

THE MOMENT OF DISCOVERY



**EUREKA**  
COLLEGE

## **2024-2025 CATALOG**

**EUREKA COLLEGE**

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The faculty and staff of Eureka College do not stand *in loco parentis* (in the place of a parent) to its students. We accept the state and federal policy that the women and men who attend Eureka are fully functioning adults. Within our tradition and framework, we will continue to provide a caring environment in all areas of academic and social life.

Eureka College follows all procedures as required by the Family Educational Rights and Privacy Act of 1974 (FERPA).

In keeping with its mission of "concern for a better world ... implemented in an educational community dedicated to the welfare of humanity," and with the Christian Church (Disciples of Christ) call for "a society which proclaims and honors the rights of all persons," no one shall be denied admission to any College course or program, nor denied housing, employment or promotion, nor the opportunity to study or work at Eureka College because of race, color, religion, national origin, ancestry, age, sex, marital status, sexual orientation, disability, unfavorable discharge from military service, military status, status as a Vietnam-era or special disabled veteran, genetic information, citizenship, or order of protection status, in accordance with applicable law. Any questions regarding discrimination on the basis of sex or sexual orientation should be directed to the Title IX Coordinator at [Title9@eureka.edu](mailto:Title9@eureka.edu). All other concerns regarding discrimination should be directed to the Provost's Office.

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# ACADEMIC CALENDAR

## Fall Semester 2024

Early Start Move-In Day	Monday, August 5
Orientation	Tuesday, August 6
First Day of Early Start Courses	Wednesday, August 7
Move-In Day	Saturday, August 17
Welcome Week	Saturday-Friday, August 17-23
Faculty In-Service Day	Monday, August 19
Opening Convocation	Tuesday, August 20, 10:30 AM
First Day of Fall Courses	Wednesday, August 21
First Day of 8-Week Online Session 1 Courses	Wednesday, August 21
Last Day to Add 8-Week Online Session 1 Courses	Friday, August 23
Last Day to Add Fall Courses (5th Day)	Tuesday, August 27
Last Day to Drop 8-Week Online Session 1 Courses	Tuesday, August 27
Labor Day (No Classes; Offices Closed)	Monday, September 2
Last Day to Drop Fall Courses (10th Day; Census Date)	Wednesday, September 4
8-Week Online Session 1 Midterm	Tuesday, September 17
<i>Midterm Grades Due for 8-Week Online Session 1 Courses</i>	<i>Monday, Sept. 23, 12:00 PM</i>
Homecoming Week	Sun.-Sat., Sept. 29-Oct. 5th
Last Day to Withdraw from 8-Week Online Session 1 Courses	Monday, September 30
<i>6-Week Midterm Grades Due for Fall Courses</i>	<i>Wednesday October 2, 12:00 PM</i>
Study Hall Begins	Monday, October 7
Mid-Semester Week	Monday-Friday, October 7-11
Last Day of 8-Week Online Session 1 Courses	Friday, October 11
Fall Break (No Classes; Offices Open)	Monday-Tuesday, October 14-15
First Day of 8-Week Online Session 2 Courses	Wednesday, October 16
<i>Final Grades Due for 8-Week Online Session 1 Courses</i>	<i>Thursday, October 17, 12:00 PM</i>
Last Day to Add 8-Week Online Session 2 Courses	Friday, October 18
Last Day to Drop 8-Week Online Session 2 Courses	Tuesday, October 22
Last day to Withdraw from Fall Courses	Wednesday, November 6
8-Week Online Session 2 Midterm	Monday, November 11
<i>Midterm Grades Due for 8-Week Online Session 2 Courses</i>	<i>Friday, November 15, 12:00 PM</i>
Last Day to Withdraw from 8-Week Online Session 2 Courses	Friday, November 22
Thanksgiving Break (No Classes)	Monday-Friday, November 25-29
Last Day of Fall Courses	Friday, December 6
Final Exams for Fall Courses	Monday-Tuesday, Dec. 9-10
Study Day	Wednesday, December 11
Last Day of 8-Week Online Session 2 Courses	Thursday, December 12
Final Exams for Fall Courses	Thursday-Friday, Dec. 12-13
Winter Commencement	Saturday, Dec. 14, 10:00 AM
<i>Final Grades Due for Fall Courses</i>	<i>Wednesday, Dec. 18, 12:00 PM</i>
<i>Final Grades Due for 8-Week Online Session 2 Courses</i>	<i>Wednesday, Dec. 18, 12:00 PM</i>

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**Winter Term 2024-2025**


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Registration Opens for Winter Term Courses	Monday, November 4
First Day of Winter Term Courses	Monday, December 16 (varies by course)
Last Day to Add Winter Term Courses	Monday, December 16 (varies by course)
Last Day to Drop Winter Term Courses	Wednesday, December 18 (varies by course)
Last Day of Winter Term Courses	Friday, January 10 (varies by course)

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**Spring Semester 2025**


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Move-In Day	Sunday, January 12
Orientation	Monday, January 13
First Day of Spring Courses	Tuesday, January 14
First Day of 8-Week Online Session 3 Courses	Tuesday, January 14
Last Day to Add 8-Week Online Session 3 Courses	Tuesday, January 16
MLK Jr. Day; Campus Service Day (No Classes; Offices Closed)	Monday, January 20
Last Day to Add Spring Courses (5 <sup>th</sup> Day)	Tuesday, January 21
Last Day to Drop 8-Week Session 3 Courses	Tuesday, January 21
Last Day to Drop Spring Courses (10 <sup>th</sup> Day; Census Date)	Tuesday, January 28
Founders' Day Convocation	Thursday, February 6, 12:15 PM
8-Week Online Session 3 Midterm	Monday, February 10
<i>Midterm Grades Due for 8-Week Online Session 3 Courses</i>	<i>Friday, February 14, 12:00 PM</i>
Last Day to Withdraw from 8-week Online Session 3 Courses	Friday, February 21
<i>6-Week Midterm Grades Due for Spring Courses</i>	<i>Wednesday, Feb. 26, 12:00 PM</i>
Study Hall Begins	Monday, March 3
Mid-Semester Week	Monday-Friday, March 3-7
Last Day of 8-Week Online Session 3 Courses	Thursday, March 6
Spring Break (No Classes)	Monday-Friday, March 10-14
<i>Final Grades Due for 8-Week Online Session 3 Courses</i>	<i>Wednesday, March 12, 12:00 PM</i>
First Day of 8-Week Online Session 4 Courses	Monday, March 17
Last Day to Add 8-Week Online Session 4 Courses	Wednesday, March 19
Last Day to Drop 8-Week Online Session 4 Courses	Friday, March 21
Last Day to Withdraw from Spring Courses	Thursday, April 3
8-Week Online Session 4 Midterm	Thursday, April 10
<i>Midterm Grades Due for 8-Week Online Session 4 Courses</i>	<i>Wednesday, April 16, 12:00 PM</i>
Good Friday (No Classes; Offices Closed)	Friday, April 18
Easter Monday (No Classes; Offices Open; Faculty In-Service Day)	Monday, April 21
Last Day to Withdraw from 8-Week Online Session 4 Courses	Friday, April 25
Honors Ceremony	Sunday, April 27 4:00 PM
Last Day of Spring Courses	Wednesday, April 30
Study Day	Thursday, May 1
Final Exams for Spring Courses	Friday-Saturday, May 2-3
Final Exams for Spring Courses	Monday-Tuesday, May 5-6

## ACADEMIC CALENDAR

Last Day of 8-Week Online Session 4 Courses	Thursday, May 8
<i>Final Grades Due for Graduating Seniors</i>	<i>Thursday, May 8, 12:00 PM</i>
Commencement	Saturday, May 10, 10:30 AM
<i>Final Grades Due for Spring Courses</i>	<i>Tuesday, May 13, 12:00 PM</i>
<i>Final Grades Due for 8-Week Online Session 4 Courses</i>	<i>Tuesday, May 13, 12:00 PM</i>

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## Summer Term 2025

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First Day of May Term Courses	Wednesday, May 14
Last Day to Add May Term Courses	Wednesday, May 14
Last Day to Drop May Term Courses	Thursday, May 15
May Term Midterm	Wednesday, May 21
Memorial Day (No Classes; Offices Closed)	Monday, May 26
Last Day to Withdraw from May Term Courses	Tuesday, May 27
Last Day of May Term Courses	Friday, May 30
First Day of 8-Week Term Courses	Monday, June 2
First Day of June Term Courses	Monday, June 2
Last Day to Add June Term Courses	Monday, June 2
Last Day to Add 8-Week Term Courses	Wednesday, June 4
Last Day to Drop June Term Courses	Wednesday, June 4
Last Day to Drop 8-Week Term Courses	Friday, June 6
<i>Final Grades Due for May Term Courses</i>	<i>Friday, June 6, 12:00 PM</i>
June Term Midterm	Friday, June 13
Juneteenth (No Classes; Offices Closed)	Thursday, June 19
Last Day to Withdraw from June Term Courses	Friday, June 20
Last Day of June Term Courses	Friday, June 27
First Day of July Term Courses	Monday, June 30
Last Day to Add July Term Courses	Monday, June 30
Last Day to Drop July Term Courses	Wednesday, July 2
<i>Final Grades Due for June Term Courses</i>	<i>Thursday, July 3, 12:00 PM</i>
Independence Day (No Classes; Offices Closed)	Friday, July 4
Last Day to Withdraw from 8-Week Term Courses	Monday, July 14
July Term Midterm	Monday, July 14
Last Day to Withdraw from July Term Courses	Friday, July 18
Last Day of 8-Week Term Courses	Friday, July 25
Last Day of July Term Courses	Friday, July 25
<i>Final Grades Due for 8-Week Term Courses</i>	<i>Friday,, August 17, 12:00 PM</i>
<i>Final Grades Due for July Term Courses</i>	<i>Friday, August 1, 12:00 PM</i>

## THE SPIRIT OF EUREKA COLLEGE

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### Vision

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Eureka College will be a regional model for institutional sustainability.

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### Mission

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Eureka College provides a student-centered experience that cultivates the essential skills to serve with passion, lead with purpose, pursue growth opportunities and learn for life.

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### Our History

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Eureka College was founded by abolitionists from Kentucky who were members of a religious movement known as the Christian Church (Disciples of Christ) and were committed to providing young people a broad, liberal education. These pioneers believed in an education infused with values as a basis for leadership. Chartered by the Illinois Legislature in 1855, Eureka was the first college in the state and among the first in the nation to admit men and women on an equal basis.

To the present day, the College has continued to be interested in the development of character as well as intellect and technical competence with emphasis on service and leadership. Eureka has had a major impact on American life, with alumni who have had successful careers in education, business, management, the arts, and community service. Graduates include forty-two college presidents, seven governors and members of Congress, and a United States President, Ronald Reagan, Class of 1932.

Eureka College was designated by the National Park Services as a Campus Historic District in the National Register of Historic Places in June 2010.

The campus architecture spans a number of popular styles from the past 150 years, including Italiante, Romanesque Revival, Colonial Revival, and Collegiate Gothic Revival. The oldest remaining building on campus, Burrus Dickinson Hall, was constructed in 1858.

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## Location

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Eureka College is situated within 20-30 minutes of the two metropolitan centers of Peoria and Bloomington-Normal. It is a 2-1/2 hour drive from Chicago, and within 3-1/2 hours of Indianapolis and St. Louis. The campus is 65 acres with 23 academic and residential buildings, an open-air theatre, an arboretum, and facilities for baseball, basketball, football, soccer, softball, and volleyball. We are also home to the Ronald W. Reagan Peace Garden and Museum.

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## Core Values

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Eureka College's Core Values dictate our behavior, our action, and who we are as an institution. While we can't put everything we value into one simple list, our core values consist of:

- Building lifelong relationships and partnerships
- Demonstrating integrity, character, and empathy
- Embracing equity, inclusion, and sustainability
- Ensuring a culture of collaboration, continuous improvement, and learning
- Cultivating a challenging and innovative learning environment
- Expanding students' funnel of opportunity and growth

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## Our Goals

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The true purpose of education is to realize the potential of the whole person. At Eureka College, the student's potential is realized not only by the accumulation of knowledge but also by challenging experiences, both in the classroom and in co-curricular activities.

The educational experience at Eureka College is designed to help the student achieve the following goals:

- Acquire breadth of disciplinary knowledge, methodology, and skills to best serve profession
- Pursue intellectual, cultural, and aesthetic enrichment
- Participate in a community of learning, leading toward the development of greater social awareness and responsibility
- Recognize various influences, contexts, and experiences that shape personal and professional identities.

- Demonstrate professionalism through resourcefulness, self-sufficiency, curiosity, accountability, and initiative.

The general education program, liberal arts requirements, and major field requirements described in this Catalog are designed to carry out these goals. Throughout their courses of study, students are asked to think, speak, and write about the natural and social world around them and how they came to be as they are today. They are asked to reflect on both perennial human problems and current issues. They are asked to study great creative works and to attempt creative work themselves. They are asked to develop both physical and mental skills and to learn how to take care of bodies and minds throughout their lives.

Through the many activities provided in campus life, both academic and social, students have opportunities to practice clear thinking and correct choices as citizens of a community. By asking students to acquire this education in the liberal arts as well as particular knowledge and skills in their chosen field of concentration, Eureka College produces students who are more able to understand the opportunities and problems in their specialty and who are more likely to become leaders in their chosen fields and in their communities. These specific goals for student achievement are stated in both the Faculty Handbook and Student Handbook.

Eureka College has additional purposes central to its mission which are stated in these and/or other publications:

- Commitment to freedom of inquiry for faculty, staff and students
- Expectations of excellence in teaching and learning
- Relationship with the Christian Church (Disciples of Christ)
- Commitment to community service
- Commitment to inclusiveness within selectivity

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## Academic Life

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Eureka students take courses in the College's four divisions: Arts and Education, Humanities, Science and Mathematics, and Social Science and Business. Development of the student begins in the classroom, but the building of a leader extends beyond it. One who can lead is noted by many corporate leaders today as being a rare and valuable asset. Leadership is recognized as a valuable quality in many kinds of community organizations; it is also the quality which enables people to create their own opportunities by finding ways to serve others.

The College has an average class size of 21 students and a student-faculty ratio of 14:1.

Because of its size, Eureka College provides students with opportunities to recognize talents and abilities beyond what they might realize alone or at a large institution.

The College is committed to building leaders who will shape tomorrow's world. The Eureka community is one that demands of its members involvement and interaction through such activities as music, theatre, student government, and athletics. At the center of the Eureka experience is the development of values that will help its graduates contribute to society in roles of leadership and service.

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## The Faculty

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The Eureka College faculty have earned national and international recognition in their areas of scholarship. The Eureka College faculty is built on a foundation of excellence in teaching, and approximately forty-five percent of all instructors also pursue opportunities to teach outside their fields of study in interdisciplinary courses such as Justice and Civic Responsibility, Ethical Reasoning, and Honors Seminars.

Because they also recognize that the learning experience extends beyond the classroom, the faculty play an active role in working toward the success of each student, and students reliably acknowledge their dedication and skill.

The full-time faculty also serve as academic advisors. Because they view advising as a form of teaching, they bring to this task the same level of dedication and diligence they bring to the classroom.

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## Accreditation and Memberships

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Eureka College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and our Teacher Education Program is approved by the Illinois State Board of Education. Other memberships include:

- Acadeum Course Share
- Association of American Colleges and University
- Associated Colleges of Illinois
- Association of Governing Boards
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Division of Higher Education (Disciples of Christ)
- Federation of Independent Illinois Colleges and Universities
- Illinois Association for Teacher Education in Private Colleges
- Illinois Association of Colleges for Teacher Education

- Illinois Board of Higher Education
- National Association of Independent Colleges and Universities
- National Collegiate Athletic Association (Division III)
- The College Board

## UNIQUELY EUREKA ADVANTAGE

Uniquely Eureka Advantage is a program that includes graduation in four years or the fifth year is tuition free (room, board, and fees not included), a four-year tuition freeze, and an experiential learning award.

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### Four Year Graduation

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Eureka College is committed to helping all incoming first-year students graduate in four years. If students follow all guidelines and requirements and fail to graduate in four years, the fifth year will be tuition-free. To be eligible for a fifth year of free tuition a student must meet all of the following requirements:

1. Maintain good academic standing. Good academic standing is defined as a minimum cumulative GPA of 1.75 at the end of the first semester of enrollment at Eureka College and a minimum cumulative GPA of 2.00 in all subsequent semesters of enrollment.
2. Earn on average 30 credits each academic year (fall, spring, and summer semesters). Maintain continuous enrollment (fall and spring semesters) in courses applicable toward the degree. Course schedule must be approved by a faculty advisor or the Registrar's Office.
3. Declare a primary major no later than the 5<sup>th</sup> day of the 3<sup>rd</sup> semester of enrollment (fall/spring, not summer). The commitment only applies to a primary major but *does not* prohibit a double major or minor. A student can change a primary major or add a second major, but the primary major must be recorded *by the end of the 5<sup>th</sup> day of the 3<sup>rd</sup> semester* of continuous enrollment. The 4 year guarantee does not apply to students who declare an education major after their first semester of enrollment, due to the course requirements for teacher education students.
4. Complete a graduation application by the 5<sup>th</sup> day of the 7<sup>th</sup> semester of enrollment.
5. Register for courses during the allotted spring semester registration days which begin in March/April and end on the last day of finals.
6. Complete a Request for Fifth Year Tuition application.

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### Tuition Freeze

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Tuition will be "frozen" for all four years for incoming freshmen. This commitment applies to students who are in good academic standing and are continuously enrolled for four academic years or eight semesters.

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## **Experiential Learning Grant**

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Please see the Experiential Learning Grant section under Scholarships and Financial Aid for more information.

## ADMISSION TO EUREKA COLLEGE

In keeping with the Christian Church (Disciples of Christ) mission of “concern for a better world . . . implemented in an educational community dedicated to the welfare of humanity,” and with its call for “a society which proclaims and honors the rights of all persons,” no one shall be denied admission to any College course or program, nor denied housing, employment or promotion, nor the opportunity to study or work at Eureka College because of race, color, religion, national origin, ancestry, age, sex, marital status, sexual orientation, disability, unfavorable discharge from military service, military status, status as a Vietnam-era or special disabled veteran, genetic information, citizenship, or order of protection status, in accordance with applicable law. Eureka College seeks those students who have the ability to succeed in its academic program.

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### Application Process

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*First-Year Students: complete items 1, 2, and 4. Item 3 is optional.*

*Transfer Students: complete items 1 and 4.*

1. Submit your application. Since admissions are made on a “rolling” basis, it is to your advantage to apply as early as possible. You can apply online at [www.eureka.edu](http://www.eureka.edu).
2. Request official high school transcript(s) be sent directly to the Office of Admissions.
3. Optional: Request official ACT or SAT scores be sent to the Office of Admissions. (Acceptable as a copy on official high school transcript) ACT code is 1022, SAT code is 1206.
4. Request official transcript(s) of any college or university you have attended (including institutions from which you earned Dual Credit) be sent directly to the Office of Admissions.

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### Criteria for Admission

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Eureka College accepts those it considers best qualified among those applying each semester.

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#### First-Year Students

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A first-year student is anyone who has completed high school and not taken college courses outside of Dual Credit and Advanced Placement courses. First-year students are admitted based on their demonstrated potential for academic success in accordance with the following criteria:

1. Minimum requirements: cumulative high school GPA of 2.5/4.0 or 3.13/5.0 scale. Grade point average is used as an indication of past academic achievement and must be maintained through high school graduation to be eligible to enroll. Students may submit their transcripts after the junior year or first semester of senior year for initial admissions decisions, however, the final official transcript must be submitted after graduation. Failure to maintain the required GPA through the end of high school will result in a denial even if the student was previously accepted for admission.

**Early Start** - Students with a high school GPA of 2.25-2.49/4.0 or 2.81-3.12/5.0 scale at the time of their application will be eligible for conditional admission to Eureka College in the Fall semester (not Spring semester) in the Early Start Program. Students accepted under the Early Start conditional admissions are required to attend the program even if their final high school GPA is above a 2.49. The Early Start Program includes an early start to the fall semester with a required ECC101 (Justice and Civic Responsibility Seminar) course that begins 2 weeks prior to the start of fall courses and a required 1 credit IDS100 (Skills for College) course that is taken during the Fall semester. Early Start students are strongly encouraged to enroll in summer developmental English and Mathematics courses if they do not place out of ENG095R and/or MAT095R under the guidelines outlined in the Placement Testing section under the Academic Requirements and Policies section of this catalog (page 74).

2. Eureka College is a test optional school for admission. If provided, the results of the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) are used to determine placement in English and Mathematics courses. Please see Placement Testing under the Academic Requirements and Policies section of this catalog (page 69) for the English and Mathematics placement policies.
3. The high school schedule of courses taken is used to determine the adequacy of preparation for college study. It is recommended that at least 13 units of study be in college preparatory courses, including English (4 years), Social Sciences (2 years), Mathematics (3 years), Laboratory Sciences (2 years), and a Foreign Language (2 years).

All accepted first-year students with a GPA of 2.5 and above must submit a non-refundable \$200 deposit by July 31 or they will be inadmissible. All accepted Early Start students (2.25-2.49 GPA) must submit a non-refundable \$200 deposit by the final Friday in July or they will be inadmissible.

All accepted students must submit a copy of their final high school and/or college transcript(s) to enroll in courses at Eureka College. Official transcripts of credit must be sent from each secondary and post-secondary institution where a student has previously enrolled. Failure to provide transcripts of any high school or college work

may be regarded as fraudulent admission. In such a case, the student may be dismissed immediately, without refund of any fees for the semester in progress.

Admission to the College is not a guarantee of admission to Teacher Education or other specific programs.

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## Transfer Students

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A transfer student is one who enters Eureka College for the first time, but who previously attended another post-secondary institution at the same level (e.g., undergraduate). Students who enter Eureka College in the fall semester, but who attended college for the first time in the prior summer term, or students who entered with advanced standing (college credits earned before high school graduation) are not considered transfer students. The student may transfer with or without credit.

Achievement is measured by determining the grade point average in transferable courses. Transfer students are admitted based on the following criteria:

1. To be considered for admission, a student must have at least a 2.0 grade point average in courses transferable to Eureka College.
2. A student must have been enrolled full-time for one semester or completed at least 12 hours of transferrable coursework in 2+ semesters at an institution of higher learning.
3. Credit earned with a grade of "C" or better at other accredited colleges and universities may be applied toward Eureka College programs and requirements. Courses with grades of "C-," "D+," or "D" are not accepted except under the fully completed Illinois Articulation Initiative General Education Core Curriculum (see the Illinois Articulation Initiative section of the Catalog for more information).
4. A maximum of 68 semester hours of credit will be accepted from accredited two-year colleges. A maximum of 90 semester hours of credit may be applied toward a Eureka College degree from four-year institutions.

All accepted transfer students must submit a non-refundable \$200 deposit and a copy of their final college transcript(s) to enroll in courses at Eureka College. If the transfer student has less than 12 transferable credit hours, an official high school transcript is required. Official transcripts of credit must be sent from each institution where a student has previously enrolled. Failure to provide transcripts of any college work may be regarded as fraudulent admission. In such a case, the student may be dismissed immediately, without refund of any fees for the semester in progress.

Admission to the College is not a guarantee of admission to Teacher Education or other specific programs.

**Illinois Articulation Initiative (IAI)** – Eureka College is a participant in the Illinois Articulation Initiative (IAI). The goal of IAI is to facilitate the transfer of students among Illinois institutions of higher education. As a participating institution, Eureka College accepts courses within the IAI General Education Core Curriculum (IAI GECC). Information about IAI can be found on the internet at [www.itransfer.org](http://www.itransfer.org).

**Transfer Course Policy for General Education** – All transfer students are required to complete the Eureka College general education curriculum. These requirements must be completed one of two ways:

1. Transfer students may complete the Eureka College General Education course requirements of the Catalog in effect at the time of their enrollment. Students may elect to meet the requirements adopted for subsequent Catalogs.
2. Transfer students may complete the IAI General Education Core Curriculum (IAI GECC). The following categories of students may complete the IAI GECC after transferring to Eureka College:
  - Transfer students who completed baccalaureate-oriented associate’s degree (A.A. or A.S.) from a regionally accredited post-secondary institution.
  - Transfer students who began the IAI GECC at a participating IAI institution and transferred at least 30 IAI GECC hours to Eureka College. The IAI GECC requirements can be completed with additional transfer courses or with approved Eureka College courses. Students who complete the IAI General Education Core Curriculum must also complete the following institutional and/or mission related courses prior to graduation:
    - A Justice and Civic Responsibility Capability course
    - An Ethical Reasoning Capability course (ECC490W)

**Transfer Course Policy for Major Courses** – For all students, transfer credit is evaluated on a course-by-course basis to determine how the requirements for a selected major are best met. Although Eureka College will accept IAI courses with grades of “C-,” “D+,” and “D” for the purposes of the completion of IAI GECC requirements, courses with grades below “C” are not transferable toward the requirements of a major or minor.

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## International Students

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Eureka College accepts international applications for enrollment beginning in the fall and spring semesters. International students must meet the same GPA admission standards as domestic students. Note that the Early Start program is only available in

the fall semester and students with GPAs from 2.25-2.49/4.0 who apply for the spring semester will be deferred until fall.

Students from non-English speaking countries should submit the Test of English as a Foreign Language (TOEFL), CBT equivalent, or PTE Academic. Minimum scores are: TOEFL - 550 paper-based, 213 computer-based or 74 Internet-based, IELTS of 6, and PTE Academic score of 50 or above. Attendance at an American college or university generally will mean the TOEFL is waived as long as classes in English are of a “B” grade or higher. For consideration, application materials and required financial documents should be received in the Office of Admissions by **July 1** for fall semester and **November 1** for the spring semester.

In addition to all application procedures, international students must demonstrate the ability to provide funds to finance their education by submitting current bank statements and a notarized Affidavit of Support to the PDSO.

After Eureka College receives all required admissions documentation and the student has been accepted for admission, the College will issue a Form I-20.

Eureka College sponsors International students who are looking to complete a program of study certified by the Student and Exchange Visitor Program (SEVP). These students are classified as F-1 students and arrive at Eureka College with the intention of completing a four-year program.

International students are required to submit to Eureka College an initial deposit of \$200.00. Deposits are non-refundable. International students may be considered for all Eureka College scholarships. Each student will receive an individualized award letter which will list any scholarships the student will receive, as well as a total amount for tuition. A second payment is due prior to the beginning of classes, and the third payment is due before the second semester begins in January. Any reduction in cost due to merit-based scholarships will be taken off the second and third payments.

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### Degree Completion Students

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The degree completion programs allow non-traditional, working students to finish their bachelor’s degree in a convenient evenings and weekend format. Degrees can be earned in Business Administration or Organizational Leadership. The programs will be offered contingent upon recruitment of a viable cohort.

Students take classes as part of a cohort, a contingent of students who enroll in and complete each course together as a group. Classes meet on Friday evening and all day Saturday on alternating weekends. The full program will take approximately 20 months

to complete. Students will take online courses in addition to weekend courses. To be admissible, students must have one of the following:

1. an Associate's Degree (baccalaureate-oriented transfer degree) from an accredited two- or four-year institution; or
2. a minimum of 60 semester hours of transferable coursework (preferably satisfying the IAI GECC) from an accredited two- or four-year institution. Eureka College will accept credit for work experience upon evaluation of a portfolio. Portfolio evaluation fee applies. See the Prior Learning Assessment section of this Catalog for more information.

In general, Applied Science (AAS) degrees usually do not meet all of the IAI GECC requirements. Typically, fewer credits transfer with an Applied Science Associates degree than with an Associates of Arts (AA) or Associates of Science (AS) degree.

Applications will be evaluated on an on-going basis utilizing a rolling admissions process. Therefore, applicants are advised to apply early.

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#### Unclassified Students

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Students who wish to enroll in courses for credit, but are not seeking a degree at Eureka College, may apply for admission as an unclassified student. If admitted, a \$50.00 registration fee is required (waived for senior citizens age 60 or older) before the application will be forwarded to the appropriate offices for registration. Students will be notified by the Registrar's Office regarding the availability of the course(s) they wish to take.

One may stay an unclassified student, taking courses for credit, indefinitely. If one later decides to become a degree candidate, however, a limit of 30 semester hours previously earned shall be regarded as convertible toward a degree. Initial unclassified student registration shall be managed by the Registrar's Office, but applicants are encouraged to discuss degree vs. non-degree status with an Office of Admissions staff member before making an enrollment choice. Candidates should understand that non-degree status carries with it no academic advising, no financial aid eligibility, limited access to College events and services, and lowest registration priority for classes.

Tuition is charged at a rate of \$665.00 per semester hour.

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### Senior Citizen Students

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Senior citizens, age sixty or older, may register as unclassified students for a tuition charge of \$75.00 per semester hour, to a limit of two courses per semester. Senior citizens electing to enroll in seven or more semester hours each semester must enroll as either a part-time or full-time degree candidate. Also, additional costs may be incurred when enrolled in certain courses for materials, supplies and other related course costs.

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### Readmitted Students

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Students who have left Eureka College for any reason must apply through the Office of Admissions to be considered for readmission. Any transcripts from a college or university attended since leaving the College must be submitted prior to admission. Upon receiving an offer of readmission, students must make a non-refundable enrollment deposit of \$200.00 and submit another letter of intent to confirm their acceptance.

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## Eureka College Prior Learning Assessment

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The Eureka College Prior Learning assessment (PLA) program provides students with the opportunity to earn credit by demonstrating learning gained outside a traditional academic setting – work experience, professional training, certification, licensure, etc. PLA credit is earned with demonstration of learning that occurred *as a result* of an experience, not just because of the experience.

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### Guidelines for the PLA Program

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1. PLA portfolio and examination projects should closely match courses taught at Eureka College.
2. Military transcripts and industry certificates could fulfill course requirements or elective requirements.
3. PLA credit can be applied to all degree requirements.
4. PLA credit cannot duplicate credits transferred into or completed at Eureka College.
5. Students can not earn more than 21 credits with prior learning credits.
6. PLA credit cannot replace a poor grade in a course.
7. PLA credit is available to degree completion students, transfer students, veterans, and students with relevant career and work experience. Credit by examination can apply to all students.

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## Types of PLA

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### **Credit by Examination**

At Eureka College, we recognize excellence in high school academic preparation and achievement by granting credit for students who complete Advanced Placement (AP) tests, College Level Examination Program (CLEP) tests, and the International Baccalaureate (IB) Diploma exams. Students must submit official score reports to the Registrar's Office for evaluation. The number of hours of credit is shown on the Eureka College transcript but not counted in calculating grade point average. Questions about credit by examination should be directed to the Registrar's Office.

**Advanced Placement** – Students who enroll in Advanced Placement (AP) courses through their high schools have the opportunity to take a national examination in the appropriate subject area at the end of the school year. Depending on the exam, scores of 3 or 4 or higher will bear credit for the equivalent Eureka College course. For the current Advanced Placement Credit Guide, contact the Registrar's Office.

**College Level Examination Program** – The College Level Examination Program (CLEP) is a credit by examination program that offers the opportunity to earn college credit by taking examinations. CLEP exams cover material taught in courses that most students take as requirements in the first two years of college. CLEP scores range from 20 to 80. If students achieve a score of 50 or higher, they will receive credit for the equivalent Eureka College course.

**International Baccalaureate** - The International Baccalaureate (IB) Diploma Program is a two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a final examination and a qualification. In each examination, students are graded on a scale of 1 (minimum) to 7 (maximum). Eureka College will grant credit only if students receive a score of 4 or better on each exam administered as part of the IB Diploma Program. Credit may be granted for individual IB courses, even if students have not successfully completed the entire IB Diploma Program.

### **Industry Certificate or License and Military Credit**

This program applies to students who have specialized training related to a degree program at Eureka College or who have served in the military.

**Military Credit** – Official military transcripts (Joint Services Transcripts) must be submitted to the Registrar's Office for evaluation. Eureka College refers to the American Council of Education (ACE) Guide when evaluating credit for Military Course Completions described on the Joint Services Transcript. Military coursework is not included in the transfer grade point average.

**Industry Certificate or License** - Official certificates and licensures must be submitted to the Registrar's Office for evaluation. Eureka College refers to the American Council of Education (ACE) National Guide when evaluating credit for industry licensure completions. Licensure coursework is not included in the transfer grade point average.

### **Credit by Portfolio**

A PLA portfolio is a written, documented description of prior experiential learning that is comparable in knowledge and skills to what is learned in a college courses. Prior learning can be acquired from: employment and on-the-job training, business ownership, law enforcement professional experience, living abroad, volunteer work, and community involvement.

A portfolio includes 4 components: a course narrative, documentation, autobiographical essay, and chronological record.

1. A course narrative describes the learning in detail. The narrative discusses theories, concepts and literature, which demonstrates the student's mastery of the subject area.
2. The documentation showcases the skills and provides the evidence of the Student Learning Outcomes (SLOs) described in the narrative.
3. Documentation can include job descriptions, certificates, work samples, performance evaluations, certificates, etc.
4. The documentation and the narrative can be evaluated with a 10 Essential rubric for capability credit.
5. An autobiographical statement describes your educational goals and learning experiences. It provides the reviewer with the context for the experiential learning.
6. A chronological record is a list of significant work experiences post high school that have led to college level learning.

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### **PLA Procedures**

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1. Meet with PLA coordinator in the Provost Office to discuss possible courses.
2. Student determines which type of PLA to pursue and the number of credit hours and courses they want to apply for and completes PLA paperwork.
3. PLA coordinator contacts the appropriate faculty evaluator for portfolio or Registrar for exam scores and transcripts.
4. Student works to complete the chosen projects.
5. The final draft (exam scores, transcripts, portfolio, certificate hours) of the project is submitted to the PLA coordinator.
6. The faculty evaluator reviews the project and decides the award. Faculty evaluators may request additions or revisions to the portfolio.

7. If appropriate, student pays PLA portfolio evaluation fee (\$200.00) and is billed for the PLA credits awarded (\$100.00 per credit). For example, a student who is awarded 3 credit hours via portfolio would be billed \$500.00. Students who complete credit by examination or military credit are not charged any additional fees.

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## Admission Status

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Once a student has completed the requirements for the application process, the file will be evaluated and a decision rendered. A decision will result in a status of “conditionally admitted,” “admitted,” “denied,” or “hold” if additional information is needed before a decision can be rendered.

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### Deposits

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Students who have been offered admission to Eureka College must submit a non-refundable enrollment deposit of \$200.00 to confirm their acceptance. First year students must make the deposit by the final Friday in July or July 31<sup>st</sup> depending upon their admission decision status. This deposit serves as a guarantee of their intent to enroll at the College and is not refundable. A letter of intent must also be signed by the student and submitted with the enrollment deposit.

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### Denial

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Students may be denied admission to Eureka College if they do not meet acceptable admission standards. Eureka College also reserves the right to refuse admission to anyone determined to be a danger to the students, community or campus of Eureka College.

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### Appeals

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All decisions to deny a student admission may be appealed through the Dean of Enrollment Management to the Academic Standards and Policies Committee. All appeals must be written by the student and must present new evidence as to why admission should be reconsidered (e.g., updated transcripts, new test scores, etc.).

## EXPENSES/BUSINESS OVERVIEW

At Eureka College, we recognize the investment you are making in us when you become part of the Eureka family. Our commitment is to provide an exceptional college experience with one-on-one, personal attention and endless opportunities for global success. Eureka College is a non-profit institution. Tuition, fees and other general charges paid by the student cover less than two-thirds of the College's instructional and operational expenses. The following charges are effective July 1, 2022.

### Financial Costs

#### Overview for Incoming 2024-2025 Students

##### Yearly

Tuition*	\$28,136
Board (All Block Plans**)	\$5,624
Room (Double Occupancy***)	\$5,074
Activity Fee	\$360
Technology Fee****	\$600
<b>Total</b>	<b>\$39,794</b>

\*Tuition amount is for full-time students; i.e., those enrolled between 12 and 18 semester hours of coursework per semester.

\*\*The College offers four different Board Meal Plan options, ranging in cost between \$2,812 and \$2,828 per semester. See the Board section of the Catalog for the Block Plan options.

\*\*\*The Double Occupancy Room charge varies by Residence Hall, and ranges in cost between \$2,453 and \$2,874.50 per semester. See the Room section of the Catalog for specific room rates.

\*\*\*\*The Technology Fee for commuter students is \$325.

#### Tuition

Full-time Students (12-18 semester hours), per semester	\$14,068
Full-time Students, per semester hour above 18	\$665
Part-time Students (less than 12 hours), per semester hour	\$665
Unclassified Students, per semester hour	\$665
Senior Citizen Students (age 60 and older), per semester hour	\$75
Winter and Summer Courses, per semester hour	\$585

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 Board
 

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All full-time residential students are required to be on one of Eureka College's four meal plan offerings, which allow students to eat in the Dickinson Commons or the Burgoo. Residential students must specify on their housing contract which meal plan they prefer. If students fail to specify a plan, they will automatically receive Meal Plan A. Students have until the end of the day on Friday during the first week of classes each semester to change their option. No changes will be made after the first week. If residential students exhaust all of their meals before the semester ends, they have the option to purchase flex dollars. Students can add additional dollars to their meal card ID by logging on to <https://bit.ly/questeureka>. Students who need meal plan information should contact the Business Office at [businessoffice@eureka.edu](mailto:businessoffice@eureka.edu).

<b>Resident Meal Plans</b>	<b>Per Semester</b>	<b>Per Year</b>
Option A: 19 Meals/week + No Flex Dollars	\$2,828	\$5,656
Option B: Block 175 (Avg. of 12 meals/week) + \$75 in Flex	\$2,812	\$5,624
Option C: Block 150 (Avg. of 10 meals/week) + \$100 in Flex	\$2,812	\$5,624
Option D: Block 125 (Avg. of 8 meals/week) + \$150 in Flex	\$2,812	\$5,624

The average Eureka College student consumes 12 meals/week in on-campus dining locations.

A Block Plan involves a certain number of meals to spread throughout the semester. Block Plans give you the ability to provide meals for your friends/family without an additional cost when they visit. Block Plans also give you the ability to have multiple meals per meal period. The standard meal plan (Meal Plan Option A) cannot be used for anyone but yourself and provides one meal per meal period. Flex dollars can be used at the Commons or the Burgoo to purchase additional meals as well as retail items at the Burgoo.

Commuter students may choose between two meal plan options that may be purchased at any time from <https://bit.ly/questeureka>.

### **Commuter Meal Plans**

30 Block Plan: 30 meals + \$20 in Flex	\$180
10 Block Plan: 10 meals + No Flex Dollars	\$60

Meal Plan exemptions are rarely made, but can be reviewed if extenuating health issues exist. To apply for a Meal Plan exemption, please contact the Dean of Students. The

Dean of Students and Director of Dining Services will review your request, which must be made before the 15<sup>th</sup> day of class for the upcoming/current semester.

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Room

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	<b>Per Semester</b>	<b>Per Year</b>
Double room (with roommate) in Founders	\$2,453	\$4,906
Double room (with roommate) in Alumni	\$2,537	\$5,074
Double room (with roommate) in Arnold	\$2,874.50	\$5,749
Double room (with roommate) in Gunzenhauser	\$2,874.50	\$5,749
Single room in Founders	\$3,066	\$6,132
Single room in Alumni	\$3,171.50	\$6,343
Single room in Arnold	\$3,593	\$7,186
Single room in Gunzenhauser	\$3,593	\$7,186
Single room in Langston	\$3,812.50	\$7,625

All room requests and assignments are handled through the Office of Student Life. Requests for single rooms will be honored on a space available and Business Office approval basis.

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Dispute of Charges

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Any dispute of College charges is to be submitted in writing to the Eureka College Business Office prior to the due date of the bill. Please note, the student remains obligated to pay the items on the bill not in dispute, but does not have to pay any amount in dispute during the time the College is resolving the matter. If a dispute is not filed by the due date, the bill is final and the student is obligated to pay the entire amount.

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Other General Charges

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<b>Enrollment Deposit, New &amp; Readmitted Students</b> (non-refundable)	\$200
<b>Housing Deposit</b> (refundable for students who exit the College, graduate, and/or provide notice in writing prior to the start of the fall semester of an intent not to return after a specific semester; and have no outstanding balance with the Office of Student Life (e.g., health services, parking, residence hall damage, disciplinary fines, or other student services).	\$100
<b>Student Teaching Fee</b>	\$620 (estimate)
<b>Health Care Services, Student Co-Pay</b>	\$15
<b>Returned Check Fee</b>	\$30
<b>Course Participation Fee</b>	Various Amounts

Certain art, business, criminal justice, health, history, music, science, and theatre courses have additional fees charged. Please contact the Business Office for specific fee information.

**First Aid/CPR Fee** \$40

Required of all students who are enrolled in First Aid/CPR.

This fee is subject to change without notice.

**Auditing Course Fee** \$85/semester hr

Students who are not enrolled full-time who receive permission to audit courses are charged an audit fee per semester hour instead of paying tuition for the course.

**Transcript Fee** \$8.65/transcript

The National Student Clearinghouse ([www.studentclearinghouse.org](http://www.studentclearinghouse.org)) is authorized to provide transcript services to students and alumni. Mailed requests total \$8.65 per transcript and electronic requests total \$9.65 per transcript. The National Student Clearinghouse may charge additional fees dependent on the mode of delivery selected.

**Fraternity and Sorority Dues** Various Amounts

Students who belong to fraternities and sororities (membership is optional) assume responsibility for payment of dues, initiation fees, and other charges and fees.

**Textbooks & Course Supplies** Various Amounts

Students will automatically be enrolled in the Eureka College textbook solution with partner BNC Services to ensure they receive their course materials on the first day of class. Students have the option to opt-out of this program. The cost of textbooks, notebooks, course supplies and such needs varies from semester to semester, according to the course of instruction for which a student is registered. In many classes, field trips are regularly scheduled and are an integral part of the course. In those instances where the cost of these trips can be determined, students shall be required to pay an extra charge when they register for the course.

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## Insurance

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**Student Health Insurance** - All students (part-time or full-time) are required to show proof that they are covered under a basic health insurance plan by completing the required online steps at <https://studentcenter.uhcsr.com/eureka>. Those students who are not currently covered under a health insurance plan will be required to purchase insurance through the College that is being provided by UnitedHealthcare. Those students who do not waive the College insurance plan will be automatically enrolled and billed for insurance:

Fall and Spring Semesters (August 2024 to August 2025)	\$2,325
Spring Semester only (January 2025 to August 2025)	\$1,351

Once billed, the charge is irrevocable, per insurance-college agreement. Insurance rates are subject to change.

**Athletic Insurance** - Students competing in intercollegiate athletics are required to purchase athletic insurance specific to their individual sport regardless of current, personal, or College-provided insurance coverage. Athletic Insurance Estimate:

Football	\$500
Basketball, Soccer & Volleyball	\$330
All Other Sports	\$240

Insurance rates are subject to change.

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## CIC & TE Tuition Exchange Program

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This scholarship provides students who qualify and are selected for the CIC or TE Tuition Exchange Program/Scholarship with eight semesters maximum (less if a transfer student) of tuition-free enrollment, as long as the student remains in good academic standing and meets all other general College requirements (room & board and payment of fees, etc.). The scholarship does not cover summer session or study abroad. This award supersedes any other institutional awards.

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## Payment

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If a student's account becomes delinquent because payments are not made according to the College due dates listed below, the College has the right to collect the balance due including, but not limited to, turning the student's account over to collection agency and taking legal action to collect the balance due. Additionally, the College may prohibit the student from scheduling classes or housing for the following semester; withdraw students from courses for the following semester; and withhold the student's diploma until the balance is paid.

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### Payment Options

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Eureka College offers three payment options for students:

1. Pay in FULL: All tuition, fees, and other charges are due and payable in full by August 15 for the fall semester and January 15 for the spring semester.

2. **TWO Payment Plan:** Expenses may be paid in two equal installments during the semester (50% due August 15, and 50% due October 1 for fall semester; 50% due January 15, and 50% due March 1 for spring semester).
3. **Monthly Payments:** Eureka College offers a monthly payment plan for students who have either decided to pay for their education without the assistance of Financial Aid, or for those students whose education cost exceeds the amount in which Financial Aid can pay. This plan will be binding, and a hold can be applied to student accounts that fall delinquent if payments are missed. Payment options will consist of 4 month terms, 5 month terms, or 12 month terms if the student would like to combine Spring and Fall together. Once a student is registered for the upcoming academic year and has met with Financial Aid, they will need to make an appointment with the Student Account Coordinator to set up a new payment plan agreement if there is a balance due. While Eureka College does not offer automatic withdrawal options, students can work with their personal bank to set up automatic payments, as most banks should offer some sort of auto bill/pay procedure.

If students/families do not enroll in the monthly plan, Eureka College will automatically expect the TWO Payment option was chosen.

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## Payment Methods

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Payments may be made online through the financial tab on the student's Eureka College SONIS account when paying Eureka College directly, using a credit or debit card. Payments may also be made online at [eureka.edu/student-account-payments](http://eureka.edu/student-account-payments) or by mailing a check or money order to the Business Office, by calling the Business Office at 309-467-6312 with a credit or debit card, or in person by visiting the Business Office.

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## Finance Charges

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Finance charges are assessed to all student account balances greater than 30 days outstanding, except for students and families participating in the Nelnet Campus Commerce program whose payments are current. The annual rate is 12%, and a \$100 late fee is assessed at 7 days past due. The assessment will continue until the balance is paid in full.

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## Refund Calculation/Policy (Exit or Withdrawal)

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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. Refunds may or may not result in a student account credit that would lead to an eventual disbursement of funds 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 within 30 days of withdrawal.

Once a student has withdrawn from the College, student loans, scholarships, and grants will first be reviewed and attributed to the appropriate academic semester. The student's account will be adjusted accordingly. Refunds of direct charges will be computed and credited by the College Business Office within 30 days of notification of withdrawal. No separate refund request is necessary. All refunds will be by check and mailed to the address on record.

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### Withdrawal Refund Policy of Institutional Charges

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When a student 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. Withdrawal date is based upon the last day of class attendance.

Once the withdrawal date has been determined, the College will 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.

1. Any student who withdraws from the College prior to the deadline for dropping courses (the 10<sup>th</sup> class day of the semester) in any semester is not considered to have been enrolled for that semester and is therefore entitled to a 100% refund of tuition and fees along with the return of all the student's financial aid. \*Room and meal charges for the semester will be based on the actual period of residency on campus.
2. 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.
3. Any student who remains enrolled beyond the last day to drop a course (the 10<sup>th</sup> class day of semester), but withdraws prior to completing 60% of the semester is entitled to a partial refund of that semester's direct costs (for tuition, course fees, room, and board). Indirect costs such as fines, athletic insurance, college insurance, activity and technology fees, book charges, etc. will not be refunded and will be incurred at 100%. If a student remains on campus beyond their withdraw date, the student will be assessed room and meal costs based on actual period of residency on campus and not the withdraw date of courses.

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### Official Withdrawal

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For a student to be considered officially withdrawn, the student must contact the Registrar's Office and process an Exit Interview. Withdrawal date is based upon date the

Registrar's Office is notified of the withdrawal. Failure to complete these procedures will result in grades of "F" for all courses not completed and may result in the forfeiture of any refund of fees otherwise due.

