology, 2020–. B.A., Coker College, 2011; M.A., Southern Illinois University, 2013; Ph.D., University of Missouri at Kansas City, 2020.

Haynes, Roger D. (1982), Instructor, Department of Kinesiology, 1999–. B.A., Monmouth College, 1982, M.S., Western Illinois University, 2007.

Iselin, John (2019), Assistant Professor, Department of Physics and Engineering, 2019–. B.S., 1987; M.S., 1989, University of Dayton; Ph.D., 1999, Iowa State University.

Johnson, Janell (2012), Instructor, Department of Music, 2012–. B.A., Carthage College, 2004; M.M., Butler University, 2011.

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.

Liesen, Carolyn (2019), Assistant Professor, Department of Psychology, 2019–. B.A., Saint Louis University, 2013; M.S., 2016; Ph.D., 2019, University of Wisconsin-Madison.

Li, Jialin (2019), Assistant Professor, Department of Sociology and Anthropology, 2019–. B.A., 2007; M.A., 2010, East China Normal University; Ph.D., University of Illinois at Chicago, 2019.

Lotz, Stacy M. (1995), Professor, Department of Art, 2010–. B.A., 1987; M.A., 1988; Eastern Illinois University; M.F.A., Washington University, 1991.

Mamary, Anne (2004), Professor, Department of Philosophy and Religious Studies, 2013–. A.B., Bryn Mawr College; M.A., 1986; Ph.D., 1995; State University of New York-Binghamton.

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.

Meagher, Caitlyn (2021), Visiting Assistant Professor, Department of Sociology and Anthropology, 2021−. B.A., New York University, 2000; M.S., 2009; M.A., 2011; Ph.D., University of Oxford, 2018.

Miller, Aimee (2021), Visiting Assistant Professor, Department of Communication Studies, 2021−. B.A., Monmouth College, 2015; M.A., Central Michigan University.

Moore, Laura (2006), Professor, Department of Chemistry, 2016–. B.A., Carleton College, 1990; Ph.D., Stanford University, 1998.

Montes, Jeffrey (2019), Assistant Professor, Department of Kinesiology, 2019–. A.S., College of Southern Nevada, 2000; B.S., 2012; M.S., 2015; Ph.D., 2019, University of Nevada.

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.

Ott, Daniel (2011), Associate Dean of Academic Affairs, 2019; Associate Professor, Department of Philosophy and Religious Studies, 2016–. B.Music, West Virginia University, 1993; M.Div., Louisville Presbyterian Theological Seminary, 1996; Ph.D., Claremont Graduate University, 2006.

Pahel, Timothy A. (2009), Professor, Department of Music, 2021–, B.A., Lawrence University, 1988; M.M., University of Illinois, 1998.

Peterson, Judy (1998), Professor, Department of Accounting, 2008–. B.A., Gustavus Adolphus College, 1979; M.B.A., Mankato State University, 1980.

Peterson, Trudi (1998), Professor, Department of Communication Studies, 2010–. B.S., 1990; M.S., 1994; Central Michigan University; Ph.D., Bowling Green State University, 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.

Ptukhin, Yevgeniy (2019), Assistant Professor, Department of Mathematics, Statistics, and Computer Science, 2019–. B.S., 1997; Specialist, 1999, Kharkiv State Polytechnical University; M.S., Southern Illinois University, 2006; M.S., Texas Tech University, 2009; Ph.D., Southern Illinois University, 2018.

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), Assistant Professor, Department of Theatre, 2019–. B.A., State University of New York at Geneseo, 2006; M.F.A., Purdue University, 2016.

Rankin, Douglas B. (1988), Professor, Department of Theatre, 2002–. B.A., Monmouth College, 1979; M.F.A., Northwestern University, 1986.

Reed, Joel (2020), Visiting Assistant Professor, Department of Communication Studies, 2020−. B.A., 2012; M.A., 2014, Missouri State University; Ph.D., University of Missouri, 2019.

Roberts, Kevin (2001), Lecturer, Department of English, 2001–. B.S., 1987; M.Ed., 1988; University of Illinois.

Rowe, Bradley (2015), Associate Professor, Department of Educational Studies, 2015–. B.A., Wright State University, 2004; M.S., University of Dayton, 2006; M.A., 2010; Ph.D., 2012; Ohio State University.

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.

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.

Simmons, Michelle Holschuh (2015), Associate Professor, Department of Educational Studies, 2020–. B.A., College of St. Benedict, 1993; M.A.T., Minnesota State University, 1995; M.A., 2000; Ph.D., 2007, University of Iowa.

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.

Sostarecz, Michael (2006), Professor, Department of Mathematics and Computer Science, 2018–. B.S., 1999; Ph.D., 2004; The Pennsylvania State University.

Srivastava, Shweta Arpit (2019), Director of Communication Across the Curriculum; Assistant Professor, Department of Communication Studies, 2019–. B.Sc., University of Lucknow, India, 2005; M.A., Alagappa University, India, 2008; M.A., 2013; Ph.D., North Dakota State University, 2019.

Sturgeon, Bradley E. (2007), Professor, Department of Biochemistry/Chemistry, 2021–. B.S., 1987; M.S., 1989; Illinois State University; Ph.D., University of California-Davis, 1994.

Teel, Wenhong (2017), Lecturer, Department of Modern Languages, Literatures, and Cultures, 2017–. B.A., Peking University, 1988; M.A., University of Illinois, Urbana-Champaign, 2000.

Thorndike, Jennifer (2017), Assistant Professor, Department of Modern Languages, Literatures, and Cultures, 2017–. B.A., Institute Peruano de Publicidad, 2005; M.A., 2013; Ph.D., University of Pennsylvania, 2017.

Tibbetts, Timothy (2001), Professor, Department of Biology, 2006–. B.A., Lawrence University, 1989; M.S., Colorado State, 1994; Ph.D., Michigan State, 2000.

Ugolino, Janet (2020), Assistant Professor, Department of Biology, 2020−. B.S., 2006, Mercyhurst University; Ph.D., University of Maryland, 2011.

Utterback, Robert (2017), Assistant Professor, Department of Mathematics, Statistics and Computer Science, 2017-. B.S., Truman State University, 2012; Ph.D., Washington University, 2017.

Vivian, Craig (2000), Professor, Department of Educational Studies, 2013–. B.A., 1989; M.A., 1998; Ph.D., 2000; Cornell University.

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-Kramer, Lori (2013), Associate Professor, Department of Communication Studies 2019–. 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.

Betts, James, Professor of Music, 1989–2017.

Blum, Harlow B., Professor of Art, 1959–1999.

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.

Douglas, Dorothy D., Professor of Education, 1988–2004.

Gebauer, Peter A., Professor of Chemistry, 1975–2009.

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.

Johnson, J. Prescott, Professor of Philosophy, 1962–1986.

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.

Nieman, George C., Professor of Chemistry, 1979–2002.

Sienkewicz, Thomas, Professor of Classics, 1984–2017.

Skov, Charles E., Professor of Physics, 1963–1994.

Sproston, Michael E., Professor of Music, 1968–2004.

Suda, Carolyn, Lecturer of Music, 1986-2021.

Tucker, Marta, Professor of Mathematics and Computer Science, 1983–2018.

Urban, William, Professor of History, 1966–2015.

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.

White, Esther M., Professor of Education, 1974–1988.

Willhardt, Gary D., Professor of English, 1967–2000.

ADMINISTRATION

Wyatt, Clarence R. (2014), President, 2014–. B.A., Centre College, 1978; M.A., 1984; Ph.D. 1990, University of Kentucky.

ACADEMIC AFFAIRS

Willhardt, Mark (2000), Vice President of Academic Affairs and Dean of the Faculty, 2018–. B.A., Macalester College, 1987; M.A., 1989; Ph.D., 1993; Rutgers University.

Beintema, Marcie (2001), Instructional Technology and Training Specialist, 2001–. B.A., University of Iowa, 1992; MA., Bradley University, 1996.