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### Unofficial Withdrawal

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An unofficial withdrawal is one in which the student fails to follow the Exit Interview process. A student is considered unofficially withdrawn if he or she stops attending classes and does not provide official notification to the College, and thus receives grades of "F" for all courses. In this case, the Registrar will work with the instructors to determine the last day of class attendance or other academic activity to determine the withdrawal date.

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## **1098-T IRS Tuition Statement**

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Eureka College is required by the Internal Revenue Service to provide every student with a 1098-T tuition statement. This statement provides the student with information regarding qualified tuition and related expenses that will assist with individual tax preparation. The form is made available to current students via their SONIS account in late January. If a current student cannot access their SONIS account or is unable to print the 1098-T document, a copy can be obtained from the Business Office. For non-current students, the 1098-T will be mailed to the address on file with the College.

## SCHOLARSHIPS AND FINANCIAL AID

The mission of the Financial Aid Office is to serve the students, parents, staff, faculty, and administration in an efficient, courteous manner with dedication to understanding the Rules and Regulations governing the Financial Aid Process. While most financial assistance offered by Eureka College is based on merit, there are some federal and state programs which address need. Our low tuition maximizes institutional scholarships and grants of all types which may not exceed full tuition. Institutional Eureka College aid is awarded to full-time students only (12 or more credit hours per semester).

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### Applying for Assistance

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To maximize financial aid opportunities and to be considered for federal and state aid, each applicant/student is encouraged to file a Free Application for Federal Student Aid (FAFSA<sup>®</sup>) form each year, which is available online at <https://studentaid.gov/h/apply-for-aid/fafsa>. Upon receipt of the FAFSA<sup>®</sup>, if the student is already admitted, a financial aid package will be prepared and emailed.

The FAFSA<sup>®</sup> should be filed as early as possible after October 1 of the year before the student intends to enroll in college. For example, if the student intends to enter college in August 2025, they should complete the 2025-2026 FAFSA<sup>®</sup> on October 1, 2024.

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### Eureka College Scholarships, Grants and Awards

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For 165 years, Eureka College has been committed to making quality higher education available to students regardless of their financial circumstances. To further assist its students, Eureka uses its own funds each year to make available many scholarships, fellowships, awards and grants to incoming first year and transfer students. This institutional financial assistance is available on the basis of merit and need. These forms of financial assistance are all in addition to the extensive system of state and federal financial aid programs. As a result of these various programs, 100 percent of Eureka College students receive some form of financial assistance.

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## First Year and Transfer Student Scholarships

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First Year and Transfer student scholarships are awarded at the time of admission and are renewable each year as long as a student remains at a full-time enrollment and residency status.

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### Ronald W. Reagan Leadership Program

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This is a four-year scholarship, up to full-tuition, and is awarded to up to four entering first-year students. Recipients must maintain a cumulative GPA of 3.0 to retain the scholarship. Selection to the Reagan Program is based on leadership potential, commitment to service and academic achievement. Reagan Fellows are required to live on campus and are further required to fully participate in all aspects of the Reagan Leadership Program. This includes leadership seminars, two summer mentorships and other special activities. Reagan Fellows are required to enroll in LDR015, Leadership Colloquium, for each fall/spring semester they are enrolled at the college and taking classes on campus. A separate application, available at our website, is required for the Reagan Leadership Program. Additional information on the application procedures and other matters relating to the Reagan Program should be specifically requested from Eureka College. Minimum academic requirements for eligibility are: 3.3/4.0 High School GPA with 2-3 years of English, Science, Math, Social Science/Civic courses and Music, Art, Theater or Foreign language courses on your high school transcript.

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### Disciples Leadership Program

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This grant is awarded to one first-time freshmen students each year. Scholarships are up to full tuition and are renewable for up to three years provided recipients maintain a cumulative GPA of 3.3. Minimum academic requirements for eligibility are: 3.3/4.0 High School GPA with 2-3 years of English, Science, Math, Social Science/Civic courses and Music, Art, Theater or Foreign language courses on your high school transcript. Selection is based on academic achievement, service, and leadership. Candidates must be active members of the Christian Church (Disciples of Christ) and demonstrate a commitment to explore a life of faith-based servant leadership in college. Candidates considering graduate seminary and ordained ministry are encouraged to apply. However, consideration will be given to non-traditional or lay ministry, and any career path the student is faithfully discerning as a vocation of service. Selection is not based on a particular field of study, but a minor in Philosophy and Religion is required. Disciples of Christ Leadership Program Fellows are required to enroll in LDR015, Leadership Colloquium, for each fall/spring semester they are enrolled at the college and taking classes on campus.

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The Uniquely Eureka Promise Program.

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Eureka College is committed to our State of Illinois. The Uniquely Eureka Promise assists students who reside in Illinois in a financial need, who have proven themselves successfully academically, in earning their bachelor’s degrees. Student applicants must meet the requirements of the program in order to receive the Eureka Promise Grant. Once awarded, the Promise Grant is renewable as long as the student maintains full-time enrollment and maintains financial eligibility.

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## Admission Scholarships and Grants

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First Year and Transfer student scholarships are awarded at the time of admission and are renewable each year as long as a student remains at a full-time enrollment and same living status. The following scholarships and grants are available to qualified First Year and Transfer Students:

### **Eureka Scholars Award**

**based on academic achievement/student (renewable)**

High School GPA and/or transferable credit hour achievement are used to calculate the amount of the Eureka Scholars Scholarship. The Eureka Scholars Scholarship is renewable provided the recipient maintains full-time enrollment status.

### **Uniquely Eureka Award**

**based on academic achievement/student (renewable)**

Awarded to all incoming first year students (First Year or Transfer) who meet the requirements for admission. The Uniquely Eureka Award amounts are based on the student’s final high school and/or transfer GPA and it is renewable provided the recipient maintains full-time enrollment status.

### **Eureka Living Grants**

**\$2,500 Residential (living on campus) or \$1,000 Commuter (living off campus) (renewable)**

Grants vary depending on the living arrangement of residential (on campus) or commuter (off campus) and is renewable provided the recipient maintains the same living status and full-time enrollment.

### **Eureka Opportunity Grant**

**based on academic achievement/student (renewable)**

The Eureka Opportunity Grant is awarded based on the student’s final high school and/or transfer GPA. This grant is renewable provided the recipient maintains full-time enrollment status.

**Eureka Out-of-State Grant**

**non-Illinois residency  
FAFSA®/student (renewable)**

Filing of the Free Application for Federal Student Aid (FAFSA®) is used to determine the amount of the Out-of-State Grant. This grant is renewable provided the recipient maintains full-time enrollment status.

**Family Grant**

**\$500/student (renewable)**

This grant is available to a family with 2 or more dependent siblings or a parent and dependent child concurrently enrolled full-time. This grant is renewable provided the recipient maintains full-time enrollment status.

**Legacy Grant**

**\$1,000 (renewable)**

This grant is available to a student if their parent or grandparent graduated from Eureka College. This grant is renewable provided the recipient maintains full-time enrollment status.

**Christian Church (Disciples of Christ) Grants**

**\$500 (each/renewable)**

These grants are available to students who: (1) have a parent who is a Disciples of Christ minister, or (2) are active youth leaders in the regional or general assemblies of the Church. These grants are renewable provided the recipient maintains full-time enrollment status.

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## **Maximum Awards**

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Institutional assistance awarded by Eureka College will cover educational expenses up to tuition and is awarded to full-time students only. Eureka Scholarships may be combined with other outside scholarships, but in cases where the outside scholarship must be used for tuition, the Eureka Scholarship will be adjusted to ensure that the amount of financial assistance does not exceed an amount equivalent to full tuition. Types of financial aid that may be utilized to cover room, board, and other expenses beyond tuition include the Pell Grant, Federal Direct Student Loans (formerly Stafford Loans), and privately awarded scholarships such as the National Merit Scholarships, American Legion Awards, and corporate employee scholarships. Students may wish to investigate the availability and applicability of other scholarships.

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## **Experiential Learning Grant**

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As part of the Uniquely Eureka Advantage, Experiential Learning Grants are awarded to facilitate student access to learning that goes beyond the classroom. Such learning

might include field study, archival research, lab work, immersive language learning, cultural immersion, knowledge-building service projects, and more. Each eligible student has access to up to \$2,000 (up to \$2,500 for students in the Honors Program). These funds can be used all at once on one experience, or students may elect to use part of the grant for one experience and then use the remaining money for a second experience.

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### Student Eligibility

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All Eureka College students who meet the following conditions are eligible for the Experiential Learning Grant. An eligible student must:

1. Have completed 45 credit hours and at least one semester at Eureka College. Or, grant funds may be used for Eureka College faculty-led travel courses if the student has completed at least 24 credit hours and two semesters at Eureka College, but does not yet meet the 45 credit hours.
2. Be continuously enrolled at Eureka College.
3. Have earned a cumulative GPA of 2.25 and have earned at least 66.667% of the semester hours attempted after each semester of enrollment.
4. Be in good disciplinary standing with the College.
5. Be in good financial standing with the College with no financial holds on student account.
6. Have articulated a clear plan and budget for the use of grant monies. (For further information, see relevant sections of the Eureka College Student Handbook and Eureka College Faculty Handbook, which outline the application, evaluation, and approval processes for the Experiential Learning Grants).

Reagan Scholars receive a stipend as part of their scholarship package and therefore are not eligible for the Experiential Learning Grants.

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### Principles Governing the Types of Experiences that are Eligible for Funding

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Eureka College values educational experiences that both connect with and go beyond traditional classroom learning. To be funded with money from the Experiential Learning Grant, experiences should do the following:

1. Push students to engage with the world beyond Eureka College (or engage with a local community in ways that show it to them anew).
2. Allow students to leave the campus (physically and/or intellectually) and return with a broadened, curious perspective.

3. Develop knowledge that pertains to a specific field of study **and** helps students make connections between their discipline(s) and a broader community.
4. Foster intellectual risk-taking.
5. Build students' capacity to learn outside of institutional settings.
6. Further the core values of the College.<sup>1</sup>

Projects that clearly promote the outcomes articulated above should be prioritized for funding. In keeping with these desired outcomes, the following experiences will be prioritized:

- Study abroad experiences.
- Faculty-led courses with an experiential learning component that goes beyond what may be accomplished on the College campus.
- Research experiences (inclusive of funds for research materials) that have a faculty sponsor at Eureka College and/or another accredited institution of higher learning.<sup>2</sup>
- Other experiences that are not already available at Eureka College, and which significantly enhance experiences available at Eureka.<sup>3</sup>

Eureka College recognizes that many students have significant financial barriers impeding access to educational experiences that take them beyond traditional classroom settings. In light of this, the Experiential Learning Grants may be used to reduce or diminish these barriers. Thus, funds can be used on a wide range of items that are necessary to complete an experience. This means that research materials, travel expenses, necessary attire, and more may be covered for approved experiences.

(For further information about how to apply to use grant monies, see the relevant section of the Eureka College Student Handbook. For further information about the procedures for evaluating and approving applications to use grant monies, see the relevant section of the Eureka College Faculty Handbook.)

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<sup>1</sup> These include dedication to 1) learning, 2) service, 3) servant leadership, 4) integrity, 5) sense of community and mutual respect, 6) diversity, 7) data-informed decision-making, 8) communication, 9) stewardship and sustainability.

<sup>2</sup> All student-designed projects – including those that request funding for materials – must demonstrate a commitment to putting the results into broader circulation, whether through attending a conference, seeking feedback from people at another institution, publishing work, or presenting results in a public forum. The application for funding will require students to articulate a clear plan for communicating their project to a broader community and/or leveraging it to serve a broader community.

<sup>3</sup> This “other” category is loosely defined and is intended to encourage student initiative. However, successful applications for funding will include a well-planned, coherent experience that 1) engages a student with a community beyond the immediate Eureka College community, 2) supports the core values of the College, 3) is deemed by faculty to promote concrete student-learning outcomes.

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## Study Abroad Funding

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Eureka College offers several funding opportunities to support student international travel for academic purposes. Grants and scholarships are awarded annually according to the following guidelines. Interested students should contact the International Studies Coordinator.

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### Straw International Study and Mission Fund

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Scholarships from the Straw Fund can be used to offset program and travel-related costs for international credit-bearing coursework or international mission/service-learning trips. Multiple Straw scholarships of up to \$4,000 are issued annually. The amount of each award is determined by overall demand and individual student need. Full-time Eureka College students with a minimum GPA of 3.00 are eligible to receive scholarships from the Straw Fund. Students must also be in good financial and disciplinary standing with the College. Proposed travel cannot occur in the student's first semester at Eureka College or after the student has graduated. If you intend to travel during the spring semester you should submit your application for the Straw scholarship by October 1 of the previous fall. If you intend to travel during summer or fall you should submit your application for the Straw scholarship by March 1 of the previous spring.

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### Colorado International Scholarship for Study Abroad

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The Colorado Scholarship can be used to offset program and travel-related costs for international credit-bearing coursework that emphasizes second language study. One award of approximately \$4,000 is issued annually. Preference will be given to applicants planning to study Spanish. Full-time Eureka College students with a minimum GPA of 2.50 are eligible for the Colorado Scholarship. Students must also be in good financial and disciplinary standing with the College. Students must have earned a minimum of 30 credit hours to apply, and travel must occur before graduation. Applications are accepted during the spring semester (by March 1) for travel the following fall, summer, or spring.

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## Need Based and Other Assistance

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Applicants are encouraged to apply for any outside scholarships, grants, and awards available to them. Sources to consider would include community groups, foundations, or businesses. By filing the Free Application for Federal Student Aid (FAFSA®), students

will be considered for all federal and state need and non-need based aid. Students may stack outside awards to cover tuition, room, and board.

### **Illinois State Monetary Awards**

Illinois students attending Illinois colleges may apply for the Illinois Monetary Award Program (MAP). Students must complete the FAFSA® (Free Application for Federal Student Aid) to determine if they are eligible. MAP awards are limited to tuition charges.

The Retention of Illinois Students & Equity (RISE) Act allows eligible undocumented students and transgender students who are disqualified from federal financial aid to apply for all forms of state financial aid. The Alternative Application for Illinois Financial Aid provides a pathway for these qualified students to apply for Monetary Award Program (MAP) grants, the state's largest need-based grant program for low-income college students.

### **Pell Grants**

Students must complete the FAFSA® to determine if they are eligible for the Pell Grant. Pell Grants are awarded to students who have a financial need as determined by the U.S. Department of Education. Pell Grants can be used to cover room, board, and other expenses beyond tuition.

### **Supplemental Educational Opportunity Grant**

This grant is awarded by the College from funds provided by the Federal government. Eligibility is based on financial need and the availability of funds.

### **Veterans Benefits**

Veterans who qualify for benefits for educational expenses may receive those benefits while enrolled at Eureka College. A veteran planning to enroll at Eureka College should contact the Financial Aid Office to begin procedures for obtaining benefits.

Beginning August 1, 2019, and despite any policy to the contrary, Eureka College will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill®<sup>4</sup> (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;

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<sup>4</sup> GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

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

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## Student Employment

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Eureka College offers part-time employment opportunities for our students. There are a finite number of positions available, and Eureka College wishes to expand these opportunities across the greatest number of eligible students. Students may also apply for jobs on campus with Quest Food Management Systems.

The requirements of the work schedule of the College do not guarantee a particular type of position to any student. The student must initiate a request for a job interview through the Director of Human Resources. Paychecks are distributed every two weeks for hours actually worked.

Students must complete an I-9 form, State and Federal W-4 forms, and have proper identification to be employed at the College.

**Federal Work-Study Program** – To be employed under this program (funded by the Federal government), students must have a copy of their FAFSA® on file with Eureka College. A work study award does not guarantee availability of a job or that the student will earn the total award. Paychecks are distributed every two weeks for hours actually worked.

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## Loan Funds

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**Federal Direct Subsidized Loan** (FAFSA® needed) - This is a low interest loan from which a student may borrow up to specific amounts based on their year in college and based on financial need. No interest accumulates on this loan while the student is enrolled, and borrowers are given six months after they graduate or drop below half-time status before they begin repayment. Payments are based on the repayment plan selected by

the student.

**Federal Direct Unsubsidized Loan** (FAFSA® needed) – This is a low interest loan that provides additional loan funding to students who do not qualify for a full subsidized loan or who need additional loan funding. The difference between the subsidized and unsubsidized loans is that an unsubsidized loan accrues interest while the student is in school. The student can make interest payments while in school to avoid capitalization of interest and to lower the overall repayment debt. Borrowers are given six months after they graduate or drop below half-time status before they begin repayment. Payments are based on the repayment plan selected by the student.

**Federal Parent Loan for Undergraduate Students (PLUS Loan)** (FAFSA® needed) – Parents may borrow money to pay their share of the student’s college expenses through a low interest PLUS loan. The amount of the loan cannot exceed the total cost of attendance minus the amount of financial aid received by the student.

**Private/Alternative Education Loans** – Parents and students may borrow from various private lender programs up to the cost of attendance minus the amount of financial aid received by the student. These loans are certified through the Financial Aid Office. Most traditional age students will be required to secure a cosigner.

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## CAMPUS LIFE

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At Eureka College, education is a total experience of living and learning, combining academic responsibilities with programs outside the classroom. The College community is dedicated to providing quality growth experiences which enhance the development of the student as an informed, contributing member of society. Many activities outside the classroom are available at Eureka, and students are encouraged to participate in those which will best complement their educational experiences.

Eureka College assumes the mature and responsible citizenship of its students. The College believes this citizenship is best realized through personal freedom of each individual, as well as the community building efforts of students, faculty and staff. College standards recognize that duties and responsibilities go with freedom to ensure that rights of the College and those of students thrive in an environment of learning and personal growth. Students assume an obligation to conduct themselves in a manner compatible with the purpose and principles of the College. Student behavior should be such that concern for other persons is displayed. At a minimal level this means that no conduct on the part of any individual or group should cause harm to others or seriously inconvenience others. At a more mature level, the principle of concern for others means thoughtful and helpful behavior toward other persons. In any community setting, it is necessary to agree on boundaries within which individual behavior is acceptable.

General regulations governing student life are found in the Student Handbook. Enrollment at Eureka College is considered an implicit declaration of acceptance on the part of the student of College regulations, both academic and social. College regulations support local, state and federal laws and are in compliance with the Drug-Free Community and Schools Act of 1989, the Drug-Free Workplace Act of 1988, and the Campus Security Act of 1990.

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### Office of Student Life

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The mission of the Office of Student Life (OSL) supports Eureka College's mission of excellence in learning, service, and leadership by providing co-curricular educational opportunities for the student body. Through working in collaboration with various campus departments, we provide services, support, and programs which positively impact retention and create environments and experiences that support diversity and the ideals on which Eureka was founded. OSL works with students to achieve the

desired outcomes of individual growth, leadership development, civic engagement, and academic, personal, and professional success.

The Office of Student Life includes the following areas:

- Alcohol and other Drug Education
- The Cerf Center
- Clubs & Organizations
- First Generation Initiative
- Greek Life
- Health and Wellness Services
- Housing and Residence Life
- Inclusive Excellence
- New Student Orientation
- Service Opportunities
- Student Programs and Events

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## Title IX

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Title IX of the Education Amendments of 1972 states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The sexual discrimination umbrella includes: sexual assault, sexual misconduct, and sexual harassment that infringes on the rights of others, violates the standards of acceptable behavior at Eureka College, or may be illegal in the State of Illinois. Eureka College expects all members of the College community and their guests to conduct themselves in a responsible manner, showing respect for others and for the community. Eureka College is subject to, abides by, and supports Illinois statutes and local ordinances regarding criminal sexual assault and sexual contact.

Students, staff, faculty, volunteers, or guests who have been sexually assaulted, who have witnessed sexual assault, or who have information about a sexual assault are required to report, within 24 hours, the information to the College’s Title IX Coordinator and are urged to report it to the Eureka City Police Department.

Persons who wish to report any form of sex discrimination may contact the College’s Title IX Coordinator. The Title IX Coordinator can assist with all aspects of the reporting procedure and will conduct an investigation into a complaint. Contact the Title IX Coordinator at [Title9@eureka.edu](mailto:Title9@eureka.edu).

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## The Cerf Center

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The Donald B. Cerf Center serves as the community center for all members of the Eureka College community, including students, faculty, staff, alumni, and guests. The Center supports the mission of the College by providing learning, service, and leadership opportunities through student involvement in committees, organizations and programs, student employment, and is considered a regional conference center. The Cerf Center houses Becker Auditorium, the “Burgoo” (the campus snack bar), the College Bookstore, and the Ronald W. Reagan Museum. We strive to provide the services, conveniences, and amenities which are needed in daily campus life and serve as a point of identification reflecting the spirit, traditions, and history of Eureka College.

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## First Generation Initiative

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Students who are the first in their family to attend and complete a four-year degree have the opportunity to enhance their educational experience by participating in a comprehensive First Generation Initiative. The Initiative is designed to provide the mentoring, services, and resources to assist students in being successful at Eureka College and beyond. This is a FREE offering for those who meet the criteria to participate. More than 46% of Eureka College students are first generation. Our records indicate that those who actively participate in the initiative do better academically and realize graduation outcomes.

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## Greek Life

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Eureka College has five organizations that make up the Greek community. Three of these organizations are recognized nationally, which means they have multiple chapters represented across the nation at various colleges and universities, including their chapter at Eureka College. Two organizations are local chapters which mean they were founded at Eureka College and are represented only at EC.

The Greek organizations are made up of two fraternities: Lambda Chi Alpha and Tau Kappa Epsilon, and three sororities: Delta Delta Pi, Delta Zeta, and Phi Omega. Residential students who choose to join a Greek organization are required to live with their designated Greek organization if they have designated campus housing options, beginning the fall semester following their initiation.

Fraternity and Sorority Recruitment occurs twice per year, once at the beginning of the fall semester for upperclass and transfer students, and once at the beginning of the spring semester for first-year, upperclass, and transfer students.

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## Health and Wellness Services

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**Health Services** – A local contract with Carle Eureka Hospital enables students to be seen by a physician on a limited basis. When necessary, referrals are made to local physicians. Each student must, upon enrollment at Eureka College, submit a detailed health history form for purposes of maintaining accurate medical records. This health history form is required prior to first registration at the College. In accordance with Illinois State law and College policy, students are required to have specific immunizations before enrollment.

Eureka College contracts with Carle Eureka Hospital for health clinic services available year round. All enrolled students may use the clinic at Carle Eureka Hospital, as long as x-rays and extensive lab work are not needed. There will be a co-pay fee charged to the student's account through the Business Office for each visit to the clinic. The co-pay for the 2024-25 academic year is \$15.

**Insurance** – Although Eureka College provides health services through a contract with Carle Hospital, medical costs beyond contracted services are the responsibility of the student. Because current health care costs in some cases may be expensive, the College requires that all students show proof of insurance coverage prior to matriculation or accept the College's approved insurance plan. Students competing in intercollegiate athletics are required to purchase athletic insurance specific to their individual sport regardless of current personal insurance coverage.

**College Chaplain and Ombudsperson** – The Chaplain serves as the College Ombudsperson as well as a counselor to students on a wide range of issues, from personal to spiritual. In addition, the Chaplain (an ordained minister of the Christian Church (Disciples of Christ)) works closely with campus religious groups, conducts periodic ecumenical religious services and promotes unity through service.

**Personal Counseling** – In addition to staff members who have counseling backgrounds, Eureka College contracts Trillium Place to provide counseling services for students. Counseling services are provided to both residential and commuter students (free of charge up to 6 sessions). The services begin during the first week of classes in August and end during final exams in May. Counselors are on hand to discuss a variety of issues: depression, stress, family problems, alcohol and other drug issues, anxiety, relationships, eating disorders, etc. Sometimes it simply helps to talk to someone who

is removed from the situation. The service is completely confidential. The College doesn't know who is using the service. Trillium Place will meet with students in a private location on campus. Call Trillium Place at (888) 311-0321 to set up an appointment. Identify yourself as a Eureka College student.

**Disability Support Services** – In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, Eureka College provides reasonable accommodation to any individual who advises the College of a disability. If you have a physical, psychological or learning disability that requires accommodation, you must register with the College's Disability Support Services and submit a written request accompanied by a physician's report that documents in detail the required accommodation. This information must be submitted one month prior to the start of classes. Information pertaining to an individual's disability will remain confidential and will only be used to provide the individual with reasonable accommodation.

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## Housing & Residence Life

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Choosing to live on campus may be one of the best decisions a student can make as we strongly believe that the "out of classroom" learning experience is a significant part of a college education. We highly recommend that all students take advantage of this incredible opportunity. Residence halls are more than just dorms or places to eat and sleep. Living on campus provides great opportunities for students to develop meaningful friendships and get involved with campus programming, organizations, and the overall college community.

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### Mission Statement

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The Housing and Residence Life Department provides a safe, supportive, and comfortable living and learning environment that supports the mission of Eureka College. The Residence Life Staff maintains a high standard of commitment and service in order to meet the diverse needs of our residents. We work in collaboration with other campus educators to create a greater sense of community and atmosphere of tolerance, appreciation, and respect. Through co-curricular programming, residents are empowered to achieve maximum success in academics, leadership, and campus and community involvement.

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### Living on Campus: Is It Required?

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Eureka College requires that all full-time students live in the residence halls on campus unless approval is granted by the Director of Housing Operations or the Dean of

Students. Students who are granted exemptions from living on campus meet one or more of the following criteria:

1. Commute from a parent's primary residence (within a 30-mile address-to-address distance from Eureka College). <https://maps.google.com/> is our official tool to compute distance using 300 E. College Ave; Eureka, IL 61530 as the campus address
2. Commute from a parent's primary residence (if they are an incoming first-year who just graduated from a high school within a 30-mile radius (see our website for list of high schools in our approved radius))
3. Have already received a bachelor's degree
4. Entering 5th year of college with senior status
5. 23 years old before the semester begins
6. Married and/or have dependent children living with them
7. Hold a full-time internship or student teaching position off campus
8. Incoming transfer student who has lived independently from their parents for at least 12 months (must attach a copy of a lease and/or other documentation)

Students who feel they qualify to live off campus may apply for "commuter" status by filling out an Off Campus Housing Request Form (available on the Residence Life website or in the Office of Student Life) and returning it to the Office of Student Life in the Cerf Center.

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## **New Student Orientation**

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A program has been developed to assist students in making the transition to college life. The first phase (New Student Orientation), held during the summer, provides an opportunity for enrollment in courses for the upcoming academic year, as well as various sessions introducing students and parents to academics, residence life, campus safety, finances, service and leadership opportunities, and athletics. Orientation is also designed to begin to foster relationships between new students and their peers, faculty, staff, and Orientation Leaders. The second phase (Welcome Week), held prior to the beginning of the fall semester, is an opportunity to connect new students with faculty members and fellow classmates and assist the students with learning the culture and values of Eureka College. Students meet with faculty advisors in small groups, discussing coursework, academic skills, and other academic challenges. Welcome Week is required of all new students.

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## Service Opportunities

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Eureka College students have many opportunities to be engaged in service experiences during their college careers. All students in the Justice and Civic Responsibility 10 Essential course ECC101 are involved in a service-learning project as part of the class experience. Several student organizations also participate in community service and sponsor various programs including Spring Break mission trips and days of service.

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## Student Programs and Events

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The Office of Student Life at Eureka College strives to promote co-curricular involvement in the areas of organizations and activities. We encourage personal development socially, interpersonally, and morally through student engagement and service, leadership, and learning initiatives. By providing programming, activities, and resources, we foster an environment to aid in the growth of the holistic student and world citizen.

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### Student Activities and Organizations

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Student activities and organizations provide opportunities for students to grow both socially and academically. Activities and organizations allow students to utilize academic theories and concepts outside the classroom. Through these opportunities, students are allowed to develop and hone their leadership skills, as well as appreciate the value of teamwork and cooperation. Eureka College offers a wide range of activities for students. Additional information about organizations/programs can be found in the Eureka College Student Handbook.

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## Student Disciplinary Policy

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Eureka College students are expected to adhere to all established rules of social conduct and good citizenship as outlined in the Eureka College Student Handbook which can be accessed online via the College website or in print through the Office of Student Life.

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## Additional Student Services

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The College is committed to assisting the personal growth of each student with a program of student services designed to complement the educational process.

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### Athletics

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Many opportunities exist for participation in intercollegiate sports for both men and women. The College competes on the intercollegiate level as a Division III member of the National Collegiate Athletic Association (NCAA), affiliated with the St. Louis Intercollegiate Athletic Conference and the Northern Athletics Collegiate Conference. Men participate in cross country, football, soccer, basketball, wrestling, baseball, golf, and track, while women participate in cross country, soccer, volleyball, basketball, wrestling, golf, softball, and track.

The intercollegiate athletic program functions as an integral part of Eureka College and the community while providing the opportunity for maximum participation in a comprehensive NCAA Division III athletic program. Special attention will be given to the student-athlete's ability to be successful academically, athletically, and socially while maintaining the integrity of Eureka College. Furthermore, Eureka College athletics and coaches will support the overall mission of the College by being active educational practitioners and promoting lifetime wellness among student-athletes. This program will focus on the student-athlete as a whole person, helping them reach their maximum potential both on and off the field. The athletic department will provide these individuals the resources needed to realize their full potential in six areas of development:

- Commitment to academic development
- Commitment to athletic development
- Commitment to career development
- Commitment to personal development
- Commitment to community service
- Commitment to leadership development

The Cheerleading squad and the dance team help generate enthusiasm for the various athletic events. Students competing in intercollegiate athletics are required to purchase athletic insurance specific to their individual sport regardless of current, personal, or College-provided insurance coverage.

Intercollegiate athletes can receive one semester hour of credit for only one full season of participation in each sport. Athletes may participate in and receive credit for multiple

sports. Seasons of for-credit participation are documented with an ATH course number at the 100-level. Seasons of participation for no credit are also documented on the transcript, with an ATH course number below the 100-level. Pass/Fail.

Students who wish to represent Eureka College in Intercollegiate Athletics must comply with the rules and regulations of the National Collegiate Athletic Association (NCAA).

**Intramurals** – A program of intramural sports throughout the academic year supplements intercollegiate competition and provides an opportunity for sports participation for a large portion of the student body. Residence halls and social organizations field teams in such diverse sports as flag football, basketball, volleyball, softball, badminton, bowling, golf, and tennis. Student representatives from the various living groups play a key role in the planning and implementation of the intramural program.

**Recreation** – The Bonati Fitness Center is designated for the use of the entire Eureka College community. When not in use for intercollegiate sports or other special College events, Reagan Physical Education Center is open at designated times for open recreation. Student supervisors are available during those times for general oversight, equipment checkout, and for the operation of tournaments or other special events.

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## Campus Safety

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**Campus Police** – During the academic year, Eureka College provides a full-time campus police officer throughout the week and will coordinate services for the weeknights and weekends as needed. We also partner with the City of Eureka Police Department and the Woodford County Sheriff's Office when additional assistance is needed.

During the fall and spring semesters, Campus Police may be reached at 309-467-6408 and Woodford County Dispatch may be reached by calling 309-467-2375 (non-emergency) or 911 for emergency situations.

For additional Campus Police information, please contact Loren Marion, Director of Campus Safety and Security/Campus Police at [lm Marion@eureka.edu](mailto:lm Marion@eureka.edu) or by phone at 309-467-6408.

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## Career Services

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The Eureka College Office of Career Services embraces the premise that education is a lifelong process that enhances career potential, broadens intellectual horizons, and enriches life. Career Services is committed to providing students and alumni of Eureka

College with the best available resources to prepare for and find employment in today's world. We guide students by providing a variety of resources such as access to career fairs, career development workshops, community service and volunteer opportunities, graduate and professional schools assistance, online career, job and internship search resources, alumni mentoring, résumé and interview preparation tools and personal career advisement. We accomplish this by collaborating with campus and community partners to connect current students and alumni with a variety of online and on-campus resources to achieve meaningful careers over their lifetimes.

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### Red Devil Depot/The College Bookstore

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The Bookstore is college-owned and located in the Cerf Center. Our purpose is to provide students with the required materials needed for their courses by the first day of class. Eureka College partners with MBS Direct (Barnes & Noble College) to provide course materials. Students login with their student ID to view scheduled course materials. We offer multiple purchasing options of new, used, e-books, rental, and marketplace all from one site, as well as multiple payment options including PayPal, credit card, or charging to your student account. Books are bundled and shipped free to the Bookstore for pick-up. Students must purchase on our site, opt out of our program, or choose to do nothing to have their books auto-ordered on their student account. Book buyback is also provided at the end of fall and spring semesters with guaranteed pricing shown at the time of purchase.

For course materials, please visit <https://bncvirtual.com/eureka>

The Eureka College Bookstore is the best source for students, faculty, and staff, as well as alumni and families to purchase EC gifts and apparel. Bookstore hours are Monday through Friday from 9:00am – 3:00pm and an hour before all home football games. The store is closed during all breaks. Apparel and gift items are also available at [www.shopecgear.com](http://www.shopecgear.com). Contact the Bookstore at 309-467-6426 or email [bookstore@eureka.edu](mailto:bookstore@eureka.edu).

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### Information Technology Services

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The Eureka College Network consists of a local area network with a dedicated connection to the Internet. The campus network provides Internet access for students, faculty, and staff. All residence halls have Wi-Fi and some have wired network ports. Students are encouraged to bring their own computers to connect to the campus network from their rooms.

One computer lab in Sanders Hall is available for student use. Walk-up computer stations are available in Melick library, Burgess Hall, Burgoo and Harrod Lounge. All walkups are connected to the campus network and to the Internet. General productivity software is available on lab computers for students. The B204, physics lab, and Design lab computers are available for students enrolled in courses that utilize those labs.

All students receive network, e-mail, and other accounts when they enroll at Eureka College. The e-mail account assigned by the College will be used for all official communications. A secure web portal (SONIS) is available for students for most academic-related activities such as course registrations, class schedules, and billing.

Students are encouraged to be familiar with current IT Policies. Use of assigned campus accounts constitutes acceptance of these policies. These IT Policies are available on the campus website as well as in the Student Handbook. Students may obtain additional information about discounted software, hardware, and other IT-related services available on campus from the IT Services staff.

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### The Learning Center

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The Eureka College Learning Center provides academic support services for students and faculty. The Center offers the following services: Writing Center, Math Lab, professional or peer tutoring in most subject areas, exam proctoring services, one-on-one academic support consultation, and various study skills and time management seminars throughout the academic year. Typically, students who struggle to master particular subjects use the Learning Center equally with students who intend to maximize their academic success. The Center, located on the first floor of Burgess Hall, offers students a mini-computer lab and a quiet study area.

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### Melick Library

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Melick Library was dedicated by Governor of California, Ronald Reagan, in 1967 and was named after key donors Wesley and Clinton F. Melick. It is a valuable and vital resource for the College Community. As the intellectual center of the campus, it is an ideal space for research, private study, and group discussion and is valued for its physical and online collections. A librarian provides formal and informal Reference and Information Literacy instruction on the research process, including finding and evaluating all types of resources. The library is also home to a computer lab, a classroom, and the multi-purpose Gammon Room – a quiet study space which can be transformed into the ideal venue for Honors and capstone presentations, as well as other programs in support of the academic mission of the College. Melick Library is also home to the Mark R. Shenkman Reagan Research Center and College Archives.

Melick Library's physical holdings consist of over 80,000 circulating books, as well as a multimedia collection of CDs and DVDs. The library also provides access to a growing number of ebooks and audiobooks available through the online catalog and browsable directly through Overdrive, Axis360, and other ebook platforms. The library also subscribes to Academic Video Online, a streaming educational video service which provides access to over 62,000 titles. In addition, the library is the electronic portal to numerous licensed article databases, such as EBSCOhost, Project Muse, NexisUni, and JSTOR, which provide 24/7 access to over 30,000 periodicals containing full-text and indexed articles. The library possesses a robust Interlibrary Loan department which can locate and provide articles and physical materials to patrons generally within 1-3 business days. Through the I-Share catalog borrowing program, students and faculty also enjoy privileged access to over 36 million items held at 90 academic libraries statewide, including the University of Illinois system, Illinois State University, Bradley University, and others.

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## Parking

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Eureka College has parking to accommodate all students, faculty, staff, and visitors. All students, whether residential or commuter, wishing to bring a car to campus must be sure to complete the EC Parking Registration Form, available online or through Campus Police. This form should be completed before the first day of class in order to avoid receiving a parking ticket. Parking permits are valid for the entire school year and must be displayed inside the vehicle on the rearview mirror. The permit must be visible when the vehicle is on campus and can be switched to another vehicle temporarily when/if needed. However, if a student needs to have another vehicle on campus for more than a week at a time, the student needs to register the second vehicle with Campus Police.

**Residential Students:** Residential students have the ability to park in any *Residential Student Lot* or *All Campus Lot*. Driving to class and/or parking in a *Commuter/Faculty/Staff Lot* could result in the student being ticketed.

**Commuter Students:** Commuter students have the ability to park in any *Commuter/Faculty/Staff Lot* or *All Campus Lot*. Parking in a *Residential Student Lot* could result in the student being ticketed.

At no time should students give or sell their permits to another person or student to use. The permit must be used by the student who originally obtained the permit. For questions, please contact Campus Police. More parking information can also be obtained from the Campus Traffic Rules and Regulations portion of the Student Handbook.

There is not an additional charge to register for and receive a parking permit.

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## Religious Life

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As one of the colleges related to the Christian Church (Disciples of Christ), Eureka College encourages students to participate in local congregations and to explore other faith traditions with their fellow students. For this reason, the College does not offer Sunday morning worship; however, Eureka College offers other opportunities for common worship and inter-religious programming throughout the school year. In addition, students may participate in fellowship, service and worship activities offered by different student groups, such as DOC (Disciples on Campus) and CRU.

## ACADEMIC REQUIREMENTS AND POLICIES

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### Requirements for Graduation

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To be eligible for a bachelor's degree, a student must meet the following requirements:

1. Complete at least 120 semester hours with a minimum 2.00 cumulative grade point average in all Eureka College courses. Students may receive semester hour credit toward graduation for a course more than one time, where specified. A course may fulfill both a general education requirement and a requirement for a major or minor. Thirty of the final 37 semester hours toward the degree must be earned at Eureka College.
2. Completion of the Eureka College 10 Essentials General Education curriculum.
3. Completion of the Writing Enriched Curriculum requirements.
4. Completion of a major.
5. Maintain a 2.00 grade point average in all Eureka College coursework in the student's major and minor.
6. Completion of one of the following: (a) a second major; (b) a minor; or (c) at least 12 semester hours at the 200-level or above not required for or elective to the major (ENG301W and ECC490W may not be applied to this requirement).
7. Submit a completed Application for Graduation by deadlines established by the Registrar's Office.
8. Satisfy all financial obligations to Eureka College. Diplomas will not be issued to or for any student who has an outstanding financial obligation to the College until satisfactory arrangements have been made with the Business Office.

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### Commencement Participation

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Students who have within 7 hours of the 120 semester hour graduation requirement and can demonstrate they will complete the 7 hours by the end of the same winter term (for December commencement) or summer term (for May commencement) may participate in the commencement ceremony. Honors regalia will be based on the GPA at the time of the ceremony. Honors on the final transcript will be based upon final GPA of all hours earned.

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## Second Baccalaureate Degree

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A person already holding a recognized baccalaureate degree who wishes to pursue a second degree may do so by following the usual admission procedures. All General Education requirements and those of the desired major program must be fulfilled. Previously earned credit evaluated for transfer would be applied to these requirements as appropriate. Any work taken as an unclassified student at Eureka College would be counted toward meeting the final 30 hours of residence requirement. If the previous degree was earned at Eureka College, current general education requirements would apply.

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## Re-enrolled Students

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Students who exit Eureka College prior to degree completion and then re-enroll after an absence of more than one academic year shall be subject to the requirements of the Catalog of the academic year in which they return.

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## Grading System

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In Fall 2016, Eureka College adopted a plus/minus grading scale for all courses. The previous letter grades of A, B, C, D and F expanded to A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. Individual instructors may design and use their own grading scales for each plus/minus grade. Individual course syllabi identify the standard applied in that course. Each student should make sure they understand the standards being used in each course.

This change is not retroactive to any prior terms in which a student was enrolled at the College. All academic policies in this Catalog that refer to specific letter grade requirements remain unchanged. No academic policies with a GPA requirement changed as a result of the new grading scale.

The quality of the student's work is indicated as follows:

"A" is the honor mark and represents work of definitely superior quality.

"A-," "B+," "B" represents work of high quality.

"B-," "C+," "C" represents average work, with assignments met in a satisfactory manner.

- “C-,” “D,” “D-” represents below average work, falling short of the full requirement in either quality or quantity.
- “F” represents unacceptable work for which no credit is allowed. No credit hours are earned but is computed in the GPA.
- “W” represents Withdraw. No credit hours are earned and is not computed in the GPA.
- “I” represents Incomplete. For good cause, the student is allowed more time to complete requirements, not to exceed one semester. No credit hours are earned and not computed in the GPA until the “I” is replaced with the final letter grade.
- “P” represents Pass. Indicates credit by examination or exercise of the Pass-Fail option. Credit counts toward graduation but is not computed in the GPA.
- “PR” represents Pass in a course numbered below 100. This credit is not computed in the GPA and does not count toward graduation.
- “FR” represents unacceptable work in a course numbered below 100. This credit is not earned and is not computed in the GPA.
- “AU” represents Audit. No credit is earned nor computed in the GPA.

The grade points are assigned to each letter grade as follows:

<b>Grade</b>	<b>Grade Points/Semester Hour</b>
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
W	0.00

I 0.00

To compute the grade point average, the total grade points earned is divided by the total semester hours attempted. In the calculation of grade point averages, only Eureka College coursework is considered.

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### 6-Week Midterm Grade Policy

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At the 6<sup>th</sup> week of each semester, faculty enter grades for all students in all courses into SONIS. The Eureka College 6-week midterm grade policy's purpose is to facilitate the academic success of students. This policy is in alignment with the Eureka College mission to cultivate excellence in learning.

**Students with less than 30 earned credit hours** - Students who have earned less than 30 credit hours and have received D+, D, D-, or F grades in 50% of their attempted hours at the 6<sup>th</sup> week will be required to attend study hall Monday through Thursday afternoons. Students in study hall will not be allowed to participate in co-curricular and extra-curricular events. Students will be required to sign into study hall. Failure to report to study hall will result in forfeiture of appeals for academic dismissals.

Students can be released from study hall and regain co-curricular and extra-curricular participation when they have raised their course grades to a passing C level and are passing at least 66.667% of their attempted hours. In order to be released from study hall and participate in co-curriculars and extra curriculars, students will need to collect signatures from faculty on the Study Hall Release Form (available with the 6-week midterm letter emailed to the student), confirming that there is sufficient evidence that the student will pass the course with a C grade or higher. If a student withdraws from a course after the 6<sup>th</sup> week, they will not be released from study hall until they are passing 66.667% of their remaining attempted hours.

**All Students** - Students who receive 50% or more D+, D, D-, and F grades at the 6<sup>th</sup> week are required to meet with their faculty advisor and success coach to create a plan for utilizing study time effectively for the remainder of the semester. The plan should outline a study schedule, regular meetings with faculty, and a plan for keeping the student's email inbox read and the calendar up to date. The plan may also include other interventions (e.g. counseling) as needed by the student.

Students who receive D+, D, D-, and F grades and have a 6-week grade point average (GPA) below 2.00 should meet with the faculty instructor(s) for the course(s) to discuss a success plan. If the faculty advisor requests a meeting, the student must attend a meeting with the faculty advisor.

Any student who has a 6-week GPA of 0.50 or below must meet with the Provost to discuss options for success. These students should also meet with their faculty advisor and success coach.

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### Pass-Fail Option

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A junior or senior may elect to register for some courses on a pass-fail basis, provided the courses do not fulfill general requirements and are not in the area of the major or minor concentration. The aim is to encourage students to broaden their understanding by exploring less familiar fields.

Changes to or from pass-fail shall not be made after the tenth day of the semester. A student may not count more than 18 hours of pass-fail credit toward graduation. To receive a grade of "pass," a student must earn at least the equivalent of a "C" in the course. A grade of "P" will count toward semester hours earned but not be computed in the grade point system. A grade of "F" under the pass-fail option is not included in the calculation of the grade point average. All non-credit courses are graded as pass-fail; some may be required for graduation.

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### Auditing Courses

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A student may exercise the audit option under the following provisions. A grade of "AU" means that in the judgment of the instructor the student has attended the course regularly. It must be arranged with the instructor and have advisor approval and be registered in the same manner as any other course. It will be given final approval if a seat in the course is available after all credit enrollments have been served. It may not be changed to a credit basis after the fifth day of the semester, which is the last day to add a course. After the tenth day of the semester the fee will not be refunded and the audit must be satisfactorily completed or assigned a grade of "W." A credit course may be converted to audit through the 10<sup>th</sup> day.

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### Repeating Courses

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Students may repeat courses in which grades of "C-" or lower have been earned. If a grade of "C" or higher is earned in a course, a repeat requires approval by the Provost. In any course repeat, only the most recent grade is included in the calculation of grade point averages and the credit hours from only the last attempt will be included in the student's total hours. No credit by examination is allowed in lieu of a course repeat.

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## Academic Forgiveness

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Academic Forgiveness allows students who have been re-admitted a second chance regarding their academic performance. This one-time policy allows previous poor academic performance to no longer be calculated into student's grade point average (GPA).

To be eligible for academic forgiveness, students must meet the following criteria:

1. Student has not attended Eureka College in the previous four semesters.
2. Student has completed at least 12 credit hours with a first semester grade point average of 2.25 or better upon returning to Eureka College.
3. Students must request academic forgiveness by submitting a letter or email to the Registrar.

If granted, grades of "D" and less for all courses completed prior to the student's return will be excluded from the official GPA, but the courses will remain on the official transcript with a notation of academic amnesty/forgiveness. If a student is receiving financial aid, Satisfactory Academic Progress guidelines will apply.

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## Grade Appeals

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The process for students to appeal a grade is outlined in the Student Handbook.

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## Academic Integrity

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Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Writing Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

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## Academic Honors

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**Dean's List** – Published twice a year after the Fall and Spring semesters, it includes those students who earned a semester grade point average of at least 3.50. To be eligible, a

student must be a full-time student In Good Standing and complete at least nine semester hours of graded coursework for the semester.

**Alpha Chi** – Active membership in this national honor society is open to full-time juniors and seniors in the fall semester who have been at Eureka College for at least one academic year, are in the top ten percent of their class, and have a minimum cumulative GPA of 3.50.

**First Year and Upperclass Eureka Scholars** – Degree students who have an exceptional academic performance at Eureka College are recognized each spring during the Honors Ceremony. This recognition is based on the student’s achievement of at least a 3.75 cumulative grade point average for courses taken at Eureka College. Candidates must have earned at least 15 semester hours toward their Eureka College cumulative grade point average. The determination of this recognition is made following the fall semester each year. First Year Eureka Scholars must have earned 15 to 36 semester hours of credit at Eureka College toward their Eureka College degrees. A student may receive this recognition only once. Upperclass Eureka Scholars must have earned at least 37 semester hours of credit at Eureka College toward their Eureka College degrees. This recognition may be awarded more than once.

**Honors at Commencement** – Diplomas are granted cum laude, magna cum laude, and summa cum laude in accordance with faculty recommendations which are based on the scholarship record of the candidate. To graduate *cum laude*, a candidate must have a grade point average of 3.50; for *magna cum laude*, a 3.70 grade point average; and for *summa cum laude*, a grade point average of 3.90. These averages will be calculated on the basis of Eureka College coursework only.

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## Academic Advising

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The student-advisor relationship is a cornerstone of a Eureka College education. At Eureka College, academic advising is a shared responsibility between faculty and students that enables students to benefit as fully as possible from the college experience. The basic tasks of the College’s academic advising program are to help advisees identify and achieve their academic goals, to promote intellectual discovery, to encourage students to take advantage of both in- and out-of-class educational opportunities, to help connect students to supportive academic resources, and to lead students to become self-directed learners and decision makers.

Students are assigned a primary Major Advisor, who is a full-time faculty member. Students are encouraged to speak at any time with their Major Advisor to ask specific questions regarding requirements and courses in their department and to develop

overall programs of study and long-range goals. Students are allowed to choose their own advisors with the consent of the new advisor. Students must complete a Change of Advisor form in the Registrar's Office to make the change.

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### Responsibility of Students

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Students are responsible to know and to observe the requirements of their curricula and the rules governing academic work. Advisors seek to assist students in making decisions about courses and meeting requirements. However, the ultimate responsibility for meeting all graduation requirements rests with each student.

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## Registration

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Students process course registration with their academic advisors. Students meet with their academic advisors to evaluate their academic progress, select appropriate courses, and secure their places in the courses. Registration opens for students based on their current level. Students in the Academic Honors Program register first, followed by students at senior level (90+ completed hours), then students at junior level (60-89 completed hours), then students at sophomore level (30-59 completed hours), and finally students at freshman level (less than 30 completed hours). An Add/Drop form must be used to process any changes in a student's program once the semester begins. The form must be signed by the academic advisor and the instructors involved before the Registrar's Office can process it.

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### Adding, Dropping, and Withdrawing from Courses

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Students may add courses to their current enrollments during the first five days of the semester. A student is not permitted to enter a course after the fifth day of the semester. Students may drop courses from their current enrollments during the first ten days of the semester. Dropping a course from a program reduces the number of semester hours of credit in the enrollment, and the course does not appear on the student's permanent record.

Students receiving Federal Financial Aid should consult with the Financial Aid Office before altering the number of hours in their enrollment. Students may withdraw from their current enrollments by the withdrawal date indicated on the academic calendar. A withdrawal from a course results in a grade of "W" being entered on the student's permanent record. While the grade does not affect the student's grade point average, the semester hours remain a part of the current enrollment.

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### Prior Approval for Academic Overloads

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Students are considered to have full-time status when enrolled in a minimum of 12 semester hours in a semester. Typical full-time course loads range from 12 to 18 semester hours. Students who seek to enroll in more than 18 semester hours must request overload approval from their academic advisor, then from the division chair(s) for their major(s) and finally from the Provost prior to registration. Overloads beyond 18 semester hours in a single semester will be considered on a case-by-case basis but are generally discouraged. Students seeking overload status who have not attained a minimum cumulative GPA of 2.50 will not receive approval.

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### Attendance

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Students are expected to attend all scheduled classes and laboratory sessions. Faculty are under no obligation to give assistance to students in making up class work or tests missed during absences if they cannot accept the absences as legitimate. Faculty make routine reports on class attendance. Where there is a pattern of consistent or consecutive absence, special reports will be made to the Retention and Persistence Committee for further advising with the student.

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### Remote Learning

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Unless designed as an online only course, all Eureka College classes are held in-person and students are expected to adhere to the attendance policies of individual courses as specified by instructors' syllabi. In rare cases, a student enrolled in in-person courses who is unable to attend in-person class sessions for an extended period of time may develop a "Remote Learning Plan" with their individual instructors. Any student proposing a "Remote Learning Plan" must do so for all enrolled courses during the period for which they will be remote. These Plans are meant to be emergency stop-gaps for students who have an unavoidable temporary [such as medical] barrier to attending classes. Longer absences from campus may be addressed through withdrawals and incompletes, as can lab classes, W[riting] classes, practica, field work, studio classes, and other courses with aspects that cannot be completed remotely.

Students requesting such a Plan must complete the "Remote Learning Request Form" and have it approved by the following individuals: the instructor of each course for which they are requesting the Plan, their academic advisor, the Learning Center Director (medical requests only), and the Provost. All documentation showing proof/evidence of the needed request must be attached to the Remote Learning Request Form. Requests due to medical needs must include a letter of documentation from a medical professional that states the reason for and necessity of the accommodation. Individual

instructors will be in charge of determining the mode of delivery for remote students. If a request is approved, students using a Remote Learning Plan must have reliable internet access and a computer with a/v capability, including video which they may be required to keep on during class meetings. (Technology assistance may be requested as needed.) Students using Remote Learning Plans are still subject to all individual course policies including attendance policies, participation policies, and deadlines. Students using remote plans are not eligible to participate in-person in campus co-curriculars (including sports, clubs, Greek life, etc.) during their remote plan agreement. A Remote Learning Plan has no impact on students' tuition and fees.

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### Administrative Withdrawal

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The ultimate responsibility of withdrawal from a course is that of the student. However, in exceptional situations, Eureka College reserves the right to Administratively Withdraw a student from either a single course or from the entire semester enrollment. Upon the recommendation of a faculty member, the Registrar, in consultation with the Dean of Students and the Provost, may approve that the student be withdrawn from a course or courses.

Reasons for Administrative Withdrawal may include, but are not limited to, student non-attendance, lack of course prerequisites, student behavior that interferes with the instructional process, and/or unresolved financial obligations to the College.

Before contacting the Registrar's Office with regards to the withdrawal, the instructor must consult with the student about the issue and give appropriate notification of the withdrawal. A student may be Administratively Withdrawn at any time after the 10th class day but before the semester withdrawal deadline.

A student who is Administratively Withdrawn from a course or courses prior to the withdrawal deadline will receive a grade of "W." Any student who is Administratively Withdrawn may appeal the withdrawal to the Academic Standards and Policies Committee, whose decision shall be final. A student who is Administratively Withdrawn after the withdrawal deadline will be assigned a final grade by the instructor. Students who wish to appeal a final course grade may do so through the established grade appeal procedure, outlined in the Student Handbook.

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### Exit Procedures

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A student who decides to cease all enrollment at Eureka College must process an Exit Interview with the Registrar's Office. The official withdrawal date is based upon the last day of class attendance. Failure to complete these procedures will result in grades of "F"

for all courses not completed and may result in the forfeiture of any refund of fees otherwise due.

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### Temporary Exits

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If a student requests a temporary exit for medical or health reasons, the four year completion guarantee is no longer valid. However, the student will be able to return to Eureka College with the same tuition rate and institutional aid of their entering/cohort year given the following conditions are met: the student re-enrolls within one year and the student does not enroll at any other institution during that year.

If a student chooses to temporarily exit Eureka College due to the Sars COV-2 virus pandemic (not medical), they will be given a one semester exit and will be allowed to return in the next semester with the same institutional aid as long as they do not enroll at any other institution during their semester of leave.

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### Transfer Credit

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Credit earned with a “C” or better at other regionally accredited colleges and universities may be applied toward Eureka College programs and requirements after it has been evaluated and approved for transfer. For transfer credit to be applied to any general education or major requirement, it must approximate the equivalent work at Eureka College. The total of hours transferred from each previous institution is shown on the Eureka College transcript, with the GPA of Eureka College coursework being used to determine academic status and honors listings. Transfer courses do not go into the GPA calculation.

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### Limits on Transfer Credit

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A maximum of 68 semester hours of credit from two-year institutions and 90 hours from four-year institutions can be applied to a Eureka College degree. In all cases a degree requires a minimum of 30 semester hours of Eureka College coursework.

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### Placement Testing

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To help students plan educational goals and their degree programs more effectively, several programs provide testing and/or evaluation for course placement. Tests are available to advise students on placement in the areas of English, mathematics, and Spanish.

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## English

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If a student enters Eureka College with a 3.25 grade point average in their high school English courses, they should enroll in ENG103W during their first year at Eureka College. Students who had between a 2.50 and 3.25 grade point average in their high school English courses will be invited to take the English Placement Exam to determine proper placement in either ENG095R, ENG100 + ENG103W, or ENG103W. Students who had an English grade point average below a 2.50 should enroll in ENG095R.

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## Mathematics

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Students who do not have Advanced Placement, dual credit, or other transfer credit for a college level mathematics course will take a math placement exam through Hawkes Learning to provide proper placement in MAT095R (Elementary Algebra), MAT103 (Technical Math), MAT121 (Precalculus), or MAT171 (Calculus with Analytic Geometry I). Students with a 26 Math ACT or 560 Math SAT score can bypass the placement exam, MAT095R, and MAT103 and be placed into their major requirement and 10 Essential courses.

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## Spanish

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A placement examination is offered in Spanish. Any student who places into a class above SPA115 will have the credit by examination documented on their degree audit as "Proficiencied." Proficiency credit does not count toward the 120 hours needed for graduation and no grade is counted in the student's grade point average calculation. Any student wishing to take the Spanish placement exam should contact the foreign language faculty.

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## Academic Status Policies

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Any change of status is made in accordance with policies established by the Academic Standards and Policies Committee. Decisions on student academic status will be made at the end of the Fall and Spring Semesters, and at the end of the Summer Session.

**Requirements for Good Academic Standing** – A student is in Good Standing as long as that individual maintains the minimum required cumulative grade point average and earns sufficient hours toward the degree each academic year and within a specified time limit. This is known as **Satisfactory Academic Progress**.

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## Satisfactory Academic Progress

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Satisfactory Academic Progress (SAP) policies are applied to determine two kinds of eligibility:

1. Eligibility for continued enrollment at Eureka College, and
2. Eligibility for Title IV federal financial aid.

Eligibility for other activities may also depend upon a student making Satisfactory Academic Progress.

Satisfactory Academic Progress is measured by three standards:

1. *Qualitative Standard* – all students must maintain a minimum cumulative grade point average.
2. *Quantitative Standard* – all students must earn a minimum percentage of semester hours attempted.
3. *Maximum Timeframe* – all students must complete their degrees within 150% of the program length measured in semester hours.

**Qualitative Standard** – All students must maintain a cumulative grade point average of 2.00. Students in their first semester of enrollment at Eureka College must earn a grade point average of at least 1.75, but must maintain a cumulative grade point average of at least 2.00 in all subsequent semesters of enrollment. A student who meets this Qualitative Standard is in Good Standing.

The grade points are assigned to each letter grade as follows:

<b>Grade</b>	<b>Grade Points/Semester Hour</b>
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
W	0.00

I 0.00

To compute the grade point average, the total grade points earned is divided by the total semester hours attempted. In the calculation of grade point averages, only Eureka College coursework is considered.

*Failure to maintain the Qualitative Standard results in the loss of eligibility of Title IV aid and loss of eligibility to continue enrollment at Eureka College. NCAA Division III eligibility also requires the student-athlete to be meeting the Qualitative Standard.*

**Quantitative Standard** – All students must be making incremental progress towards a degree at an acceptable pace. All students must earn at least 66.667% of the cumulative semester hours they have registered for after each semester of enrollment.

*Failure to maintain the Quantitative Standard results in the loss of eligibility for Title IV aid, but not in eligibility to continue enrollment at Eureka College.*

**Maximum Timeframe** – All students must complete their degrees within 150% of the program length, measured in semester hours. The bachelor’s degree at Eureka College requires 120 semester hours. Students must therefore complete their degrees within 180 attempted hours. Students who exceed the 150% mark lose eligibility for Title IV aid, but may continue enrollment at Eureka College.

Satisfactory Academic Progress will be evaluated three times per year - at the end of the Fall Semester, Spring Semester, and Summer Session.

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#### Withdrawals, Incompletes, Repetitions, and Remedial Courses

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Transfer credits accepted by Eureka College are included in the calculation of the cumulative hours attempted and earned in the Quantitative Standard of Satisfactory Academic Progress, and in the calculation of the maximum timeframe to completion.

Eureka College courses with grades of Incomplete or Withdrawal are included as attempted hours when assessing if the student meets the Quantitative SAP Standard, however, they are not included in the calculation of the cumulative grade point average for the Qualitative Standard of SAP. When an Incomplete grade is changed to the final letter grade, the hours will be included in the cumulative grade point average calculation at the next SAP evaluation.

Remedial courses (ENG095R and MAT095R) are not included in the determination of the Quantitative Standard of Satisfactory Academic Progress because these hours do not

apply toward the bachelor's degree. They also are not included in the determination of the Qualitative Standard of SAP.

In the case of repeated courses, the most recent grade replaces earlier grades in the calculation of the cumulative grade point average and therefore in the determination of the Qualitative Standard of SAP. However, credits from all attempts are included when assessing if the student meets the Quantitative SAP Standard.

Only Eureka College courses are included in the calculation of the grade point average and therefore in the determination of the Qualitative SAP standard.

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### Changing of Major/Program

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If a student elects to change their major during their enrollment, and this change is granted by the academic department and the Registrar's Office, the student will still be held to the Maximum Time Frame component of SAP stated above. All coursework taken will continue to be counted in the Qualitative and Quantitative Standards outlined above. The SAP status of a student will be applied in continuation from one major/program to the next.

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### Academic Warning

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Students whose cumulative grade point average falls below 2.00 (1.75 for first-semester students) but is at or above 0.50, will be placed on Academic Warning. Students on Academic Warning must, at the conclusion of the warning semester, have a semester grade point average of 2.00, or be subject to Academic Dismissal. Students who have a semester grade point average of 2.00 or above but have not yet reached a 2.00 cumulative grade point average will be placed on Academic Probation.

Students on Academic Warning are not eligible for participation in NCAA Division III athletics, in accordance with the NCAA Division III Bylaws. Students on Academic Warning may not be eligible to participate in other co-curricular activities. Students on Academic Warning who have below a 1.00 cumulative grade point average are limited to enrolling in 12 semester hours during their warning semester and they must have an Academic Success Agreement on file with the Registrar's Office.

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### Academic Probation

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Students on Academic Warning who have a semester GPA of 2.00 or above, but fail to raise their cumulative grade point average to 2.00 will be placed on Academic

Probation. At the conclusion of this probationary semester, the cumulative grade point average must reach 2.00. Failure to raise the cumulative grade point average to 2.00 will result in Academic Dismissal from Eureka College.

Students on Academic Probation are not eligible for participation in NCAA Division III athletics, in accordance with the NCAA Division III Bylaws. Students on Academic Probation may not be eligible to participate in other co-curricular activities. Students on Academic Probation are limited to enrolling in 12 semester hours during their probationary semester and they must have an Academic Success Agreement on file with the Registrar's Office.

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### Academic Dismissal

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A student whose cumulative grade point average falls below 0.50 will be Academically Dismissed from Eureka College. Also, students on Academic Warning who fail to earn a 2.00 semester grade point average and students on Academic Probation who fail to raise their cumulative grade point average to 2.00 at the end of their probationary semester will be subject to Academic Dismissal from the College. Applications for readmission will be considered after a period of at least one academic year, and will be subject to approval by the Academic Standards and Policies Committee.

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### Financial Aid Warning, Probation, and Suspension

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A student who fails to comply with the Qualitative and/or Quantitative Standard of Satisfactory Academic Progress as described above will be placed on Financial Aid Warning for the next semester of enrollment. If the student has not met the Standards by the conclusion of the warning semester, the student will be placed on Financial Aid Suspension with Right to Appeal, and eligibility for Title IV federal and/or state aid will be lost. A successful appeal will result in a change in status to Financial Aid Probation and will restore aid eligibility for one semester to allow the student to regain Good Standing.

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### Appeals

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**Academic Appeals** - The Academic Standards and Policies Committee will consider appeals from students who are not meeting the Qualitative Standard of Satisfactory Academic Progress. The student must submit an Academic Appeal Form to the Registrar, who will send the appeal to the Academic Standards and Policies Committee. The committee will determine if there are mitigating circumstances that warrant continued eligibility for enrollment at Eureka College even though the student is not meeting the

SAP standards. Appeals may be granted only in special situations, such as serious injury, illness, the death of a relative, or other such circumstances.

Students cannot appeal the academic status of Academic Warning or Academic Probation, but may appeal an Academic Dismissal. Students who successfully appeal their Academic Dismissal but fail to meet SAP standards in the next semester of enrollment are not permitted further appeal.

The Academic Standards and Policies Committee meets in early January to hear appeals from the Fall Semester, in late May to hear appeals from the Spring Semester, and in early August to hear appeals from the Summer Session.

**Financial Aid Suspension Appeals** - In any semester in which a student is on a Financial Aid Suspension (lost eligibility for Title IV federal and/or state aid), the student may appeal in writing to the Director of Financial Aid for reinstatement of eligibility. Appeals may be granted only in special situations, such as the death of a relative, an injury or illness of the student, or other unusual circumstances. The student must explain in writing:

- 1) the circumstance that interrupted their ability to perform academically.
- 2) what has changed in the student's situation that will allow the student to demonstrate SAP during the next semester.

If an appeal is granted and the financial assistance is restored, the student will be placed on Financial Aid Probation and will be eligible to receive Title IV federal and/or state aid for one semester to allow the student to regain good standing. If at the end of the probation semester, a student does not regain good standing (SAP requirements as outlined above), the student will lose eligibility of Title IV federal and/or state aid and be placed on Financial Aid Suspension.

Second appeals to a Financial Aid Suspension are only considered if the student's second appeal reason is different than the first reason. A student may not appeal a Financial Aid Suspension more than two times.

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## Records and Transcripts

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The College is required by the Family Educational Rights and Privacy Act of 1974 (FERPA) to receive the student's written consent specifying the records to be released, the reason for the release, and to whom the records are to be sent prior to releasing such information.

Students access midterm and final grades online through their SONIS accounts with the proper personal identification number (PIN) and password thereby determining who has access to their grades. Eureka College may release records to parents by obtaining the student's written permission and by having the parents establish the student's dependency according to the IRS Code of 1986 or through a legally issued subpoena.

Student data and records are collected and maintained to provide necessary assistance to faculty and staff in educational planning and counseling and to provide necessary services to students consistent with the Family Educational Rights and Privacy Act. Students have the right to examine their educational records under the supervision of the Registrar's Office.

An Academic Transcript is an authentic report of a student's academic record and current status. It is released only on personal, written request by the student. An official transcript reflects all information regarding dates of study, courses, credit earned and grades as well as the status of the student at the time the transcript is provided.

Students and alumni can access their unofficial transcripts through their SONIS accounts. Requests for official transcripts must be made online at <https://www.eureka.edu/academics/registrar/transcript-requests>.

In compliance with the Student Debt Assistance Act in Illinois, Eureka College will provide an official transcript of a current or former student, even if the student owes a debt.

## ACADEMIC PROGRAMS

### The 10 Essentials Program

#### GENERAL EDUCATION CURRICULUM

At Eureka College we allow students to tailor their learning experiences to their individual needs and interests while acquiring essential skills desired by employers and needed by the world. Rather than give students a list of set course/content area requirements, we focus on ensuring that students can demonstrate and document a set of 10 Essentials before graduation.

For each essential capability, students select one or more courses from several areas that are designated as helping to develop that capability. During these courses, students will document their proficiency with that capability by adding examples (artifacts) to their electronic portfolio. Once a student has met proficiency standards for an essential capability, that Essential is complete, but students can choose to add to and curate that section of their portfolios. Our goal is for students to leave Eureka College not having simply completed a set of general education courses, but to leave EC being able to document the skills needed to learn, serve, and lead in their chosen field, in the community, and in the world.

The 10 Essentials are outlined below.

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#### Aesthetic Sensibility

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##### Characteristics:

- Understand and articulate the relationship between works of art and the cultures that created them.
- Analyze the formal elements of performances and works of art using standards and vocabulary appropriate to the form and cultural context.
- Engage in the artistic process, including conception, creation, and ongoing analysis.

##### Aesthetic Sensibility Capability Courses:

- ART101W – Art Appreciation
- ART106 – Design Fundamentals
- ART110 – Drawing Fundamentals

- ART111 – Painting Fundamentals
- ART211 – Painting for Artists
- COM216 – Cinema Studies
- ECC299 – Race in Concert Dance
- ENG120 – Introduction to Creative Writing
- MUS150 – Music Cultures in the U.S.
- MUS264 – Creating Music
- THA161 – Introduction to Theatrical Design

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### Analytical Inquiry and Problem Solving

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#### Characteristics:

- Critically evaluate and identify potential sources of appropriate and credible information.
- Define a problem or topic scope by stating assumptions, limitations, seeking information, and clarifying causes.
- Generate and evaluate strategies to find or generate solutions for problems which consider ethical, logical, and cultural dimensions.

#### Analytical Inquiry and Problem Solving Capability Courses:

- ART212 – Sculpture and Mixed Media
- BUA211 – Personal Finance
- CHM191 – Environmental Chemistry
- CHM345 – Instrumental Analysis
- COM217 – Video Games and Contemporary Problems
- COM219 – Media, Gender, and Sexuality
- ECC110 – Giving With Understanding
- ECC290 – The Boy Crisis
- ECC299 – Migration and Human Rights
- ENG211 – Literatures in English I: Beginnings to 1700
- ENG395W – Publishing Workshop
- PSY225 – Industrial-Organizational Psychology
- PSY235 – Cognitive Biases (IT Workforce Accelerator Good Jobs Grant course)
- PSY315W – Cognitive Neuroscience
- SPA300W – Critical Analysis in Hispanic Studies
- SPE375 – Response to Intervention

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### Communication

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#### Characteristics:

- Demonstrate proficiency in written communication with language choice that is imaginative, memorable, and enhances content.
- Demonstrate proficiency in oral communication and presentations that are compelling, polished, and communicate meaning to the audience with clarity and fluency.
- Critically evaluate arguments and sources of information.

#### Communication Capability Courses:

- COM104 – Modern Communication
- COM106 – Writing for Media
- EDU270 - Curriculum and Instructional Design Application
- ENG170 – Writing for Context (IT Workforce Accelerator Good Jobs Grant course)
- ENG213 – Literatures in English III: 1900-Present
- ENG266 – Metaphor and Meaning
- LDR215 – Digital Leadership
- PSC260 – Political Ideologies
- PSY180 – Communication in Social Science
- THA222 – Auditioning for Stage and Screen

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#### Ethical Reasoning

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##### Characteristics:

- Analyze and articulate core beliefs, their historical origins, and their contemporary relevance.
- Recognize ethical issues when presented with complex content.
- Use a variety of data and experiences to engage in ongoing reflective practice to inform ongoing personal, academic, and professional development.

##### Ethical Reasoning Capability Courses:

- ECC490W – Ethical Reasoning Seminar (individual section topics will vary)

*\*Not covered by the Illinois Articulation Initiative (IAI) and must be taken at Eureka College.*

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#### Health, Fitness, and Well-Being

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##### Characteristics:

- Demonstrate an understanding of the fundamental aspects of fitness and wellness.

- Develop a plan for lifelong fitness and wellness (both mental and physical) with goals that are clear, specific, realistic, and measurable.

Health, Fitness, and Well-Being Capability Courses:

- ECC281 – Happiness and Human Flourishing
- EVS170 – Horticulture for Health and Well-Being
- HED170 – Wellness
- HED284 – Nutrition
- KIN130 – Introduction to Strength and Conditioning
- KIN180 – Introduction to Kinesiology
- PSY260 – Health Psychology
- PSY360 – Biological Psychology

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Intercultural Understanding

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Characteristics:

- Recognize and explain how one's culture, political, and social lenses shape one's view of the world, and how this principle applies in your own case.
- Respond sensitively to, and see the value in, cultural perspectives other than your own.
- Identify and evaluate the social, political, historical, and aesthetic contexts of cultural productions.

Intercultural Understanding Capability Courses:

- BUA310 – International Business
- COM108 – Media and Culture
- ECC240 – Contact and Expression
- ECC/MUS250 – Music and Race
- ECC299 – Race in Concert Dance
- EDU351 – Language and Diversity in Education
- ENG250 – World Building
- ENG272 – Studies in Global Literatures
- ENG281T – Inventing Worlds, Shaping Races
- GFS101 – Introduction to Genre and Fandom Studies
- HIS299 – Atlantic World Slavery
- KIN343 – Sociological Aspects of Health and Physical Activity
- LDR115 – Introduction to Leadership
- MUS150 – Music Cultures in the U.S.
- MUS152 – World Music
- MUS153 – American Popular Music

- SPA305 – Spanish and Latin American Cultures
- SPA306 – US Latino Cultures

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## Justice and Civic Responsibility

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### Characteristics:

- Recognize injustice when presented in a complex context.
- Apply academic study through civic engagement to address problems of local, national, and global importance.
- Function effectively as a member of a team by demonstrating the ability to engage in learning based on reciprocal and mutually beneficial relationships.

### Justice and Civic Responsibility Capability Courses:

- COM/ECC212 – Media in Rural America
- ECC101 – Justice and Civic Responsibility Seminar (individual section topics will vary)
- ECC235 – The Rise of the Individual
- ECC/MUS250 – Music and Race

*\*Not covered by the Illinois Articulation Initiative (IAI) and must be taken at Eureka College.*

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## Scientific Literacy

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### Characteristics:

- Demonstrate understanding of how scientific inquiry is based on evidence and that scientific understanding evolves based on new evidence and differs from personal and cultural beliefs.
- Participate in scientific inquiry and communicate elements of the process.
- Demonstrate an understanding of a variety of research and quantitative methodologies in the sciences. Use quantitative information effectively.

### Scientific Literacy Capability Courses:

- CHM121 – Survey of Chemistry
- CHM132 – General Chemistry II
- ENG291 – Introduction to Phonetics
- EVS121 – Environmental Biology
- PHS110 – Introduction to Physical Science
- PSY281 – Contemporary Statistical Analysis for the Workplace (IT Workforce Accelerator Good Jobs Grant course)
- PSY380W – Psychological Statistics & Methods II

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## Spiritual Engagement and the Examined Life

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### Characteristics:

- Participate in contextual reading of works that challenge your understanding of what it means to be human.
- Identify and express value in key philosophical and spiritual approaches to examining your life.
- Engage with one or more spiritual or philosophical tradition's answers to enduring questions.

### Spiritual Engagement and the Examined Life Capability Courses:

- ART308W – Spirituality in Art
- ENG212 – Literatures in English II: 1700-1900
- ENG270 – Myth and Literature
- MUS350 – Sacred Music
- PHI110 – Introduction to Philosophy
- REL127 – Global Religions

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## Sustainable Practices and Environmental Conscience

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### Characteristics:

Understand contemporary environmental issues, as well as the complexity of proposed solutions.

Understand the changing relationships between humans and nature over time.

Recognize interconnections among economic, environmental, and social issues to develop sustainable future-focused practices.

Apply academic study to address sustainability problems at various levels.

### Sustainable Practices and Environmental Conscience Capability Courses:

- BUA270W – Business Sustainability
- BUA351 – Ecological Economics
- CHM131 – General Chemistry I
- ECC167 – Popular Culture and the Environment
- ENG264 – Nature Writing: A Field Course
- ENG274 – American Nature Writers
- EVS151W – Introduction to Environmental Science and Policy
- EVS260 – Introduction to Sustainability
- EVS385 – Environmental Studies Seminar
- HIS225 – Global Environmental History

- LDR300 – Organization Sustainability: Planning Strategically for Continuous Improvement

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### Writing Enriched Curriculum

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Eureka College deems writing to be a fundamental component of learning. Therefore, the College has established the Writing Enriched Curriculum program. Upon completion of the Writing Enriched Curriculum program, students will be able to:

1. Read and evaluate the credibility of a diverse range of non-fiction source texts.
2. Summarize, analyze, and synthesize primary and/or secondary source texts in order to write one's own thesis-driven essay.
3. Understand and correctly use the conventions of standardized academic English, including MLA, APA, and/or another style guide used in the student's major discipline.
4. Recognize differences in rhetorical situations for different pieces of writing in different disciplines (genre, audience, and purpose).
5. Demonstrate their understanding that writing is a process by using substantive revision techniques on written work.

The Writing Enriched Curriculum program requires the completion of the following courses:

1. ENG103W – Academic Writing and Research
2. ENG301W – Advanced Academic Writing and Research
3. ECC490W – Ethical Reasoning Seminar
4. an upper-division W course in the major
5. an elective W course chosen in consultation with the student's advisor

Writing courses within majors will further offer students an opportunity to develop written communication skills relevant to those majors. Writing courses require drafted writing in the length and style appropriate to that discipline in one or more assignments intended to improve student competence in written communication. Such assignments may take diverse forms depending on the discipline, including an extended research paper, multiple drafts of a short composition, and entries in a course journal.

The defining features of all Writing courses are:

- Writing is used as an important means of learning.
- Writing will be a central method of assessing student performance.
- Students will receive feedback on the quality of their writing (in addition to their content knowledge).

- Students will receive direct instruction in features of writing appropriate to their discipline.

Writing courses are noted with a “W” in their Catalog descriptions. Many courses not designated as “W” courses also have extensive writing assignments.

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## Majors

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Majors are designed to establish qualifications for a profession, vocation, and/or for entrance into graduate or professional schools. Students who have completed 54 semester hours are required to have an approved Application for Degree filed with the Registrar’s Office.

All majors require a minimum of 32 semester hours of designated coursework, with at least 12 hours at the 300-level or higher, of which at least 6 hours must be completed at Eureka College, and a minimum of 12 hours in Eureka College coursework. Students must maintain a 2.0 grade point average in all Eureka College coursework in the major.

At Eureka College, the type of degree earned is dependent upon the major selected. Bachelor of Arts degrees and Bachelor of Science\* degrees are available in the following majors:

Accounting (BS)	History and Political Science (BA)
Art and Design (BA)	Kinesiology-Exercise Science (BA/BS)
Biology (BA/BS)	Kinesiology-Athletic Training (BS)
Business Administration (BS)	Mathematics (BA/BS)
Chemistry (BA/BS)	Middle Grades Education (BA/BS)
Child Life Specialist (BS)	Music (BA)
Clinical Laboratory Science (BA/BS)	Organizational Leadership (BS)
Communication and Media Studies (BA)	Philosophy and Religion (BA)
Computer Science (BS)	Psychology (BS)
Criminal Justice/Sociology (BS)	Psychology and Counseling (BS)
Digital Media and Design (BA)	Psychology/Occupational Therapy (BS)
Education (BA/BS)	Secondary Education (BA/BS)
Elementary Education (BA/BS)	Sociology and Psychology (BS)
English (BA)	Special Education (BA/BS)
Environmental Science (BS)	Sports Management (BS)
Environmental Studies (BA)	
Hispanic Studies (BA)	

*\*Students with majors in the Education or Science and Mathematics divisions may select the Bachelor of Arts degree if the study of a foreign language through the 120 level is completed by coursework or placement.*

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## Double Majors

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The intention of a double major is to provide the student with a background in two substantively different disciplines. As such, double majors usually come from two different academic divisions, but can be from within the same division as long as the majors in question have substantively different curricular requirements. Divisions have the discretion to determine if two majors have sufficient curricular differences to allow the double major.

A graduate may be recognized for a second major if the following conditions are met:

1. All Catalog course requirements are met for each major;
2. While a single course can apply toward two different majors, each major must have at least 32 unique semester hours in the major area that do not apply to the 32 unique semester hours for the other major;
3. An approved Application for Degree for both the primary and secondary major is processed with the Registrar's Office before all graduation requirements have been met;
4. Students must declare on the Application for Degree which major is primary and which is secondary.

The type of degree received is that of the primary major.

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## Secondary Education

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Secondary teaching licensure is available in the following areas: English, Mathematics, and Social Science (with a designation in History).

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## Minors

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A minor consists of a minimum of 20 semester hours of designated coursework, with at least 6 hours at the 300-level or higher, of which at least 3 hours must be completed at Eureka College, and a minimum of 6 hours of Eureka College coursework. At Eureka College, minors are available in:

Accounting  
Art, Design & Photography

Biology  
Business Administration

Chemistry  
Communication and Media Studies  
Criminal Justice/Sociology  
Economics (*suspended*)  
Education  
English  
Environmental Studies  
Genre and Fandom Studies  
Hispanic Studies

History  
Kinesiology  
Mathematics  
Music  
Neuroscience  
Philosophy and Religion  
Political Science  
Psychology  
Sociology

A minimum of 12 hours of credit in the minor must be taken outside the student's major field of study. Students must maintain a 2.00 grade point average in all Eureka College coursework in the minor.

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## Individualized Major and Minor

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A student can customize a major or minor course of study based on individual academic interests and professional objectives. Individualized majors and minors are intended for those students whose academic interests cannot be pursued by following established majors and minors. Students interested in an individualized major or minor must obtain approval from their faculty advisor and two other sponsoring faculty members. All individualized majors and minors must meet the minimum standards for majors and minors established in the College Catalog. Applications for an individualized major or minor must be submitted to the Curriculum Committee for approval by the end of the sophomore year, or by the end of the first semester after transfer.

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## Certificates

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A certificate consists of a minimum of 12 semester hours, with at least 6 hours at the 200-level or higher. A minimum of 6 hours must be completed at Eureka College. Of those 6 Eureka College hours, at least 3 hours must be at the 200-level or above. At Eureka College, certificates are available in:

- Graphic Design
- Leadership
- Popular Culture
- Spanish Language Studies
- Sustainability

Students may not earn a certificate in their major or minor, however specializations in a major or minor may be proposed as a certificate. Students must maintain a 2.00 grade point average in all Eureka College coursework in the certificate. A certificate may not be proposed as an individualized course of study.

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## Pre-Professional Programs

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Eureka College offers the following pre-professional programs: Pre-Actuarial, Pre-Art Therapy, Pre-Law, Pre-Dentistry, Pre-Medicine, Pre-Physician Assistant, Pre-Veterinary, Pre-Ministry, Pre-Music Therapy, Nursing, Pre-Pharmacy, and Pre-Physical Therapy, and Social Work.

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### Pre-Actuarial

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Students interested in an actuarial career will normally major in Mathematics, with additional courses in Business Administration. Courses involved in the pre-actuarial program, which prepare the student for the actuary exams, are: CSC135, MAT171, MAT260, MAT271, MAT272, MAT310, and MAT315.

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### Pre-Art Therapy

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Art therapy is a growing profession employing individuals interested in using art to help others. Professionals in the field work in schools, clinics, and hospital settings, or as independent therapists. Eureka College offers a pre-professional program combining studies in the visual arts and psychology with internship experiences in art therapy. It is expected that most students will continue their studies in this field at the Master's degree level; however, beginning opportunities for employment may be available upon completion of the Bachelor's degree level.

The course of study listed below adheres to the prerequisite guidelines set by the American Art Therapy Association for entrance to Master's degree programs in art therapy. Students interested in pursuing a career in art therapy should complete the following course of study:

1. A major in Art and Design. Consult with the Art Department for proper course selection within the major;
2. Plus Art Internship(s) as a teaching assistant (one of which may be repeated once);
3. A minor in Psychology including: MAT260, PSY205, PSY308, PSY314W, PSY370W, and PSY290 or PSY372.

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Pre-Law

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Although certain courses are recommended for students preparing to go on to law school after graduation from Eureka, there is no one prescribed major. Law schools are seeking students who perform well on the Law School Admission Test (normally taken in the summer between the junior and senior years) and who have an excellent record in their undergraduate program regardless of their specific major.

To assure that Pre-Law students are guided in their programs, advisors work closely with them in discussing potential majors and selection of other courses, and assist them in knowing how to prepare for the LSAT. Students who wish to major in History and Political Science may choose the Political Science track with Pre-Law emphasis, which will appear on the student's transcript.

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Pre-Dentistry, Pre-Medicine, Pre-Physician Assistant, and Pre-Veterinary

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The student entering one of these pre-professional areas will usually major in Biology or Chemistry. However, a student from any major may be accepted into a professional program as long as they have the specific prerequisite courses for the professional school and successful performance on the professional admissions test in their area. Most dental, medical, and veterinary schools require two years of chemistry, one year of biology, one year of physics, and psychology including at least PSY101; some require mathematics through Calculus II. The following courses are recommended:

BIO141	CHM132	MAT171
BIO142	CHM220	MAT271
BIO264	CHM221	PHY220
CHM131	CHM321	PHY230
		PSY101

Professional schools may have additional requirements in biology, chemistry, kinesiology, or the social sciences. Students are encouraged to consult specific professional schools early and tailor their course of study accordingly. Most of these courses should be completed by the second semester of the junior year in order to be properly prepared for the Medical College Admissions Test (MCAT) or DAT in the case of Dentistry. Pre-Physician Assistant students should include as many mentoring, observing, or shadowing hours as possible.

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## Pre-Ministry

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Professional ministry can take the form of hospital chaplaincy, social work, education, music and the arts – as well as traditional parish ministry. There is no single required course of studies for the pursuit of professional ministry. However, the College offers a Pre-Seminary Studies Track through the Philosophy and Religion major that is designed to help students discern their vocational direction in the ministry, as well as to provide students with an academic foundation for success in graduate seminary education. Please consult the Philosophy and Religion major for details.

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## Pre-Music Therapy

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The music therapy profession employs individuals who are interested in using music to help others. The Pre-Music Therapy program is a pre-professional program which will facilitate entrance into Master's degree programs in Music Therapy. Students interested in pursuing a career in music therapy should complete the following course of study:

1. A major in Music with any Concentration (Music History and Theory is suggested) including the music core plus Conducting: MUS070 (every semester), MUS120, MUS125, MUS220, MUS225, MUS231, MUS308, MUS318W, MUS328, MUS320, MUS330, and MUS331;
2. Plus one non-Western/popular music course: MUS150, MUS152, MUS153, MUS250, MUS354, or MUS355;
3. Plus at least 4 semesters of private instruction in piano, guitar, and voice (must take at least one semester in each);
4. Plus an additional 3 hours of MUS coursework at the 200- or 300-level. Ensembles and applied lessons over the minimum requirements count;
5. A minor in Psychology including: PSY101, PSY180, PSY205, PSY280W, PSY285, PSY308, PSY314W, PSY370W, and PSY372;
6. Plus SOC102;
7. Plus MUS497 or PSY495 as a capstone.

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## Nursing

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Eureka College is affiliated with two local Nursing Colleges: Methodist College and Saint Francis Medical Center College of Nursing. Both agreements are 2+2 programs, in which students complete the first two years of study at Eureka College and then transfer to the Nursing College to complete the final two years of their Bachelor of Science in Nursing degree.

**Methodist College (2+2)** – Eureka College and Methodist College have an articulation agreement in which Eureka College students who have a cumulative Eureka College GPA of 2.50 or greater and have completed all lower division and general education courses listed below, will be accepted into Methodist College to complete the Bachelor of Science in Nursing degree. Students will complete 55 semester credit hours at Eureka College, plus two lower division Methodist College nursing courses (HS160 and HS200 offered using distance methodologies) prior to transferring to Methodist College.

The Methodist College Nursing prerequisite courses completed at Eureka College include:

BIO220	Microbiology	4
BIO263	Human Anatomy and Physiology I	4
BIO264	Human Anatomy and Physiology II	4
COM104	Modern Communication	3
ENG103W	Academic Writing and Research	3
ENG301W	Advanced Academic Writing and Research	3
Fine Arts Elective	Any Art, Digital Media, Music, or Theater course	3
Humanities Elective	ECC101, REL127, REL217, REL219, REL221, or REL223	3
MAT121	Precalculus	4
MAT260	Statistics	3
Philosophy Course	PHI110, PHI220, PHI250, PHI260, or PHI270	3
PSY101	General Psychology	3
PSY205	Psychology of Childhood through Adolescence	3
PSY308	Adult and Aging	3
SOC102	Principles of Sociology	3
Upper Level Electives	2 from: ART, CHM, COM, ECO, ENG, HIS, LDR, MAT, MUS, PHI, REL, or SOC 300-level	6
HS160*	Medical Terminology for the Health Sciences (online)	2
HS200*	Informatics for Healthcare (online)	3
TOTAL:		60

\*Offered by Methodist College to Eureka College students using distance methodologies

**Saint Francis Medical Center College of Nursing (2+2)** - Eureka College and Saint Francis Medical Center College of Nursing have an affiliation whereby each semester five recommended Eureka College full-time students as prescreened for all pre-nursing prerequisites listed below will be guaranteed matriculation into the junior year B.S. in Nursing program. Other EC students interested in nursing may separately apply on their own to Saint Francis Medical Center College of Nursing by meeting the general application requirements. Students must complete a minimum of 62 semester hours at

Eureka College. A minimum GPA of 2.50 is required, and students can only have one grade of C in their science courses.

The Saint Francis Medical Center College of Nursing prerequisite courses completed at Eureka College include:

BIO220	Microbiology	4
BIO263	Human Anatomy and Physiology I	4
BIO264	Human Anatomy and Physiology II	4
CHM131	General Chemistry I	4
COM104	Modern Communication	3
ENG103W	Academic Writing and Research	3
ENG301W	Advanced Academic Writing and Research	3
Fine Arts/Humanities Electives	3 from: ART, ENG, HIS, MUS, PHI, REL, THA	9
HED284	Nutrition	3
MAT260	Statistics	3
PSY101	General Psychology	3
PSY205	Psychology of Childhood through Adolescence	3
PSY308	Adult and Aging	3
SOC102	Principles of Sociology	3
General Electives	Any additional electives from Fine Arts, Humanities, Communication, Social & Behavioral Sciences, Physical & Life Sciences, or Mathematics	8-9
TOTAL:		60-61

**Rush University Medical Center (4+2)** – Eureka College and Rush University of Rush University Medical Center have an agreement in which two Eureka College students per year, upon our recommendation, can enroll in the Generalist Entry Masters of Science in Nursing degree program (MSN). Such students must meet the course and admission requirements listed below and hold a Eureka College bachelor’s degree in any of our recognized majors. This Generalist Entry Masters of Science in Nursing program engages students in a full-time curriculum which focuses on clinical leadership and prepares students to successfully sit for the NCLEX (RN licensure exam). In addition to being prepared to function at a high level as a nurse in inpatient, out-patient, and community settings, students are also poised to pursue advanced-practice programs, such as the NP/DNP or PhD programs.

The admission requirements for Rush University include:

1. Cumulative GPA of 3.0 or higher (on a 4.0 scale).

2. Prerequisite GPA of 3.0 or higher (on a 4.0 scale) in the following required courses:
  - BIO220 – Microbiology
  - BIO263 and BIO264 – Human Anatomy and Physiology I and II
  - CHM131 – General Chemistry I
3. Substantive answers to personal essay questions (What was your reason for choosing nursing as a career? Do you have any additional information that you would like the admissions committee to know about you that has not been previously considered in the application? (2000 characters)).
4. Three professional letters of recommendation\*. Letters should be from faculty and/or work managers.  
\*Applicants applying from Eureka College are required to submit a letter of recommendation from a pre-health advisor.
5. Resume or CV that includes the following information:
  - Community service
  - Educational, leadership, and professional organization activities
  - Scholarly activities, including publications, presentations, research, honors, and awards
  - Work experience
6. Official GRE scores sent directly to Rush University College of Nursing. The GRE school code is 3262. The GRE is waived for applicants with a cumulative GPA of 3.00 or greater.
7. TOEFL scores if you are a non-native English speaker. Students may request to waive this requirement if they have completed a minimum of three years of higher education in the United States or have received a baccalaureate degree in the U.S.
8. Personal interview(s) with faculty. The interviews are by invitation only.
9. Prerequisite courses completed by the application deadline.

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### Pre-Pharmacy

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Pre-pharmacy students should take a Chemistry major, with Medicinal Chemistry (CHM310) and Biochemistry (CHM321) taken as the upper Divisional electives. Required supplementary courses are in Human Anatomy and Physiology I (BIO263) and II (BIO264) and Microbiology (BIO220).

Our pre-pharmacy students have been accepted at many regional (IL, MO, TN, IA) schools for the Doctorate in Pharmacy.

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 Pre-Physical Therapy
 

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Pre-Physical Therapy students should take a pre-medicine curriculum with electives chosen from Kinesiology.

Pre-PT students should apply to a large range of graduate professional schools for the Doctorate in Physical Therapy.

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 Social Work
 

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**Methodist College (2+2)** – Eureka College and Methodist College have an articulation agreement in which students complete two years at Eureka College, completing lower division Methodist College Social Work courses on the Eureka College campus, along with general education credits and electives. After completing two years at Eureka College, all students who meet the requirements for progression to upper division Social Work courses will be accepted into Methodist College’s Bachelors of Social Work (BSW) program. Students must have a cumulative GPA of 2.50 or greater, and complete all lower division and general education courses. While at Eureka College, students will complete 50 EC hours and 15 Methodist College Social Work hours.

The Social Work prerequisite courses completed at Eureka College include:

COM104	Modern Communication	3
ECC101	Justice and Civic Responsibility Seminar	3
ENG103W	Academic Writing and Research	3
ENG301W	Advanced Academic Writing and Research	3
FPA	Fine Arts Elective (1)	3
HUM*	Humanities Elective (1)	3
HUM or SS	Humanities or Social Science Elective (1)	3
Life and Physical Science	Science Electives (preferably not Biology) (2)	8
MAT260	Statistics	3
PHI110 or PHI220	Introduction to Philosophy or Moral Philosophy	3
PSY101	General Psychology	3
SOC102	Principles of Sociology	3
SS*	Social Science Electives (2)	6
SW170	Concepts of Social Work	3
SW270	Foundations of Social Work	3
SW272	Contemporary Social Issues	3
SW273	Cultural Humility in Social Work Practice	3
SW310	Research Methods	3

Plus a 3 hour elective\*

3

\*Spanish through the Intermediate Level (SPA115-260) may be taken in place of the Humanities elective, the 2 Social Science electives, and the 3 hour elective.

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## The Eureka College Honors Program

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The Eureka College Honors Program offers outstanding students the opportunity to add an unparalleled element of challenge and achievement to their academic and community experience. The Program is also an excellent preparation for graduate study and/or professional school. Motivated students of demonstrated ability may enroll in the Honors program, participate in honors seminars and thesis workshops and attend special lectures and arts events, working with other talented students in an atmosphere of intellectual excitement and discovery.

### Program Goals

1. To encourage challenging interdisciplinary studies culminating in the form of a research thesis conducted and presented to the college community.
2. To help prepare students for exemplary achievement in professional and/or graduate school for lifelong learning, research, and discovery.
3. Encourage and enable students to pursue in depth study of a topic or interest.

### Program's Student Learning Outcomes

1. Formulate a question or argument on a topic of interest.
2. Develop and practice organization, planning, time management, and self-regulation skills.
3. Develop and practice writing skills.
4. Develop and practice oral presentation skills.
5. Learn discipline specific research and scholarship methodologies.
6. Acquire awareness and value of public discourse of research in advancing knowledge in disciplines.

**Qualifications** – After prospective students are accepted for admission to Eureka College, they will be eligible to participate in the Eureka College Honors Program if they (1) have a final high school GPA of 3.50 or higher; and (2) either submit a recommendation letter from a high school faculty member or are a member of the National Honor Society. Students who did not enroll in the Honors Program in their first year will be eligible to participate in the Program at the conclusion of their first or second year if they (1) have a cumulative Eureka College GPA of 3.50 or higher; (2) are on the most current Eureka College Dean's List; and (3) submit a recommendation letter

from a Eureka College faculty member. Transfer Students may also enroll in the Program if they have successfully completed an Honors program at their previous college or university.