Carlson, Nicholas (2012), Chief Information Officer, 2021–. B.A., Monmouth College, 2008.

Daw, Lynn (1997), Technical Services Librarian, Hewes Library, 1997–. B.A., 1985; MLS, 1986; University of Iowa.

Henderson, Sarah (2018), Director of Hewes Library, 2018–. B.A., Central College, 1993; MLIS, Dominican University, 1996.

Hippen, Kristi (1997), Registrar, 2014–. Monmouth College, 1993.

Ott, Daniel (2011), Associate Dean of Academic Affairs, 2019; Associate Professor, Department of Philosophy and Religious Studies, 2016–. B.Music, West Virginia University, 1993; M.Div., Louisville Presbyterian Theological Seminary, 1996; Ph.D., Claremont Graduate University, 2006.

Wertz, Joan (2001), Associate Dean of Academic Affairs, 2020; Professor, Department of Psychology, 2013–. B.S., Allegheny College, 1991; Ph.D., University of Pittsburgh, 2002.

ADMISSION

English, Kristen (2018), Vice President of Enrollment Management, 2019–. B.A., Butler University, 2009; M.Ed., Merrimack College, 2014.

Carlson, Michelle (2004), Admission Events Manager, 2004–. B.A., Monmouth College, 2004.

Diaz, Olivia (2018), Admission Counselor, 2018–. B.A., Monmouth College, 2018.

Downing, Wendy (2015), Associate Director of Admission, 2016– . B.A. Eastern Illinois University, 2009; M.S. Eastern Illinois University, 2011.

Graf, Julianna (2016), Regional Director of Admission, 2019–. B.A., Monmouth College, 2016.

Lafary, Erin (2017), Assistant Director of Admission and Campus Visit Coordinator, 2018–. B.A., Monmouth College, 2015.

McNinch, Brock (2018), Admission Counselor, 2018–. B.A., Augustana College, 2018.

Nuckles, Paula A. (1998), Associate Director of Admission, 2015–. B.A., Augustana College, 1994.

Schreck, Jayne (1994), Associate Vice President for Student Financial Planning, 2015–. B.A., Monmouth College, 1990.

Trujillo, Julio (2019), Associate Regional Director of Admission, 2019–. B.A., Governors State University, 1994.

Wilson, Christopher (2018), Admission Counselor, 2018–. B.A., Augustana College, 2018.

COMMUNICATIONS AND MARKETING

Bonifer, Duane (2016), Associate Vice President for Communications and Marketing, 2018–. B.A. University of Kentucky, 1991; Bellarmine University, 2012.

Bridge, Tim (2017), Web Manager, 2018–. B.A., Southern New Hampshire University, 2017.

Hill, Katelyn (2021), Director of Digital Media, 2021−. B.S., Ball State University, 2017; M.B.A., Berry College, 2022.

McNamara, Barry (1999), Associate Director for Communications and Marketing, 1999–. B.A., Beloit College, 1985.

Rankin, Jeffrey (1992), College Editor and Historian, 1992–. B.A., St. Lawrence University, 1979.

DEVELOPMENT AND COLLEGE RELATIONS

Maher, Hannah (2011), Vice President of Development and College Relations, 2020–. B.S., Western Illinois University, 2007.

Alcorn, Gena (2014), Director of Development and Legacy Giving, 2020–. B.A., Monmouth College, 1988.

Armstrong, Jennifer (2017), Associate Director of the Monmouth Fund, 2018–. B.S., Illinois College, 1992; M.S., University of Wisconsin-Madison, 1999.

Blaesing, Michael (1997), Development Officer, Athletics and Corporate Relations, 2020–. B.A., Monmouth College, 1996.

Brooks, Sherrie (2001), Director of Alumni and Development Records, 2020–.

Harrod, Mollie (2016), Development Officer, 2020–. B.A. Monmouth College, 2007; M.A. North Park University, 2015.

Pio, Bobbi (2018), Development Officer, 2020–. B.A., Monmouth College, 1992.