**Honors Program Requirements:**

1. Students in the Honors Program will enroll in a special honors section of First Year Seminar, ECC 101 (students enrolling in the program after the first year will not be responsible for taking the Honors section of a course they have already taken).
2. Students in the Program can enroll in an Honors Seminar (HON200) when offered.
3. All students enrolled in the program will attend all Honors events.
4. Students in the Program must maintain a 3.50 cumulative GPA throughout. If a student's GPA falls below 3.50 at the conclusion of a semester, that student will be placed on Honors probation. If this student's GPA is not at least 3.50 by the end of the next semester, the student will no longer be eligible for the Program.
5. All Honors students must complete the 10 Essentials and a minor or take at least 12 hours of coursework outside of their majors at the 200-level or above, at least 6 hours of which must be at the 300-level or above (ENG301W and ECC490W may not be used for this requirement). Students are encouraged to take Honors sections of courses when available.
6. Students may take internship, independent study, or foreign study courses for honors designation credit if the students, internship director, faculty supervisor, and Honors Program Director all agree that the experience/course is worthy in its curriculum, assignments, and expectations for honors credit.
7. Students taking foreign language through the Intermediate level will receive Honors designation as so on their transcript.
8. Students in the Program will enroll in HON301 (Honors Prospectus Preparation), for one hour of credit, prior to taking HON410W and HON420W. At the completion of HON301, students will have selected a thesis committee consisting of a thesis advisor and two additional readers, at least one of whom must be outside the student's major area, and one of whom will be the Honors Program Director. In addition, students with the approval of the thesis committee, will construct and comply with a mutually agreed upon schedule for all phases of the thesis from selection of a topic through completion of a final draft.
9. Students in the Program will enroll in HON410W (Senior Thesis Preparation) for two hours of credit, and HON420W (Senior Thesis Presentation) for two hours of credit, during their last two semesters. HON410W and HON420W are independent studies that culminate in writing a thesis based on original research or in a creative project of similar scope which may be interdisciplinary

or in the student's major area. During HON410W, students will submit drafts of their thesis to committee members for their input. During HON420W, students will submit and complete the final draft and make an oral report before a public audience. All students enrolled in the Honors Program will attend the presentation.

### **Honors Program Graduation Requirements:**

To qualify for Honors recognition at graduation, a student in the Program must:

1. Have a minimum cumulative GPA of 3.50.
2. Have completed all requirements of the Honors Program.
3. Complete the senior thesis with the approval of all three readers and with a grade of "B" or better in HON420W.

### **Privileges and Awards:**

1. Honors students will be allowed to register *first* for the next academic year.
2. Honors students are eligible for a \$2,500 Experiential Learning Grant.
3. Students graduating in the Honors Program will graduate at the front of their class and will be presented with a special Honors medallion. Students can earn either an Honors graduation or an Honors graduation with Distinction if the committee agree that the thesis proposal meets such criteria. Criteria is based upon quality of work put into the thesis along with time frame commitments kept.
4. Honors graduates will receive an extra certificate stating completion of Honors Program.
5. Two bound copies of the thesis will be made, one for the student and one being kept in Melick Library.

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## **Interdisciplinary Studies**

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There are a number of educational skills and opportunities that are appropriate to nearly all areas of learning. Utilizing the mastery of faculty in several academic disciplines, the core sequence of courses in the Interdisciplinary Studies curriculum – ECC101 (Justice and Civic Responsibility Seminar)/ECC235 (The Rise of the Individual) and ECC490W (Ethical Reasoning Seminar) aims to ground students in the liberal arts and to help them recognize the connections between academic disciplines.

The Justice and Civic Responsibility Seminar (ECC101) or The Rise of the Individual (ECC235) is taken by all new students during the first semester of their enrollment. The course goals are:

1. Students understand what membership and participation in an academic community involves. This objective will be met via college level reading and

writing work centered about a course theme, which addresses an issue of justice. The following outline reading goals for the course:

- a. Uses texts to develop a foundation of knowledge and to raise and explore important questions.
  - b. Uses text and knowledge to make complex inferences about the author's message and attitude.
  - c. Discusses the text to enhance an ongoing discussion
2. Students determine or begin to determine their role in the community and set goals for their years at Eureka College.
  3. By building competence in Justice and Civic Responsibility students will recognize the helpfulness of scholarship in understanding and solving community problems. It is also hoped that this recognition will create enthusiasm in first year/transfer students for their liberal arts education. The competency will be built through a service learning project or experience. A service learning project is not meant to be a good deed done once. It is meant to be a project or practicum in which students have learned to understand an issue or problem and then took action to help address the issue.

The Ethical Reasoning Seminar, ECC490W, is a required capstone course which focuses on the body of knowledge as a whole rather than in the usual approach through (diverse) distinct disciplines, encouraging the student to seek knowledge beyond a utilitarian value.

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## **International Studies Program/Study Abroad**

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Eureka College encourages our students to pursue international travel opportunities with an academic purpose. Students with international experiences—which may or may not earn academic credit—enrich the Eureka campus as well as themselves. Interested students should review the following guidelines and opportunities and contact the International Studies Coordinator for more information. Please review the catalog section on Study Abroad Funding to read about scholarships for international travel. Note that the Experiential Learning Grant can also be used to fund approved international travel experiences.

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### **Student Eligibility**

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In order to participate in an international experience, students must be in good disciplinary, financial, and academic standing (minimum 2.00 GPA). Please contact the International Studies Coordinator to determine eligibility. Student eligibility is trip-

specific, not indefinite. If a student participates in multiple international experiences while at Eureka College, eligibility must be verified prior to each trip. The Provost's Office reserves the right to revoke student eligibility at any time if academic or disciplinary issues emerge after travel permission has already been granted. Note that a student's eligibility for international travel does *not* guarantee acceptance to the selected program nor to scholarship or grant funding. Students must still apply for their study abroad program and funding opportunities via established institutional procedures; eligibility varies according to programs and funding sources.

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## Travel Opportunities

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In order for students to receive Eureka College academic credit and/or financial support for an international experience, travel must occur before graduation. Additionally, your destination and program must be approved by the International Studies Coordinator. Eureka College is affiliated with a number of organizations and institutions that offer international travel experiences. There are also occasional travel opportunities organized and led by our Eureka College faculty and staff. Some of our popular programs include the following:

***Affiliate study abroad organizations***—Consider a program offered by one of our affiliate organizations, including Student Athletes Abroad, Academic Programs International, International Studies Abroad, or the American Institute for Foreign Study. These organizations offer internships, service opportunities, and academic coursework in countries worldwide. Eligibility varies according to program.

***IDS211: London Live!*** – This two-week program is led by Eureka College faculty in London, England during May-June. The 3-credit course is open to all undergraduate majors who meet the college eligibility requirements to study abroad.

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## The Center For Lifelong Learning

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Inquiry and foresight are timeless abilities developed by a liberal arts education. Eureka College's Center for Lifelong Learning provides opportunities for adult learners to exercise inquiry and foresight to enable the decision making skills necessary for career advancement and leadership.

Inquiry is essential to inform decisions and foresight to understand the impact of those decisions. As the digital environment continues to encourage electronic forms of communication, the opportunities to foster the skills and time needed to develop the civil discourse required for leading and serving in face-to-face communities are decreased. Thus, courses are offered in small classes with individual instruction on

campus. The Center for Lifelong Learning continues the liberal arts tradition with degree completion programs in Organizational Leadership and Business Administration, and an endorsement in Special Education LBSI. The programs are designed to be conducted in a cohort community in order to best develop the leadership skills needed in our communities' businesses and classrooms. Offerings from the Center for Lifelong Learning will continue to change as new programs are developed to respond to the needs of students and adult learners.

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### Degree Completion Programs

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The Organizational Leadership program is designed to prepare students to assume management-focused leadership positions at organizations in both the public and private sectors. Students earn 60 credits in this degree program. The program will be offered contingent upon recruitment of a viable cohort.

Business Administration degree prepares students for management positions at a variety of organizations in every sector. Students earn 60 credits in this degree program. The program will be offered contingent upon recruitment of a viable cohort.

For degree requirements, see the Academic Program Descriptions section of this Catalog.

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### Special Education LBSI Endorsement

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The Special Education LBSI Endorsement program is designed with the practicing teacher in mind. Those with a valid Illinois teaching license are eligible to participate in this program, which will result in adding an LBSI Endorsement for the age and grade levels for which they are already licensed. For example, a teacher who is currently endorsed for grades 6-12 would earn an LBSI Endorsement for that same grade range, whereas a teacher with a license endorsed for grades K-12 would have an LBSI Endorsement valid for K-12. This 13 credit hour endorsement program can be started in the Fall, Spring, or Summer. The program will be offered contingent upon recruitment of a viable cohort. The entire program costs \$5,200.00 (plus applicable books and fees).

For endorsement requirements, see the Academic Program Descriptions section of this Catalog.

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## Directed Study

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A Directed Study is a tutorial arrangement by which a student may take a credit course from the regular curriculum when that course is not being currently offered. A Directed Study must cover material comparable to that included in a regularly scheduled offering of the course. Normally, the Directed Study option is available only as a scheduling necessity when adequate reasons for doing so have been presented. Consent of instructor, advisor, Division Chair, and Provost is required.

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## Independent Study

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An Independent Study is the individual study of a topic or problem in cooperation with the interested faculty member and the concurrence of the advisor, Division Chair, and Provost, with arrangements to be completed by the first day of the semester. The study shall not deal with content treated in regular course offerings.

All projects will be given both a departmental or divisional designation and a descriptive title. Divisions may prescribe additional prerequisites as appropriate. Independent Study courses may be counted as fulfilling a portion of the writing requirement at the recommendation of the instructor.

Normally the student should complete at least 12 hours of work in any area before approval of an Independent Study. Up to nine semester hours may count toward graduation and with advance approval up to 6 hours may be counted in a major and 3 hours may be counted in a minor.

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## Internships and Practica

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An Internship or Practicum provides a blending of academic and practical experiences. Up to 16 semester hours may be counted toward graduation. Courses included are any designated as internship or practicum that require an Internship Agreement.

The course description for 295/495, Internship, follows; see sections on Communication, Kinesiology, Psychology, and Religion for respective course descriptions. Divisions may prescribe additional prerequisites as appropriate.

### **295/495 – Internship (1–16 semester hours)**

*Prerequisite for 295 internships:* the student must have completed a minimum of 6 semester hours of regular courses in the academic area of the proposed internship or equivalent experience as evaluated by the Faculty Instructor.

*Prerequisite for 495 internships:* the student must have completed a minimum of 12 semester hours with at least 6 hours at the 300-level or higher of regular courses in the academic area of the proposed internship or equivalent experience as evaluated by the Faculty Instructor.

**GPA Requirements:** Students must have at least a 2.25 GPA at the time of enrollment for an off-campus internship or a 2.0 for an on-campus internship.

**Course Designation:** All programs should be given either a departmental or divisional designation as agreed upon by the student and the Faculty Instructor. It is recommended that internship applications and arrangements are made in advance of the Internship Request submission on Handshake and recommended that planning be initiated with the student's Academic Advisor prior to applying for an internship.

**Credit Hours:** Hours of credit are determined by the learning experiences available through participation in the internship, and a minimum of 40 clock hours are required in order to earn one semester hour of credit. The number of site hours and credit hours is partially determined by the length of the term and internship.

The Faculty Instructor determines what internship duties count for academic credit and has final approval on the number of semester hours per internship. Internships are graded Pass/Fail. The credit earned in an internship is intended to represent an enrichment experience, therefore, Internship 295 or 495 credit will generally not count toward meeting requirements in either a major or minor program unless the program specifically requires an internship.

**Appeals:** Should a student wish to make an appeal on a decision of ineligibility by their Faculty Instructor or Academic Advisor, they can appeal that decision to the Provost. This appeal must be made in writing within 72 hours of being notified of the faculty's decision regarding their ineligibility.

### **HIS/PSC495 – The Washington Center (8–16 hours)**

Eureka College has developed a partnership with The Washington Center, located in Washington, D.C., which enables students to participate in a ten-week or semester-long internship. This experience is open to all majors and provides the following: academic credit from Eureka College; Presidential Lecture Series; Congressional Breakfast Series; placement in a national agency located in the nation's capital. A Program Supervisor is assigned to the student to place in the program meeting the student's outcomes and to

guide the student through the internship experience. Costs are paid through Eureka College. Students enroll in the program through the Career Services. Students are responsible for travel and housing arrangements; housing is available with The Washington Center.

More information on Internships can be found in the Internship Policy document, housed with Career Services.

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## **Special Topics Courses**

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### *199/299/399 – Special Topics (1–4 semester hours)*

Special topics courses deal with topics or problems not treated in regular course offerings. They provide students with courses in areas of special interest on an occasional basis and give professors opportunities to teach in areas of special interest, sometimes as pilots for new regular courses. Such courses will normally be included in published semester schedules.

## ACADEMIC PROGRAM DESCRIPTIONS

In all programs, PR = Prerequisite; rec PR = recommended Prerequisite; CR = Corequisite; IC = Instructor Consent.

### Accounting

The Accounting major provides students with the pre-professional training that will enable them to solve tomorrow's complex problems and to be leaders in business and related fields. Accounting majors have two degree paths from which to choose. Students may complete: (1) a 120-hour degree, which is considered the 4-year private track, or (2) a 150-hour degree, which is the public track. The 150-hour degree qualifies students to take the Certified Public Accounting Exam (CPA).

Another alternative path for Accounting majors is to complete the private track and then complete a Master's Degree. Beyond this, majors may select from a wide variety of elective courses in order to receive more specific training or to further develop skills and expertise. In addition, depending on career goals and interests, the department has recommended courses offered from other departments to further develop abilities and knowledge.

#### Major in Accounting

**REQUIREMENTS FOR A MAJOR IN ACCOUNTING** – a minimum of 43 hours of coursework, consisting of the following:

*All of the following:*

ACC111	Principles of Accounting I	[PR: none]	4
ACC112	Principles of Accounting II	[PR: ACC111]	3
ACC201	Intermediate Accounting I	[PR: ACC112]	3
ACC202	Intermediate Accounting II	[PR: ACC201]	3
ACC221	Tax Accounting I	[rec PR: ACC112]	3
ACC303	Advanced Accounting	[PR: ACC202]	3
ACC331W	Auditing I	[PR: ACC112 & MAT161/260/265]	3
BUA340	Business Law	[PR: none]	3
BUA360	Business Finance	[PR: ACC112 & MAT260]	3
ECO111	Principles of Macroeconomics	[rec PR: MAT095R or placement]	3
ECO112	Principles of Microeconomics	[rec PR: MAT095R or placement]	3

*One of the following:*

MAT161	Finite Math & Statistics for Business	[PR: MAT095R or placement]	3
MAT260	Statistics	[PR: MAT103 or placement]	3

*One of the following:*

MAT121	Precalculus	[PR: MAT103 or placement]	4
MAT162	App. Functions & Calculus for Business	[PR: MAT095R or placement]	3

*One of the following:*

ACC203	Intermediate Accounting III	[PR: ACC202]	3
ACC222	Tax Accounting II	[PR: ACC221]	3
ACC302	Cost Accounting	[PR: ACC112]	3
ACC332	Auditing II	[PR: ACC331W]	3
ACC360	Fund Accounting	[PR: ACC112]	3
ACC450	Adv. Professional Accounting Problems	[PR: senior standing]	4

TOTAL: 43-45

Minor in Accounting

**REQUIREMENTS FOR A MINOR IN ACCOUNTING** – a minimum of 22 hours of coursework, consisting of the following:

*All of the following:*

ACC111	Principles of Accounting I	[PR: none]	4
ACC112	Principles of Accounting II	[PR: ACC111]	3
ACC201	Intermediate Accounting I	[PR: ACC112]	3
ACC202	Intermediate Accounting II	[PR: ACC201]	3
ACC221	Tax Accounting I	[rec PR: ACC112]	3

*Plus an additional 6 hours of coursework at the 300-level or higher in ACC, BUA, or ECO.* 6

TOTAL: 22

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## Art and Design

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The major in Art and Design allows exploration in both 2D and 3D art as well as graphic design. Courses in art history and special topics opportunities provide a foundation where historic context and contemporary issues serve as a frame of reference for developing individual modes of expression. Studies in the Art and Design major culminate in a required senior exhibit, providing the student with an opportunity to produce, and/or curate and display work centered on a specific theme or thesis. Students have the option to exhibit in solo, paired, or group shows.

### Program Goals

1. Foster an appreciation and lifelong interest in the visual arts.
2. Familiarize students with the historic and cultural importance of art history and theory.
3. Students become familiar with professional practices of the arts world including curatorial and exhibitions.

### Program Student Learning Outcomes

1. Create works of visual art which demonstrate an understanding of composition and aesthetics.
2. Critique visual art using proper terminology and reference to art and broader culture.
3. Demonstrate understanding of art historical and theoretical practices.
4. Demonstrate curatorial and professional practices within the arts including creating portfolios and/or participation in exhibitions.

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### Major in Art and Design

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**REQUIREMENTS FOR A MAJOR IN ART AND DESIGN** – a minimum of 42 hours of coursework, with a minimum of 12 hours at the 300-400 level, consisting of the following:

*All of the following:*

ART101W	Art Appreciation	[PR: none]	3
ART106	Design Fundamentals	[PR: none]	3
ART110	Drawing Fundamentals	[PR: none]	3
ART111	Painting Fundamentals	[PR: none]	3
ART380W	Seminar in Visual Culture (may be repeated for credit)	[PR: ENG103W]	3
ART410	Exhibit & Portfolio Preparation	[PR: Art major/minor or IC]	3

*Plus six hours from the following:*

ART212	Sculpture and Mixed Media (may be repeated for credit)	[PR: none]	3
ART260	Ceramics Fundamentals	[PR: none]	3
ART360	Advanced Ceramics and Pottery (may be repeated for credit)	[PR: ART260]	3

*Plus fifteen hours from the following:*

ART206	Introduction to Graphic Design	[PR: ART106 or IC]	3
ART211	Painting for Artists (may be repeated for credit)	[PR: ART111]	3
ART245	Digital Photography Fundamentals	[PR: must have digital camera]	3
ART250	Web Design	[PR: none]	3
ART280	Printmaking	[PR: ART101W, ART106, ART110 or ART111]	3
ART290	Typography	[rec PR: ART106 & ART206]	3
ART305	Videography	[PR: ART245]	3
ART306	Advanced Graphic Design	[PR: ART206 or IC; rec PR: ART250]	3
ART310	Illustrating for the Literary Market	[PR: ART110, 111, 206, 245, or IC]	3
ART345	Advanced Digital and Photoshop (may be repeated for credit)	[PR: ART206 & 245 or IC & 35mm digital SLR]	3

*Plus one of the following:*

ART229W	Renaissance and Baroque Art	[PR: ENG103W]	3
ART234W	Modern Art	[PR: ENG103W]	3
ART350	Selected Studio Topics (may be repeated for credit)	[PR: none]	3

TOTAL:			42
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 Minor in Art, Design & Photography
 

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**REQUIREMENTS FOR A MINOR IN ART, DESIGN & PHOTOGRAPHY** – 21 hours of coursework, with a minimum of 6 hours at the 300-400 level, consisting of the following:

*Fifteen hours from the following:*

ART106	Design Fundamentals	[PR: none]	3
ART110	Drawing Fundamentals	[PR: none]	3
ART111	Painting Fundamentals	[PR: none]	3
ART206	Introduction to Graphic Design	[PR: ART106 or IC]	3
ART211	Painting for Artists		

ART212	(may be repeated for credit) Sculpture and Mixed Media	[PR: ART111]	3
ART245	(may be repeated for credit) Digital Photography Fundamentals	[PR: none]	3
ART250	Web Design	[PR: must have digital camera]	3
ART260	Ceramics Fundamentals	[PR: none]	3
ART280	Printmaking	[PR: ART101W, ART106, ART110 or ART111]	3
ART290	Typography	[rec PR: ART106 & ART206]	3
ART305	Videography	[PR: ART245]	3
ART306	Advanced Graphic Design	[PR: ART206 or IC; rec PR: ART250]	3
ART310	Illustrating for the Literary Market	[PR: ART110, 111, 206, 245, or IC]	3
ART345	Advanced Digital and Photoshop (may be repeated for credit)	[PR: ART206 & 245 or IC & 35mm digital SLR]	3
ART360	Advanced Ceramics and Pottery (may be repeated for credit)	[PR: ART260]	3
<i>Plus two of the following:</i>			
ART101W	Art Appreciation	[PR: none]	3
ART229W	Renaissance and Baroque Art	[PR: ENG103W]	3
ART234W	Modern Art	[PR: ENG103W]	3
ART350	Selected Studio Topics (may be repeated for credit)	[PR: none]	3
ART380W	Seminar in Visual Culture (may be repeated for credit)	[PR: ENG103W]	3
ART410	Exhibit & Portfolio Preparation	[PR: Art major/minor or IC]	3
TOTAL:			21

**ART THERAPY** – A pre-professional program combining studies in the visual arts and psychology with internship experiences in art therapy. For more information, please consult the section on Pre-Professional Programs.

## Biology

Biology is the scientific study of the living world. Emphasis is on integrated concepts showing the effect of biological knowledge on all areas of human endeavor. Basic themes include cellular metabolism, cellular structure, mechanisms of heredity, development, evolution, ecology and behavior.

### Program Goals

1. Engage critically with the process of science. Understand and apply the scientific method.
2. Comprehend the Central Dogma of molecular biology and be able to explain its role in various biological processes.
3. Demonstrate the organization of living organisms, from molecules to the biosphere. Explain the taxonomic system of classification.
4. Make connections between anatomical form and function within organisms.
5. Interpret graphical representations of biological data, and use quantified data to support or refute hypotheses.
6. Explain the relationships between living organisms and their environments.
7. Delineate adaptations and understand how evolution occurs.

### Program Student Learning Outcomes

1. Apply the scientific process and method within laboratory assignments and projects.
2. Explain the role of Central Dogma in various biological processes.
3. Apply taxonomic classifications within examples from studies in courses.
4. Demonstrate understanding of anatomical form to function relationships within organisms.
5. Demonstrate the usage of graphical representations of biological data.
6. Demonstrate the understanding of the relationships between living organisms and their environments.
7. Demonstrate the understanding of adaptations and the processes of evolution.

### Major in Biology

**REQUIREMENTS FOR A MAJOR IN BIOLOGY** – a minimum of 37 hours of coursework (including 32 hours of coursework with a BIO prefix), plus required supporting coursework, consisting of the following:

*All of the following:*

BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4
BIO142	Principles of Biology II	[PR: BIO141]	4

BIO250	Molecular and Cellular Biology	[PR: C or better in BIO141]	3
BIO360W	Genetics	[PR: BIO142; PR or CR: CHM221]	4
BIO430W	Developmental Biology	[PR: BIO142; rec PR: BIO242 & BIO360W]	4
BIO466	Evolutionary Biology	[PR: BIO360W]	3

*One of the following:*

BIO300W	Ecology	[PR: BIO142, BIO/EVS121, or IC]	4
EVS305W	Conservation Biology	[PR: BIO142 or BIO/EVS121; rec PR: BIO300W]	4

*Two of the following:*

BIO220	Microbiology	[PR: BIO142/263 & CHM121/131]	4
BIO241	Introduction to Botany	[PR: BIO142, BIO/EVS121, or IC]	4
BIO242	Introduction to Zoology	[PR: BIO142, BIO/EVS121, or IC]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
BIO325	Immunology	[PR: BIO142 & CHM221]	4
BIO342	Comparative Vertebrate Anatomy	[PR: BIO142]	4

*At least one of the following (can't be a course used above):*

BIO220	Microbiology	[PR: BIO142/263 & CHM121/131]	4
BIO241	Introduction to Botany	[PR: BIO142, BIO/EVS121, or IC]	4
BIO242	Introduction to Zoology	[PR: BIO142, BIO/EVS121, or IC]	4
BIO263	Human Anatomy and Physiology I	[PR: MAT095R or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
BIO300W	Ecology	[PR: BIO142, BIO/EVS121, or IC]	4
BIO325	Immunology	[PR: BIO142 & CHM221]	4
BIO342	Comparative Vertebrate Anatomy	[PR: BIO142]	4
BIO380	Contemporary Laboratory Science	[PR: BIO142]	4
CHM321	Biochemistry I	[PR: BIO141, BIO142, & CHM221]	3
BIO/CHM421	Biochemistry II	[PR: BIO141, BIO142, & CHM220]	3
EVS305W	Conservation Biology	[PR: BIO142 or BIO/EVS121; rec PR: BIO300W]	4

TOTAL: 37-38

*Plus the following required supporting courses:*

CHM131	General Chemistry I	[PR or CR: MAT121 or placement]	4
CHM132	General Chemistry II	[PR: CHM131 & MAT121]	4
CHM220	Organic Chemistry I	[PR: CHM132]	4
MAT260	Statistics	[PR: MAT103 or placement]	3

Plus one of the following:

MAT121	Precalculus	[PR: MAT103 or placement]	4
MAT171	Calculus with Analytic Geometry I	[PR: MAT121 or placement]	5

TOTAL: 19-20

Minor in Biology

**REQUIREMENTS FOR A MINOR IN BIOLOGY**– a minimum of 20 hours of coursework, including a minimum of 6 hours at the 300-level or above, consisting of the following:

All of the following:

BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4
BIO142	Principles of Biology II	[PR: BIO141]	4

Plus at least one of the following\*:

BIO220	Microbiology	[PR: BIO142/263 & CHM121/131]	4
BIO241	Introduction to Botany	[PR: BIO142, BIO/EVS121, or IC]	4
BIO242	Introduction to Zoology	[PR: BIO142, BIO/EVS121, or IC]	4
BIO263	Human Anatomy and Physiology I	[PR: MAT095R or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
BIO250	Molecular and Cellular Biology	[PR: C or better in BIO141]	3

Plus at least two of the following\*:

BIO300W	Ecology	[PR: BIO142, BIO/EVS121, or IC]	4
BIO325	Immunology	[PR: BIO142 & CHM221]	4
BIO342	Comparative Vertebrate Anatomy	[PR: BIO142]	4
BIO360W	Genetics	[PR: BIO142; PR or CR: CHM221]	4
BIO380	Contemporary Laboratory Science	[PR: BIO142]	4
BIO430W	Developmental Biology	[PR: BIO142; rec PR: BIO242 & BIO360W]	4
BIO466	Evolutionary Biology	[rec PR: BIO360W]	3
EVS305W	Conservation Biology	[PR: BIO142 or BIO/EVS121; rec PR: BIO300W]	4

TOTAL: 20

\*At least one course must be a laboratory course.

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## Business Administration

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The Business Administration major offers coursework to enable students to meet the challenges of the economic environment and to be leaders in business and related fields. Within the Business Administration major, students may elect to emphasize in International, Management, or Marketing. Beyond this, majors may select from a wide variety of elective courses in order to develop focused skills and expertise.

### Program Goals

1. Students will communicate and engage professionally with others.
2. Students will develop an understanding of ethics and sustainability surrounding individual, social, and environmental well-being, and be able to identify ways to serve the common good through business decisions.
3. Students will be critical and analytical thinkers and problem solvers.
4. Students will develop core and foundational business knowledge.
5. Students will develop leadership and collaboration skills.

### Program Student Learning Outcomes

1. Students will be able to communicate professionally, clearly, and effectively in both written and oral forms to an intended audience.
2.
  - a. Students will be aware of the ethical and moral dimensions of the business disciplines.
  - b. Students will be able to identify and apply business practices that support diversity, equity, and inclusion.
3.
  - a. Students will demonstrate critical thinking.
  - b. Students will demonstrate the proficiency to evaluate information to support decision-making and make logical deductions.
4. Students will demonstrate an understanding of core business principles and functional skills in the primary areas of business.
5. Students will develop leadership skills through group work.

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### Major in Business Administration

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**REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION** – 41 hours of coursework, consisting of the following:

*All of the following:*

ACC111	Principles of Accounting I	[PR: none]	4
ACC112	Principles of Accounting II	[PR: ACC111]	3
BUA101	Introduction to Business	[PR: none]	3
BUA220	Management	[PR: sophomore standing]	3

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BUA230	Marketing	[PR: sophomore standing]	3
BUA310	International Business	[PR: none]	3
BUA340	Business Law	[PR: none]	3
BUA360	Business Finance	[PR: ACC112 & MAT260]	3
BUA385W	Strategy	[PR: taken the year before graduation in the spring or IC]	2
BUA420W	Consulting Capstone Project	[PR: taken in the final spring before graduation, BUA385W, or IC]	2
ECO111	Principles of Macroeconomics	[rec PR: MAT095R or placement]	3
ECO112	Principles of Microeconomics	[rec PR: MAT095R or placement]	3
MAT260	Statistics	[PR: MAT103 or placement]	3

*Plus an additional 3 hours of coursework at the 300-level or higher in ACC, BUA, or ECO.* 3

TOTAL: 41

Note: Students may not double major in Business Administration and Sports Management.

**EMPHASIS**

In addition to the required courses for the major, students who want to emphasize in a particular area of business administration may select from the following groupings:

**International Emphasis**

*Two of the following with at least one course at the 200-level or above:*

GEO105	World Geography	[PR: none]	3
GEO110	Cultural Geography	[PR: none]	3
HIS/PSC362W	American Foreign Policy	[PR: none]	3
PSC263	International Relations	[PR: none]	3
Or a second Intercultural Understanding course approved by BUA faculty			3

*Plus the following:*

FST361	International Study Abroad approved by BUA faculty	[PR: none]	3
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Students must also complete two courses in a modern foreign language (this requirement can be met through placement testing) 6-8

TOTAL: 15-17

**Management Emphasis***Three of the following:*

BUA311	Entrepreneurship	[PR: ECO111 or 112]	3
BUA312	Business Ethics & Social Responsibility	[PR: BUA220 & BUA230]	3
BUA321W	Human Resources Management	[PR: BUA220]	3
BUA324	Theory of Constraints	[PR: none]	3
TOTAL:			9

**Marketing Emphasis***Three of the following:*

BUA331	Consumer Behavior	[PR: BUA230]	3
BUA332	Marketing Research	[PR: BUA230 & MAT162]	3
BUA333	Retailing	[PR: BUA230]	3
BUA334	Advertising	[PR: BUA230]	3
BUA335	Social Media Marketing	[PR: BUA230]	3
TOTAL:			9

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 Minor in Business Administration
 

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**REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION** – 25 hours of coursework, consisting of the following:

ACC111	Principles of Accounting I	[PR: none]	4
ACC112	Principles of Accounting II	[PR: ACC111]	3
BUA101	Introduction to Business	[PR: none]	3
BUA220	Management	[PR: sophomore standing]	3
BUA230	Marketing	[PR: sophomore standing]	3

*One of the following:*

ECO111	Principles of Macroeconomics	[rec PR: MAT095R or placement]	3
ECO112	Principles of Microeconomics	[rec PR: MAT095R or placement]	3

*Plus an additional 6 hours of coursework at the 300-level or higher in ACC, BUA, or ECO.*

TOTAL: 25

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## Chemistry

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Chemistry is the study of the composition, structure, properties, and reactions of matter, especially of atomic and molecular systems. This major can equip a student for graduate or professional study or for entry level positions in laboratories or businesses.

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### Major in Chemistry

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**REQUIREMENTS FOR A MAJOR IN CHEMISTRY** – a minimum of 33 hours of coursework, plus required supporting coursework, consisting of the following:

*All of the following:*

CHM131	General Chemistry I	[PR or CR: MAT121 or placement]	4
CHM132	General Chemistry II	[PR: CHM131 & MAT121]	4
CHM220	Organic Chemistry I	[PR: CHM132]	4
CHM221	Organic Chemistry II	[PR: CHM220]	4
CHM250	Quantitative Analysis	[PR: CHM132]	4
CHM335W	Thermodynamics and Kinetics	[PR: MAT271, CHM132, & PHY220]	4
CHM336	Quantum Chem & Spectroscopy	[PR: MAT271, CHM132, & PHY230]	3

*Two of the following:*

CHM310	Medicinal Chemistry	[PR: CHM221]	3
CHM321	Biochemistry I	[PR: BIO141, BIO142, & CHM220]	3
CHM345	Instrumental Analysis	[PR: CHM132; rec PR: CHM250]	4
CHM440	Inorganic Chemistry	[PR: CHM221; rec PR: CHM345]	3

TOTAL: 33-34

*Plus the following required supporting courses:*

MAT171	Calculus with Analytic Geometry I	[PR: MAT121 or placement]	5
MAT271	Calculus with Analytic Geometry II	[PR: MAT171]	4
PHY220	General Physics I	[PR: MAT171]	4
PHY230	General Physics II	[PR: MAT271; rec PR: PHY220]	4

TOTAL: 17

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### Minor in Chemistry

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**REQUIREMENTS FOR A MINOR IN CHEMISTRY** – 22 hours of coursework, consisting of the following:

CHM131	General Chemistry I	[PR or CR: MAT121 or placement]	4
CHM132	General Chemistry II	[PR: CHM131 & MAT121]	4
CHM220	Organic Chemistry I	[PR: CHM132]	4
CHM250	Quantitative Analysis	[PR: CHM132]	4
<i>Plus 6 or more hours at the 300-level.</i>			6
TOTAL:			22

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## Child Life Specialist

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The major in Child Life Specialist is designed to provide students the background needed to pursue a graduate degree in Child Life Studies and a Certified Child Life Specialist accreditation. Child Life Specialists work primarily within the healthcare field, assisting children and their families with coping with the anxieties associated with hospitalization and treatment. They help to ensure a child's continued social, emotional, and cognitive growth during periods of hospitalization, as well as facilitating communication between the child and hospital staff. Child Life Specialists also work closely with parents, siblings, and other family members to ensure that all understand the healthcare process.

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### Major in Child Life Specialist

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**REQUIREMENTS FOR A MAJOR IN CHILD LIFE SPECIALIST** – a minimum of 47 hours of coursework, consisting of the following:

*All of the following:*

MAT260	Statistics	[PR: MAT103 or placement]	3
PSY101	General Psychology	[PR: none]	3
PSY203	Social Psychology	[PR: PSY101]	3
PSY206	Infant & Early Childhood Development	[PR: none]	3
PSY207	Middle Childhood & Adolescent Development	[PR: none]	3
PSY215	Cognitive Psychology	[PR: PSY101]	3
PSY222	Research Methods-Soc & Nat Sci	[PR: sophomore standing; PR or CR: MAT260]	3
PSY290	Psychological Tests and Measurements	[PR: PSY101 & MAT260]	3
PSY314W	Abnormal Psychology	[PR: PSY101]	3
PSY320	Seminar in Child Life	[PR: PSY206 & PSY207]	3
PSY372	Counseling Psychology	[PR: PSY101]	3
SPA115	Introduction to Spanish I	[PR: none]	4
SPA120	Introduction to Spanish II	[PR: C- in SPA115 or placement]	4

(Spanish through the intermediate level is strongly encouraged)

*One of the following:*

PSY370W	Personality Theory	[PR: PSY101 & junior or senior standing]	3
PSY380W	Psychological Statistics & Methods II	[PR: PSY101, PSY180, & PSY280W]	4

*One of the following:*

PSY285	Psychology of Learning	[PR: PSY101]	3
PSY286	Sensation and Perception	[PR: PSY101]	3
PSY360	Biological Psychology	[PR: PSY101]	3
TOTAL:			47-48

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## Clinical Laboratory Science

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Clinical Laboratory Science is a 3+1 program conducted in cooperation with OSF School of Clinical Laboratory Science in Peoria, Illinois. This program is designed to develop competent professionals who are skilled in both theory and the practice of laboratory procedures. Providing the backdrop for the clinical experience that makes up the final year of the program is a highly automated clinical laboratory, where a wide variety of routine and specialty test procedures are performed daily.

Clinical laboratory scientists may work as staff, managers, or consultants in hospitals, clinics, reference laboratories, or physician office labs. They may be generalists or may specialize in areas such as hematology, hemostasis, immunology, chemistry, blood banking, flow cytometry, molecular diagnostics, or microbiology. Clinical laboratory scientists may find employment as lab information specialists or work in quality management or infection control. Other opportunities may be found with laboratory supply vendors as technical specialists, service or sales representatives; in forensic science; and in education within medical centers and universities. Clinical laboratory scientists may also work in veterinary science centers or the armed forces, while others apply their lab skills outside of healthcare in agricultural, environmental or industrial labs in research, development, testing and quality control.

Completion of the prerequisite courses taken at Eureka College does not guarantee admission into the Clinical Laboratory Science program at OSF.

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### Major in Clinical Laboratory Science

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**REQUIREMENTS FOR A MAJOR IN CLINICAL LABORATORY SCIENCE** – a minimum of 35 hours of coursework, plus required supporting coursework, on the EC campus, consisting of the following:

*All of the following:*

BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4
BIO142	Principles of Biology II	[PR: BIO141]	4
BIO220	Microbiology	[PR: BIO142/263 & CHM121/131]	4
BIO325	Immunology	[PR: BIO142 & CHM221]	4
BIO360W	Genetics	[PR: BIO142; PR or CR: CHM221]	4
CHM250	Quantitative Analysis	[PR: CHM132]	4
CHM345	Instrumental Analysis	[PR: CHM132; rec PR: CHM250]	4

*Plus the following:*

BIO263	Human Anatomy and Physiology I	[PR: MAT095R or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4

*One of the following:*

CHM321	Biochemistry I	[PR: BIO141, BIO142, & CHM221]	3
BIO/CHM421	Biochemistry II	[PR: BIO141, BIO142, & CHM220]	3

TOTAL: 31

*Plus the following required supporting courses:*

CHM131	General Chemistry I	[PR or CR: MAT121 or placement]	4
CHM132	General Chemistry II	[PR: CHM131 & MAT121]	4
CHM220	Organic Chemistry I	[PR: CHM132]	4
CHM221	Organic Chemistry II	[PR: CHM220]	4
HED179	First Aid, CPR, & Injury Prevention	[PR: none]	1
MAT260	Statistics	[PR: MAT103 or placement]	3

**Fourth Year at OSF School of Clinical Laboratory Science**

Clinical Chemistry Lecture	3.0
Clinical Chemistry Laboratory	2.0
Clinical Urinalysis Lecture	1.0
Clinical Urinalysis Laboratory	1.0
Clinical Hematology Lecture	3.0
Clinical Hematology Laboratory	2.0
Clinical Hemostasis Lecture	1.0
Clinical Hemostasis Laboratory	1.0
Clinical Immunohematology Lecture	2.0
Clinical Immunohematology Laboratory	2.0
Clinical Immunology Lecture	1.5
Clinical Immunology Laboratory	2.5
Clinical Microbiology Lecture	3.0
Clinical Microbiology Laboratory	4.0
Clinical Special Topics in CLS	0.5
Clinical Special Topics in CLS Laboratory	0.5
Clinical Microbiology II Laboratory	0.5
Clinical Management & Education	1.5

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## Communication and Media Studies

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Communication and Media Studies empowers students to be critical producers, consumers, and scholars of media and communication in its many forms: including visual, audio, digital, written, and multimodal. The Communication and Media Studies program enables students to engage the complex relationships between media, culture, technology, and power, while also training them to be successful professionals in the field of communication and media through coursework and experiential learning opportunities in digital publishing and television and radio production.

### Program Goals

1. Students will gain a critical and multicultural perspective to media and communication.
2. Students will gain practical, career-ready skills in media production.

### Program Student Learning Outcomes

1. Understand the complex interplay between media, communication, and culture from historical and modern perspectives.
2. Utilize professional skills and knowledge in the evolving fields of media production and management.
3. Evaluate and apply both theoretical and practical methods in the exploration and creation of media.
4. Develop and refine practical skills in the composition and delivery of communication in relational, personal, and professional contexts.
5. Discuss, assess, and critically reflect on the significance of diversity, identity, and power within communication and media studies.

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### Major in Communication and Media Studies

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**REQUIREMENTS FOR A MAJOR IN COMMUNICATION AND MEDIA STUDIES** – a minimum of 39 hours of coursework, consisting of the following:

#### *Introductory Core (all of the following):*

COM104	Modern Communication	[PR: none]	3
COM106	Writing for Media	[PR: none]	3
COM108	Media and Culture	[PR: none]	3

#### *Experiential Core (nine credits from the following; courses can be repeated):*

COM205	<i>Pegasus</i> Media Practicum	[CR:COM106 & ENG103W or IC]	1
COM206	Television Practicum	[PR: none]	1
COM207	Radio Practicum	[PR: none]	1

COM295/495	Comm. & Media Studies Internship	[PR: COM104, COM106, COM108 & ENG103W, or IC]	1-3
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*Topics Core (nine credits from the following; courses cannot be repeated):*

COM211	Sports, Media, and Culture	[PR: ENG103W]	3
COM212	Media in Rural America	[PR: ENG103W]	3
COM213	Social Media and Internet Culture	[PR: ENG103W]	3
COM214	Communication Law	[PR: ENG103W]	3
COM215	Relational Communication	[PR: ENG103W]	3
COM216	Cinema Studies	[PR: ENG103W]	3
COM217/217L	Video Games and Contemporary Problems	[PR: ENG103W & soph. standing]	4
COM218	Organizational Communication	[PR: ENG103W]	3
COM219	Media, Gender, and Sexuality	[PR: ENG103W & soph. standing]	3
COM220	Media Management and Sales	[PR: ENG103W]	3
COM221	Media History	[PR: ENG103W]	3
COM222	Audio Production for Radio/Digital Media	[PR: None]	3
COM223	Writing for Performance	[PR or CR: ENG103W]	3

*Advanced Core (all of the following):*

COM304W	Communication and Media Theory	[PR: COM104, COM106, COM108, & ENG103W, or IC]	3
COM306W	Communication & Media Methods	[PR: COM104, COM106, COM108 & ENG103W, or IC]	3
COM308W	Communication and Media Ethics	[PR: COM104, COM106, COM108, & ENG103W, or IC]	3

*Plus the Capstone Seminar:*

COM401W	Seminar in Comm. & Media Studies	[PR: COM304W, COM306W, COM308W, ENG301W, & senior standing, or IC]	3
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TOTAL: 39

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Minor in Communication and Media Studies

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**REQUIREMENTS FOR A MINOR IN COMMUNICATION AND MEDIA STUDIES** – a minimum of 21 hours of coursework, consisting of the following:

*Introductory Core (choose two of the following):*

COM104	Modern Communication	[PR: none]	3
COM106	Writing for Media	[PR: none]	3
COM108	Media and Culture	[PR: none]	3

*Experiential and Topics Cores (nine credits from the following; Experiential courses can be repeated, Topics courses cannot be repeated):*

Experiential Core

COM205	<i>Pegasus</i> Media Practicum	[CR:COM106 & ENG103W or IC]	1
COM206	Television Practicum	[PR: none]	1
COM207	Radio Practicum	[PR: none]	1
COM295/495	Comm. & Media Studies Internship	[PR: COM104, COM106, COM108 & ENG103W, or IC]	1-3

Topics Core

COM211	Sports, Media, and Culture	[PR: ENG103W]	3
COM212	Media in Rural America	[PR: ENG103W]	3
COM213	Social Media and Internet Culture	[PR: ENG103W]	3
COM214	Communication Law	[PR: ENG103W]	3
COM215	Relational Communication	[PR: ENG103W]	3
COM216	Cinema Studies	[PR: ENG103W]	3
COM217/217L	Video Games and Contemporary Problems	[PR: ENG103W & soph. standing]	4
COM218	Organizational Communication	[PR: ENG103W]	3
COM219	Media, Gender, and Sexuality	[PR: ENG103W & soph. standing]	3
COM220	Media Management and Sales	[PR: ENG103W]	3
COM221	Media History	[PR: ENG103W]	3
COM222	Audio Production for Radio/Digital Media	[PR: None]	3
COM223	Writing for Performance	[PR or CR: ENG103W]	3

*Advanced Core (two of the following):*

COM304W	Communication and Media Theory	[PR: COM104, COM106, COM108, & ENG103W, or IC]	3
COM306W	Communication & Media Methods	[PR: COM104, COM106, COM108 & ENG103W, or IC]	3
COM308W	Communication and Media Ethics	[PR: COM104, COM106, COM108, & ENG103W, or IC]	3

TOTAL: 21

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## Computer Science

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The goals of the Computer Science major are to prepare students for jobs in industry, business, or government, to prepare students for graduate training in some specialized area of computer science, and to provide support courses for students interested in mathematics, chemistry, digital media design, and other fields requiring computing skills. Computer Science is an exciting and challenging field whose impact on the world is constantly growing. Computer scientists are integral to technological advancement in communications, manufacturing, business, media, medicine, and science. Computer Science major are in great demand because of their skills as problem-solvers and analysts, their capacity for teamwork, technical know-how, and their ability to attend to the smallest details while keeping in mind the big picture.

The Computer Science major at Eureka College is a hybrid major. In particular, all non-computer science courses and support courses can be taken at Eureka College. The major also consists of 36 hours of computer science coursework to completed online via the Acadeum consortium, along with two additional math courses (that can be taken at Eureka College) and a computer science internship or additional coursework in mathematics.

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### Major in Computer Science

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**REQUIREMENTS FOR A MAJOR IN COMPUTER SCIENCE** – a minimum of 50 hours of coursework, consisting of the following:

*All of the following Eureka College courses:*

MAT171	Calculus with Analytic Geometry I	[PR: MAT121 or placement]	5
MAT280	Discrete Mathematics	[PR: MAT171]	3

*One of the following:*

Internship Option

CSC495	Computer Science Internship	[PR: 2.25 GPA & completed Internship Agreement]	3+
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*or*

Mathematics Option

*All of the following:*

MAT271	Calculus with Analytic Geometry II	[PR: MAT171]	4
MAT315	Linear Algebra	[PR: MAT271]	3

*And one of the following:*

MAT310	Probability	[PR: MAT271]	3
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ACADEMIC PROGRAM DESCRIPTIONS

MAT320	Abstract Algebra	[PR: MAT270 or MAT315]	3
MAT340	Foundations of Geometry	[PR: MAT271]	3
MAT415	Real Analysis	[PR: MAT272 or MAT315]	3

*Plus all Computer Science majors must take all of the following Acadeum courses:*

CSC203	Computer Systems	[PR: none]	3
CSC204	Programming Logic and Design	[PR: none]	3
CSC207	Programming in C/C++	[PR: CSC203]	3
CSC209	Java Programming	[PR: CSC204 or CSC207]	3
CSC212	System Administration	[PR: none]	3
CSC217	Theoretical Found. of Computer Science	[PR: CSC207 & MAT171]	3
CSC301	Algorithms and Data Structures	[PR: CSC204 or CSC207 & MAT171]	3
*CSC309W	Network Theory and Design	[PR: CSC203]	3
CSC315	Decision Support Systems	[PR: none]	3
CSC320	System Analysis and Design	[PR: CSC203]	3
CSC330	Database Concepts & Programming	[PR: CSC204 or CSC207]	3
CSC340	Intro. To Internet Applications	[PR: CSC203]	3
CSC416	Intro. To Information Security	[PR: CSC309W]	3

TOTAL: 50+

\*Course will meet Eureka's writing requirements.

**OPTIONAL MINOR IN MATHEMATICS** - requires 20 hours of coursework in Mathematics numbered MAT171 or above, including at least six hours at the 300-level or higher. (Students who choose the Mathematics Option within the major can complete a Mathematics minor with one additional course.)

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## Criminal Justice/Sociology

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The Criminal Justice/Sociology major provides a liberal arts education to students who wish to pursue a vocation in public service or in some part of the criminal justice system or related organizations. Criminal law, law enforcement, corrections, probation, parole, victim advocacy, juvenile delinquency prevention, criminal justice reform, forensic science, pathology, criminal justice administration, and counseling are a few of the many careers that may be pursued by graduates with this major. Students may also elect to concentrate in Crime Scene Management.

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### Major in Criminal Justice/Sociology

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**REQUIREMENTS FOR A MAJOR IN CRIMINAL JUSTICE/SOCIOLOGY** – 40 hours of coursework, consisting of the following:

*All of the following:*

CJS101	Introduction to Criminal Justice	[PR: none]	3
CJS205	Policing	[PR: none]	3
CJS210W	Juvenile Delinquency and Justice	[PR: none]	3
CJS215	Corrections	[PR: CJS101 or IC]	3
CJS225	Criminal Investigation	[PR: CJS101]	3
CJS310	Criminal Law and Procedure	[PR: junior standing or IC]	3
HED179	First Aid, CPR, & Injury Prevention	[PR: none]	1
PSY101	General Psychology	[PR: none]	3
SOC102	Principles of Sociology	[PR: none]	3
SOC250	Social Stratification	[PR: SOC102 or IC]	3
SOC301W	Criminology	[PR: SOC102 & junior standing]	3
SOC306	Race and Ethnicity	[PR: SOC102 or IC]	3

*Two of the following, including at least one at the 300-level:*

CJS360	Evidence-Based Community Corrections	[PR: CJS215 & junior standing or IC]	3
PSC250	American Government (State & Local)	[PR: none]	3
PSY314W	Abnormal Psychology	[PR: PSY101]	3
PSY372	Counseling Psychology	[PR: PSY101]	3
SOC290	The Culture of Addiction	[PR: SOC102 or IC]	3

**TOTAL:** 40

*Recommended elective courses:*

ACADEMIC PROGRAM DESCRIPTIONS

MAT260	Statistics	[PR: MAT103 or placement]	3
PHI220	Moral Philosophy	[PR: none]	3
PSY380W	Psychological Statistics & Methods II	[PR: PSY101, PSY180, & PSY280W]	4
SOC370	Sociological Theory	[PR: SOC102 & junior standing]	3
SPA115-260	Spanish through Intermediate II	[PR: varies by class]	20

Students are highly recommended to apply for an internship experience to be completed after the first semester of the junior year. Students will need a cumulative GPA of 2.50 to qualify for a criminal justice internship. Students planning on going on to graduate school or into criminal justice administration should take MAT260 and PSY380W.

**Crime Scene Management Concentration**

Students wishing to add a concentration in Crime Scene Management, in addition to their Criminal Justice/Sociology major, must satisfactorily complete the following requirements:

CJS340	Crime Scene & Evidence Documentation	[PR: junior standing or IC]	4
CJS350	Criminalistics: Intro to Forensics	[PR: junior standing or IC]	4
BIO263	Human Anatomy and Physiology I	[PR: MAT095R or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
ART245	Digital Photography Fundamentals	[PR: must have digital camera]	3
TOTAL:			19

Minor in Criminal Justice/Sociology

**REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE/SOCIOLOGY** – 21 hours of coursework, consisting of the following:

*All of the following:*

CJS101	Introduction to Criminal Justice	[PR: none]	3
CJS210W	Juvenile Delinquency and Justice	[PR: none]	3
CJS225	Criminal Investigation	[PR: CJS101]	3
CJS310	Criminal Law and Procedure	[PR: junior standing or IC]	3
SOC102	Principles of Sociology	[PR: none]	3
SOC301W	Criminology	[PR: SOC102 & junior standing]	3

*One of the following:*

CJS205	Policing	[PR: none]	3
CJS215	Corrections	[PR: CJS101 or IC]	3

TOTAL:

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## Digital Media and Design

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The major in Digital Media and Design offers the career-bound student the opportunity to combine liberal arts learning with practical, professional training. Students who are interested in graphic design will enhance their marketability by merging communication skills and computer literacy with proven models of business success.

The Graphic Design certificate provides students with a foundation in design practice and theory through practical application of design tools and software. The program will allow students from divers programs to add valuable and marketable design skills for today's workforce.

### Program Goals

1. Foster appreciation of design principles including hierarchy, typography, aesthetics, and composition.
2. Familiarize students with the cognitive, social, cultural, technological, and economic contexts for written communication and visual design.
3. Teach students to recognize and respond to specific user needs with attention to physical, cognitive, cultural, and social factors.

### Program Student Learning Outcomes

1. Create visual response to communication problems, demonstrating understanding of hierarchy, typography, aesthetics, and composition.
2. Demonstrate a broad understanding of issues related to the cognitive, social, cultural, technological, and economic contexts for written communication and visual design.
3. Create user appropriate designs with attention to physical, cognitive, cultural, and social factors.
4. Demonstrate an understanding of communication theory and practice.
5. Demonstrate an introductory understanding of business and institutional practices.

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### Major in Digital Media and Design

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**REQUIREMENTS FOR A MAJOR IN DIGITAL MEDIA AND DESIGN** – a minimum of 45 hours of coursework, consisting of the following:

*All of the following:*

ART106	Design Fundamentals	[PR: none]	3
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ART306	Advanced Graphic Design	[PR: ART206 or IC; rec PR: ART250 CR: ART410]	3
ART410	Exhibit and Portfolio Preparation	[PR: Art major/minor or IC; CR: ART306]	3
BUA101	Introduction to Business	[PR: none]	3
BUA311	Entrepreneurship	[PR: ECO111 or ECO112]	3
COM304W	Communication & Media Theory	[PR: COM104, COM106, COM108 & ENG103W or IC]	3

*Plus five of the following, including one at the 300-level:*

ART110	Drawing Fundamentals	[PR: none]	3
ART206	Introduction to Graphic Design	[PR: ART106 or IC]	3
ART245	Digital Photography Fundamentals	[PR: must have digital camera]	3
ART250	Web Design	[PR: none]	3
ART280	Printmaking	[PR: ART101W, ART106, ART110 or ART111]	3
ART290	Typography	[PR: ART106 & 206]	3
ART305	Videography	[PR: ART245]	3
ART310	Illustration for the Literary Market	[PR: ART110, 111, 206, 245, or IC]	3
ART350	Selected Studio Topics	[PR: none]	3
ART295/495	Art Internship	[PR: 2.25 GPA & completed Internship Agreement]	3
COM222	Audio Production for Radio/Digital Media	[PR: None]	3
ENG395W	Publishing Workshop	[PR: ENG120 & 1 200-level creative writing course]	3

*Plus two of the following:*

COM104	Modern Communication	[PR: none]	3
COM106	Writing for Media	[PR: none]	3
COM108	Media and Culture	[PR: none]	3

*Plus three credit hours from the following:*

COM205	Pegasus Media Practicum	[CR: COM106 & ENG103W or IC]	1
COM206	TV Practicum	[PR: none]	1
COM207	Radio Practicum [	[PR: none]	1
COM213	Social Media & Internet Culture	[PR: ENG103W]	3
COM216	Cinema Studies	[PR: ENG103W]	3
COM217/217L	Video Games and Contemporary Problems	[PR: ENG103W & soph. standing]	4
COM218	Organizational Communication	[PR: ENG103W]	3
COM221	Media History	[PR: ENG103W]	3

*Plus one of the following:*

ACADEMIC PROGRAM DESCRIPTIONS

LDR115	Introduction to Leadership	[PR: none]	3
LDR215	Digital Leadership	[PR: ENG103W or IC]	3
LDR315	Diversity and Leadership	[PR: ENG301W and LDR115 or LDR215 or IC]	3
COM220	Media Management & Sales	[PR: ENG103W}	3
BUA230	Marketing	[PR: Sophomore standing]	3
BUA270	Business Sustainability	[PR: none]	3
BUA331	Consumer Behavior	[PR: BUA230]	3
TOTAL:			45

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Minor in Art, Design, and Photography

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For more information, please consult the Art section.

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Certificate in Graphic Design

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**REQUIREMENTS FOR A CERTIFICATE IN DIGITAL MEDIA AND DESIGN** – 15 hours of coursework, consisting of the following:

*All of the following:*

ART106	Design Fundamentals	[PR: none]	3
ART206	Introduction to Graphic Design	[PR: ART106 or IC]	3
ART306	Advanced Graphic Design	[PR: ART206 or IC; rec PR: ART250 CR: ART410]	3

*Plus two of the following:*

ART245	Digital Photography Fundamentals	[PR: must have digital camera]	3
ART250	Web Design	[PR: none]	3
ART290	Typography	[PR: ART106 & 206]	3

TOTAL: 15

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## Economics

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*The Economics minor has been suspended.*

Economics refers to the scientific study of buying and selling behavior. As such, it represents one of the foundational social science disciplines in a liberal arts education. Eureka College offers a minor in Economics, and coursework in Economics supports the general education curriculum and serves the needs of students majoring in Accounting, Business Administration, and History with Teacher Licensure.

The Economics minor is designed to appeal to students from a variety of disciplinary backgrounds and will therefore serve various campus constituencies. Although the primary course content of the minor will consist of Economics courses, students will be able to craft the minor specifically to one of five “focus” areas. These include a Finance Focus, a General Business Focus, an International Focus, a Behavioral Focus, and a Quantitative Methods Focus.

The Economics minor consists of 21 semester hours, including 15 semester hours of core coursework and 6 semester hours of coursework in one of five focus areas.

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### Minor in Economics

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**REQUIREMENTS FOR A MINOR IN ECONOMICS** – 21 hours of coursework, consisting of the following:

*All of the following:*

ECO111	Principles of Macroeconomics	[rec PR: MAT095R or placement]	3
ECO112	Principles of Microeconomics	[rec PR: MAT095R or placement]	3
ECO211	Intermed. Macroeconomic Theory	[PR: ECO111]	3
ECO212	Intermed. Microeconomic Theory	[PR: ECO112]	3

*Plus an additional 3 hours of ECO coursework at the 300-level.* 3

*Plus one of the focus areas listed below:* 6

TOTAL: 21

### **Finance Focus**

*All of the following:*

BUA360	Business Finance	[PR: ACC112 & MAT260]	3
ECO3xx	An additional course in ECO at the 300-level		3

**General Business Focus (non-Accounting or Business Administration majors only)**

*Two of the following, with at least one at the 300-level or higher:*

BUA220	Management	[PR: sophomore standing]	3
BUA230	Marketing	[PR: sophomore standing]	3
BUA334	Advertising	[PR: BUA230]	3
BUA340	Business Law	[PR: none]	3
BUA360	Business Finance	[PR: ACC112 & MAT260]	3
BUA410W	Business Strategy	[PR: BUA101,220, 230, 310, 360, & senior standing or IC consent]	4

**International Focus**

*All of the following:*

BUA310	International Business	[PR: none]	3
PSC263	International Relations	[PR: none]	3

**Behavioral Focus**

*Two of the following, with at least one at the 300-level:*

BUA331	Consumer Behavior	[PR: BUA230]	3
BUA332	Marketing Research	[PR: BUA230 & MAT162]	3
PSY215	Cognitive Psychology	[PR: PSY101]	3
PSY225	Industrial-Organizational Psychology	[PR: PSY101]	3
PSY380W	Psychological Statistics & Methods II	[PR: PSY101, PSY180, & PSY280W]	4

**Quantitative Methods Focus**

*Two of the following, with at least one at the 300-level:*

MAT171	Calculus with Analytic Geometry I	[PR: MAT121 or placement]	5
MAT271	Calculus with Analytic Geometry II	[PR: MAT171]	4
MAT275	Differential Equations	[PR: MAT271]	3
MAT310	Probability and Statistics	[PR: MAT271]	3
MAT315	Linear Algebra	[PR: MAT271]	3

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## Education

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At Eureka College, prospective teacher candidates study a core curriculum of liberal arts in conjunction with a major field of study, and their potential is realized not only by the accumulation of knowledge, but by challenging experiences in the field and in co-curricular activities. Those entering the Teacher Education Program must display distinctive qualities of intellect and character as demonstrated through competencies in five key areas that embody the nine Professional Teaching Standards established by the Illinois State Teacher Licensure Board:

- Professionalism
- Classroom Management
- Content Knowledge
- Teaching Strategies
- Assessment

In Illinois, teacher education programs are subject to approval by the State Educator Preparation and Licensure Board (SEPLB). Eureka College is approved to offer programs leading to teacher licensure in:

- Elementary Education (grades 1-6)
- English (grades 9-12)
- Mathematics (grades 9-12)
- Middle Grades (grades 5-8)
- Social Science (grades 9-12) with designation in History
- Special Education LBSI (K-22)
- Music (grades K-12)

**Teaching Endorsements** – Upon satisfactory completion of the Eureka College Teacher Education Program and state requirements, candidates are recommended for an Illinois Professional Educator License (PEL) endorsed at the grade range (elementary, middle grades, secondary, special education, or music education) and in the content area of their major field of study. Endorsements in additional teaching fields may be added to the initial PEL at the Senior High (9-12), Middle Grades (5-8), and PK-12 levels. Students interested in adding additional teaching fields to their initial license should consult with the Director of Teacher Education to examine their options. See the Teacher Education Handbook in Canvas.

### Program Goals

1. Teachers must develop the habits of mind that are considered requisite to being an effective teacher who actively engages in long-term, on-going professional development.
2. Teachers must engage in practice that is ethical and reflects an understanding of legal obligations, and a commitment to social justice.
3. Teachers must establish written and oral communication skills that make use of academic language in a clear and articulate manner, including communicating through technological means.
4. Teachers must collaborate with administrators, parents, instructors, and other school professionals.
5. Teachers must be able to use government standards to create clear goals and objectives that measure product, process, and student progress over time.
6. Teachers must use methods that encourage students to take ownership of their own learning by establishing a sense of agency, tapping interests, and improving self-efficacy.
7. Teachers must utilize rigorous practices that are sensitive to the diverse needs of their students through active use of the Universal Design for Learning framework.
8. Teachers must demonstrate expertise with respect to content knowledge relating to the subject(s) they teach.
9. Teachers must possess the skills required to remain up to date as research and development reshape those fields of study related to the subject(s) they intend to teach.
10. Teachers must fluently integrate content-specific pedagogy and technological approaches into their teaching.
11. Teachers must establish classroom authority and develop the rapport necessary to serve as an effective model for students.
12. Teachers must execute the skills and strategies necessary to create a positive and safe classroom environment that is conducive to learning.
13. Teachers must demonstrate a respect for racial and cultural diversity and must model this respect to students.
14. Teachers must implement conflict management strategies as established by school and district administrators.
15. Teachers must recognize and discuss the large-scale role of assessment and standardized testing in establishing accountability in the context of systemic reform.
16. Teachers must design traditional, authentic, and performance assessments to measure student learning through multiple means of expression.
17. Teachers must develop rubrics, grading, and data-collecting procedures that are valid, reliable, equitable, and practical to implement.
18. Teachers must accurately apply the basics of summarizing, interpreting, and reporting both qualitative and quantitative data in future practice.

19. Teachers must utilize both formative and summative assessment methods to inform reflective practice and on-going professional development.

### **Program Student Learning Outcomes**

1. Demonstrate **professionalism** in a variety of settings, and for a variety of purposes.
2. Demonstrate knowledge of learning standards and evidence-based practices to plan and execute **teaching strategies** within a diverse classroom.
3. Demonstrate their expertise in adapting curriculum to give students access to the **content knowledge** of the general curriculum.
4. Execute the skills and strategies necessary for **classroom management** and conflict management within the context of a school setting.
5. Demonstrate their ability to create and/or use a variety of **assessment** materials and use the data from assessments to plan for the next instructional sequence.

**Program Admission** – Students must satisfactorily complete the following entry requirements before admission to the program will be granted. Students will apply for the program during the semester of their first practicum. Students must be admitted to the Teacher Education Program to participate student teaching.

1. Obtain a grade of “C” or better in the following courses:  
EDU165 Foundations of American Education  
EDU170 Introduction to Curriculum and Instructional Design
2. Obtain a grade of “P” in EDU229F or EDU240F.
3. Obtain two recommendations from faculty members outside the Teacher Education Program.
4. Focus on two Brightspace ePortfolio Core Components through discussion of two student selected artifacts.
5. Maintain a minimum cumulative grade point average of 2.75.

**Selection and Continuance** – Each teacher candidate is responsible for having a knowledge of and following all regulations and procedures stipulated in various practica handbooks, the student teaching handbook, the Eureka College Catalog, and the Eureka College Student Handbook. Continuance in the Teacher Education Program is based on a candidate’s GPA and dispositions. A check of each candidate’s dispositions is conducted at the time of admission to the program and reviewed yearly after admission. A Disposition Review may be initiated and conducted by College faculty at any time. Reviews of the program may also result in changes and will be announced as they occur.

**Practica** – Prior to student teaching, a number of practica in the local schools are required as an essential part of the Teacher Education Program. These practica include

placements in primary, middle, and/or high school settings, and with populations that include students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins. No more than one practicum may be taken by the student during any given semester. Eureka College teacher candidates must conduct themselves professionally and ethically. They are responsible for their own transportation to the practicum.

**Student Teaching** – Application to student teaching is made during the junior year. No final contract will be signed until the teacher candidate has passed the content area test(s) for their major. Requirements for student teaching are:

- Completion of all Content Area and General Education courses
- Cumulative GPA of 2.75 or better
- Major field GPA of 2.75 or better
- Pass all ILTS Subject Matter Knowledge Tests for assigned placement
- Interview with the Cooperating Teacher
- Candidate Résumé
- Criminal Background Check

Teacher candidates are also responsible for their own housing and meals when the College is closed. Residence Hall arrangements can be made through the Office of Student Life for these occasions.

**Transfer Credit** – Application of transfer credit toward Eureka College Teacher Education requirements is subject to review by the Teacher Education Program. All grades in transfer courses must be a “C” or above. Transfer students are subject to all Teacher Education Program requirements.

**Non-Licensure** – For students who are interested in Education but are not seeking teacher licensure, Eureka College offers a general Education major. It cannot be completed in conjunction with any Education licensure majors.

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## Elementary Education

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The Elementary Education major is suitable for those who plan to participate in the instruction of children in the community, church centers, or the home.

Students seeking an Elementary Education major must meet the graduation requirements of the College, State of Illinois Content Area Standards courses, and the professional education curriculum.

**REQUIREMENTS FOR A MAJOR IN ELEMENTARY EDUCATION** – completion of all requirements in the Content Area Standards and Professional Education curricula.

**Content Area Standards:**

The following Content Area Standards courses are required of all Elementary Education majors. Many of these courses align with requirements in the Eureka College General Education Curriculum. Students should consult with their academic advisors regarding the alignment of these courses with General Education.

*All of the following:*

ENG103W	Academic Writing and Research	[PR: ENG095R or placement]	3
ENG301W	Adv. Academic Writing & Research	[PR: ENG103W & junior standing]	3
MAT260	Statistics	[PR: MAT103 or placement]	3
MED101	Math for Elementary Teachers I	[PR: MAT095R or placement]	3
MED102	Math for Elementary Teachers II	[PR: MED101]	3
PSC150	American Government (National)	[PR: none]	3
PSY205	Psychology of Childhood through Adolescence	[PR: PSY101 or EDU227W]	3
THA130	Acting I – Introduction to Acting	[PR: none]	3

*One of the following:*

BIO/EVS121	Environmental Biology	[PR: none]	4
EVS151W	Intro to Environ. Science & Policy	[PR: none]	4

*One of the following:*

CHM121	Survey of Chemistry	[PR: MAT103 or placement]	4
PHS110	Introduction to Physical Science	[PR: MAT103 or placement]	4

*One of the following:*

ART101W	Art Appreciation	[PR: none]	3
ART106	Design Fundamentals	[PR: none]	3
ART110	Drawing Fundamentals	[PR: none]	3
ART111	Painting Fundamentals	[PR: none]	3

*One of the following:*

HIS150	U.S. History to U.S.	[PR: none]	3
HIS151	U.S. History Since 1865	[PR: none]	3

*One of the following:*

MUS150	Music Cultures in the U.S.	[PR: none]	3
MUS151	Listening to Music	[PR: none]	3

TOTAL: 41

**Professional Education Requirements:**

*All of the following:*

EDU165	Foundations of American Education	[PR: none]	3
EDU170	Intro to Curric. & Instructnl Design	[PR: none]	2
EDU227W	Educational Psychology	[PR: sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: sophomore; CR: EDU229F]	3
EDU229F	Exceptional Child Field Exp.	[PR: sophomore standing, CR: EDU229]	0.5
EDU270	Applications of Curric. & Instructn	[PR: EDU170]	3
EDU355	Education Law	[PR: junior standing or IC]	1
EDU360L	Mathematics Methods	[PR: EDU170]	3
EDU361	Science Methods	[PR: EDU170; CR: EDU362 & EDU363]	1
EDU362	Social Science Methods	[PR: EDU170; CR: EDU361 & EDU363]	1
EDU363	Fine Arts Methods	[PR: EDU170; CR: EDU361 & EDU362]	1
EDU370	Primary Literacy Methods	[PR: EDU170]	3
EDU371	Intermediate Literacy Methods	[PR: EDU170]	3
EDU372A	Junior Elementary Practicum I	[PR: junior Standing]	1
EDU373A	Junior Elementary Practicum II	[PR: Admission to Teacher Ed Program]	1.5
EDU390L	Integrating Technology into Teaching	[PR: EDU170]	2
EDU410W	Strategies in Classroom Mgmt.	[PR: Admission to Teacher Ed Prog & junior or senior standing]	3
EDU431W	Educational Assessment	[PR: junior or senior standing]	2
EDU455	Education Seminar	[Current Student Teacher; CR: EDU456 & EDU470A-E]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470A-E]	2
EDU460A	Senior Elementary Practicum I	[PR: Admission to Teacher Ed Program]	2
EDU470A	Student Teaching	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses; 2.75 cumulative GPA, & 3.00 Major GPA]	12
SPE321	Collaborative Relationships	[PR: junior or senior standing or IC]	3
SPE358L	Explicit Instruction	[PR: junior or senior standing or IC]	3
SPE375	Response to Intervention	[PR: EDU227W, PSY205, or IC]	3

TOTAL:

65

**Student Teaching Prerequisite:** completion of previously stated student teaching requirements; 2.75 cumulative GPA; 3.00 GPA in all Professional Education courses.

### Middle Grades Education

The Major in Middle Grades Education is designed for those students who plan to teach at the middle grades level (Grades 5-8). The major has five different content tracks for students to choose from: English Language Arts, Mathematics, Science, Social Science, and Special Education. Students are required to complete two content area endorsements, but may choose to complete additional endorsements if they so desire. Students should speak with their Education advisor for more information on the benefits and requirements of adding additional endorsements.

**REQUIREMENTS FOR A MAJOR IN MIDDLE GRADES EDUCATION** – completion of the following requirements:

#### Two of the following Content Areas:

##### Language Arts

*All of the following:*

ENG120	Introduction to Creative Writing	[PR or CR: ENG103W]	3
ENG125	Introduction to Literary Studies	[PR: none]	3
ENG290	Grammar and Structure of English	[PR: ENG103W or IC]	3
ENG301W	Adv. Academic Writing & Research	[PR: ENG103W & junior standing]	3

*Three of the following:*

ENG211	Literatures in English I	[PR: ENG103W or IC]	3
ENG212	Literatures in English II	[PR: ENG103W or IC]	3
ENG213	Literatures in English III	[PR: ENG103W or IC]	3
ENG270	Myth and Literature	[PR: none]	3
ENG272	Studies in Global Literatures	[PR: ENG103W or IC]	3
ENG274	American Nature Writers	[PR: ENG103W or IC]	3

*One of the following:*

ENG250	World Building	[PR: ENG120]	3
ENG264	Nature Writing: A Field Course	[PR: ENG103W or IC; rec PR: ENG120]	3
ENG266	Metaphor and Meaning	[PR: ENG120]	3
ENG302	Writing and the Body	[PR: ENG103W]	3

ACADEMIC PROGRAM DESCRIPTIONS

ENG314W	Technical Writing	[PR: ENG103W or IC]	3
ENG319	Creative Writing Workshop	[PR: ENG120]	3
TOTAL:			24

Mathematics

*All of the following:*

MAT121	Precalculus	[PR: MAT103 or placement]	4
MAT171	Calculus and Analytic Geometry I	[PR: MAT121 or placement]	5
MAT260	Statistics	[PR: MAT103 or placement]	3
MAT271	Calculus and Analytic Geometry II	[PR: MAT171]	4
MED101	Math for Elementary Teachers I	[PR: MAT095R or placement]	3
MED102	Math for Elementary Teachers II	[PR: MED101]	3
MED151	Math for Middle Grades Teachers	[PR: MED102]	3
TOTAL:			25

Science

*All of the following:*

BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4
BIO/EVS121	Environmental Biology	[PR: none]	4
PHS111	Introduction to Earth Science	[PR: MAT095R or placement]	4
PHS112	Introduction to Astronomy	[PR: MAT095R or placement]	4

*One of the following:*

CHM121	Survey of Chemistry	[PR: MAT103 or placement]	4
CHM131	General Chemistry I	[PR or CR: MAT121 or placement]	4
PHS110	Introduction to Physical Science	[PR: MAT103 or placement]	4

*One of the following:*

BIO/EVS120	Field Methods	[PR: none]	3
EVS151W	Intro to Environ. Science & Policy	[PR: none]	4
EVS260	Introduction to Sustainability	[rec PR: sophomore standing]	3

TOTAL:			23-24
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Social Science

*All of the following:*

GEO105	World Geography	[PR: none]	3
GEO110	Cultural Geography	[PR: none]	3
HIS150	U.S. History to 1865	[PR: none]	3
HIS151	U.S. History Since 1865	[PR: none]	3

PSC150	American Government (National)	[PR: none]	3
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*One of the following:*

ECO111	Principles of Macroeconomics	[rec PR: MAT095R or placement]	3
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ECO112	Principles of Microeconomics	[rec PR: MAT095R or placement]	3
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*One of the following:*

HIS113	Survey of Europe to 1660	[PR: none]	3
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HIS123	World History I	[PR: none]	3
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*One of the following:*

HIS114	Survey of Europe Since 1660	[PR: none]	3
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HIS124	World History II	[PR: none]	3
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*One of the following:*

SOC102	Principles of Sociology	[PR: none]	3
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SOC105	Cultural Sociology	[PR: none]	3
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TOTAL:			27
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Special Education*All of the following:*

SPE291	Charact. of Exceptional Learners	[PR: sophomore standing]	2
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SPE431W*	Diagnosis/Eval of Students w/ Disabilities	[PR: SPE291 or IC]	3
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SPE441	Classroom Adaptations for Learners with Moderate to Severe Disabilities	[PR: junior or senior standing]	3
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EDU372B**	Junior Practicum	[PR: junior Standing]	1
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TOTAL:			9
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\*Taken instead of EDU431W

\*\*Taken instead of EDU373C

**Professional Education Requirements:***All of the following:*

EDU165	Foundations of American Education	[PR: none]	3
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EDU170	Intro to Curric. & Instructnl Design	[PR: none]	2
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EDU227W	Educational Psychology	[PR: sophomore standing]	3
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EDU229	Educating the Exceptional Child	[PR: sophomore; CR: EDU229F]	3
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EDU229F	Exceptional Child Field Exp.	[PR: sophomore standing, CR: EDU229]	0.5
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ACADEMIC PROGRAM DESCRIPTIONS

EDU270	Applications of Curric. & Instructn	[PR: EDU170]	3
EDU280	Introduction to Middle Grades	[PR: none]	2
EDU355	Education Law	[PR: junior standing or IC]	1
EDU372C	Middle Grades Diversity Practicum	[PR: Admission to Teacher Ed Program]	1
EDU373C	Middle Grades Content Practicum (Taken twice)	[PR: Admission to Teacher Ed Program]	2
EDU390L	Integrating Technology into Teaching	[PR: EDU170]	2
EDU412W	Middle Grades Classroom Management	[PR: Admission to Teacher Ed Prog & junior or senior standing]	2
EDU420-424	Middle Grades Methods [Content Area] (per endorsements)	[PR: EDU170]	3-6
EDU431W	Educational Assessment	[PR: junior or senior standing]	2
EDU455	Education Seminar	[Current Student Teacher; CR: EDU456 & EDU470A-E]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470A-E]	2
EDU470C	Student Teaching	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses; 2.75 cumulative GPA, & 3.00 Major GPA]	12
SPE321	Collaborative Relationships	[PR: junior or senior standing or IC]	3
SPE358L	Explicit Instruction	[PR: junior or senior standing or IC]	3
SPE375	Response to Intervention	[PR: EDU227W, PSY205, or IC]	3
<i>Plus all of the following:</i>			
PSY207	Middle Childhood/Adolescent Dev.	[PR: none]	3
THA130	Acting I – Introduction to Acting	[PR: none]	3
TOTAL:			59.5-62.5

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Music Education

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For the requirements of the Music Education major, please see the Academic Program Description section for Music.

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Secondary Education

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*The secondary teacher licensure program at Eureka College is currently in transition to a new curriculum, a process that will last approximately three years. The requirements listed below may be subject to change necessitated by this transition.*

Licensure programs at the secondary (high school) level are available in:

- English/Language Arts (9-12)
- Mathematics (9-12)
- Social Science (9-12) with a designation in History.

Students should refer to specific subject (major) areas of this Catalog for requirements in their chosen area(s). Additional endorsements may be earned. Contact the Education Division for more information.

**REQUIREMENTS FOR A MAJOR IN SECONDARY EDUCATION** – completion of one of the major programs indicated above, plus the following:

**Professional Education Requirements:**

*All of the following:*

EDU165	Foundations of American Education	[PR: none]	3
EDU170	Intro to Curric. & Instructnl Design	[PR: none]	2
EDU227W	Educational Psychology	[PR: sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: sophomore; CR: EDU229F]	3
EDU229F	Exceptional Child Field Exp.	[PR: sophomore standing, CR: EDU229]	0.5
EDU240-242	Beginning Secondary Methods in Content Area	[PR: none; CR: EDU240F]	3
EDU240F	Beginning Secondary Field Exp.	[PR: none]	0.5
EDU351	Language and Diversity in Education	[PR: EDU227W, PSY101, or IC]	3
EDU355	Education Law	[PR: junior standing or IC]	1
EDU372D	Secondary Diversity Practicum	[PR: Admission to Teacher Ed Program]	1
EDU373D	Secondary Content Practicum	[PR: Admission to Teacher Ed Program]	1
EDU390L	Integrating Technology into Teaching	[PR: EDU170]	2
EDU415W	Secondary Classroom Management	[PR: Admission to Teacher Ed Prog & junior or senior standing]	2
EDU431W	Educational Assessment	[PR: junior or senior standing]	2
EDU440-442	Adv. Secondary Methods	[PR: EDU170; EDU240, or IC; junior standing]	3
EDU455	Education Seminar	[Current Student Teacher; CR: EDU456 & EDU470A-E]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470A-E]	2
EDU470D	Student Teaching	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses;	

		2.75 cumulative GPA, & 3.00 Major GPA]	12
SPE358L	Explicit Instruction	[PR: junior or senior standing or IC]	3
TOTAL:			48
<i>Plus all of the following:</i>			
PSY207	Middle Childhood/Adolescent Dev. [PR: none]		3
TOTAL:			3

**Special Education LBSI (K-21 Licensure)/Elementary Education (1-6 Licensure)**

The double major in Special Education LBSI and Elementary Education has been aligned with the Eureka College Goals, Teacher Education Program Conceptual Framework, Illinois Professional Teaching Standards, Core Standards for Special Educators, General Curricular Standards for Special Education Teachers, and Learning Behavior Specialist I (LBSI) Standards. Persons completing the LBSI will be qualified to teach all phases of Special Education K-12, ages 5-21.

In order to best meet the needs of schools and their Special Education staffing, the LBSI Program is aligned with a major in Elementary Education. A candidate will graduate with a B.S. in Special Education and Elementary Education.

**REQUIREMENTS FOR A DOUBLE MAJOR IN SPECIAL EDUCATION AND ELEMENTARY EDUCATION WITH TEACHER LICENSURE** – completion of all requirements in the Content Area Standards, plus the completion of the Professional Education Requirements.

**Content Area Standards:**

The following Content Area Standards courses are required for all Special Education/Elementary Education majors. Most of these courses align with requirements in the Eureka College General Education Curriculum. Students should consult with their academic advisors regarding the alignment of these courses with General Education.

*All of the following:*

ENG103W	Academic Writing and Research	[PR: ENG095R or placement]	3
ENG301W	Adv. Academic Writing & Research	[PR: ENG103W & junior standing]	3
MAT260	Statistics	[PR: MAT103 or placement]	3
MED101	Math for Elementary Teachers I	[PR: MAT095R or placement]	3
MED102	Math for Elementary Teachers II	[PR: MED101]	3
PSC150	American Government (National)	[PR: none]	3

PSY205	Psychology of Childhood through Adolescence	[PR: PSY101 or EDU227W]	3
THA130	Acting I – Introduction to Acting	[PR: none]	3
	One course in Biological Science (BIO/EVS121, or EVS151W)		4
	One course in Physical Science (CHM121 or PHS110)		4

*One of the following:*

ART101W	Art Appreciation	[PR: none]	3
ART106	Design Fundamentals	[PR: none]	3
ART110	Drawing Fundamentals	[PR: none]	3
ART111	Painting Fundamentals	[PR: none]	3

*One of the following:*

MUS150	Music Cultures in the U.S.	[PR: none]	3
MUS151	Listening to Music	[PR: none]	3

*One of the following:*

HIS150	U.S. History to 1865	[PR: none]	3
HIS151	U.S. History Since 1865	[PR: none]	3

TOTAL:			41
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**Professional Education Requirements:***All of the following:*

EDU165	Foundations of American Education	[PR: none]	3
EDU170	Intro to Curric. & Instructnl Design	[PR: none]	2
EDU227W	Educational Psychology	[PR: sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: sophomore; CR: EDU229F]	3
EDU229F	Exceptional Child Field Exp.	[PR: sophomore standing, CR: EDU229]	0.5
EDU270	Applications of Curric. & Instructn	[PR: EDU170]	3
EDU355	Education Law	[PR: junior standing or IC]	1
EDU360L	Mathematics Methods	[PR: EDU170]	3
EDU361	Science Methods	[PR: EDU170; CR: EDU362 & EDU363]	1
EDU362	Social Science Methods	[PR: EDU170; CR: EDU361 & EDU363]	1
EDU363	Fine Arts Methods	[PR: EDU170; CR: EDU361 & EDU362]	1
EDU370	Primary Literacy Methods	[PR: EDU170]	3
EDU371	Intermediate Literacy Methods	[PR: EDU170]	3

ACADEMIC PROGRAM DESCRIPTIONS

EDU372B	Junior Practicum	[PR: junior standing]	1
EDU373B	Junior Practicum II	[PR: Admission to Teacher Ed Program]	1.5
EDU390L	Integrating Technology into Teaching	[PR: EDU170]	2
EDU410W	Strategies in Classroom Mgmt.	[PR: Admis. to Teacher Ed Prog. & junior or senior Standing]	3
EDU455	Education Seminar	[Current Student Teacher; CR: EDU456 & EDU470A-E]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470A-E]	2
EDU460B	Senior Practicum	[PR: Admission to Teacher Ed Program]	2
SPE291	Charact. of Exceptional Learners	[PR: sophomore standing]	2
SPE321	Collaborative Relationships	[PR: junior or senior standing or IC]	3
SPE358L	Explicit Instruction	[PR: junior or senior standing or IC]	3
SPE375	Response to Intervention	[PR: EDU227W, PSY205, or IC]	3
SPE431W	Diagnosis/Eval of Students w/ Disabilities	[PR: SPE291 or IC]	3
SPE441	Classroom Adaptations for Learners with Moderate to Severe Disabilities	[PR: junior or senior standing]	3
EDU470B	Student Teaching	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses; 2.75 cumulative GPA, & 3.00 Major GPA]	12
TOTAL:			71

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Special Education LBSI Endorsement Program

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The Special Education LBSI Endorsement program is designed with the practicing teacher in mind. Those with a valid Illinois teaching license are eligible to participate in this program, which will result in adding an LBSI Endorsement for the age and grade levels for which they are already licensed. For example, a teacher who is currently endorsed for grades 6-12 would earn an LBSI Endorsement for that same grade range, whereas a teacher with a license endorsed for grades K-12 would have an LBSI Endorsement valid for K-12. This 13 credit hour endorsement program can be started in the Fall, Spring, or Summer. The entire program costs \$5,200.00 (plus applicable books and fees).

**REQUIREMENTS FOR AN ENDORSEMENT IN SPECIAL EDUCATION LBSI – 13 hours of coursework, consisting of the following:**

*All of the following:*

SPE501	Characteristics of Exceptional Learners	[PR: Member of LBSI Endorsement Program]	3
SPE441	Classroom Adaptations for Learners with Moderate to Severe Disabilities	[PR: junior or senior standing]	3
SPE502	Explicit Instruction in the Content Areas	[PR: Member of LBSI Endorsement Program]	3
SPE504	Diagnosis & Evaluation of Students with Disabilities	[PR: Member of LBSI Endorsement Program]	3
SPE499	Practicum in Special Ed Settings	[PR: Member of LBSI Endorsement Program]	1
TOTAL:			13

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### Major in Education

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**REQUIREMENTS FOR A MAJOR IN EDUCATION** – a minimum of 32 hours of coursework, consisting of the following:

*All of the following:*

EDU165	Foundations of American Education	[PR: none]	3
EDU170	Intro to Curric. & Instructnl Design	[PR: none]	2
EDU227W	Educational Psychology	[PR: sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: sophomore; CR: EDU229F]	3
EDU229F	Exceptional Child Field Exp.	[PR: sophomore standing, CR: EDU229]	0.5
EDU355	Education Law	[PR: junior standing or IC]	1
EDU390L	Integrating Technology into Teaching	[PR: EDU170]	2
EDU431W	Educational Assessment	[PR: junior or senior standing]	2
HED179	First Aid, CPR, & Injury Prevention	[PR: none]	1

*Two of the following:*

EDU360L	Mathematics Methods	[PR: EDU170]	3
EDU370	Primary Literacy Methods	[PR: EDU170]	3
EDU371	Intermediate Literacy Methods	[PR: EDU170]	3
EDU420	Middle Grades Methods in English	[PR: EDU170]	3
EDU421	Middle Grades Methods in Social Science	[PR: EDU170]	3
EDU422	Middle Grades Methods in Mathematics	[PR: EDU170]	3
EDU423	Middle Grades Methods in Science	[PR: EDU170]	3
EDU440	Advanced Secondary Methods in English	[PR: EDU170; EDU240, or IC; junior standing]	3

ACADEMIC PROGRAM DESCRIPTIONS

EDU441	Advanced Secondary Methods in Social Science	[PR: EDU170; EDU240, or IC; junior standing]	3
EDU442	Advanced Secondary Methods in Mathematics	[PR: EDU170; EDU240, or IC; junior standing]	3
SPE358L	Explicit Instruction	[PR: junior or senior standing or IC]	3
SPE441	Classroom Adaptations for Learners with Moderate to Severe Disabilities	[PR: junior or senior standing]	3

*Two of the following:*

EDU351	Language and Diversity in Education	[PR: EDU227W, PSY101, or IC]	3
SPE291	Charact. of Exceptional Learners	[PR: sophomore standing]	2
SPE321	Collaborative Relationships	[PR: junior or senior standing or IC]	3
SPE375	Response to Intervention	[PR: EDU227W, PSY205, or IC]	3

*One of the following:*

PSY205	Psychology of Childhood through Adolescence	[PR: PSY101 or EDU227W]	3
PSY207	Middle Childhood/Adolescent Dev.	[PR: none]	3

TOTAL: 32.5

Minor in Education

**REQUIREMENTS FOR A MINOR IN EDUCATION** – 20.5 hours of coursework, consisting of the following:

*All of the following:*

EDU165	Foundations of American Education	[PR: none]	3
EDU170	Intro to Curric. & Instructnl Design	[PR: none]	2
EDU227W	Educational Psychology	[PR: sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: sophomore; CR: EDU229F]	3
EDU229F	Exceptional Child Field Exp.	[PR: sophomore standing, CR: EDU229]	0.5
EDU355	Education Law	[PR: junior standing or IC]	1

*Plus at least 8 additional hours of coursework in EDU or SPE, including at least 6 hours at the 300-level or higher.*

TOTAL: 20.5

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## English

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The English major rests upon literature as its foundation – national and international texts, in English and in translation, by recognized and lesser known authors – and enables students to gain insight into the complexity of the human condition through reflective study and appreciation of this literature. In addition, writing is at the core of the English program, for writing, in its many forms, is the suitable expression of the English student’s learning, integration of knowledge, and creativity. The following English courses enrich the student of the liberal arts by offering an awareness of literature in its historical, social, and intellectual contexts as well as the study and practice of writing in its diverse forms. The English major offers both a literature and a writing track.

### Program Goals

1. Gain a basic understanding of works and movements in Anglophone literature.
2. Understand the complexity of reading and writing as separate but related activities.
3. Recognize significant trends and movements in literary writing.

### Program Student Learning Outcomes

1. Students will correctly apply literary critical theories in the act of interpreting literature.
2. Students will demonstrate rhetorical flexibility by writing in various academic and creative discourses; e.g., reflective essays, research papers, literary criticism, fiction, poetry.
3. Students will recognize ethnocentrism in literature and culture.
4. Students will recognize the common practices and expectations of the field through exposure to journals, conferences, speakers, or workshops.
5. Students will practice writing as an extended, multi-step process of discovery.
6. In writing and discussion, students will practice integrating their own ideas with those derived from textual research, from classmates, and from other sources.

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### Major in English

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**REQUIREMENTS FOR A MAJOR IN ENGLISH** – 39 hours of coursework, consisting of the following:

*All of the following:*

ENG120	Introduction to Creative Writing	[PR or CR: ENG103W]	3
ENG125	Introduction to Literary Studies	[PR: none]	3
ENG413	English Capstone	[PR: ENG120 & 125]	3

Plus the requirements of either the Literature or Writing track:

**Literature Track**

All of the following:

ENG211	Literatures in English I	[PR: ENG103W or IC]	3
ENG212	Literatures in English II	[PR: ENG103W or IC]	3
ENG213	Literatures in English III	[PR: ENG103W or IC]	3
ENG272	Studies in Global Literatures	[PR: ENG103W or IC]	3
ENG274	American Nature Writers	[PR: ENG103W or IC]	3
ENG290	Grammar and Structure of English	[PR: ENG103W or IC]	3

Two of the following, at least one of which must be at the 300-level:

ENG250	World Building	[PR: ENG120]	3
ENG264	Nature Writing: A Field Course	[PR: ENG103W or IC; rec PR: ENG120]	3
ENG266	Metaphor and Meaning	[PR: ENG120]	3
ENG302	Writing and the Body	[PR: ENG103W]	3
ENG314W	Technical Writing	[PR: ENG103W or IC]	3
ENG319	Creative Writing Workshop	[PR: ENG120]	3
ENG395W	Publishing Workshop	[PR: ENG120 & 1 200-level creative writing course]	3
ENG495	Internship in Publications	[PR: 2.25 GPA & completed Internship Agreement]	3

Two of the following literature courses:

ENG311W	Premodern Literature	[PR: ENG125 & ENG211]	3
ENG312W	Global Modernisms	[PR: ENG125 & ENG212 or ENG213]	3
ENG318W	Literature and Gender	[PR: ENG125]	3
ENG328W	Literature and the Environment	[PR: ENG125 & ENG211, ENG212, or ENG213]	3
ENG329W	Seminar in Genre Studies	[PR: ENG125 or IC]	3
ENG373W	Seminar in Contemporary Literature	[PR: ENG125 or IC]	3

TOTAL: 39

**Writing Track**

Three of the following writing courses:

ENG250	World Building	[PR: ENG120]	3
ENG264	Nature Writing: A Field Course	[PR: ENG103W or IC; rec PR: ENG120]	3

ENG266	Metaphor and Meaning	[PR: ENG120]	3
THA223	Writing for Performance	[PR or CR: ENG103W]	3

*Four of the following writing courses:*

ENG302	Writing and the Body	[PR: ENG103W]	3
ENG314W	Technical Writing	[PR: ENG103W or IC]	3
ENG319	Creative Writing Workshop	[PR: ENG120]	3
ENG395W	Publishing Workshop	[PR: ENG120 & 1 200-level creative writing course]	3
ENG495	Internship in Publications	[PR: 2.25 GPA & completed Internship Agreement]	3

*Three of the following courses, at least one of which must be at the 300-level:*

ENG211	Literatures in English I	[PR: ENG103W or IC]	3
ENG212	Literatures in English II	[PR: ENG103W or IC]	3
ENG213	Literatures in English III	[PR: ENG103W or IC]	3
ENG270	Myth and Literature	[PR: none]	3
ENG272	Studies in Global Literatures	[PR: ENG103W or IC]	3
ENG274	American Nature Writers	[PR: ENG103W or IC]	3
ENG290	Grammar & Structure of English	[PR: ENG103W or IC]	3
ENG311W	Premodern Literature	[PR: ENG125 & ENG211]	3
ENG312W	Global Modernisms	[PR: ENG125 & ENG212 or ENG213]	3
ENG318W	Literature and Gender	[PR: ENG125]	3
ENG328W	Literature and the Environment	[PR: ENG125 & ENG211, ENG212, or ENG213]	3
ENG329W	Seminar in Genre Studies	[PR: ENG125]	3
ENG373W	Seminar in Contemporary Lit	[PR: ENG125 or IC]	3
THA282W	Dramatic Literature Now and Then	[PR: none]	3
THA283W	Modern Dramatic Literature	[PR: none]	3

TOTAL:			39
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**Major in English with Teacher Licensure**


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**REQUIREMENTS FOR A MAJOR IN ENGLISH WITH TEACHER LICENSURE** – 46 hours of coursework, consisting of the following:

1. The English major – Literature track outlined above
2. Three additional courses: COM104 (Modern Communication), THA130 (Acting I – Introduction to Acting), and THA360 (Theatre Pedagogy).

- All requirements for a major in Secondary Education. See the Secondary Education Program Description.