Price, McKenzie (2019), Assistant Director of the Monmouth Fund and Prospect Research, 2019-. B.A., Western Illinois University,

Scherpe-Lencioni, Jordan (2019), Associate Director of Alumni Engagement, 2019-. B.A., North Central College.

Talbott, Jeani (2017), Associate Development Officer, 2020–. B.A., Monmouth College, 1995.

FINANCE AND BUSINESS

Sacopulos, Melony (2019), Vice President of Finance and Business, 2019-.

Bigger, Tracey (2014), Director of Mail and Printing Services, 2014–.

Dulin, Lynne (2012), Benefits Manager, 2015–. B.A., Monmouth College, 1990; M.A. Western Illinois University, 1991.

Johnston, Jessica (2017), Controller, 2017–. B.A., Monmouth College, 2004; M.B.A., Bradley University, 2008.

McNall, W. Michael (1981), Director of Personnel, 1991–. B.A., Monmouth College, 1981.

Moore, Mindy (2013), Accounts Receivable Manager, 2014–.

Tharp, Holly (2017), Assistant Controller, 2017–. Western Illinois University, 2006; M.E., McKendree University, 2013.

INSTITUTIONAL RESEARCH AND ANALYTICS

Johnston, Christine (1999), Director of Institutional Research and Analytics and Special Assistant to the President for Planning, 2014–. B.A., Blackburn College, 1988.

STUDENT LIFE

Merritt, Michelle (2004), Associate Vice President of Student Life and Co-Dean of Students/Deputy Title IX & VI Coordinator, 2020–. B.A., Monmouth College, 1989; M.S., University of Wisconsin-LaCrosse, 1994.

Ogorzalek, Karen (1990), Associate Vice President of Student Life and Co-Dean of Students/Deputy Title IX & IV Coordinator, 2020–. Associate Dean of Students/Director of Campus Events, 1990–. B.S., Eastern Connecticut State University, 1988; M.A., Framingham State College, 1990.

Beadles, Cindy (2002), Director Counseling Services, 2010–. B.A., University of Wisconsin Whitewater, 1979; M.Ed., Western Illinois University, 1987.

Caudill, Thomas (2017), Counselor, 2017–. B.A. and B.S., Western Illinois University, 2011; M.S., Western Illinois University, 2015.

Doyle, Ryan (2014), Assistant Director of Campus Events, 2014–. B.A., University of Iowa, 2005.

Dugan, Marnie (2012), Director of the Wackerle Career and Leadership Program, 2014–. B.A., Monmouth College, 1995; M.A., Saint Mary's University, 2017.

Haynes, Roger (1982), Athletic Director, 2008–. B.A., Monmouth College, 1982; M.S., Western Illinois University, 2007.

Salazar, John (2013), Associate Dean of Students and Director of Residence Life, 2020–. B.S., Baylor University, 2004; M.Ed., 2009, University of Maryland College Park.

Sanberg, Jennifer (2013), Associate Director of Student Success and Accessibility Services, 2021–.
B.A., Monmouth College, 2010; M.S., Western Illinois University, 2017.

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OTHER TRUSTEES

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Nancy Speer Engquist '74; Consultant, Illinois State University; Berlin, Maryland.

Christine Beiermann Farr '90; Macomb, Illinois.

Kevin Goodwin '80; CEO, Signostics, Ltd.; Kirkland, Washington.

Augustin "Gus" Hart '68; President, Western Illinois Bancshares, Inc.; Oquawka, Illinois.

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Rev. Robert "Cam" McConnell '72; Pastor Emeritus, First Presbyterian Church; Manhattan, Kansas.

Michael B. McCulley, Esq. '70; Ret. Asst. General Counsel, Johnson & Johnson; New Brunswick, New Jersey.

Alex McGehee '81; President, Anchor Lumber Do-It Center and Builders First Choice; Silvis, Illinois.

Gary Melvin; Owner, Rural King Distributing; Mattoon, Illinois.

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Dennis Plummer '73; Founder, Arvegenix; St. Louis, Missouri.