Minor in English

**REQUIREMENTS FOR A MINOR IN ENGLISH** – 24 hours of coursework in either the literature or writing track, consisting of the following:

**Literature Track:**

ENG125	Introduction to Literary Studies	[PR: none]	3
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*Two of the following:*

ENG211	Literatures in English I	[PR: ENG103W or IC]	3
ENG212	Literatures in English II	[PR: ENG103W or IC]	3
ENG213	Literatures in English III	[PR: ENG103W or IC]	3
ENG270	Myth and Literature	[PR: none]	3
ENG272	Studies in Global Literatures	[PR: ENG103W or IC]	3
ENG274	American Nature Writers	[PR: ENG103W or IC]	3

*Two of the following:*

ENG311W	Premodern Literature	[PR: ENG125 & ENG211]	3
ENG312W	Global Modernisms	[PR: ENG125 & ENG212 or ENG213]	3
ENG318W	Literature and Gender	[PR: ENG125]	3
ENG328W	Literature and the Environment	[PR: ENG125 & ENG211, ENG212, or ENG213]	3
ENG373W	Seminar in Contemporary Lit	[PR: ENG125 or IC]	3

*One of the following:*

ENG250	World Building	[PR: ENG120]	3
ENG264	Nature Writing: A Field Course	[PR: ENG103W or IC; rec PR: ENG120]	3
ENG266	Metaphor and Meaning	[PR: ENG120]	3
ENG302	Writing and the Body	[PR: ENG103W]	3
ENG314W	Technical Writing	[PR: ENG103W or IC]	3
ENG319	Creative Writing Workshop	[PR: ENG120]	3
ENG395W	Publishing Workshop	[PR: ENG120 & 1 200-level creative writing course]	3

*Two of the following:*

ENG120	Introduction to Creative Writing	[PR or CR: ENG103W]	3
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ENG290*	Grammar and Structure of English	[PR: ENG103W or IC]	3
ENG291*	Introduction to Phonetics	[PR: ENG103W & MAT095R]	3
ENG3--	300-level English Course		3
ENG413	English Capstone	[PR: ENG120 & 125]	3
TOTAL:			24

\*Either ENG290 or ENG291 may be counted towards the minor, but not both.

### Writing Track:

ENG120	Introduction to Creative Writing	[PR or CR: ENG103W]	3
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*Plus 21 hours, of which at least 9 should be at the 300-level or above, chosen from the following:*

ENG250	World Building	[PR: ENG120]	3
ENG264	Nature Writing: A Field Course	[PR: ENG103W or IC; rec PR: ENG120]	3
ENG266	Metaphor and Meaning	[PR: ENG120]	3
ENG290*	Grammar & Structure of English	[PR: ENG103W or IC]	3
ENG291*	Introduction to Phonetics	[PR: ENG103W & MAT095R]	3
ENG302	Writing and the Body	[PR: ENG103W]	3
ENG314W	Technical Writing	[PR: ENG103W or IC]	3
ENG319	Creative Writing Workshop	[PR: ENG120]	3
ENG395W	Publishing Workshop	[PR: ENG120 & 1 200-level creative writing course]	3
ENG495	Internship in Publications	[PR: 2.25 GPA & completed Internship Agreement]	3
THA223	Writing for Performance	[PR or CR: ENG103W]	3
TOTAL:			24

\*Either ENG290 or ENG291 may be counted towards the minor, but not both.

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## Environmental Science

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The Environmental Science Major emphasizes the natural sciences, including biology, ecology, chemistry, data analysis, and field methods. The structure of this major encourages (but does not require) students to take on a minor in Biology or Chemistry, while incorporating interdisciplinary study at Eureka College. Students in the Environmental Science program will participate in in-depth research internships in their field of study, preparing them to enter the workforce with applicable skills and knowledge. Through courses, laboratory and fieldwork, as well as internships and a capstone study, the major provides students with skills and knowledge to address current environmental challenges.

The Environmental Science major is designed for students who want scientific careers in fields including ecosystem protection, environmental management, wildlife ecology, habitat restoration, water resources, and pollution abatement. Graduates of this major will be prepared to hold positions in the non-profit sector, government agencies, and private business.

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### Major in Environmental Science

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**REQUIREMENTS FOR A MAJOR IN ENVIRONMENTAL SCIENCE** - a minimum of 40 hours of coursework, consisting of the following:

*All of the following:*

BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4
BIO142	Principles of Biology II	[PR: BIO141]	4
EVS151W	Intro to Environ. Science & Policy	[PR: none]	4
EVS260	Introduction to Sustainability	[rec PR: sophomore standing]	3
EVS286	Research Methods in Natural Sciences	[PR: MAT260 or IC]	3
EVS385	Environmental Studies Seminar	[PR: EVS151W & junior standing or IC]	3
EVS495	Internship or Research Project	[PR: 2.25 GPA & completed Internship Agreement]	1
MAT260	Statistics	[PR: MAT103 or placement]	3

*One of the following:*

CHM121	Survey of Chemistry	[PR: MAT103 or placement]	4
<i>or (recommended)</i>			
CHM131	General Chemistry I	[PR or CR: MAT121 or placement]	4

CHM132	General Chemistry II	[PR: CHM131 & MAT121]	4
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*One of the following:*

BIO241	Introduction to Botany	[PR: BIO142 or EVS121]	4
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BIO242	Introduction to Zoology	[PR: BIO142 or EVS121]	4
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CHM191	Environmental Chemistry	[PR: CHM131 or a "B" or better in CHM121]	3
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CHM250	Quantitative Analysis	[PR: CHM132]	4
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EVS270	Introduction to GIS	[PR: MAT095R and basic computer literacy]	3
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*Plus at least 8 hours from the following:*

BIO300W	Ecology	[PR: BIO142 or EVS121]	4
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BIO466	Evolutionary Biology	[rec PR: BIO360W]	3
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EVS305W	Conservation Biology	[PR: BIO142 or EVS121]	4
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EVS/BIO495	Environmental Studies/Biology Internship	[PR: 2.25 GPA & completed Internship Agreement]	1-4
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TOTAL:			40-45
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## Environmental Studies

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The Environmental Studies major brings together dedicated faculty from multiple disciplines to provide an interdisciplinary degree with a foundation in the natural sciences. Students in the Environmental Studies program will explore multiple disciplines including social science, policy studies, business, environmental design, and the humanities. The structure of the major encourages students to minor across divisions (social science, business, fine/performing arts, and the humanities). Through courses, laboratory and fieldwork, as well as a capstone study, the major provides students with skills and knowledge to address current environmental challenges

The major in Environmental Studies is designed to prepare students for careers in the non-profit sector, government agencies, sustainability advising, corporate sustainability, environmental education, environmental journalism, pre-law (environmental), and related areas.

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### Major in Environmental Studies

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**REQUIREMENTS FOR A MAJOR IN ENVIRONMENTAL STUDIES** – a minimum of 42 hours of coursework, consisting of the following:

*All of the following:*

CHM121	Survey of Chemistry	[PR: MAT103 or placement]	4
EVS121	Environmental Biology	[PR: none]	4
EVS151W	Intro to Environ. Science & Policy	[PR: none]	4
EVS260	Introduction to Sustainability	[rec PR: sophomore standing]	3
EVS286	Research Methods in Natural Sciences	[PR: MAT260 or IC]	3
EVS385	Environmental Studies Seminar	[PR: EVS151W & junior standing or IC]	3
MAT260	Statistics	[PR: MAT103 or placement]	3

*Plus at least 6 hours from the following:*

COM212	Media in Rural America	[PR: ENG103W]	3
ECC167	Popular Culture and the Environment	[PR: none]	3
ENG264	Nature Writing: A Field Course	[PR: ENG103W or IC; rec PR: ENG120]	3
ENG274	American Nature Writers	[PR: ENG103W or IC]	3
HIS225	Global Environmental History	[PR: none]	3
PSC260	Political Ideologies	[PR: none]	3

*Plus at least 4 hours from the following:*

BIO241	Introduction to Botany	[PR: BIO142 or EVS121]	4
BIO242	Introduction to Zoology	[PR: BIO142 or EVS121]	4
CHM191	Environmental Chemistry	[PR: CHM131 or a "B" or better in CHM121]	3
EVS170	Horticulture for Health & Wellbeing	[PR: none]	2
GEO110	Cultural Geography	[PR: none]	3
PHS111	Earth Science	[PR: MAT095R or placement]	4

*Plus at least 8 hours from the following:*

BIO300W	Ecology	[BIO142 or EVS121]	4
BIO380	Contemporary Laboratory Science	[PR: BIO142]	4
EVS305W	Conservation Biology	[PR: BIO142 or EVS121]	4
EVS495	Internship or Research Project	[PR: 2.25 GPA & completed Internship Agreement]	1-4
TOTAL:			42

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#### Minor in Environmental Studies

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**REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES** – a minimum of 20 hours of coursework consisting of the following:

EVS151W	Intro to Environ. Science & Policy	[PR: none]	4
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*One of the following:*

EVS121	Environmental Biology	[PR: none]	4
or			
BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4
BIO142	Principles of Biology II	[PR: BIO141]	4

*One of the following:*

BIO300W	Ecology	[PR: BIO142 or EVS121]	4
EVS305W	Conservation Biology	[PR: BIO142 or EVS121]	4
EVS385	Environmental Studies Seminar	[PR: EVS151W & junior standing or IC]	3

*Plus 8-9 hours from the following, including at least 3 hours at the 300-level (can't be a course used above):*

BIO300W	Ecology	[PR: BIO142 or EVS121]	4
CHM191	Environmental Chemistry	[PR: CHM131 or a "B" or	

ACADEMIC PROGRAM DESCRIPTIONS

		better in CHM121]	3
COM212	Media in Rural America	[PR: ENG103W]	3
ECC167	Popular Culture and the Environment	[PR: none]	3
ENG264	Nature Writing: A Field Course	[PR: ENG103W or IC; rec PR: ENG120]	3
ENG274	American Nature Writers	[PR: ENG103W or IC]	3
EVS170	Horticulture for Health & Wellbeing	[PR: none]	2
EVS260	Introduction to Sustainability	[PR: none]	3
EVS286	Research Methods in Natural Sciences	[PR: MAT260 or IC]	3
EVS305W	Conservation Biology	[PR: BIO142 or EVS121]	4
EVS385	Environmental Studies Seminar	[PR: EVS151W & junior standing or IC]	3
EVS495	Internship or Research Project	[PR: 2.25 GPA & completed Internship Agreement]	1-4
HIS225	Global Environmental History	[PR: none]	3
PHS111	Introduction to Earth Science	[PR: MAT095R or placement]	4
TOTAL:			20

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## Genre and Fandom Studies

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Genre is a key part of the human experience. From the common structures spanning different mythological traditions to the morals implicit in contemporary superhero films and comic books, it is impossible to be part of any culture without being immersed in a variety of genres. This minor will help students to identify and analyze why they enjoy certain genres as well as how those genres shape their worldviews.

### Program Goals:

1. Help students understand the significance of genre and the formal constraints/styles conventions associated with them.
2. Reflect upon the origins and nature of their “tastes” and affinities.
3. Enable students to initiate and effectively steer meaningful discussions about popular culture.
- 4.

### Program Student Learning Outcomes:

1. Effectively comprehend and describe the historical origin and evolution of multiple genres.
2. Recognize the cultural components of genre and fandom, clearly understanding the ways that genres are manifested in different cultures.
3. Apply specific theoretical frameworks to specific genre works to enhance their understanding of these works.

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### Minor in Genre and Fandom Studies

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**REQUIREMENTS FOR A MINOR IN GENRE AND FANDOM STUDIES** – 24 hours of coursework, consisting of the following:

*All of the following:*

GFS101	Intro to Genre & Fandom Studies	[PR: none]	3
GFS395	Genre & Fandom Studies Capstone	[PR: GFS101]	3

*Plus two of the following:*

ART101W	Art Appreciation	[PR: none]	3
ENG120	Introduction to Creative Writing	[PR or CR: ENG103W]	3
ENG125	Introduction to Literary Studies	[PR: none]	3
ECC167	Popular Culture and the Environment	[PR: none]	3
MUS150	Music Cultures in the U.S.	[PR: none]	3
MUS151	Listening to Music	[PR: none]	3
MUS152	World Music	[PR: none]	3
MUS153	American Popular Music	[PR: none]	3

ACADEMIC PROGRAM DESCRIPTIONS

THA110	Intro to Theatre Arts & Drama	[PR: none]	3
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*Plus three of the following:*

ART229W	Ren & Baroque Art	[PR: ENG103W]	3
ART234W	Modern Art	[PR: ENG103W]	3
COM211	Sports, Media, and Culture	[PR: ENG103W]	3
COM/ECC212	Media in Rural America	[PR: ENG103W]	3
COM213	Social Media and Internet Culture	[PR: ENG103W]	3
ECC250	Music and Race	[PR: none]	3
ECC299	Race in Concert Dance	[PR: none]	3
ENG250	World Building	[PR: ENG120]	3
ENG264	Nature Writing	[PR: ENG103W or IC]	3
ENG266	Metaphor and Meaning	[PR: ENG120]	3
ENG270	Myth and Literature	[PR: none]	3
ENG272	Global Literature	[PR: ENG103W or IC]	3
ENG274	American Nature Writers	[PR: ENG103W or IC]	3
THA223	Writing for Performance	[PR or CR: ENG103W]	3

*Plus one of the following:*

ART310	Illustrating for the Literary Market	[PR: ART110, 111, 206, 245, or IC]	3
ART380W	Seminar in Visual Culture	[PR: ENG103W]	3
MUS354	Latin American Popular Music	[PR: MUS151 or IC]	3
MUS355	Mexican Folk Music	[PR: none]	3
REL340W	Religion and Aesthetics	[PR: none]	3
SPA303	Spanish & Latin American Lit	[PR: C- or better in SPA300W]	3

TOTAL:			24
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## Hispanic Studies

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The Hispanic Studies program prepares students to be globally-minded citizens and professionals. Students will develop their Spanish-language abilities as well as their intercultural competence, skills which will serve them well in a variety of fields such as healthcare, criminal justice, business, and education.

In the Spanish Language Studies certificate, students learn to communicate in Spanish by applying fundamental concepts in pronunciation, vocabulary, and grammar. This certificate is ideal for any student who wants to acquire language skills for use in the workplace and the community.

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### Major in Hispanic Studies

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**REQUIREMENTS FOR A MAJOR IN HISPANIC STUDIES** – A minimum of 34 hours of coursework, consisting of the following:

*All of the following:*

SPA115	Introductory Spanish I	[PR: none]	4
SPA120	Introductory Spanish II	[PR: C- in SPA115 or placement]	4
SPA240	Intermediate Spanish I	[PR: SPA120 or placement]	4
SPA260	Intermediate Spanish II	[PR: SPA240 or placement]	4
SPA300W	Critical Analysis in Hispanic Studies	[PR: C- or better in SPA260 or placement. PR or CR: ENG103W]	3

*Plus 9 hours from the following:*

*(Each of the following courses is offered once every four years during the spring semester on a rotating basis. Courses taken while abroad may be substituted at the discretion of Spanish faculty.)*

SPA303	Spanish & Latin American Lit	[PR: C- or better in SPA300W]	3
SPA304	Iberian & Pre-Colombian Cultures	[PR: C- or better in SPA300W]	3
SPA305	Spanish & Latin American Cultures	[PR: C- or better in SPA300W]	3
SPA306	U.S. Latino Cultures	[PR: C- or better in SPA300W]	3

*Plus at least 6 hours from the following:*

SPA/MUS354	Latin American Popular Music	[PR: SPA300W]	3
SPA/MUS355	Mexican Folk Music	[PR: SPA300W]	3
SPA495	Spanish Internship	[PR: 2.25 GPA & completed Internship Agreement]	3
FST361	Approved Study Abroad		varies

TOTAL: 34

Minor in Hispanic Studies

**REQUIREMENTS FOR A MINOR IN HISPANIC STUDIES** – 25 hours of coursework, consisting of following:

*All of the following:*

SPA115	Introductory Spanish I	[PR: none]	4
SPA120	Introductory Spanish II	[PR: C- in SPA115 or placement]	4
SPA240	Intermediate Spanish I	[PR: SPA120 or placement]	4
SPA260	Intermediate Spanish II	[PR: SPA240 or placement]	4
SPA300W	Critical Analysis in Hispanic Studies	[PR: C- or better in SPA260 or placement. PR or CR: ENG103W]	3

*Plus 6 hours from the following:*

*(Each of the following courses is offered once every four years during the spring semester on a rotating basis. Courses taken while abroad may be substituted at the discretion of Spanish faculty.)*

SPA303	Spanish & Latin American Lit	[PR: C- or better in SPA300W]	3
SPA304	Iberian & Pre-Colombian Cultures	[PR: C- or better in SPA300W]	3
SPA305	Spanish & Latin American Cultures	[PR: C- or better in SPA300W]	3
SPA306	U.S. Latino Cultures	[PR: C- or better in SPA300W]	3

TOTAL: 25

Certificate in Spanish Language Studies

**REQUIREMENTS FOR A CERTIFICATE IN SPANISH LANGUAGE STUDIES** – 16 hours of coursework, consisting of following:

*All of the following\*:*

SPA115	Introductory Spanish I	[PR: none]	4
SPA120	Introductory Spanish II	[PR: C- in SPA115 or placement]	4
SPA240	Intermediate Spanish I	[PR: SPA120 or placement]	4
SPA260	Intermediate Spanish II	[PR: SPA240 or placement]	4

TOTAL: 16

*\*Certificates require at least 6 hours of Eureka College coursework. Students who place out of one or more 200-level SPA courses will be required to take SPA courses at the 300-*

*level to earn the necessary credits for a certificate at Eureka College. These students are encouraged to pursue the Hispanic Studies minor or major rather than just the Spanish certificate.*

Students who by examination demonstrate proficiency at the level of 100- or 200-level courses will have the appropriate course(s) entered on their degree audit with the notation “proficienced.”

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## History and Political Science

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Courses in History and Political Science seek to provide a general understanding of the framework of the past, to provide a basis for comprehending the dynamic forces that shape events, and to develop a sense of perspective with which to view the trends of the present world. The major is recommended for students preparing for secondary teaching, graduate study in History or Political Science, or the study of law. The major has four separate tracks:

1. History Track
2. History with Teacher Licensure Track
3. Political Science Track
4. Political Science with Pre-Law Emphasis Track

The student must complete one track, which will appear on the student's transcript. The History tracks within the major are designed to provide a broad background of historical knowledge as well as concentration in depth in an area. The Political Science tracks within the major are designed to help students understand the political systems of the United States and other nations and analyze the role of the U.S. government in international relations and foreign policy.

### **Program Goals:**

1. Independently use theories and conceptual frameworks to organize, synthesize, and communicate your interpretations.
2. Take responsibility for your own interpretations by explaining and defending them publicly in a variety of personal and professional contexts.
3. Generate significant, open-ended questions and devise research strategies to answer them.
4. Engage a wide range of sources representing multiple perspectives, ascertain the way sources and perspectives relate to each other.
5. Evaluate primary and secondary sources effectively.
6. In writing, express yourself in clear, lucid, and compelling prose. Articulate a clear thesis and a subject's significance in a variety of formats.
7. In oral presentations, express yourself clearly and persuasively with audience awareness.
8. Respect the ethical conventions of the discipline.
9. Identify culturally grounded assumptions that have influenced the perception and behavior of people in the past and identify those that influence your own perception and behavior.

### **Program Student Learning Outcomes:**

1. Identify and use various interpretive methodologies and theories.
2. Write research papers using electronic and print, primary and secondary sources.
3. Present work in a formal academic presentation.
4. Use proper (Chicago, APA) and accurate form for footnotes, parenthetical notes, and bibliography.
5. Provide and understand historical context of primary sources.

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### Major in History and Political Science

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**REQUIREMENTS FOR A MAJOR IN HISTORY AND POLITICAL SCIENCE** – a minimum of 36 hours of coursework, consisting of the following:

*Three of the following (all three cannot be in the same time sequence):*

HIS113	Survey of Europe to 1660	[PR: none]	3
HIS114	Survey of Europe Since 1660	[PR: none]	3
HIS123	World History I	[PR: none]	3
HIS124	World History II	[PR: none]	3
HIS150	U.S. History to 1865	[PR: none]	3
HIS151	U.S. Since 1865	[PR: none]	3

*All of the following, required of all tracks:*

PSC150	American Government (National)	[PR: none]	3
PSC2--	Any PSC course at the 200-level or above not required in student's track		3

*Plus the completion of one of four tracks* 21-30

#### **History Track**

24 hours of coursework, including at least 15 hours at the 300-level or above, consisting of the following:

*All of the following:*

HIS200	Historical Skills	[PR: ENG103W]	3
PSC362W	American Foreign Policy	[PR: none]	3

*Plus any five additional HIS courses, three of which must be at the 300-level* 15

*Plus one additional PSC course at the 300-level* 3

**TOTAL:** 39

**History with Teacher Licensure Track**

30 hours of coursework, consisting of the following:

*All of the following:*

ECO111	Macroeconomics	[rec PR: MAT095R or placement]	3
ECO112	Microeconomics	[rec PR: MAT095R or placement]	3
GEO105	World Regional Geography	[PR: none]	3
HIS200	Historical Skills	[PR: ENG103W]	3
HIS309	African American History	[PR: none]	3
SOC102	Principles of Sociology	[PR: none]	3
SOC105	Cultural Sociology	[PR: none]	3

*Plus any three additional HIS courses at the 300-level.* 9

TOTAL: 45

Plus all requirements for a major in Secondary Education. See the Secondary Education Program Description.

**Political Science Track**

24 hours of coursework, including at least 15 hours at the 300-level or above, consisting of the following:

*One of the following:*

PSC315	Constitutional Law	[PR: PSC150 or IC]	3
PSC316	Civil Liberties	[PR: PSC150 or IC]	3

*One of the following:*

PSC320W	Political & Social Philosophy	[PR: junior or senior PSC major or IC]	3
PSC330	Human Rights & International Law	[PR: previous PSC course or IC]	3

*Plus any five additional PSC courses, three of which must be at the 300- level.* 15

*Plus three additional hours in HIS at the 300-level.* 3

TOTAL: 39

**Political Science Track with Pre-Law Emphasis**

21 hours of coursework, consisting of the following:

*All of the following:*

BUA340	Business Law	[PR: none]	3
CJS310	Criminal Law and Procedure	[PR: junior standing or IC]	3
PSC310W	The American Congress	[PR: ENG103W]	3
PSC315	Constitutional Law	[PR: PSC150 or IC]	3
PSC316	Civil Liberties	[PR: PSC150 or IC]	3
PSC325	Philosophy and History of Law	[PR: junior or senior PSC major or IC]	3
PSC330	Human Rights & International Law	[PR: previous PSC course or IC]	3
TOTAL:			36

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#### Minor in History

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**REQUIREMENTS FOR A MINOR IN HISTORY** – 21 hours of coursework, including at least six hours at the 300-level or above, consisting of the following:

*Three of the following (all three cannot be in the same time sequence):*

HIS113	Survey of Europe to 1660	[PR: none]	3
HIS114	Survey of Europe Since 1660	[PR: none]	3
HIS123	World History I	[PR: none]	3
HIS124	World History II	[PR: none]	3
HIS150	U.S. History to 1865	[PR: none]	3
HIS151	U.S. History Since 1865	[PR: none]	3

*Plus twelve additional hours in HIS, six of which must be at the 300-level.*

TOTAL: 21

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#### Minor in Political Science

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**REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE**– 21 hours of coursework, consisting of the following:

*One of the following sequences:*

HIS113	Survey of Europe to 1660	[PR: none]	3
HIS114	Survey of Europe Since 1660	[PR: none]	3
or			
HIS150	U.S. History to 1865	[PR: none]	3
HIS151	U.S. History Since 1865	[PR: none]	3

*Plus the following:*

ACADEMIC PROGRAM DESCRIPTIONS

PSC150	American Government (National) [PR: none]	3
	<i>Plus twelve additional hours in PSC, six of which must be at the 300-level.</i>	12
TOTAL:		21

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## Kinesiology-Exercise Science

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The Kinesiology-Exercise Science major is designed to equip students with the understanding and skills to pursue careers and graduate programs related to human movement including but not limited to strength and conditioning, cardiac rehabilitation, public health, athletic training, and physical therapy.

### Program Goal

1. Develop well rounded health and fitness professionals who are prepared for employment and/or enter professional and academic graduate programs.

### Program Student Learning Outcomes

1. Apply each sub-discipline of kinesiology to help individuals lead a healthy lifestyle and improve performance.
2. Critique the psychological, sociological, and cultural factors that influence health and well-being.
3. Critically evaluate current kinesiology literature to support evidence-informed decision making.
4. Apply interdisciplinary knowledge to kinesiology.
5. Demonstrate effective teamwork skills to identify and address problems in kinesiology.
6. Employ effective communication strategies (orally and written) to convey information to various audiences.

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### Major in Kinesiology-Exercise Science

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**REQUIREMENTS FOR A MAJOR IN KINESIOLOGY-EXERCISE SCIENCE** – a minimum of 47 hours of coursework, consisting of the following:

*All of the following:*

BIO263	Human Anatomy and Physiology I	[PR: MAT095R or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
HED284	Nutrition	[PR: none]	3
KIN180	Introduction to Kinesiology	[PR: none]	3
KIN273	Psychological Aspects of Physical Activity	[PR: KIN180 & PSY101/SOC102]	3
KIN294	Motor Development	[PR: sophomore standing]	3
KIN343	Sociological Aspects of Health & Physical Activity	[PR: KIN180 & PSY101/SOC102]	3
KIN380W	Biomechanics	[PR: BIO264]	3
KIN382	Exercise Physiology I	[PR: BIO264]	3
KIN386W	Exercise Physiology II	[PR: KIN382]	3

ACADEMIC PROGRAM DESCRIPTIONS

KIN391	Kinesiology Practicum	[PR: KIN major, junior standing & IC]	1
KIN495	Exercise Science Internship	[PR: 2.25 GPA & completed Internship Agreement]	2+
MAT260	Statistics	[PR: MAT103 or placement]	3

*One of the following:*

KIN265	Tests and Measurement in Kinesiology	[PR: KIN180, MAT260 & a declared KIN major]	3
KIN295	Exercise Science Internship	[PR: 2.25 GPA & completed Internship Agreement]	2+
KIN330	Advanced Strength and Conditioning	[PR: KIN130, KIN265, & First Aid/CPR certified by 10 <sup>th</sup> day of sem.]	3
KIN385	Organization & Administration of PE, Sport, and Intramurals	[PR: junior standing]	3

*Plus one of the following\*:*

CHM121	Survey of Chemistry	[PR: MAT103 or placement]	4
PHS110	Introduction to Physical Science	[PR: MAT103 or placement]	4

*\*Students may substitute the CHM131/132 sequence OR PHY220 for this requirement.*

*Plus one of the following:*

BUA220	Management	[PR: Sophomore standing]	3
BUA230	Marketing	[PR: sophomore standing]	3
COM211	Sports, Media, and Culture	[PR: ENG103W]	3
COM218	Organizational Communication	[PR: ENG103W]	3
EVS260	Introduction to Sustainability	[PR: none]	3
HED254	Community Health	[PR: none]	3
LDR115	Introduction to Leadership	[PR: none]	3
LDR315	Diversity and Leadership	[PR: ENG301W and LDR115 or LDR215 or IC]	3
PSY180	Communication in Social Science	[PR: none]	3
PSY260	Health Psychology	[PR: PSY101]	3

TOTAL: 47+

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Minor in Kinesiology

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**REQUIREMENTS FOR A MINOR IN KINESIOLOGY**— a minimum of 20 hours of coursework including at least 6 hours at the 300-level, consisting of the following:

*All of the following:*

HED284	Nutrition	[PR: none]	3
KIN130	Introduction to Strength & Conditioning	[PR: none]	3
KIN180	Introduction to Kinesiology	[PR: none]	3

*One of the following:*

KIN273	Psychological Aspects of Physical Activity	[PR: KIN180 & PSY101/SOC102]	3
KIN343	Sociological Aspects of Health & Physical Activity	[PR: KIN180 & PSY101/SOC102]	3

*One of the following:*

KIN311*	Moving and Adapting Bodies	[PR: KIN180 or IC]	3
KIN380W	Biomechanics	[PR: BIO264]	3
KIN382	Exercise Physiology I	[PR: BIO264]	3

*Plus at least 5 additional hours of coursework with the KIN prefix.* 5

TOTAL 20+

\*Students who complete BIO263 and BIO264 should not take KIN311.

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## Kinesiology-Athletic Training

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The Bachelor of Science in Kinesiology-Athletic Training (BSKAT) Program is a 3+2 program conducted in cooperation with Concordia University Wisconsin (CUW). This program prepares students for careers in Athletic Training. Students spend 3 years studying at Eureka College and, if accepted by CUW, will continue studies there. Upon successful completion of the fourth year, the student will be awarded a B.S. with a major in Kinesiology-Athletic Training from Eureka College. Upon completion of the fifth year of study, the student will be awarded a MSAT in Athletic Training from CUW. A Eureka College student must successfully complete all graduation requirements along with those for a major in Athletic Training at Eureka College and must accumulate 90 semester hours of credit. It is the student's responsibility to apply for the Bachelor's Degree from Eureka College during the fall semester of the student's first year at CUW.

**REQUIREMENTS FOR A MAJOR IN KINESIOLOGY-ATHLETIC TRAINING** – 46 hours of EC coursework, plus a minimum of 30 hours of CUW coursework, consisting of the following:

*All of the following:*

BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4
BIO263	Human Anatomy and Physiology I	[PR: MAT095R or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
CHM131	General Chemistry I	[PR or CR: MAT121 or placement]	4
HED284	Nutrition	[PR: none]	3
KIN180	Introduction to Kinesiology	[PR: none]	3
KIN255	Psychological and Sociological Aspects of Physical Education and Sport	[PR: KIN180 and PSY101 or SOC102]	3
KIN380W	Biomechanics	[PR: BIO264]	3
KIN382	Exercise Physiology I	[PR: BIO264]	3
KIN386W	Exercise Physiology II	[PR: KIN382]	3
KIN390	Practicum in Athletic Training (with at least 80 observation hours)	[PR: IC]	2
MAT260	Statistics	[PR: MAT103 or placement]	3
PSY101	General Psychology	[PR: none]	3

*One of the following:*

PHS110	Introduction to Physical Science	[PR: MAT103 or placement]	4
PHY220	General Physics I	[PR: MAT171]	4

**TOTAL:** 46

**Fourth Year at Concordia University Wisconsin** – a minimum of 30 hours of coursework from the following required courses will be transferred to Eureka College and will be entered on the Eureka College transcripts as “pass.”

MSAT505	Professional Dev	1
MSAT515	Patient Centered Care	3
MSAT525	AT Foundations	3
MSAT530	Psychosocial Aspects of AT	3
MSAT535	Emergency Care in AT	3
MSAT550	Therapeutic Modalities	3
MSAT569	Research Methods	3
MSAT560	Rec & Eval of Ortho Injuries I	4
MSAT561	Rec & Eval of Ortho Injuries II	4
MSAT565	Rehab Techniques Ortho Injuries I	3
MSAT580	AT Clinical I	2
MSAT581	AT Clinical II	2
MSAT582	AT Clinical III	3

## Leadership

The Leadership certificate provides students with a firm foundation of leadership theories and practices that enable them to ethically and effectively lead in personal, professional, civic, and academic contexts. This certificate is grounded in a respect for diversity, equity, and inclusion, and is also intimately infused with exposure to and critical reflection on the importance of digital media and technology for contemporary leaders. Students are encouraged to tailor their work in the Leadership certificate to their major(s) and other field(s) of study; leadership, after all, is an integral component of life at and beyond Eureka, whether students are pursuing work in the arts, athletics, business, education, politics, the sciences, or other fields.

### Program Goals:

1. To develop leadership skills necessary to thrive in both diverse professional, personal, and civic contexts and in an increasingly digital world.
2. To contextualize leadership through analysis of historical, contemporary, and interdisciplinary case studies.

### Program Student Learning Outcomes:

1. To understand core leadership theories and concepts related to diversity, digitality, and civic and professional life.
2. To apply leadership theories, concepts, and skills in order to thoughtfully analyze case studies related to leadership and to connect leadership to one’s major program(s).
3. To critically evaluate one’s own capacities and limitations as a leader and to develop strategies for successfully navigating the complexities and challenges of contemporary leadership.

### Certificate in Leadership

**REQUIREMENTS FOR A CERTIFICATE IN LEADERSHIP** – 13 hours of coursework, consisting of the following:

*All of the following:*

LDR115	Introduction to Leadership	[PR: none]	3
LDR215	Digital Leadership	[PR: ENG103W or IC]	3
LDR315	Diversity and Leadership	[PR: ENG301W and LDR115 or LDR215 or IC]	3
LDR415	Leadership Capstone	[PR: LDR315]	1

*Plus one course from the list of approved electives below:*

ART206	Introduction to Graphic Design	[PR: ART106]	3
ART250	Web Design	[PR: none]	3
BUA220	Management	[PR: Sophomore standing]	3
COM218	Organizational Communication	[PR: ENG103W]	3
COM220	Media Management and Sales	[PR: ENG103W]	3
CJS205	Policing	[PR: none]	3
CJS215	Corrections	[PR: CJS101 or IC]	3
ECC299	Race in Concert Dance	[PR: none]	3
EDU227W	Educational Psychology	[PR Sophomore standing]	3
EDU351	Language and Diversity in Education	[PR: EDU227W, PSY101, or IC]	3
ENG328W	Literature and the Environment	[PR: ENG125 & ENG211, ENG212, or ENG213]	3
ENG373W	Seminar in Contemporary Literature	[PR: ENG125]	3
ENG395W	Publishing Workshop	[PR: ENG120 & 1 200-level creative writing course]	3
EVS260	Introduction to Sustainability	[PR: none]	3
HIS225	Global Environmental History	[PR: none]	3
HIS304	Global Urban History	[PR: none]	3
HIS309	African American History	[PR: none]	3
HIS/PSC362W	American Foreign Policy	[PR: none]	3
HIS382	Western Europe 1945-Present	[PR: HIS114]	3
KIN343	Sociological Aspects of Health & Physical Activity	[PR: KIN180 & PSY101/SOC102]	3
MUS/ECC250	Music and Race	[PR: none]	3
PSC260	Political Ideologies	[PR: none]	3
PSC301	The Presidency	[PR: PSC150]	3
PSC316	Civil Liberties	[PR: PSC150]	3
PSC330	Human Rights and International Law	[PR: 1 PSC course]	3
PSY203	Social Psychology	[PR: PSY101]	3
PSY308	Adulthood and Aging Psychology	[PR: PSY101]	3
PSY314W	Abnormal Psychology	[PR: PSY101]	3
REL330W	Political Theology	[PR: 1 REL course]	3
SPA305	Spanish and Latin American Cultures	[PR: C- in SPA300W or placement]	3
SPA306	U.S. Latino Cultures	[PR: C- or better in SPA300W]	3
TOTAL:			13

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## Mathematics

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Mathematics, more than any other human endeavor, relies on deductive reasoning to produce new knowledge from the investigation of natural events, whether they occur in our immediate environment or in the immensity of space. It serves as a universal language which represents, interprets, and integrates all such knowledge.

The subject of mathematics is divided into algebra, geometry, analysis, and probability. Some of the concepts of each of these subdivisions are particularly useful in helping to discuss or solve problems in other fields. These concepts are frequently called Applied Mathematics.

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### Major in Mathematics

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**REQUIREMENTS FOR A MAJOR IN MATHEMATICS** – 37 hours of coursework, consisting of the following:

*All of the following:*

MAT131	Introduction to Mathematical Programming [PR: MAT121 or MAT162]	3
MAT171	Calculus with Analytic Geometry I [PR: MAT121 or placement]	5
MAT271	Calculus with Analytic Geometry II [PR: MAT171]	4
MAT272	Calculus with Analytic Geometry III [PR: MAT271]	4
MAT275	Differential Equations [PR: MAT271]	3
MAT280	Discrete Mathematics [PR: MAT171; rec PR: CSC135]	3
MAT310	Probability and Statistics [PR: MAT271]	3
MAT315	Linear Algebra [PR: MAT271]	3
MAT320	Abstract Algebra [PR: MAT280 or MAT315]	3
MAT340W	Foundations of Geometry [PR: MAT271]	3
MAT415	Real Analysis [PR: MAT272 or MAT315]	3

TOTAL: 37

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### Major in Mathematics with Teacher Licensure

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**REQUIREMENTS FOR A MAJOR IN MATHEMATICS WITH TEACHER LICENSURE** – 42 hours of coursework, consisting of the following:

1. The Mathematics major outlined above.
2. One additional course from the following: PHS110 (Introduction to Physical Science), PHS111 (Introduction to Earth Science), or any PHY course

3. All requirements for a major in Secondary Education. See the Secondary Education Program Description.

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Minor in Mathematics

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**REQUIREMENTS FOR A MINOR IN MATHEMATICS** – 20 hours of coursework in Mathematics numbered MAT171 or above, including at least six hours at the 300-level or higher.

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## Music

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The Music Program at Eureka College offers courses in music theory, music history, applied lessons, ensembles, conducting, and other related courses to the entire College community and beyond. Our goals are to:

- Prepare all Eureka College students for a lifetime of involvement in and appreciation of music of all styles and eras
- Highlight every student's creative potential through performance, composition, improvisation, and artistic expression
- Provide performance and leadership opportunities for any interested Eureka students
- Educate and provide musical enrichment for the community

The Music Program is part of Eureka's integrated learning experience, offering both academically rigorous courses and opportunities for co-curriculars like Chorale and Chamber Ensemble. The Music Program is committed to interdisciplinarity and providing courses that fit into the 10 Essentials, with particular strengths in Intercultural Understanding and Aesthetic Sensibility. We are a part of the Uniquely Eureka Curriculum which emphasizes the arts. The Music Major prepares students for the increasingly multi-faceted professional music world of the 21<sup>st</sup> century. Musicians today take on multiple roles in contexts such as K-12 and higher education, private instruction, church ministry, community music, arts administration, etc., in addition to solo and ensemble performance. A liberal arts education prepares musicians who are able to thrive in this environment and enhances their employability.

Students must declare a concentration by the Fall of their sophomore year if they enter Eureka College as freshmen, or by the Spring of their first year at Eureka for transfer students. Students may switch concentrations, but they must complete all requirements of the new concentration in order to graduate. Students may choose to do more than one concentration, but they must complete all requirements for both concentrations, including separate Capstone projects as appropriate. For example, a course that is required for one concentration may count as an elective for the other concentration.

The concentration areas are:

- History and Theory
- Music Ministry
- Piano Performance
- Vocal Performance
- Vocal/Choral Music Education

### Program Goals

Train students in:

1. Complete musicianship (musical technique, theory, analysis, individual and ensemble performance).
2. Developing an understanding of the roles of music in societies and cultures throughout history.
3. Communicating effectively in oral and written media about the importance of music and the arts and their role in society.

### Program Student Learning Outcomes

1. Musicianship and Music Theory.
2. Technique, Performance, Composition, and Improvisation.
3. Historical and Cultural Knowledge of Music.
4. Communicating about Music.

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### Major in Music

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**REQUIREMENTS FOR A MAJOR IN MUSIC** – a minimum of 38 hours of coursework, consisting of the following:

*All of the following:*

MUS120	Introduction to Music Theory	[PR: none]	3
MUS125	Basic Musicianship	[CR: MUS120 or IC]	1
MUS220	Music Theory II	[PR: MUS120]	3
MUS225	Advanced Musicianship	[PR: MUS120 & 125; CR: MUS220]	1
MUS320	Form and Analysis	[PR: MUS220]	3
MUS330	Post-Tonal Mus Theory & Analysis	[PR: MUS320]	3
MUS308	Western Art Mus Antiquity-Baroque	[PR: MUS120 or IC]	3
MUS318W	Western Art Mus 1650-1850	[PR or CR: MUS220 or IC]	3
MUS328	Western Art Mus Since 1850	[PR: MUS220 or IC]	3

*Plus one of the following:*

MUS150	Music Cultures in the U.S.	[PR: none]	3
MUS152	World Music	[PR: none]	3
MUS153	American Popular Music	[PR: none]	3
MUS250	Music and Race	[PR: none]	3
MUS354	Latin American Popular Music	[PR: MUS151 or IC]	3
MUS355	Mexican Folk Music	[PR: none]	3

*Plus the following:*

MUS070	Concert Attendance (must be taken every semester)	[PR: none]	0
MUS086	Piano Proficiency		

(must be passed before graduating) [PR: none] 0

TOTAL: 26

*Plus the completion of one of five concentrations* 12-63.5

**History and Theory Concentration**

A minimum of 18 hours of coursework, consisting of the following:

*The following course is required:*

MUS340 Bibliography/Research Methods [PR: none] 3

*Plus one of the following Capstone courses:*

MUS496 Composition Capstone [PR: MUS260 or IC] 4

MUS497 Research Capstone [PR: MUS340] 4

*Plus at least 4 semesters of the following (2-4 total hours):*

MUS233 Secondary Applied Piano [PR: none] 0.5

MUS333 Primary Applied Piano [PR: Intermediate to Advanced student] 1

*Plus at least two semesters of college-level foreign language. May be transferred from another institution, but proficiency exam credit will not satisfy this requirement.* 6-8

*Plus at least 3 hours of MUS electives at the 200-level or above. Ensembles and Applied Lessons over the minimum requirements count.*

TOTAL: 18-22

**Music Ministry Concentration**

A minimum of 31 hours of coursework, consisting of the following:

*All of the following:*

MUS231 Choral Conducting [PR: MUS220] 2

MUS285 Foreign Language Diction [PR: none] 2

MUS331 Advanced Choral Conducting [PR: MUS231] 2

MUS350 Sacred Music [PR: 2 years experience or IC] 3

PHI 300-level One Philosophy course at the 300-level 3

REL 300-level Two Religion courses at the 300-level 6

REL495 Internship in the Christian Ministry (Capstone course) [PR: 2.25 GPA & completed

Internship Agreement] 1-4

*Plus at least 4 hours of the following, including at least one semester each of piano and guitar:*

MUS233	Secondary Applied Piano	[PR: none]	0.5
MUS236	Secondary Applied Guitar	[PR: none]	0.5
MUS333	Primary Applied Piano	[PR: Intermediate to Advanced student]	1
MUS336	Primary Applied Guitar	[PR: Intermediate to Advanced student]	1

*Plus at least 4 semesters of the following (2-4 hours total):*

MUS234	Secondary Applied Voice	[PR: none]	0.5
MUS334	Primary Applied Voice	[PR: Vocal Performance major or IC]	1

*Plus at least 4 semesters of enrollment in one of the following ensembles (may be taken for 0 or 1 hour per semester, 0-4 hours total):*

MUS081/281	Chorale	[PR: audition optional]	0-1
MUS082/382	Chamber Singers	[PR: audition]	0-1
MUS084/284	Instrumental Ensemble	[PR: At least 3 years of experience]	0-1
MUS085/385	Opera & Lyric Theater Workshop	[CR: MUS334 or IC]	0-1
MUS087/387	Jazz Ensemble	[PR: audition]	0-1

*Plus one of the following:*

COM218	Organizational Communication	[PR: ENG103W]	3
LDR225	Leadership Theory	[PR: none]	3

*Plus one of the following:*

REL217	Introduction to Hebrew Scriptures	[PR: none]	3
REL219	Introduction to the New Testament	[PR: none]	3

TOTAL: 31-40

### **Piano Performance Concentration**

Student must arrange and pass audition with music faculty at the beginning of the semester in which they intend to declare. Jury examination from previous semester may count as audition, but passing the jury will be separate from acceptance into performance track.

A minimum of 12 hours of coursework, consisting of the following:

All of the following:

MUS098	Junior Recital (must take no later than Spring of junior year)		0
MUS333	Primary Applied Piano (8 semesters of 1 hour lessons)	[PR: Intermediate to Advanced student]	8
MUS498	Senior Recital (must take no later than Spring of senior year. Capstone course)	[PR: MUS098 & IC; CR: MUS333 or 334]	1

Plus at least two semesters of one of the following ensembles (at least one semester must be MUS084/284; ensembles may be taken for 0 our 1 hour per semester, 0-2 hours total):

MUS081/281	Chorale	[PR: audition optional]	0-1
MUS082/382	Chamber Singers	[PR: audition]	0-1
MUS084/284	Instrumental Ensemble	[PR: At least 3 years of experience]	0-1
MUS085/385	Opera & Lyric Theater Workshop	[CR: MUS334 or IC]	0-1
MUS087/387	Jazz Ensemble	[PR: audition]	0-1

Plus at least 3 hours of MUS electives at the 200-level or above. Ensembles and Applied Lessons over the minimum requirements count.

TOTAL: 12-14

**Vocal Performance Concentration**

Student must arrange and pass audition with music faculty at the beginning of the semester in which they intend to declare. Jury examination from previous semester may count as audition, but passing the jury will be separate from acceptance into performance track.

A minimum of 19 hours of coursework, consisting of the following:

All of the following:

MUS098	Junior Recital (must take no later than Spring of junior year)		0
MUS285	Foreign Language Diction	[PR: none]	2
MUS334	Primary Applied Voice (8 semesters of 1 hour lessons)	[PR: Vocal Performance major or IC]	8
MUS498	Senior Recital (must take no later than Spring of senior year. Capstone course)	[PR: MUS098 & IC; CR: MUS333 or 334]	1

*Plus at least 2 hours of the following:*

MUS233	Secondary Applied Piano	[PR: none]	0.5
MUS333	Primary Applied Piano	[PR: Intermediate to Advanced student]	1

*Plus enrollment in one of the following ensembles every semester that the student is taking lessons (may be taken for 0 our 1 hour per semester, 0-8 hours total):*

MUS081/281	Chorale	[PR: audition optional]	0-1
MUS082/382	Chamber Singers	[PR: audition]	0-1
MUS085/385	Opera & Lyric Theatre Workshop	[CR: MUS334 or IC]	0-1

*Plus at least two semesters of college-level foreign language. May be transferred from another institution, but proficiency exam credit will not satisfy this requirement.*

6-8

TOTAL: 19-29

### **Vocal/Choral Music Education Concentration**

A minimum of 60.5 hours of coursework, consisting of the following:

*All of the following:*

MUS231	Choral Conducting	[PR: MUS220]	2
MUS285	Foreign Language Diction	[PR: none]	2
MUS331	Advanced Choral Conducting	[PR: MUS231]	2
MUS334	Primary Applied Voice (4 semesters of 1 hour lessons)	[PR: Vocal Performance major or IC]	4

*Plus at least 4 semesters of the following (2-4 total hours):*

MUS233	Secondary Applied Piano	[PR: none]	0.5
MUS333	Primary Applied Piano	[PR: Intermediate to Advanced student]	1

*Plus enrollment in one of the following ensembles every semester except for the Student Teaching semester (may be taken for 0 our 1 hour per semester, 0-7 hours total):*

MUS081/281	Chorale	[PR: audition optional]	0-1
MUS082/382	Chamber Singers	[PR: audition]	0-1
MUS084/284	Instrumental Ensemble	[PR: At least 3 years of experience]	0-1
MUS085/385	Opera & Lyric Theatre Workshop	[CR: MUS334 or IC]	0-1

ACADEMIC PROGRAM DESCRIPTIONS

MUS087/387	Jazz Ensemble	[PR: audition]	0-1
TOTAL:			12-21

*Plus the following Professional Education courses:*

EDU165	Foundations of American Education	[PR: none]	3
EDU170	Intro to Curric. & Instructnl Design	[PR: none]	2
EDU227W	Educational Psychology	[PR: sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: sophomore; CR: EDU229F]	3
EDU229F	Exceptional Child Field Exp.	[PR: sophomore standing, CR: EDU229]	0.5
EDU355	Education Law	[PR: junior standing or IC]	1
EDU372E	Vocal Music Diversity Practicum	[PR: Admission to Teacher Ed Program]	1
EDU373E	Music Education Content Practicum	[PR: Admission to Teacher Ed Program]	1
EDU390L	Integrating Tech into Teaching	[PR: EDU170]	2
EDU431W	Educational Assessment	[PR: junior or senior standing]	2
EDU445	Teaching Elementary Vocal Music	[PR: Admission to Teacher Ed Program]	3
EDU446	Teaching Secondary Vocal Music	[PR: Admission to Teacher Ed Program]	3
EDU455	Education Seminar	[PR: Current Student Teacher; CR: EDU456 & EDU470A-E]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470A-E]	2
EDU470E	Student Teaching (Capstone Course)	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses; 2.75 cumulative GPA, & 3.00 Major GPA]	12
SPE358L	Explicit Instruction	[PR: junior or senior standing or IC]	3

*One of the following:*

EDU410W	Strategies in Classroom Mgmt.	[PR: Admis. to Teacher Ed Prog. & junior or senior Standing]	3
EDU412W	Middle Grades Classroom Management	[PR: Admission to Teacher Ed Prog & junior or senior standing]	2
EDU415W	Secondary Classroom Management	[PR: Admission to Teacher Ed Prog & junior or senior standing]	2

TOTAL:			44.5-45.5
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*Plus the following:*

PSY207	Middle Childhood/Adolescent Dev. [PR: none]	3
TOTAL:		3

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 Minor in Music
 

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**REQUIREMENTS FOR A MINOR IN MUSIC** – a minimum of 20 hours of coursework, consisting of the following:

*All of the following:*

MUS070	Concert Attendance (must be taken every semester)	[PR: none]	0
MUS120	Introduction to Music Theory	[PR: none]	3
MUS125	Basic Musicianship	[CR: MUS120 or IC]	1
MUS220	Music Theory II	[PR: MUS120]	3
MUS225	Advanced Musicianship	[PR: MUS120 & 125; CR: MUS220]	1
MUS318W	Western Art Mus 1650-1850	[PR or CR: MUS220 or IC]	3

*Plus one of the following:*

MUS150	Music Cultures in the U.S.	[PR: none]	3
MUS152	World Music	[PR: none]	3
MUS153	American Popular Music	[PR: none]	3
MUS250	Music and Race	[PR: none]	3
MUS354	Latin American Popular Music	[PR: MUS151 or IC]	3
MUS355	Mexican Folk Music	[PR: none]	3

*Plus 4 semesters selected from the following (2-4 total hours):*

MUS233	Secondary Applied Piano	[PR: none]	0.5
MUS234	Secondary Applied Voice	[PR: none]	0.5
MUS236	Secondary Applied Guitar	[PR: none]	0.5
MUS333	Primary Applied Piano	[PR: Intermediate to Advanced student]	1
MUS334	Primary Applied Voice	[PR: Vocal Performance major or IC]	1
MUS336	Primary Applied Guitar	[PR: Vocal Performance major or IC]	1

*Plus enrollment in one of the following ensembles for 4 semesters (may be taken for 0 or 1 hour per semester, 0-4 hours total):*

MUS081/281	Chorale	[PR: audition optional]	0-1
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ACADEMIC PROGRAM DESCRIPTIONS

MUS082/382	Chamber Singers	[PR: audition]	0-1
MUS084/284	Instrumental Ensemble	[PR: At least 3 years of Experience]	0-1
MUS085/385	Opera & Lyric Theatre Workshop	[CR: MUS334 or IC]	0-1
MUS087/387	Jazz Ensemble	[PR: audition]	0-1

*Plus an additional 4 hours of MUS coursework at the 300-level or above. Ensembles and Applied Lessons over the minimum requirements count.*

TOTAL: 20-26

**PRE-MUSIC THERAPY** – Eureka College offers a pre-professional program for students interested in pursuing a career in music therapy. For more information, please consult the section on Pre-Professional Programs.

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## Neuroscience

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The Neuroscience minor is a multidisciplinary minor available to all Eureka College students who design to be at the forefront of Brain Science.

Students who minor in Neuroscience will study the relationship between the brain, learning, and behavior. Students do not need to be a psychology major and should be open to the interdisciplinary nature of neuroscience. Students who are pursuing the minor in Neuroscience will:

1. Acquire knowledge of the nervous system and behavior
2. Acquire knowledge of the relationship between the brain and behavior
3. Practice interdisciplinary reading of literature in neuroscience subfields

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### Minor in Neuroscience

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**REQUIREMENTS FOR A MINOR IN NEUROSCIENCE** – 26-28 hours of coursework, consisting of the following:

*All of the following:*

BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4
BIO142	Principles of Biology II	[PR: BIO141]	4
PSY101	General Psychology	[PR: none]	3
PSY285	Psychology of Learning	[PR: PSY101]	3
PSY286	Sensation and Perception	[PR: PSY101]	3

*Three of the following, at least one of which must be outside of PSY and at least 6 hours at the 300-level or above:*

BIO220	Microbiology	[PR: BIO142/263 & CHM121/131]	4
BIO325	Immunology	[PR: BIO142 & CHM221]	4
BIO/CHM421	Biochemistry II	[PR: BIO141, BIO142, & CHM220]	3
CHM310	Medicinal Chemistry	[PR: CHM221]	3
CHM321	Biochemistry I	[PR: BIO141, BIO142, & CHM220]	3
PSY315W	Cognitive Neuroscience	[PR: PSY101 & PSY215]	3
PSY330	Human Memory	[PR: PSY101 & PSY215 or IC]	3
PSY360	Biological Psychology	[PR: PSY101]	3

TOTAL: 26-28

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## Organizational Leadership

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The Organizational Leadership program prepares students to assume management-focused leadership positions at organizations in both the public and private sectors. Through a dynamic curriculum that links theory with best practices, students are trained in the principles and skills of leadership that translates vision into change within the team-based management environments that characterize today's organizations.

A Bachelor of Science in Organizational Leadership is offered as a weekend program throughout the year (including summers) to cohorts of students who sign up for the entire experience. Admission to the program is limited to those who have the rough equivalent of an associate's degree from an accredited two-year institution or at least 60 semester hours of transferable coursework from a regionally accredited two- or four-year institution. *The program will be offered contingent upon recruitment of a viable cohort.*

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### Major in Organizational Leadership

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**REQUIREMENTS FOR A MAJOR IN ORGANIZATIONAL LEADERSHIP** – 60 hours of coursework, including required General Education coursework, consisting of the following:

*All of the following:*

BUA222W*	Organizational Management	[PR: none]	3
BUA321W*	Human Resources Management	[PR: BUA220]	3
BUA410W*	Business Strategy	[PR: BUA101,220, 230, 310, 360, & senior standing or IC consent]	4
COM218*	Organizational Communication	[PR: ENG103W]	3
COM365W	Media Relations Management	[PR: COM104 & ENG103W]	3
COM370W	Professional Communication	[PR: C or better in COM104 & ENG103W]	3
LDR220	Organizational Behavior & Leadership	[PR: LDR110]	3
LDR225	Leadership Theory	[PR: none]	3
LDR240	Philosophy of Leadership	[PR: LDR110]	3
LDR300	Organizational Sustainability	[PR: none]	3
PSY203	Social Psychology	[PR: PSY101]	3
PSY225	Industrial-Organizational Psychology	[PR: PSY101]	3

*Plus the following General Education courses:*

ECC101	Justice & Civic Responsibility Seminar	[PR: none]	3
ECC490W	Ethical Reasoning Seminar	[PR: Senior Standing]	3

*Plus 17 hours of online elective hours.* 17

TOTAL: 60

*\*Will fulfill the 12 semester hours at the 200-level or above requirement for graduation.*

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## Philosophy and Religion

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The department of Philosophy and Religion offers both a major and a minor and a Pre-Seminary track. A concentration in Philosophy provides students with a broad understanding of Western thought, a detailed knowledge of moral and theoretical issues in this tradition, and training in critical and analytical thinking skills. A concentration in Religion provides students with an introduction to the world’s major religions and in-depth seminars on the Bible and the history of Christian thought.

### Program Goals:

1. Academic readiness for graduate studies (in areas such as philosophy, religious studies, theological studies, applied ethics, social work, and law).
2. Immediate readiness for entry-level jobs in ministry and non-profit organizational work.

### Program Student Learning Outcomes:

1. Students demonstrate understanding of major philosophers and questions in the Western philosophical tradition.
2. Students demonstrate understanding of the theory and method of religious studies and theology through examinations and written projects.
3. Students can apply the historical critical method to Hebrew or Christian Scriptures through exegetical analysis of key texts.
4. Students can evaluate and critically engage/analyze philosophical and religious writings through interpretive and exegetical essays.
5. Students can evaluate and critically engage the writings of key figures in the Christian tradition through interpretive and exegetical essays.
6. Students can articulate the interrelationship between philosophy and religious thought in the history of the Western tradition.

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### Major in Philosophy and Religion

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**REQUIREMENTS FOR A MAJOR IN PHILOSOPHY AND RELIGION** – 32 hours of coursework, consisting of the following:

Two Philosophy courses at the 300-level	6
Two Religion courses at the 300-level	6
Other Philosophy and Religion courses	20
<b>TOTAL:</b>	<b>32</b>

A student may concentrate in either Philosophy or Religion by completing a minimum of 20 semester hours in the chosen area.

**Pre-Seminary Studies Track**

Ordination to ministry in most denominations requires a master's degree from a seminary or divinity school; graduate study in religion can also begin with a seminary or divinity school degree. The Pre-Seminary Studies Track is designed both to prepare the student for the rigors of seminary study as well as to guide the student toward discerning her or his strengths for seminary study and ministry.

Preparation for seminary study begins with a firm foundation in the liberal arts, represented at Eureka by the General Education Course Requirements. Beyond the general study in liberal arts, the Pre-Seminary Studies Track provides the student with the solid foundation of a Philosophy and Religion major; in addition, the student selects from a broad array of interdisciplinary courses recommended for the purpose of giving the student exposure to the disciplines most relevant to advanced study in a seminary.

Students will work with the faculty in Religion and the College Chaplain to develop a cohesive plan of study, to ensure successful application to seminary or divinity school, and to secure spiritual, denominational, and financial support for seminary study.

**REQUIREMENTS FOR A MAJOR IN PHILOSOPHY AND RELIGION - PRE-SEMINARY**

**STUDIES TRACK:** The fulfillment of requirements for a major in Philosophy and Religion, with a concentration in Religion recommended; in addition, 9 hours selected from the following:

BUA220	Management	[PR: sophomore standing]	3
COM104	Modern Communication	[PR: none]	3
COM218	Organizational Communication	[PR: ENG103W]	3
LDR240	Philosophy of Leadership	[PR: LDR110]	3
MUS250	Music and Race	[PR: none]	3
PSY200	Death and Dying	[PR: none]	3
PSY372	Counseling Psychology	[PR: PSY101]	3
SOC150	Social Problems	[PR: none]	3
REL299	Special Topics in Ministry		3
REL495	Internship in the Christian Ministry	[PR: 2.25 GPA & completed Internship Agreement]	1-4
<b>TOTAL:</b>			<b>41</b>

Other courses may be substituted for those above with approval from the program advisor.

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Minor in Philosophy and Religion

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**REQUIREMENTS FOR A MINOR IN PHILOSOPHY AND RELIGION** – 20 hours including the following:

One Philosophy course at the 300-level	3
One Religion course at the 300-level	3
Other Philosophy or Religion courses	14
<b>TOTAL:</b>	<b>20</b>

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## Popular Culture Studies

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The Popular Culture Studies certificate program will help students to be ethical and critical consumers of popular culture, learning to apply the appropriate vocabulary and theory to create meaningful discussions of culturally significant texts. They also will be able to put major works of popular culture into historical and social context.

### Program Goals:

1. Foster awareness of the roots of popular culture.
2. Foster awareness of the impact of popular culture on one's own beliefs.

### Program Student Learning Outcomes:

1. Recognize how popular culture can normalize and/or represent discriminatory attitudes and practices.
2. Recognize and analyze trends in popular culture.

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### Certificate in Popular Culture Studies

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**REQUIREMENTS FOR A CERTIFICATE IN POPULAR CULTURE STUDIES** – 15 hours of coursework, consisting of the following:

*All of the following:*

GFS101	Intro to Genre & Fandom Studies	[PR: none]	3
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*One of the following:*

ART101W	Art Appreciation	[PR: none]	3
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ECC167	Popular Culture and the Environment	[PR: none]	3
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ENG120	Introduction to Creative Writing	[PR or CR: ENG103W]	3
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ENG125	Introduction to Literary Studies	[PR: none]	3
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MUS153	American Popular Music	[PR: none]	3
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*Two of the following:*

ART234W	Modern Art	[PR: ENG103W]	3
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COM211	Sports, Media, and Culture	[PR: ENG103W]	3
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COM212	Media in Rural America	[PR: ENG103W]	3
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COM213	Social Media and Internet Culture	[PR: ENG103W]	3
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ECC299	Race in Concert Dance	[PR: none]	3
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ENG250	World Building	[PR: ENG120]	3
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ENG270	Myth and Literature	[PR: none]	3
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*Plus one of the following:*

*ACADEMIC PROGRAM DESCRIPTIONS*

ART380W	Seminar in Visual Culture	[PR: ENG103W]	3
GFS395	Genre & Fandom Studies Capstone	[PR: GFS101]	3
MUS354	Latin American Popular Music	[PR: MUS151 or IC]	3
TOTAL:			15

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## Psychology

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Courses in psychology give students an understanding of a wide variety of human behaviors and an appreciation of the concepts and methodology employed in the study of psychology. The major in psychology is suitable for students interested in preparing for careers in social welfare, personnel work, guidance, advertising, criminology, military and industrial counseling and other therapeutic occupations, as well as graduate study in psychology which would lead to careers in teaching at the junior or senior college level, school psychology, tests and measurements, guidance and counseling, vocational guidance, clinical occupations, and experimental research.

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### Major in Psychology

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**REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY** – 41 hours of coursework, with a minimum of 12 hours at the 300-400 level, consisting of the following:

*All of the following:*

PSY101	General Psychology	[PR: none]	3
PSY180	Communication in Social Science	[PR: none]	3
PSY203	Social Psychology	[PR: PSY101]	3
PSY215	Cognitive Psychology	[PR: PSY101]	3
PSY280W	Psychological Statistics & Methods I	[PR: PSY101, PSY180, & MAT095R or placement]	4
PSY314W	Abnormal Psychology	[PR: PSY101]	3
PSY380W	Psychological Statistics & Methods II	[PR: PSY101, PSY180, & PSY280W]	4

*Two of the following:*

PSY285	Psychology of Learning	[PR: PSY101]	3
PSY286	Sensation and Perception	[PR: PSY101]	3
PSY315W	Cognitive Neuroscience	[PR: PSY101 & PSY215]	3
PSY330	Human Memory	[PR: PSY101 & PSY215 or IC]	3
PSY360	Biological Psychology	[PR: PSY101]	3

*One of the following:*

PSY370W	Personality Theory	[PR: PSY101 & junior/senior standing]	3
PSY374	History of Psychology	[PR: PSY101 & junior/senior standing]	3

*One of the following:*

PSY205	Psychology of Childhood through Adolescence	[PR: PSY101 or EDU227W]	3
PSY206	Infant & Early Childhood Development	[PR: none]	3
PSY207	Middle Childhood & Adolescent Development	[PR: none]	3

*One of the following:*

PSY260	Health Psychology	[PR: PSY101]	3
PSY290	Psychological Tests and Measurements	[PR: PSY101 & MAT260]	3
PSY308	Adulthood and Aging Psychology	[PR: PSY101]	3

*One of the following:*

PSY225	Industrial-Organizational Psychology	[PR: PSY101]	3
PSY372	Counseling Psychology	[PR: PSY101]	3
PSY320	Seminar in Child Life	[PR: PSY206 & PSY207]	3

TOTAL: 41

Minor in Psychology

**REQUIREMENTS FOR A MINOR IN PSYCHOLOGY** – 20 hours of coursework, consisting of the following:

*All of the following:*

PSY101	General Psychology	[PR: none]	3
PSY180	Communication in Social Science	[PR: none]	3

*Plus 14 additional hours in PSY, including at least six hours at the 300-level or higher.*

TOTAL: 20

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## Psychology and Counseling

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Courses in psychology give students an understanding of a wide variety of human behaviors and an appreciation of the concepts and methodology employed in the study of psychology. The major in Psychology and Counseling is suitable for students interested in preparing for careers in private or public counseling, social welfare, and other therapeutic occupations, including school psychology, tests and measurements, vocational guidance, and other clinical occupations. This 3+2 program positions students to finish with a Master's degree in five years with preparation to sit for licensure exams in a Council for the Accreditation of Counseling and Related Education Programs (CACREP)-accredited program.

The Psychology and Counseling 3+2 program is conducted in cooperation with LaGrange College in Atlanta, GA. The LaGrange College courses listed below can be taken through their online program, which allows students to pursue their studies from any location they so wish. Students spend 3 years studying at Eureka College, and if accepted at LaGrange College, will continue their studies with them. Upon successful completion of a fourth year, credit will return to Eureka College for the awarding of a B.S. degree in Psychology and Counseling. Students must successfully complete all general requirements and those for a major in Psychology and Counseling at Eureka College and must accumulate 90 semester hours of EC credit. It is the student's responsibility to apply for the bachelor's degree from Eureka College during the fall semester of the student's first year at LaGrange College.

### Program Goals

1. To give students a broad overview of psychological science, with a focus toward human services careers.
2. To allow students to enter the counseling profession as soon as possible, with a connection to an accredited Master's program.
3. To give students a capstone experience in creating and completing a research project.

### Program Student Learning Outcomes

1. Describe and demonstrate key concepts, principles, and overarching themes in psychology (psychology information literacy).
2. Develop a working knowledge of psychology's content domains.
3. Apply ethical standards to evaluate psychological science and practice.
4. Use scientific reasoning to interpret psychological phenomenon.
5. Engage in innovative and integrative thinking and problem solving.
6. Interpret, design, and conduct basic psychological research.
7. Demonstrate effective writing for different purposes.

8. Exhibit effective presentation skills.
9. Use comprehensible spoken Spanish to participate in structured discussions about a range of general topics.
10. Demonstrate comprehension of information in spoken and written Spanish produced by fluent speakers about a range of general topics.

Major in Psychology and Counseling

**REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY AND COUNSELING** – 46 hours of coursework, with a minimum of 12 hours at the 300-400 level, consisting of the following:

*All of the following:*

PSY101	General Psychology	[PR: none]	3
PSY180	Communication in Social Science	[PR: none]	3
PSY203	Social Psychology	[PR: PSY101]	3
PSY215	Cognitive Psychology	[PR: PSY101]	3
PSY280W	Psychological Statistics & Methods I	[PR: PSY101, PSY180, & MAT095R or placement]	4
PSY314W	Abnormal Psychology	[PR: PSY101]	3
PSY372	Counseling Psychology	[PR: PSY101]	3
PSY380W	Psychological Statistics & Methods II	[PR: PSY101, PSY180, & PSY280W]	4
SPA115	Introductory Spanish I	[PR: none]	4
SPA120	Introductory Spanish II	[PR: C- in SPA115 or placement]	4

*One of the following:*

PSY285	Psychology of Learning	[PR: PSY101]	3
PSY286	Sensation and Perception	[PR: PSY101]	3
PSY315W	Cognitive Neuroscience	[PR: PSY101 & PSY215]	3
PSY330	Human Memory	[PR: PSY101 & PSY215 or IC]	3
PSY360	Biological Psychology	[PR: PSY101]	3

*One of the following:*

PSY370W	Personality Theory	[PR: PSY101 & junior/senior standing]	3
PSY374	History of Psychology	[PR: PSY101 & junior/senior standing]	3

*One of the following:*

PSY205	Psychology of Childhood through Adolescence	[PR: PSY101 or EDU227W]	3
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PSY206	Infant & Early Childhood Development [PR: none]	3
PSY207	Middle Childhood & Adolescent Development [PR: none]	3

*One of the following:*

PSY260	Health Psychology [PR: PSY101]	3
PSY290	Psychological Tests and Measurements [PR: PSY101 & MAT260]	3
PSY308	Adulthood and Aging Psychology [PR: PSY101]	3

TOTAL: 46

**Fourth and Fifth Years at LaGrange College (at least 30 hours from year 4 will transfer back to Eureka College for B.S. degree completion):**

COUN5000	Foundations of Clinical Mental Health Counseling	3
COUN5001	Theories of Counseling	3
COUN5002	Strategies and Techniques in Counseling	3
COUN5003	Group Dynamics	3
COUN5004	Professional Practice and Ethics	3
COUN5010	Social and Cultural Diversity	3
COUN5011	Life Span Development	3
COUN5012	Career Counseling	3
COUN5013	Individual Analysis	3
COUN5999	Practicum	4
COUN6000	Advanced Techniques	3
COUN6001	Assessment and Diagnosis	3
COUN6002	Addictions Counseling	3
COUN6003	Family Counseling	3
COUN6004	Crisis, Trauma, and Grief Counseling	3
COUN6005	Research and Program Evaluation	3
COUN6007	Principles of Management, Consultation, Collaboration, & Advocacy	3
COUN6997	Internship I	3
COUN6998	Internship II	3
COUN6999	Internship III	3
TOTAL:		61

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## Psychology/Occupational Therapy

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Psychology/Occupational Therapy is a 3+2 program conducted in cooperation with Washington University School of Medicine: Program in Occupational Therapy in St. Louis, Missouri. This program prepares students for careers in hospital settings, nursing homes, rehabilitation centers, etc., assisting physicians and other types of therapists to train and rehabilitate individuals with physical defects, injuries and other health problems.

Students spend 3 years studying at Eureka College and, if accepted by Washington University, will continue studies there. Upon successful completion of the fourth year, the student will be awarded a B.S. with a major in Psychology/Occupational Therapy from Eureka College. Upon completion of the fifth year of study, the student will be awarded an M.S. in Occupational Therapy from Washington University School of Medicine.

A Eureka College student must successfully complete all general requirements and those for a major in Psychology/Occupational Therapy at Eureka College and must accumulate 92 semester hours of credit. It is the student's responsibility to apply for the bachelor's degree from Eureka College during the fall semester of the student's first year at Washington University.

**REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY/OCCUPATIONAL THERAPY – 43 hours** of coursework, consisting of the following:

BIO263	Human Anatomy and Physiology I	[PR: MAT095R or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
MAT260	Statistics	[PR: MAT103 or placement]	3
PSY101	General Psychology	[PR: none]	3
PSY205	Psychology of Childhood through Adolescence	[PR: PSY101 or EDU227W]	3
PSY215	Cognitive Psychology	[PR: PSY101]	3
PSY314W	Abnormal Psychology	[PR: PSY101]	3
PSY380W	Psychological Statistics & Methods II	[PR: PSY101, PSY180, & PSY280W]	4
PSY495	Psych/Occupational Therapy Internship	[PR: 2.25 GPA & completed Internship Agreement]	1
<i>One of the following:</i>			
PSY203	Social Psychology	[PR: PSY101]	3

PSY260	Health Psychology	[PR: PSY101]	3
PSY370W	Personality Theory	[PR: PSY101 & junior/senior standing]	3

*Three of the following, including one at the 300-level:*

PSY285	Psychology of Learning	[PR: PSY101]	3
PSY286	Sensation and Perception	[PR: PSY101]	3
PSY315W	Cognitive Neuroscience	[PR: PSY101 & PSY215]	3
PSY330	Human Memory	[PR: PSY101 & PSY215 or IC]	3
PSY360	Biological Psychology	[PR: PSY101]	3
PSY374	History of Psychology	[PR: PSY101 & junior or senior standing]	3

*One of the following:*

PSY270	Statistics II	[PR: MAT260]	3
PSY290	Psychological Tests and Measurements	[PR: PSY101 & MAT260]	3

TOTAL: 43

*Recommended Electives:*

PSY308	Adulthood and Aging Psychology	[PR: PSY101]	3
SOC102	Principles of Sociology	[PR: none]	3

The fourth year at Washington University School of Medicine includes 32 semester hours of required courses which will be entered on the Eureka College transcripts as "pass."

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## Sociology and Psychology

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Sociology and anthropology study the many facets of human societies, cultures, and social behavior. Courses in this area will present general sociological knowledge through the lenses of sociological perspectives and theories in the attempt to answer persistent questions of social life and to propose solutions to existing social problems.

The Sociology and Psychology major is recommended for students seeking a career in business organizations, government service, as pre-professional education for later careers in human services and social work, and as preparation for graduate work in sociology, psychology or law. The sociology minor is appropriate for students preparing for secondary teaching, business careers, or government service.

### Program Student Learning Outcomes

1. General sociological knowledge: Students will demonstrate general knowledge of major concepts and theoretical perspectives of sociology.
2. Application of sociological perspectives: Students will be able to apply sociological concepts to social problems and to social stratifications of society. Students will apply the model of scholarly research in the field, by developing evidence-based arguments, relating research to practice, and evaluating various existing social policies.
3. Research methods: Students will demonstrate an understanding of the logic and methods of social research and will appreciate research stemming from existing research in the field.
4. Statistical methods and computational literacy: Students will demonstrate computational skills and literacy in social research methods. Students will demonstrate proficiencies in using statistical programs. Students will be able to produce qualitative and quantitative research using primary or secondary sources.
5. Research ethics: Students will demonstrate familiarity with ethics of conducting research. Students will be able to analyze the topic of ethics in professional settings and discuss the application of ethics in research.
6. Diversity and Inclusion: Students will intentionally engage with diversity in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to participation in educational and community programs for all members of society.
7. General psychological knowledge and application of psychological principles: Students will demonstrate general knowledge of major concepts and

theoretical perspectives of psychology and apply some of the foundational principles of psychological scholarly research to their studies.

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### Major in Sociology and Psychology

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**REQUIREMENTS FOR A MAJOR IN SOCIOLOGY AND PSYCHOLOGY** – 43-44 hours of coursework, with a minimum of 12 hours at the 300-400 level, consisting of the following:

*All of the following:*

PSY101	General Psychology	[PR: none]	3
PSY180	Communication in Social Science	[PR: none]	3
PSY203	Social Psychology	[PR: PSY101]	3
PSY280W	Psychological Statistics & Methods I	[PR: PSY101, PSY180, & MAT095R or placement]	4
SOC102	Principles of Sociology	[PR: none]	3
SOC150	Social Problems	[PR: none]	3
SOC250	Social Stratification	[PR: SOC102 or IC]	3
SOC306	Race and Ethnicity	[PR: SOC102 or IC]	3
SOC370	Sociological Theory	[PR: SOC102 & junior standing]	3

*One of the following:*

PSY370W	Personality Theory	[PR: PSY101 & junior standing]	3
PSY374	History of Psychology	[PR: PSY101 & junior standing]	3

*One of the following:*

PSY308	Adulthood and Aging Psychology	[PR: PSY101]	3
PSY314W	Abnormal Psychology	[PR: PSY101]	3
PSY372	Counseling Psychology	[PR: PSY101]	3
PSY380W	Psych. Statistics & Methods II	[PR: PSY101, PSY180, & PSY280W]	4

*Three of the following, at least one of which must be at the 300-level:*

SOC105	Cultural Sociology	[PR: none]	3
SOC275	Marriage and Family	[PR: none]	3
SOC290	Cultures of Addiction	[PR: SOC102 or IC]	3
SOC260	Sociology of Health	[PR: SOC102]	3
SOC325	Sociology of Religion	[PR: SOC102]	3
SOC355	Qualitative Methods	[PR: SOC102, PSY180, & PSY280W]	3
SOC375	Immigration and Globalization	[PR: SOC102]	3

SOC299/399	Special Topics in Sociology	3
TOTAL:		43-44

Students are highly recommended to apply for an internship experience to be completed after the first semester of the junior year.

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Minor in Sociology

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**REQUIREMENTS FOR A MINOR IN SOCIOLOGY** – 20 hours in Sociology or accepted alternative courses, including SOC102 and a minimum of six hours at the 300-level.

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## Sports Management

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The Sports Management major provides students with fundamental knowledge of both business and sport. All students in the Sports Management program will participate in off-campus internships in Sports Management, preparing them to enter the workforce with applicable skills and knowledge. Graduates may embark upon several different career paths after graduation, including event management, sports marketing, sports economics, facility management, sports information, and sport finance. Sports Management graduates may consider careers with amateur, collegiate, and professional sports organizations; sports and fitness clubs; the media; and community recreation organizations.

### Program Goals

1. To enable students to make effective decisions by using information in organizations and information systems.
2. To encourage students to develop the ability to write effectively and discuss business concepts and ideas.
3. To provide students the knowledge needed to pursue a career path in sports management.
4. Develop foundational skills and knowledge to be successful in sports management and related career paths.

### Program Student Learning Outcomes

1. Our students will demonstrate an understanding of broad sports business knowledge, including functional areas inside of a business.
2. By applying strategy, our students will demonstrate an understanding of how to generate revenue in the sports industry.
3. Our students will demonstrate the ability to reason and solve sports business problems.
4. Professional Communications. Our students will demonstrate the ability to develop and deliver multi-mode communications that convey a clear understanding of the unique needs of different audiences.
5. Inclusive Perspective. Our students will be able to lead and collaborate with people of different backgrounds, including differences as shaped by culture, values, and psychosocial experiences.

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### Major in Sports Management

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**REQUIREMENTS FOR A MAJOR IN SPORTS MANAGEMENT** – 46 hours of coursework, plus required supporting coursework, consisting of the following:

ACADEMIC PROGRAM DESCRIPTIONS

*All of the following:*

ACC111	Principles of Accounting I	[PR: none]	4
ACC112	Principles of Accounting II	[PR: ACC111]	3
BUA101	Introduction to Business	[PR: none]	3
BUA360	Business Finance	[PR: ACC112 & MAT260]	3
BUA385W	Strategy	[PR: taken the year before graduation in the spring or IC]	2
BUA420W	Consulting Capstone Project	[PR: taken in the final spring before graduation, BUA385W, or IC]	2
BUA495	Sports Management Internship (off-campus)	[PR: 2.25 GPA & completed Internship Agreement]	2
ECO111	Principles of Macroeconomics	[rec PR: MAT095R or placement]	3
ECO112	Principles of Microeconomics	[rec PR: MAT095R or placement]	3
KIN180	Introduction to Kinesiology	[PR: none]	3
MAT260	Statistics	[PR: MAT103 or placement]	3

*One of the following:*

BUA220	Management	[PR: sophomore standing]	3
BUA230	Marketing	[PR: sophomore standing]	3

*One of the following:*

BUA310	International Business	[PR: none]	3
BUA340	Business Law	[PR: none]	3

*Three of the following, including at least one course in KIN, and at least one of which must be at the 300-level:*

BUA311	Entrepreneurship	[PR: ECO111 or ECO112]	3
BUA321W	Human Resources Management	[PR: BUA220]	3
COM211	Sports, Media, and Culture	[PR: ENG103W]	3
COM218	Organizational Communication	[PR: ENG103W]	3
HIS307	Global Sports History	[PR: none]	3
KIN273	Psychological Aspects of Physical Activity	[PR: KIN180 & PSY101/SOC102]	3
KIN343	Sociological Aspects of Health & Physical Activity	[PR: KIN180 & PSY101/SOC102]	3

TOTAL: 46

Note: Students may not double major in Sports Management and Business Administration or earn a minor in Business Administration with a major in Sports Management.



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## Sustainability

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The certificate in Sustainability prepares students to apply sustainability problem solving methods to challenges in a variety of disciplines and institutions. Sustainability covers a range of topics from our global ecosystem to industries and infrastructure, to complex political and sociocultural dynamics. Understanding the connectedness of these dynamic systems and the limitations within each is a critical step toward understanding how we can apply a better way forward (often referred to as sustainable development).

Many organizations, businesses, and governments seek individuals with a knowledge of sustainability and experience applying sustainability concepts to real-world challenges in a wide array of disciplines. The 13-credit certificate is available as a stand-alone program or may be used to support student success in various other programs of study.

### Program Goals

1. To develop interdisciplinary knowledge and skills necessary to implement sustainable practices in a professional context.
2. To contextualize sustainability through analysis of ecological, sociocultural, and economic case studies in various disciplines and industries.

### Program Student Learning Outcomes

1. To explain the key concepts, theories, and frameworks of sustainability.
2. To apply a systems thinking approach and solutions-based problem solving to local and global challenges.
3. To collaborate and communicate effectively in multidisciplinary teams.

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### Certificate in Sustainability

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**REQUIREMENTS FOR A CERTIFICATE IN SUSTAINABILITY** – A minimum of 13 hours of coursework, consisting of following:

*All of the following:*

EVS151W	Intro to Environ. Science & Policy	[PR: none]	4
EVS260	Introduction to Sustainability	[rec PR: sophomore standing]	3

*Plus six hours from the following:*

BUA270	Business Sustainability	[PR: none]	3
BUA351	Ecological Economics	[PR: none]	3
BUA312	Business Ethics & Social Responsibility	[PR: BUA220 & BUA230]	3
EVS495 or BUA495	Internship with Sustainability Focus	[PR: 2.25 GPA & completed	

Internship Agreement] 1-6

TOTAL:

13

## COURSE DESCRIPTIONS

### Course Numbering

**100-level** courses are typically introductory in the level of material presented and are normally appropriate for use in fulfilling general education requirements. These courses presume the level of preparation of the typical freshman.

**200-level** courses are typically intermediate in level and may or may not assume previous introduction to the discipline studied. They also are normally appropriate for use in fulfilling general education requirements and presume the level of preparation of the typical sophomore or well-prepared freshman.

**300-level** courses typically represent an advanced and rigorous level of study, and therefore students normally should have completed courses at the introductory or intermediate level before enrolling in a 300-level course. These courses presume the level of preparation of the typical junior or senior.

**400-level** courses presume considerable previous study in the area and normally are reserved for seniors only. They often represent “capstone” courses in a major.

### Accounting

**ACC111 Principles of Accounting I 4 hours**

*Prerequisite: None.*

The course emphasizes basic accounting concepts and use of accounting information in administration of business firms. Key concepts include the preparation of the income statement and balance sheet using computer spreadsheets. The course will progress from an introduction to computer spreadsheets, to designing moderately complex spreadsheets.

**ACC112 Principles of Accounting II 3 hours**

*Prerequisite: ACC111.*

Further exploration of financial accounting concepts including preparation of the “Statement of Cash Flows.” Also an introduction to measurement and control of costs, activity based costing, and managerial accounting.

- ACC201 Intermediate Accounting I 3 hours**  
*Prerequisite: ACC 112.*  
 Critical examination of the issues involved in financial reporting to the public by the business firm. Emphasis on asset valuation, investments and intangibles relating to income determination and balance sheet presentation.
- ACC202 Intermediate Accounting II 3 hours**  
*Prerequisite: ACC201.*  
 Continuation of Intermediate Accounting I. Covers accounting for liabilities, pensions, and leases. Emphasis on the corporate form of organization and reporting cash flows and price level changes.
- ACC203 Intermediate Accounting III 3 hours**  
*Prerequisite: ACC202. (Offered in alternate years)*  
 Continuation of the study of Financial Accounting. Course objective is to provide accounting majors with in-depth knowledge in the following areas: Revenue Recognition, Income taxes – Deferred, Pensions and Post-Retirement benefits, Leases, Accounting Changes and Error Analysis, Statement of Cash Flows, Financial Statement Analysis, and Full Disclosure in Financial Reporting.
- ACC221 Tax Accounting I 3 hours**  
*Recommended prerequisite: ACC 112. (Offered in alternate years)*  
 Introduction to the Federal Income Tax, particularly as applicable to an individual but with some reference to partnership and corporate business enterprise.
- ACC222 Tax Accounting II 3 hours**  
*Prerequisite: ACC221. (Not offered every year)*  
 Continuation of the study of Federal Income Tax Laws. Course objective is to provide accounting majors with in-depth knowledge in the following areas: Passive Losses; Property Transactions with gain, loss, and basis considerations; Alternative Minimum Tax; Corporations, their organization, capital structure, current operation and liquidation; S Corporations; Partnerships; Gift and Estate Taxes; and income taxation of Trusts and Estates.
- ACC302 Cost Accounting 3 hours**  
*Prerequisite: ACC112. (Not offered every year)*  
 Design of historical cost finding systems and the role of accounting in managerial decision making. Illustrates application of cost data for decisions on capacity utilization, inventory planning, capital expenditures, product pricing, and non-routine business decisions.









the course we will study works by artists from different time periods, including that of both western and non-western cultures, with an understanding that we must stretch our capacity to understand works outside of our own cultural biases and personal experiences. How we begin to understand what is universal about spirituality in art can resonate as shared human experience that transcends boundaries of race, time, geographical, and cultural barriers. In this course we will also become familiar with art forms and spirituality through our own innovative processes by inventing stories and creating works of art. Two required field trips will enable us to share in and sympathize with the point of view of the artist. *Spiritual Engagement and the Examined Life Capability course.*

**ART310                      Illustrating for the Literary Market                      3 hours**

*Prerequisite: ART110, 111, 206 or 245, or instructor consent.*

A multi-media course applying the techniques of photography, computer applications, drawing, painting, printmaking and design to create illustrated books and portfolio projects. Ranging from graphic arts to the graphic novel, the course explores diverse applications of both traditional and emerging media in the illustration field. Course emphasis changes based on projects to be determined.

**ART345                      Advanced Digital Imaging & Photoshop                      3 hours**

*Prerequisites: ART206 & 245 or instructor consent and 35mm digital SLR with instruction manual.*

Combining knowledge of core photographic principles with familiarity of digital workflow, students will learn to expand their creativity with the 35mm digital camera. Advanced camera operations and Photoshop techniques will allow the student to master their photographic work into gallery and portfolio ready imagery. May be repeated for credit. A course fee may apply.

**ART350                      Selected Studio Topics                      3 hours**

*Prerequisite: None.*

Exploration of diverse media, processes and topics not generally covered in media-specific studio courses. Provides an opportunity for exploration with mixed media, installation art, performance art, and topics specific to the expertise of visiting artists and guest instructors. Topics will vary each time the course is offered. May be repeated for credit. Not offered every year.

**ART360                      Advanced Ceramics and Pottery                      3 hours**

*Prerequisite: ART260.*

Advanced course in ceramics that provides experience with ceramic sculpture, throwing and pottery glazing. May be repeated for credit. A course fee may apply.

**ART380W                      Seminar in Visual Culture                      3 hours**

*Prerequisite: ENG103W. (Not offered every year)*

In-depth study of areas of Visual Culture not treated fully in other art history courses. Prior study of art history normally is expected. Topic will vary each year seminar is offered. Past topics have included Issues in Contemporary Art, History of Photography, Modern Architecture, Native American Art, Russian Art and War Photography. May be repeated for credit.

**ART410                      Exhibit and Portfolio Preparation                      3 hours**

*Prerequisite: Art major, minor, art specialization, or instructor consent.*

An exploration of contemporary art, for portfolio development and exhibition preparation. Students will produce art that demonstrates evidence of sustained study on a specific theme, with a focus on independent research and individualized assignments. A gallery exhibition of finished work and written thesis statement is required.

## **Biology**

**BIO120                      Field Methods                      3 hours**

*Prerequisite: None.*

In an intensive three-week format, we will explore aspects of field biology, including research design, data collection, and taxon-specific methodologies. Students will be expected to participate in water sampling, fish collection, small mammal trapping and handling, bird observation, and herpetological methods. We will be working at Therkildsen Field Station for one week of this course for access to lake and wetland habitats, in addition to use of the labs and equipment. Lecture. Cross-listed as EVS120.

**BIO141                      Principles of Biology I                      4 hours**

*Pre or Corequisite: MAT103 or by placement. (Offered annually in the fall)*

Introduction to biology expressly designed for students interested in majoring in biology or in a pre-professional program. Presents the basic principles of biology (evolution, ecology, cell structure and function, genetics) in some detail. Lecture and Laboratory.

**BIO142                      Principles of Biology II                      4 hours**

*Prerequisite: BIO141. (Offered annually in the spring)*

Continued examination of biological principles for those interested in science as a career. Examines the anatomy and physiology of the major groups of organisms. Lecture and Laboratory.

**BIO220                      Microbiology                      4 hours**

*Prerequisites: BIO142 or 263, and CHM121 or 131.*

Study of bacteria and viruses including their structure, classification, growth, physiology, metabolism, and biological importance. Their medical importance is compared to other microbes including protozoa, algae fungi and parasitic helminthes. Includes discussion of ecological importance and industrial applications for microbes. Lecture and Laboratory.

**BIO241 Introduction to Botany 4 hours**

*Prerequisite: BIO142 or BIO/EVS121. (Offered in alternate years)*

Detailed examination of plant structure, function, evolution, and ecology. The systematics of plants, fungi, and algae are emphasized. Lecture, laboratory and field trips. Lecture and Laboratory.

**BIO242 Introduction to Zoology 4 hours**

*Prerequisite: BIO142 or BIO/EVS121. (Offered in alternate years)*

Detailed examination of animal structure, function, evolution and ecology. The systematics of animals and animal-like protists are emphasized. Lecture, Laboratory and Field Trips.

**BIO250 Molecular and Cellular Biology 3 hours**

*Prerequisite: Grade of C or better in BIO141. (Offered annually in the fall)*

This course provides students with a strong foundation in the topics of Molecular Biology and Cellular Biology. It will expand on and cover in greater detail topics covered in BIO141 such as biochemistry, energy, metabolism, molecular basis of gene regulation and protein functions, cell division and control and cell signaling. The focus of this course is on how cells function; both prokaryotic and eukaryotic cells will be examined at the genetic and biochemical levels. Lecture.

**BIO263 Human Anatomy and Physiology I 4 hours**

*Prerequisite: MAT095R, an ACT Math score of at least 23 or an SAT Math score of at least 560, or by placement. (Offered annually in the spring)*

An introduction to anatomy and physiology with a detailed study of the structure and function of the human body at the molecular and cellular levels. Emphasis will be on the regulatory systems of the body, the nervous system and the endocrine system. Topics included are anatomical terminology, basic biochemistry, histology, and organization of organs and organ systems. The structure and function of the integumentary system, the reproductive systems, and an introduction to human embryological growth and aging processes will be covered. Pathologies within each system area also included. Lecture and Laboratory.

**BIO264 Human Anatomy and Physiology II 4 hours**

*Prerequisite: Grade of C or better in BIO263 or BIO142. (Offered annually in the fall)*

This course is a continuation of BIO263 and covers the interactions of organ systems of the human body as well as basic nutrition and metabolism. The human skeletal,

muscular, cardiovascular, respiratory, digestive, and urinary systems will be examined in detail. Pathologies within each system are also included. Lecture and Laboratory.

**BIO300W Ecology 4 hours**

*Prerequisite: BIO142 or BIO/EVS121. (Offered in alternate years)*

Scientific study of the factors affecting organismal distribution and abundance. Topics include dispersal, habitat selection, population growth, population interactions, community structure, nutrient cycling and energy flow. Lecture, Laboratory and Field Trips.

**BIO325 Immunology 4 hours**

*Prerequisites: BIO142 and CHM221. (Offered in rotation with BIO342)*

Detailed evaluation of the biological and clinical aspects of immunology. Topics covered include antigen and antibody structure, genetic and cellular basis for antibody formation, hypersensitivity, complement, cell-mediated immunity, histocompatibility, autoimmunity, immunity to infectious diseases, comparative immunology, and immunological applications in science. Lecture and Laboratory.

**BIO342 Comparative Vertebrate Anatomy 4 hours**

*Prerequisite: BIO142. (Offered in rotation with BIO325)*

Comparative study of structure, function and evolution of vertebrate animals from both descriptive and analytical viewpoints. Lecture and Laboratory.

**BIO360W Genetics 4 hours**

*Prerequisite: BIO142; Pre or Corequisite: CHM221.*

Fundamental principles of heredity, cyto-genetics, molecular and population genetics. Lecture and Laboratory.

**BIO380 Contemporary Laboratory Science 4 hours**

*Prerequisite: BIO142.*

This course will allow a variety of topics according to the specialties of the professors involved, such as parasitology, entomology, microbial ecology, and conservation biology, among others. Each course will have a required lab component. These can count towards the electives in either a Biology or Environmental Studies major, but not both. Can be repeated for credit with different topics. Lecture and Laboratory.

**BIO421 Biochemistry II 3 hours**

*Prerequisites: BIO141, BIO142, and CHM220. (Offered in alternate years)*

Topics include the pathways responsible for the metabolism of biomolecules, and for production of metabolic energy; control mechanisms and molecules. Lecture. Cross-listed as CHM421.

**BIO430W                      Developmental Biology    4 hours**

*Prerequisite: BIO142. Recommended prerequisite: BIO242, BIO360W. (Offered in alternate years)*

Detailed examination of the principles of organismal development. Topics include genetic control of development, environmental impact on developmental processes, descriptive embryology and developmental constraints. Lecture and Laboratory.

**BIO466                      Evolutionary Biology    3 hours**

*Recommended Prerequisite: BIO360W. (Offered in alternate years)*

Detailed evaluation of evolutionary biology. Topics include population genetics, natural selection, the neutral theory of evolution, speciation, macroevolution, the fossil record, and co-evolution. Lecture.

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## **Business Administration**

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**BUA101                      Introduction to Business    3 hours**

*Prerequisite: None.*

This course serves as an introductory course for students interested in the business world. We will cover topics that illustrate how businesses operate in the modern world, including discussions on the various functions within organizations, such as marketing, management, data science, risk management, economics, finance, accounting, supply chain management, organizational leadership, and more. This class will highlight different career paths business students can take and serve as a foundational class in choosing future business electives at Eureka College.

**BUA205                      Introduction to Risk Management    3 hours**

*Prerequisites: ACC111, ECO112, and Sophomore standing.*

This course explores the principles of risk management and insurance. The course provides an understanding of the foundations, applications, and selection of insurance. Fundamentals of life and health insurance as well as property and liability insurance will be included. Enterprise risk management for corporations, financial risk management, overview of employee benefits, and strategic policies to mitigate risk will also be covered. Cross-listed as RMI205.

**BUA211                      Personal Finance    3 hours**

*Prerequisite: Sophomore standing.*

Personal finance is designed to enable the student to begin to understand the multitude of factors which are involved in effective financial planning for the individual. Greater understanding of these factors may then be utilized to make informed decisions leading to the acquisition of personal financial goals. *Analytical Inquiry and Problem Solving Capability course.*

**BUA220 Management 3 hours**

*Prerequisite: Sophomore standing.*

Management is designed to enable the student to begin to understand the multitude of factors which are involved in planning, organizing, leading and controlling within an organization.

**BUA222W Organizational Management 3 hours**

*Prerequisite: None.*

An overview of the role of management in an organization. The course will cover the functions of planning, organizing, influencing, and controlling with emphasis on leadership principles.

**BUA230 Marketing 3 hours**

*Prerequisite: Sophomore standing.*

This course is a broad overview of all the functions and activities of marketing. Topics include: the marketing environment; consumer behavior and market segmentation; product development; branding and packaging; marketing channels; retailing; promotion; advertising and publicity; placement; and pricing concepts.

**BUA255 Personal and Professional Selling 3 hours**

*Prerequisite: None. (Offered every third year in the fall semester)*

Detailed introduction to and application of the principles of personal selling as applied to persons pursuing any vocation. The course will explore concepts of relationship-building, problem-solving, critical thinking, and effective communication.