Anita Ridge '88; Relationship Manager, TIAA Kaspick; Evanston, Illinois.

Susan Romaine; Artist, Studio Romaine; Delray Beach, Florida.

John Scotillo '72; Associate Judge Retired, Circuit Court of Cook City.; Barrington, Illinois.

Carlos F. Smith '90; CEO/Medical Director, Smith Centers for Foot and Ankle Care; Chicago, Illinois.

Sherman Smith; President and CEO, Chambers Group; Santa Ana, California.

Dwight Tierney '69; Retired Senior Vice President, Madison Square Garden; New York, New York.

George Trotter, III; Retired Lt. Colonel, US Air Force Reserve; Corona, California.

Beth B. Tyre '96; Human Resource Manager, Global Information Services Division, Caterpillar, Inc.; Brimfield, Illinois.

ALUMNI BOARD REPRESENTATIVES

Andrew D. Kerr '73; Founding Partner, Tipping Pt Analytics; Tucson, Arizona.

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Roy Sye '13; Regional Sales Engineer, Sinclair Mineral & Chemical Company; Palatine, Illinois.

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David J. Byrnes '72; President, Point Across Solutions LLC; LaQuinta, California.

Karen Chism '65; Clinical Compliance Consultant; Palo Alto, California.

John A. Courson '64; Retired President & CEO, Mortgage Bankers Association; Chandler, Arizona.

Larry Gerdes; Partner, Gerdes Huff Investments; Atlanta, Georiga.

Walter S. Huff Jr. ’56; Gerdes Huff Investments; Atlanta, Georgia.

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Barbara Watt Johnson ’52; Moline, Illinois.

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Charles E. Morris; President, CEM Associates, Inc.; Normal, Illinois.

H. Safford Peacock; H. Safford Peacock Investment Management; Lincoln, Illinois.

Roger W. Rasmusen ‘56; Investment Management; Rancho Santa Fe, California.

Juanita Winbigler Reinhard ’42; Arlington Heights, Illinois.

Bonnie Bondurant Shaddock ’54; Retired President, Oliver/Asselin; Laguna Woods, California.

William M. Simpson ’65; Retired President, John Wood Community College; Everett, Washington.

William L. Trubeck ‘68; Business and Financial Consultant; Long Lake, Minnesota.

Frederick W. Wackerle ’61; Retired Chairman, Fred Wackerle, Inc.; Chicago, Illinois.

Ralph E. Whiteman ’52; Retired President and CEO, Security Savings Bank; Monmouth, Illinois.

Sandra E. Wolf ’64; President, Sandra E. Wolf Associates; West Lake Hills, Texas.

Richard E. Yahnke ’66; Reitred Vice President, Deere & Company; Fort Collins, Colorado.

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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)

Academic Calendar

Fall 2021	
Monday, August 23, 2021	Academic Orientation/ILA classes meet in morning
Tuesday, August 24, 2021	ScotStart
Wednesday August 25, 2021	First Day of Classes
Tuesday, August 31, 2021	Last day to add or drop a course without a fee
Monday, September 6, 2021	Labor Day (Classes in Session)
Monday, September 13, 2021	Midterm Grades due for 1st Half Semester Courses
Friday, September 17, 2021	Last Day to Drop a 1st Half Semester course with a fee
Wednesday, September 29, 2021	Early Warning Alerts for full semester courses due
Tuesday, October 12, 2021	Last Day of 1st Half Semester Courses
Wednesday, October 13, 2021	EXAM DAY FOR 1ST HALF SEMESTER COURSES No Full Semester Classes will meet Fall Break begins at the end of the day (ThF)
Thursday, October 14, 2021	Fall Break
Friday, October 15, 2021	Fall Break
Monday, October 18, 2021	Classes Resume Midterm warning grades for full semester courses due First day of 2nd Half Semester courses
Tuesday, October 19, 2021	Mentoring Day – no classes in afternoon
Friday, October 22, 2021	Last day to drop a full semester course with a fee Last day to add a 2nd Half Semester course without a fee FINAL GRADES DUE FOR 1ST HALF SEMESTER COURSES
Monday, November 8, 2021	Midterm grades due for 2nd Half Semester courses
Friday, November 12, 2021	Last Day to Drop a 2nd Half Semester course with a fee
Tuesday, November 23, 2021	Thanksgiving Break begins at the end of the day (WThF)
Wednesday, November 24, 2021	Thanksgiving Break
Thursday, November 25, 2021	Thanksgiving Break – Offices closed
Friday, November 26, 2021	Thanksgiving Break – Offices closed
Monday, November 29, 2021	Classes Resume
Wednesday, December 8, 2021	Last Day of Classes
Thursday, December 9, 2021	Ready Day
Friday, December 10, 2021	Final Exams
Saturday, December 11, 2021	Final Exams
Monday, December 13, 2021	Final Exams
Tuesday, December 14, 2021	Final Exams
Wednesday, December 15, 2021	Final Exams
Sunday, December 19, 2021	Final Grades due

January 2022 Scots Term (travel courses only)	
Tuesday, December 27, 2021	First day of class/Last day to drop a course
Friday, January 7, 2021	Last day of class
Wednesday, January 12, 2021	Final grades due

Spring 2022	
Tuesday, January 11, 2022	First day of classes
Monday, January 17, 2022	Martin Luther King, Jr. Day – No classes in afternoon Last day to add or drop a course without a fee
Monday, January 31, 2022	Midterm grades for 1st Half Semester courses due
Friday, February 4, 2022	Last Day to Drop a Course for 1st Half Semester course with a fee
Tuesday, February 16, 2022	Early Warning Alerts for full semester courses due
Thursday, March 3, 2022	Last day of 1st Half Semester courses
Friday, March 4, 2022	EXAM DAY FOR 1ST HALF SEMESTER COURSES No Full Semester Classes will meet Spring Break Begins at the End of the day (MTWThF)
Monday, March 7, 2022	Spring Break
Tuesday, March 8, 2022	Spring Break
Wednesday, March 9, 2022	Spring Break
Thursday, March 10, 2022	Spring Break
Friday, March 11, 2022	Spring Break Midterm warning grades for full semester courses due
Monday, March 14, 2022	Classes Resumes First day of 2nd Half Semester courses
Friday, March 18, 2022	Last day to drop a full semester course with a fee Last day to add a 2nd Half Semester course without a fee
Monday, April 4, 2022	Midterm grades due for 2nd Half Semester courses
Friday, April 8, 2022	Last day to drop a 2nd Half Semester course with a fee
Thursday, April 14, 2022	Easter Break begins at the End of the Day (FM)
Friday, April 15, 2022	Good Friday – No classes/Offices closed
Monday, April 18, 2022	Easter Monday – No classes
Tuesday, April 19, 2022	Classes Resume
Tuesday, April 26, 2022	Scholars Day
Wednesday, May 4, 2022	Last day of classes
Thursday, May 5, 2022	Reading Day
Friday, May 6, 2022	Final Exams
Saturday, May 7, 2022	Final Exams
Monday, May 9, 2022	Final Exams
Tuesday, May 10, 2022	Final Exams
Wednesday, May 11, 2022	Final Exams
Friday, May 13, 2022	Final Grades for Senior due
Sunday, May 15, 2022	Commencement
Wednesday, May 18, 2022	Final Grades due

May 2022 Scots Term	
Monday, May 16, 2022	First day of class/Last day to drop a course
Monday, May 27, 2022	Last day of class
Wednesday, June 1, 2022	Final grades due

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, academic standing, readmission, 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

Bookstore……309-457-2399

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

Multicultural Affairs……309-457-2113

President's Office……309-457-2127

Registrar…… registrar@monmouthcollege.edu, 309-457-2326
For academic records, class schedules, courses, semester hours, and transcripts.

Stockdale Center and Campus Events……309-457-2345

Student Life
For information about rooms and residence halls……309-457-2113
For information about student services……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