**BUA270W Business Sustainability 3 hours**

*Prerequisite: None. (Offered every three years in the spring semester)*

Business Sustainability is a dynamic course designed to equip students with the knowledge and tools necessary to understand and implement sustainable practices within the business context. This course explores the intersection of environmental, social, and economic considerations in decision-making processes, aiming to cultivate responsible and ethically-driven business leaders of the future. Throughout the semester, students will delve into the fundamental concepts of sustainability and its relevance to contemporary business operations. By examining case studies, current trends, and real-world examples, students will gain insights into the challenges and opportunities associated with integrating sustainability principles into various business functions. Key topics will include: foundations of sustainability, environmental stewardship, social responsibility, economic viability, sustainable supply chain management, innovation and technology, regulatory landscape, and corporate reporting and transparency. *Sustainable Practices and Environmental Conscience Capability course.*

**BUA290 Business Practicum 0-3 hours**

*Prerequisite: Instructor consent. (Offered as needed)*

This course is designed to help students that are wanting to or have already opened a business. Students will work with the professor as a mentor, who will guide them through the various stages of business ownership. Phases of ownership include business planning and strategy, formation, expansion, and/or exit. Coursework will depend on the phase of ownership and interest of the student. This course is open to any majors and can be taken for zero-3 credits per semester, repeatable for up to 16 credits.

**BUA310 International Business 3 hours**

*Prerequisite: None.*

The study of the nature of international business with particular emphasis on exporting, licensing, joint ventures, trading companies, and global enterprises. Special emphasis is placed on recognizing and adapting to differing cultural, legal, ethical business standards throughout the world. A course fee may apply. *Intercultural Understanding Capability course.*

**BUA311 Entrepreneurship 3 hours**

*Prerequisite: ECO111 or ECO112.*

This course is unique in the business curriculum, as it is almost completely non-theoretical. Students are required to have a new business concept, and the course walks them through a process of evaluating, refining, and expanding that initial concept into a business plan. The course uses proven materials to equip the student with the essential skills and critical analysis needed to create a successful small business. Students are required to create a written business plan and to present their plan orally to the class.

**BUA312 Business Ethics and Social Responsibility 3 hours**

*Prerequisites: BUA220 and BUA230. (Offered in alternate years)*

A series of case studies that examines the range of corporate responsibility from economic to legal, ethical and finally to philanthropic behavior in today's business environment. Special emphasis is placed upon the examination of the consumer movement, community relations, environmental issues and workplace diversity as areas of dilemma for the corporate executive trying to balance social responsibility and profitability.

**BUA321W Human Resources Management 3 hours**

*Prerequisite: BUA220. (Offered in alternate years)*

Identifying and utilizing the human factor in organizations. Includes analysis for the most effective alignment of human resources.

**BUA324 Theory of Constraints 3 hours**



**BUA340 Business Law 3 hours**

*Prerequisite: None.*

Study of law as applied to the business environment – contracts, agency, negotiable instruments, credit transactions, real property, wills, and mortgages.

**BUA351 Ecological Economics 3 hours**

*Prerequisite: None. (Offered every three years in the fall semester)*

This course offers a comprehensive introduction to the interdisciplinary field of ecological economics, which seeks to integrate ecological principles with economic theory and practice to foster sustainability and human well-being. Through a blend of theoretical frameworks, case studies, and practical applications, students will explore the complex interactions between ecological systems and economic activities, as well as the implications for policy-making and societal development. Key topics will include: fundamentals of ecological economics to understand the basic principles, including the relationships between ecological systems, human societies, and economic processes, ecological limits to economic growth, valuation of ecosystem services, energy and resource economics, economic policies for sustainability, social equity and environmental justice, and alternative economic models. *Sustainable Practices and Environmental Conscience Capability course.*

**BUA360 Business Finance 3 hours**

*Prerequisites: ACC112 and MAT260.*

Study of principles of finance with application to the typical financial problems of the business firm. Emphasis on valuation, financial analysis, working capital management, capital budgeting, and long term financing.

**BUA385W Strategy 2 hours**

*Prerequisite: Taken the year before graduation in the spring or instructor consent. Can be taken concurrently with BUA420W with instructor consent. (Offered in person annually in the spring)*

Intensive study of managerial tools, methods of analysis, managerial practices, organizational structure, and available strategies. Application of management practices in the development and execution of strategies for modern enterprises in a global economy, with a focus on a wide variety of industries and real-world companies, the strategies they used, and the resulting success or failures of each of these firms.

**BUA420W Consulting Capstone Project 2 hours**

*Prerequisite: Taken in the final spring semester before graduation, BUA385W, or instructor consent. (Offered in person annually in the spring)*

This is a project course that serves as the capstone for senior business majors offered in partnership with real-world client companies. Students will learn about the challenges of the multi-dimensional and complex issues faced by managers, including learning the



<b>CHM220</b>	<b>Organic Chemistry I</b>	<b>4 hours</b>
<i>Prerequisite: CHM132.</i>		
Examines the chemistry of carbon compounds: structure, stereochemistry, nomenclature, and reactions of alkanes, alkenes, alkynes, and some functional groups. Introduction to mass spectrometry, and infrared and nuclear magnetic resonance spectroscopy. Lecture and Laboratory.		
<b>CHM221</b>	<b>Organic Chemistry II</b>	<b>4 hours</b>
<i>Prerequisite: CHM 220.</i>		
A continuation of CHM220 with emphasis on more complex organic reactions, including the chemistry of aromatic rings and carbonyl compounds, pericyclic reactions, and polymers (natural and synthetic). Lecture and Laboratory.		
<b>CHM250</b>	<b>Quantitative Analysis</b>	<b>4 hours</b>
<i>Prerequisite: CHM132. (Offered in alternate years)</i>		
Examines the quantitative application of chemical equilibrium to the analysis of chemical systems. Specific topics include statistical treatment of data, acid-base and oxidation-reduction titrations, separation techniques, colorimetric methods, and an introduction to electrochemical analysis. Lecture and Laboratory.		
<b>CHM310</b>	<b>Medicinal Chemistry</b>	<b>3 hours</b>
<i>Prerequisite: CHM221. (Offered in alternate years)</i>		
An introduction course for medicinal chemistry, aimed at undergraduates who have a basic background in chemistry and are interested in pursuing a future career in medicine or the pharmaceutical industry. Topics include drug design, drug discovery and drug action. Clinically important drugs will be investigated as examples. Lecture.		
<b>CHM321</b>	<b>Biochemistry I</b>	<b>3 hours</b>
<i>Prerequisites: BIO141, BIO142, and CHM220. (Offered in alternate years)</i>		
Topics include the structure, function, and organization of biomolecules, enzyme kinetics, and regulation. Lecture.		
<b>CHM335W</b>	<b>Thermodynamics and Kinetics</b>	<b>4 hours</b>
<i>Prerequisites: MAT271, CHM132 and PHY220. (Offered in alternate years)</i>		
Examines the principles of classical and statistical thermodynamics. Topics will include kinetic and thermodynamic driving forces of reactions, chemical dynamics, kinetic theory of gases, and equations of state. Lecture and Laboratory. Cross-listed as PHY335W.		
<b>CHM336</b>	<b>Quantum Chemistry and Spectroscopy</b>	<b>3 hours</b>

*Prerequisites: MAT271, CHM132, and PHY230. Recommended prerequisite: CHM345. (Offered in alternate years)*

An introduction to the principles of quantum mechanics as applied to chemical structures and reactivity and the development of quantum theory. Includes an examination of atomic structure and spectra and the principles behind various spectroscopic techniques. Lecture. Cross-listed as PHY336.

**CHM345 Instrumental Analysis 4 hours**

*Prerequisite: CHM132. Recommended prerequisite: CHM250. (Offered in alternate years).*

Examines the theory, instrumentation, and applications of electrochemistry, spectroscopy, spectrometry, and chemical separation. Lecture and Laboratory. *Analytical Inquiry and Problem Solving Capability course.*

**CHM421 Biochemistry II 3 hours**

*Prerequisites: BIO141, BIO142, and CHM220. (Offered in alternate years)*

Topics include the pathways responsible for the metabolism of biomolecules, and for production of metabolic energy; control mechanisms and molecules. Lecture. Cross-listed as BIO421.

**CHM440 Inorganic Chemistry 4 hours**

*Prerequisite: CHM221. Recommended prerequisite: CHM345. (Offered in alternate years)*

Examines the bonding, properties, and reactions of inorganic substances. Specific topics include the application of group theory to the modern theory of molecular structure and a critical evaluation of acid/base theories. Lecture and Laboratory.

## Communication and Media Studies

**COM104 Modern Communication 3 hours**

*Prerequisite: None. (Offered during the fall and spring semesters of odd-numbered years)*

This course introduces students to the communicative power of modern media and also equips them with the practical skills necessary to succeed as modern communicators in various contexts—interpersonal, mediated, and persuasive. Students will compose and deliver three major communication projects—a podcast, a media artifact analysis, and a persuasive campaign. Likewise, students will respond to multiple case studies in class focused on issues facing modern communicators, as well as critically analyze examples of both productive and unproductive instances of modern communication.

*Communication Capability course.*

- COM106 Writing for Media 3 hours**  
Prerequisite: None. (*Offered annually in the fall*)  
Workshop in the history, theory, and practice of writing content for new and emerging media platforms. Students will gain a deeper understanding of the role of digital content in their daily lives, while also demonstrating proficiency in writing for websites, blogs, social media, podcasts, video/film/streaming, video games, and other digital mediums. Students will work to evaluate the critical arguments of others while also learning to identify potential sources of appropriate and credible information. Students will have the opportunity to publish their course-generated content through Eureka College's campus media. *Communication Capability course.*
- COM108 Media and Culture 3 hours**  
Prerequisite: None. (*Offered every year in the spring*)  
This course will introduce students to the complex relationship between media and culture. Multiple media will be covered in detail: the Internet and social networking platforms; video games; music, podcasts, and other sonic media; television and film; and newspapers, magazines, and other print media. Students will also be introduced to key terms and theories from cultural studies, broadly conceived, including identity and intersectionality; power and privilege; globalization; accessibility; and representation and visibility. Areas of assessment will include exams, the development of a media and culture inventory, brief response papers, and regular attendance and engagement. *Intercultural Understanding Capability course.*
- COM205 Pegasus Media Practicum 1 hour**  
Prerequisite: None. Corequisites: COM106 and ENG103W or instructor consent. (*Offered every semester*)  
Since 1889, the Pegasus has been Eureka College's student-driven magazine covering news, culture, sports, and entertainment. Students work independently and collaboratively in creating multimedia content to share with the campus community and beyond. This course is offered for 1 credit and may be repeated for up to 9 credits toward the major.
- COM206 Television Practicum 1 hour**  
Prerequisite: None. (*Offered every semester*)  
Students work on the staff of Eureka College's television station ECTV in on air performance, camera, production/technician, and field/post-production/editing positions. This course is offered for 1 credit and may be repeated for up to 9 credits toward the major. NOTE: The course meeting time listed each semester represents the day and time of the required weekly meeting. Students should expect a significant time commitment for performance and productions scheduled outside of the scheduled course meeting time.

- COM207 Radio Practicum 1 hour**  
*Prerequisite: None. (Offered every semester)*  
 Students work on the staff of Eureka College’s radio station WXEC in broadcast announcing and behind-the-scenes production and management capacities. This course is offered for 1 credit and may be repeated for up to 9 credits toward the major. NOTE: The course meeting time listed each semester represents the day and time of the required weekly meeting. Students should expect a significant time commitment for performance and productions scheduled outside of the scheduled course meeting time.
- COM211 Sports, Media, and Culture 3 hours**  
*Prerequisite: ENG103W. (Offered variably, but will be taught at least once every four years. Consult the Communication and Media Studies faculty for more information on the current rotation)*  
 This course will invite students to explore, analyze, and reflect on how sports are depicted in contemporary media. Students will critically consider the communicative intersections between sports and business, identity, regionalism and nationalism, politics, the environment, and entertainment. This is a seminar-style course that will require purposeful reading, in-class discussion, and analysis of contemporary case studies of sports communication: we will focus on a diversity of sports, including football, soccer, basketball, baseball, hockey, and gymnastics (among others). Students of all majors who have an interest in sports, communication, and/or media are encouraged to enroll.
- COM212 Media in Rural America 3 hours**  
*Prerequisite: ENG103W. (Offered variably, but will be taught at least once every four years. Consult the Communication and Media Studies faculty for more information on the current rotation)*  
 Historic and modern survey of media produced in, representing, and/or distributed in rural America. Students civically engage through a digital history project focused on movie theater history in rural Illinois. Cross-listed as ECC212. *Justice and Civic Responsibility Capability course.*
- COM213 Social Media and Internet Culture 3 hours**  
*Prerequisite: ENG103W. (Offered every spring semester)*  
 This course will introduce students to the cultural, technological, political, educational, health, and environmental impacts of social media and the Internet. Reflecting the lived experiences of students who have grown up in our so-called “social media age,” this course will invite participants to think critically about how, and through what media, we communicate online. Specifically, students will focus on core concepts such as “network,” “algorithm,” “information,” “circulation,” “digital activism,” and “attention” as means for better understanding the ways that social media function and how Internet culture(s) is/are formed. Classes will be comprised of both lecture and



goal, to defeat evil and save the world. Games invite players to make difficult decisions in the face of myriad problems, including monumental challenges (e.g., preventing the destruction of the planet), community issues (e.g., how to save a village’s agricultural industry), and everyday concerns (e.g., how to find one’s missing keys). This course will introduce students to interdisciplinary scholarship on both video games and critical analysis in the face of so-called “wicked problems” and CIDNI problems. Students will participate in a weekly “video game lab” that will task them with facing, resolving, and reflecting on selected games’ simulated problems and their implications for contemporary society. There is a course fee associated with this course. Lecture and Laboratory. *Analytical Inquiry and Problem Solving Capability course.*

**COM218                      Organizational Communication                      3 hours**

*Prerequisites: ENG103W. (Offered variably, but will be taught at least once every four years. Consult the Communication and Media Studies faculty for more information on the current rotation)*

This course will introduce students to core theories, concepts, and practices of organizational communication. Students will leave this course with a more developed and refined skillset that will allow them to more effectively communicate within diverse organizations and, in doing so, to also better negotiate the complex professional, ethical, relational, and other issues that regularly arise within organizational settings. Areas of assessment will include exams, response papers, regular reading, and regular attendance and class engagement.

**COM219                      Media, Gender, and Sexuality                      3 hours**

*Prerequisites: ENG103W and Sophomore standing. (Offered variably, but will be taught at least once every four years. Consult the Communication and Media Studies faculty for more information on the current rotation)*

Gender and sexuality are foundational aspects of the human experience. Both shape identity, inform the ways that we communicate, and are reflected in the media we consume. This course will introduce students to core communication and media theories, terms, and events related to gender and sexuality, including those developed by feminist and queer scholars. Likewise, students will review the histories of the feminist and LGBTQ+ social movements from a communication and media studies perspective, and will discuss their enduring relevance today. Areas of assessment will include exams, the composition of an analytical essay, the curation of a commonplace book, regular reading, and regular attendance and class engagement. *Analytical Inquiry and Problem Solving Capability course.*

**COM220                      Media Management and Sales                      3 hours**

*Prerequisite: ENG103W. (Offered variably, but will be taught at least once every four years. Consult Communication and Media Studies faculty for more information on the current course rotation)*



**COM308W      Communication and Media Ethics      3 hours**

*Prerequisites: COM104, COM106, COM108, and ENG103W, or instructor consent.  
(Offered in even-numbered fall semesters)*

This course will offer students an advanced study of foundational theories, concepts, and case studies of communication and media ethics. This is a writing intensive course. Students will complete a semester-long, scaffolded analytical research project on the communication and media ethics of a case study of their choice. Additional areas of assessment will include exams, regular reading, and regular attendance and class engagement.

**COM401W      Seminar in Communication and Media Studies      3 hours**

*Prerequisites: COM304W, COM306W, COM308W, ENG301W, and Senior standing.  
(Offered every year in the spring)*

This is the capstone course for the Communication and Media Studies major. COM 401W will be themed (note: themes will rotate year-to-year; consult with program faculty and the course schedule for more information). Areas of assessment will include regular reading and discussion in a seminar-style course format; the composition of an independent, original piece of research or the production of a creative and compelling piece of media; and the refinement of professional skills, including the submission of a polished resume and cover letter as well as the completion of simulated Zoom and in-person job interviews.

**COM495      Communication & Media Studies Internship      1-3 hrs.**

*Prerequisites: COM104, COM106, COM108 & ENG103W, or IC; 2.25 GPA; complete internship Agreement through Career Services/Handshake.*

Off-campus experience at an advanced level in some area of the communication fields in a professional, supervised setting. The internship is offered on an individual basis when appropriate opportunities are arranged. Graded on pass/fail basis. Includes individual conferences and evaluations by faculty supervisor and job supervisor and a portfolio review. See internship listing for more details. A maximum of three semester hours can be applied to the major.

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## **Computer Science**

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**CSC110      Introduction to Python Programming      3 hours**

*Prerequisite: None. (Not offered every year)*

This course aims to teach everyone the basics of programming computers using Python. We cover the basics of how one constructs a program from a series of simple instructions in Python. We will explore how we can use the Python built-in data

structures such as lists, dictionaries, and tuples to perform data analysis. The course has no prerequisites and avoids all but the simplest mathematics. This course will introduce the core syntax, commands, and data structures of the Python programming language.

**CSC115                      Intro to Database and Reports                      3 hours**

*Prerequisite: None. (Not offered every year)*

Database software will be used to familiarize students with the importance and function of databases in modern businesses and society. Students will use normalization techniques and software to design databases. Concepts of relational database will be emphasized. Available to both majors and non-majors.

**CSC135                      Computer Science I                      3 hours**

*Prerequisite: MAT131.*

Introduction to problem solving and algorithm development. Topics include control structures, subprograms and simple data structures. Emphasis on good programming.

**CSC203                      Computer System                      3 hours**

*Prerequisite: None.*

A technical introduction to computer hardware, software, and networking. Hardware includes processor technology, data representation, storage, and I/O devices. Software includes both application and systems software. *Online course through Acadeum.*

**CSC204                      Programming Logic and Design                      3 hours**

*Prerequisite: None.*

This course introduces students to programming concepts, and to the foundations of program logic used in structured, object-oriented, and event-driven programming. The main goal of this course is to introduce universal programming concepts applied to problem solving in information processing. Students use algorithms and computer logic to translate data into information through structured design, coding, testing, and program debugging. *Online course through Acadeum.*

**CSC207                      Programming in C/C++                      3 hours**

*Prerequisite: CSC203.*

The use of the C/C++ programming language for information processing and problem solving. Students use algorithms and computer logic to translate data into information through structured design, coding, testing, and program debugging. *Online course through Acadeum.*

**CSC209                      Java Programming                      3 hours**

*Prerequisite: CSC204 or CSC207.*

JAVA is a modern object-oriented programming language widely used to develop Web-based applications. This course will introduce the subject to object-oriented

programming using JAVA, and the development of interactive applications and applets. *Online course through Acadeum.*

**CSC212                      System Administration                      3 hours**

*Prerequisite: None.*

This course provides a broad and detailed coverage of system administration from the basics of installing and configuring operating systems to managing and maintaining them by applying best practices in security. Many of the security aspects of successful system administration are covered including developing security policies, adopting access controls, managing user accounts, configuring password policies, using authentication methods, performing periodic updates, installing patches, securing file systems, following backup strategies, setting up secure network configuration, and maintaining security components such as IDPS and Firewalls. *Online course through Acadeum.*

**CSC217                      Theoretical Foundations of Computer Science                      3 hours**

*Prerequisites: CSC207 and MAT171.*

This course presents the theoretical underpinnings of computer science, including propositional and predicate logic, mathematical reasoning and proof techniques, algorithm analysis and computability of algorithms, regular expressions and the theory of formal languages, and applications of trees and graphs. *Online course through Acadeum.*

**CSC301                      Algorithms and Data Structures                      3 hours**

*Prerequisites: CSC204 or CSC207 and MAT171.*

Analysis and development of techniques for representing and processing information within a computer system, focusing on efficient use of storage space and processor time. *Online course through Acadeum.*

**CSC309W                      Network Theory and Design                      3 hours**

*Prerequisite: CSC203.*

An introduction to the theory, design, and application of networks, the course will include the creation and operation of an actual network. *Online course through Acadeum.*

**CSC315                      Decision Support Systems                      3 hours**

*Prerequisite: None.*

With better computer data analysis and the application of statistical concepts, decision making can be enhanced. This course provides the knowledge and skills to create these applications. *Online course through Acadeum.*

**CSC320                      System Analysis and Design                      3 hours**

*Prerequisite: CSC203.*

Students will be provided with actual systems to design, implement, and document the system development cycle. The cycle includes an analysis of current systems, logical and physical systems design, program development, testing, implementation, maintenance, and documentation. *Online course through Acadeum.*

**CSC330 Database Concepts and Programming 3 hours**

*Prerequisite: CSC204 or CSC207.*

This course introduces the student to the use of a database management system to provide the software and database necessary to upgrade a DBMS system. Database structures, applications, network, relational and hierarchical data models, applicate programs development, query systems, file security, and the role of the database administrator will be studied. A course fee may apply. *Online course through Acadeum.*

**CSC340 Introduction to Internet Applications 3 hours**

*Prerequisite: CSC203.*

An introduction to Internet applications theory, the tools used to develop Internet applications, and the development of Web design, electronic commerce, and server administration. *Online course through Acadeum.*

**CSC416 Introduction to Information Security 3 hours**

*Prerequisite: CSC309W.*

The advent of global networks has provided communication capabilities for businesses and individuals unparalleled in the history of the world. Attacks on the system that deny service, destroy systems, and purloin information through the use of worms, viruses, and other criminal attacks make it imperative that information security be a significant part of any business plan and that individuals working in that or allied fields become knowledgeable in the principles of information security. This course provides an introduction to the field of information security that lays a necessary foundation for later courses. *Online course through Acadeum.*

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## **Criminal Justice**

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**CJS101 Introduction to Criminal Justice 3 hours**

*Prerequisite: None.*

Designed to provide a comprehensive overview of the theories, procedures, structures, and issues of the criminal justice system, including its historical and philosophical background. Legal procedures, corrections, community programs, juvenile justice, and current trends also will be explored.

- CJS205 Policing 3 hours**  
*Prerequisite: None.*  
 A survey course illustrating both the formal and real workings of policing from its origins to its role in modern society along with a study of the fundamentals of criminal investigation and its various principles, techniques, and tools.
- CJS210W Juvenile Justice and Delinquency 3 hours**  
*Prerequisite: None.*  
 Topics of study include the theory and procedures of the juvenile justice system, processes and policies used to control juvenile offenders, juvenile law, and the correctional treatment of juveniles. Prevention and intervention strategies also are studied and discussed.
- CJS215 Corrections 3 hours**  
*Prerequisite: CJS101 or instructor consent.*  
 Designed to study the theory and history of corrections, current correctional institutions, detention facilities and the alternatives to imprisonment. The course also addresses institutional clients and their rights, as well as reintegration systems.
- CJS225 Criminal Investigation 3 hours**  
*Prerequisite: CJS101.*  
 This course explores the practical aspects of criminal investigations and introduces the student to investigative processes, procedures, and challenges. Topics covered include interrogations and interviews, crime scene analysis, the role of evidence, and issues involved in violent crime and property crime investigations.
- CJS310 Criminal Law and Procedure 3 hours**  
*Prerequisite: Junior standing or instructor consent. (Offered in alternate years)* This course provides an overview of substantive and procedural criminal law in theory and practice. Topics include requirements of actus reus and mens rea and general doctrines such as ignorance of fact and ignorance of law, causation, attempt, complicity and conspiracy. Also examined are Constitutional requirements that apply to the police, courts, prosecutors and defense counsel prior to and during criminal investigation, indictment and trial.
- CJS340 Crime Scene and Evidence Documentation 4 hours**  
*Prerequisite: Junior standing or instructor consent.*  
 This course explains and discusses the basic scientific techniques used in criminal investigation with emphasis on the role of the crime scene investigator. This course will focus on such areas as recording the crime scene, collecting and preserving physical evidence, and the examination of evidence. The various techniques employed by the

crime scene investigator will also be explored. A course fee may apply. Lecture and Laboratory.

**CJS350                      Criminalistics: An Introduction to Forensics                      4 hours**

*Prerequisite: Junior standing or instructor consent.*

This course is an introductory course in criminalistics. The focus will be on the recognition, collection, preservation, and analysis of physical evidence. Students will be presented with the theories and principles relating to the primary techniques utilized in the analysis of physical evidence. The goal of this class will be to provide students with a basic understanding of what criminalistics entails while also preparing them for additional, more in-depth classes in criminalistics/forensic science. A course fee may apply. Lecture and Laboratory.

**CJS360                      Evidence-Based Community Corrections                      3 hours**

*Prerequisites: CJS215 and Junior standing or instructor consent.*

In order to reduce criminal recidivism, an ever-increasing number of correctional agencies are instituting evidence-based practice as the standard for all policies and procedures. Instead of using procedures that may work in one situation and not another, evidence-based practice provides a guideline that determines what will be the most effective strategy based on the results of research. This course explores the use of evidence based practices as a part of contemporary strategies used by probation and parole agencies.

## Economics

**ECO111                      Principles of Macroeconomics                      3 hours**

*Recommended prerequisite: MAT095R, an ACT Math score of at least 23 or an SAT Math score of at least 560, or by placement.*

The study of economic principles applied to national economic activity. Particular attention will be given to factors influencing the aggregate level of output and prices, unemployment, inflation, and growth stagnation.

**ECO112                      Principles of Microeconomics                      3 hours**

*Recommended prerequisite: MAT095R, an ACT Math score of at least 23 or an SAT Math score of at least 560, or by placement.*

The study of economic principles as applied to individual economic units. The factors determining individual market prices and outputs will be analyzed both in produce markets and resource markets.

**ECO211                      Intermediate Macroeconomic Theory                      3 hours**

*Prerequisite: ECO 111. (Offered based on demand)*

In-depth study of models of aggregate economic activity with emphasis on the major schools of thought. The government policy implications of various theories will be presented and evaluated.

**ECO212 Intermediate Microeconomic Theory 3 hours**

*Prerequisite: ECO112. (Offered based on demand)*

Investigates all phases of market price analysis. Product pricing, resource pricing, output, decision making, and employment are covered.

**ECO310 Managerial Economics 3 hours**

*Prerequisite: ECO112; Recommended prerequisite: BUA220. (Offered based on demand)*

The analysis of economic decision-making in the business firm. Topics include economic forecasting, production theory, costs analysis, and pricing techniques.

**ECO320W Economics of Innovation 3 hours**

*Prerequisite: ECO112; Recommended prerequisite: ECO212. (Offered based on demand)*

This course examines how intellectual property rights – patents, trademarks, copyrights, trade secrets, etc. – impact markets and the behavior of firms. Throughout the course, we will explore the importance of intellectual property protection in our domestic market, as well as the global differences between intellectual property protection. These differences have marked implications for trade, development, and the multinational relationship of firms.

**ECO330W Health Economics 3 hours**

*Prerequisite: ECO112; Recommended prerequisite: ECO212. (Offered based on demand)*

The provision and production of health care have different characteristics and incentives from other consumer goods, making health related markets a unique topic for study. We will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other goods, aspects of the US health care market, as well as discussing the importance of health for development and some basic economic evaluation techniques.

**ECO340W Environmental Economics 3 hours**

*Prerequisite: ECO112; Recommended prerequisite: ECO212. (Offered based on demand)*

The course examines the continuing conflict between market forces and environmental integrity and explains how economic theory views the relationship between economic activity and the natural world. Examples of local, regional, national, and international issues are presented and discussed.

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## Education

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**EDU165                      Foundations of American Education                      3 hours**

*Prerequisite: None.*

This course covers the philosophical foundations and history of American education, teaching, schools and students, and the challenges that teachers face in their classrooms. The course is built around the Teacher Education Program's conceptual framework and examines the role professionalism, content knowledge, classroom management, teaching strategies, and assessment all play in effective teaching. Students will complete classroom observations at local schools as part of this course which will require a criminal background check and a separate fee paid by the student, per state law. Fees may vary annually based on agency charges.

**EDU170                      Introduction to Curriculum and Instructional Design                      2 hours**

*Prerequisite: None.*

The course introduces the pre-service teacher to the foundational skills of curriculum design, lesson planning, and Universal Design for Learning, Differentiated Instruction, Response to Intervention, all of which will provide a professional vocabulary used within the field of education. Conceptual understandings and principles of lesson plan design, of national and state standards alignment, and of lesson plan procedures will be introduced. Students will participate in individual and in small group activities throughout the course.

**EDU227W                      Educational Psychology                      3 hours**

*Prerequisite: Sophomore standing*

This course provides a survey of theory and research across several subfields within educational psychology with an emphasis on applications to learning, instruction, and assessment. Students will have opportunities to reflect upon how education psychology can be applied within the specific age group and discipline they plan to teach through class activities and will continue to develop their oral communication and instructional skills through the completion of a group microteaching project. Students will also continue to develop their written communication and research skills through the completion of a semester-long inquiry paper.

**EDU229                      Educating the Exceptional Child                      3 hours**

*Prerequisites: Sophomore standing and concurrent enrollment in EDU229F.*

Provides understanding and preparation for the elementary and secondary teacher to work with all levels and aspects of exceptional learning behaviors in the classroom, including intellectual disabilities, learning disabilities, behavior disorders, visual and hearing impairment, culture diversity, and gifted/talented students.

**EDU229F            Exceptional Child Field Experience            0.5 hour**

*Prerequisites: Sophomore standing and concurrent enrollment in EDU229.*

One-on-one and small group instructional experiences in appropriate settings with diverse learning modalities or special tutoring needs. 24 clock hours minimum. Graded pass/fail.

**EDU240            Beginning Secondary Methods in English            3 hours**

*Prerequisite: EDU170; Corequisite: EDU240F.*

This course is designed for freshmen and sophomores pursuing a professional teaching license with an endorsement in secondary English as the first course in the secondary methods sequence. The course provides students an opportunity to continue to develop those instructional delivery skills introduced in EDU170.

**EDU240F            Beginning Secondary Field Experience            0.5 hour**

*Prerequisite: None.*

This course gives students a supervised field experience working in an individual or small group intervention setting in an area high school. Available only to secondary education majors. 24 clock hours minimum.

**EDU241            Beginning Secondary Methods in Social Science            3 hours**

*Prerequisite: EDU170; Corequisite: EDU240F.*

This course is designed for freshmen and sophomores pursuing a professional teaching license with an endorsement in secondary history as the first course in the secondary methods sequence. The course provides students an opportunity to continue to develop those instructional delivery skills introduced in EDU170.

**EDU242            Beginning Secondary Methods in Mathematics            3 hours**

*Prerequisite: EDU170; Corequisite: EDU240F.*

This course is designed for freshmen and sophomores pursuing a professional teaching license with an endorsement in secondary math as the first course in the secondary methods sequence. The course provides students an opportunity to continue to develop those instructional delivery skills introduced in EDU170.

**EDU270            Applications of Curriculum and Instruction            3 hours**

*Prerequisite: EDU170.*

This course focuses on knowledge and understandings gained in EDU170 through application of curriculum and instructional design that meets the needs of diverse learners in varied academic settings. Students will design curriculum units, write lesson plans, deliver lesson instruction, and implement reflective practice. *Communication Capability course.*

**EDU280            Introduction to Middle Grades            2 hours**

*Prerequisite: None.*

This course introduces students to the historical perspective and the philosophy of middle level education. Focused attention is given to the differing models of school structure for building an environment and culture of learning. Topics of study include current issues within the field of education, ways of meeting adolescent developmental needs within a diverse setting, and techniques for motivating the middle level learner. Field experience will be included throughout the course.

**EDU351                      Language and Diversity in Education                      3 hours**

*Prerequisite: EDU227W, PSY101, or instructor consent.*

This course examines linguistic and educational issues related to students who are members of minority groups including racial and ethnic minorities, immigrants and refugees, members of the LGBTQ+ community, members of religious minorities, and students from other marginalized groups. *Intercultural Understanding Capability course.*

**EDU355                      Education Law                      1 hour**

*Prerequisite: Junior standing or instructor consent.*

This class will study the legal foundations that govern the United States public schools. The student will learn, in depth, the legal and ethical aspects of special education, the laws/acts that govern education, student rights, and teacher rights.

**EDU360L                      Mathematics Methods                      3 hours**

*Prerequisite: EDU170.*

The student will learn current information, methods and materials used in teaching mathematics to the elementary school child; includes lesson planning and hands-on learning experiences with math manipulatives used in the elementary classroom.

**EDU361                      Science Methods                      1 hour**

*Prerequisite: EDU170; Corequisites: EDU362 and EDU363.*

This course is designed to build fundamental knowledge of elementary science teaching and learning including standards-based curriculum design and research-based teaching strategies. Materials, methods, and strategies for teaching life, physical, earth science, and STEM education will be presented.

**EDU362                      Social Science Methods                      1 hour**

*Prerequisite: EDU170; Corequisites: EDU361 and EDU363.*

This course focuses on the design and delivery of a standards-based integrated curriculum centered on current researched-based methodologies in the social sciences, which includes an understanding of how to use instructional strategies, assessment, and effective resources for the elementary classroom. Issues relevant to the elementary student in a global society, such as multiculturalism and civics, will be addressed.

- EDU363 Fine Arts Methods 1 hour**  
*Prerequisite: EDU170; Corequisites: EDU361 and EDU362.*  
 For Elementary Education majors, this course explores ways in which the fine arts can be used as a vehicle for instruction and learning. The use of literary arts, visual arts, drama, dance, and music as instructional tools, enhances student engagement in the classroom. Integrating the fine arts into curricular content areas is a focus of the course.
- EDU370 Primary Literacy Methods 3 hours**  
*Prerequisite: EDU170.*  
 This course introduces the methodologies, resources, and assessments for teaching all children reading and language arts at the elementary school level, grades 1-3. Pre-service teachers will develop instructional strategies for teaching and assessing phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.
- EDU371 Intermediate Literacy Methods 3 hours**  
*Prerequisite: EDU170.*  
 This course introduces the methodologies, resources, and assessments for teaching all children reading and language arts at the intermediate school level, grades 3-6. Pre-service teachers will develop instructional strategies for teaching and assessing fluency, vocabulary, and comprehension skills.
- EDU372A Junior Elementary Practicum I 1 hour**  
*Prerequisite: Junior standing.*  
 This course gives students a supervised field placement opportunity to develop instructional planning skills within their discipline through active participation and involvement in a diverse elementary classroom (grades 1-6). Eureka College supervisor(s) will observe and assess student performance in the field. Available only to elementary education endorsement. 40 clock hour minimum. Assignment and tasks will align to methods coursework. CANNOT be taken concurrently with EDU373A or EDU460A.
- EDU372B Junior Special Education Practicum I 1 hour**  
*Prerequisite: Junior standing.*  
 This course gives students a supervised field placement opportunity to develop instructional planning skills within their discipline through active participation and involvement in a diverse special education classroom. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to special education and elementary education majors. 40 clock hour minimum. Assignment and tasks will align to methods coursework. CANNOT be taken concurrently with EDU373B or EDU460B.
- EDU372C Middle Grades Diversity Practicum 1 hour**

*Prerequisite: Admission to the Teacher Education Program.*

This course gives students a supervised field placement opportunity to develop instructional skills within their discipline through active participation and involvement in a diverse middle grades classroom setting. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to middle grades education majors. 40 clock hour minimum. Assignment and tasks will align to coursework in methods coursework. CANNOT be taken concurrently with EDU373C.

**EDU372D                      Secondary Diversity Practicum                      1 hour**

*Prerequisite: Admission to the Teacher Education Program.*

This course gives students a supervised field experience in an area high school classroom that is ethnically or socioeconomically diverse. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to secondary education majors. 40 clock hours minimum. CANNOT be completed concurrently with EDU373D.

**EDU372E                      Vocal Music Diversity Practicum                      1 hour**

*Prerequisite: Admission to the Teacher Education Program.*

This course gives students a supervised field experience in an area classroom that is ethnically or socioeconomically diverse. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to Vocal Music Teacher Education majors. 40 clock hours minimum. CANNOT be completed concurrently with EDU373E. EDU372E and EDU373E must be completed with two different age groups (e.g. elementary and secondary).

**EDU373A                      Junior Elementary Practicum II                      1.5 hours**

*Prerequisite: Admission to the Teacher Education Program.*

This course gives students a supervised field placement opportunity to develop instructional delivery skills within their discipline through active participation and involvement in an elementary classroom (grades 1-6). Eureka College supervisor(s) will observe and assess student performance in the field. Available only to elementary education majors or elementary education/special education double majors. 60 clock hour minimum. Assignment and tasks will align to methods coursework. CANNOT be taken concurrently with EDU372A or EDU460A.

**EDU373B                      Junior Special Education Practicum II                      1.5 hours**

*Prerequisite: Admission to the Teacher Education Program.*

This course gives students a supervised field placement opportunity to develop instructional delivery skills within their discipline through active participation and involvement in a special education classroom setting. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to special education/elementary education double majors. 60 clock hour minimum. Assignment

and tasks will align to methods coursework. CANNOT be taken concurrently with EDU372B or EDU460B.

**EDU373C Middle Grades Content Practicum 1 hour**

*Prerequisite: Admission to the Teacher Education program.*

This course gives students a supervised field placement opportunity to develop instructional skills within their discipline through active participation and involvement in an middle grades classroom setting. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to middle grade education majors. 40 clock hour minimum. Assignment and tasks will align to coursework in methods coursework. Will be taken twice for two different content area experiences. CANNOT be taken concurrently with EDU372C.

**EDU373D Secondary Content Practicum 1 hour**

*Prerequisite: Admission to the Teacher Education Program.*

This course gives students a supervised field experience with a qualified content teacher in an area high school. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to secondary education majors. 40 clock hours minimum. CANNOT be completed concurrently with EDU372D.

**EDU373E Vocal Music Content Practicum 1 hour**

*Prerequisite: Admission to the Teacher Education Program.*

This course gives students a supervised field experience with a qualified content teacher in an area school. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to Vocal Music Teacher Education majors. 40 clock hours minimum. CANNOT be completed concurrently with EDU372E. EDU372E and EDU373E must be completed with two different age groups (e.g. elementary and secondary).

**EDU390L Integrating Educational Technology into Teaching 2 hours**

*Prerequisite: EDU170.*

Designed for teacher education candidates to learn computer technology operation and concepts important for teaching in the K-12 public school system. This course examines current research and theory, instructional design, implementation of webtools, information access, safety and security issues, and synchronous/asynchronous instructional models for integrating educational technology in the classroom to meet the needs of diverse learners.

**EDU410W Strategies in Classroom Management 3 hours**

*Prerequisites: Admission to the Teacher Education Program and Junior or Senior standing.*

This course is designed to assist future Elementary (grades 1-6) and Special Education (K-21) teachers to develop, implement, and reflect upon evidence-based practices essential for managing a culturally responsive classroom. Topics include designing a safe/secure learning environment, understanding diverse student characteristics and learner needs, determining quality instructional practices, providing clear expectations, developing quality routines/procedures, implementing rules/consequences, executing a clear communication plan, and designing clear action plans and problem-solving measures. This course has been designated as a W course because course assignments require 30 or more pages of writing.

**EDU412W Middle Grades Classroom Management 2 hours**

*Prerequisites: Admission to the Teacher Education Program and Junior or Senior standing.*

This course is designed to assist future Middle Grades (grades 5-8) teachers to develop, implement and reflect upon evidence-based practices essential for managing a culturally responsive classroom. Topics include designing a safe/secure learning environment, understanding diverse learner needs, determining quality instructional practices, providing clear expectations, developing quality routines/procedures, implementing rules/consequences, and executing a clear communication plan. This course has been designated as a W course because course assignments and projects require 30 or more pages of writing.

**EDU415W Secondary Classroom Management 2 hours**

*Prerequisites: Admission to the Teacher Education Program and Junior or Senior standing.*

This course is designed to assist future Secondary Education (grades 9-12) teachers to develop, implement, and reflect upon evidence-based practices essential for managing a culturally responsive classroom. Topics include designing a safe/secure learning environment, understanding diverse learner needs, determining quality instructional practices, providing clear expectations, developing quality routines/procedures, implementing rules/consequences, and executing a clear communication plan. This course has been designated as a W course because course assignments and projects require 30 or more pages of writing.

**EDU420 Middle Grades Methods in English 3 hours**

*Prerequisite: EDU170.*

This course is designed for students pursuing a professional teaching license with an endorsement in middle grades (5-8) English. Students will develop instructional delivery skills, methodologies, and strategies for teaching in the middle grades English Language Arts classroom. Students will continue to develop skills in lesson planning, universal design, direct instruction, fostering student engagement, and co-teaching.

**EDU421 Middle Grades Methods in Social Science 3 hours***Prerequisite: EDU170.*

This course is designed for students pursuing a professional teaching license with an endorsement in middle grades (5-8) Social Science. Students will develop instructional delivery skills, methodologies, and strategies for teaching in the middle grades Social Science classroom. Students will continue to develop skills in lesson planning, universal design, direct instruction, fostering student engagement, and co-teaching.

**EDU422 Middle Grades Methods in Mathematics 3 hours***Prerequisite: EDU170.*

This course is designed for students pursuing a professional teaching license with an endorsement in middle grades (5-8) Mathematics. Students will develop instructional delivery skills, methodologies, and strategies for teaching in the middle grades Mathematics classroom. Students will continue to develop skills in lesson planning, universal design, direct instruction, fostering student engagement, and co-teaching.

**EDU424 Middle Grades Methods in Science 3 hours***Prerequisite: EDU170.*

This course is designed for students pursuing a professional teaching license with an endorsement in middle grades (5-8) Science. Students will develop instructional delivery skills, methodologies, and strategies for teaching in the middle grades Science classroom. Students will continue to develop skills in lesson planning, universal design, direct instruction, fostering student engagement, and co-teaching.

**EDU431W Educational Assessment 2 hours***Prerequisite: Junior or Senior standing.*

This course will provide candidates with the assessment tools necessary to enhance learning for diverse student populations. The course will address ways to assess higher order cognitive objectives and authentic tasks to improve instruction. Candidates will participate in activities that will enhance understanding of assessment task development, analysis, and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom. They will learn how to communicate assessment results to different constituents.

**EDU440 Advanced Secondary Methods in English 3 hours***Prerequisites: EDU170; EDU240 or instructor consent; Junior standing.*

This course is designed for juniors and seniors pursuing a professional teaching license with and endorsement in secondary English as the second course in the secondary methods sequence. The course provides students an opportunity to continue to develop those instructional delivery skills introduced in EDU170 and EDU240.

**EDU441                      Advanced Secondary Methods in Social Science                      3 hours**

*Prerequisites: EDU170; EDU241 or instructor consent; Junior standing.*

This course is designed for juniors and seniors pursuing a professional teaching license with an endorsement in secondary Social Science as the second course in the secondary methods sequence. The course provides students an opportunity to continue to develop those instructional delivery skills introduced in EDU170 and EDU241.

**EDU442                      Advanced Secondary Methods in Math                      3 hours**

*Prerequisites: EDU170; EDU242 or instructor consent; Junior standing.*

This course is designed for juniors and seniors pursuing a professional teaching license with an endorsement in secondary Math as the second course in the secondary methods sequence. The course provides students and opportunity to continue to develop those instructional delivery skills introduced in EDU170 and EDU242.

**EDU445                      Teaching Elementary Vocal Music                      3 hours**

*Prerequisite: Admission into the Teacher Education Program.*

Introduces the student to the methods, materials, and technology relevant to the teaching of elementary school vocal music.

**EDU446                      Teaching Secondary Vocal Music                      3 hours**

*Prerequisite: Admission into the Teacher Education Program.*

Introduces the student to the methods, materials, and technology relevant to the teaching of secondary vocal and choral music.

**EDU455                      Education Seminar                      1 hour**

*Corequisites: Current Student Teacher, EDU456W, and EDU470A-E.*

This capstone course is designed for current student teachers. This course is organized through a structured colloquium format with guest speakers and experts in the field addressing current issues and strategies for future teaching and employment in the field of education. Specific topics will vary by semester.

**EDU456W                      Teacher Performance Assessment                      2 hours**

*Corequisites: Current Student Teacher, EDU455, and EDU470A-E.*

This course is designed to guide teacher candidates towards completion of a capstone Teacher Performance Assessment (edTPA) portfolio required for licensure in the state of Illinois. Portfolio requirements are designed by SCALE, Stanford Center for Assessment, Learning and Equity, which includes planning, instruction, and assessment of a candidate selected learning segment. This course has been designated as a W course because the capstone portfolio requires 26-30 pages of analytical and reflective writings throughout.

**EDU460A Senior Elementary Practicum 2 hours**  
*Prerequisite: Admission to the Teacher Education Program.*  
 This course gives students a supervised field placement opportunity to develop planning, instruction, assessment, and community building skills within their discipline through active participation and involvement in an elementary classroom (grades 1-6). Early preparation for the Teacher Performance Assessment Portfolio is addressed. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to elementary education majors. 80 clock hour minimum. Assignment and tasks will align to methods coursework. CANNOT be taken concurrently with EDU372A or EDU373A.

**EDU460B Senior Special Education Practicum 2 hours**  
*Prerequisite: Admission to the Teacher Education Program.*  
 This course gives students a supervised field placement opportunity to develop planning, instruction, assessment, and community building skills within their discipline through active participation and involvement in a special education classroom. Early preparation for the Teacher Performance Assessment Portfolio is addressed. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to elementary education majors or elementary education/special education double majors. 80 clock hour minimum. Assignment and tasks will align to methods coursework. CANNOT be taken concurrently with EDU372B or EDU373B.

**EDU470A-E Student Teaching 12 hrs.**  
*Prerequisites: Completion of all required Teacher Education courses; cumulative 2.75 GPA; major field 3.00 GPA; admission into the Teacher Education Program.*

Seventy days of full-time participation in an elementary, middle, or secondary school is conducted under the direction of a master teacher. Activities progress through observation and assistance with individuals and/or small groups of students, and includes a significant amount of time where the pre-service teacher assumes full responsibility for the cooperating teacher's class and curriculum. A Student Teaching fee applies to the course. EDU470A=Elementary (1-6), EDU470B=Special Education (LBSI K-21), EDU470C=Middle Grades, EDU470D=Secondary (6-12), EDU470E=Vocal Music (K-12).

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## English

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**ENG095R Developmental Writing 3 hours**  
*Prerequisite: None.*

This course will focus on developing writing fluency through frequent short writing assignments and instructor feedback. By allowing students to explore familiar and

specific subject matter, this class will develop students' ability to concentrate on the writing process so that they are prepared to focus on content and argumentation in subsequent courses.

**ENG100                      Critical Reading and Writing Lab                      1 hour**

*Prerequisite: English placement test results. Corequisite: ENG103W. (Offered every semester).*

This course is designed as a one credit corequisite for ENG103W to give students more support and practice with reading complex non-fiction texts and writing academic arguments using sources.

**ENG103W                      Academic Writing and Research                      3 hours**

*Prerequisite: 3.0 grade point average ("B" average or better) in high school English courses, ENG095R, or by placement.*

Fundamentals of the writing process with attention given to the strategies of drafting, revision, and editing. Further work in the fundamental skills of research, including finding, evaluating, and documenting sources; critical thinking; developing a research question and thesis; and writing an analytical research paper. This course will be taught in both Fall and Spring semesters.

**ENG120                      Introduction to Creative Writing                      3 hours**

*Pre or Corequisite: ENG103W.*

An introductory multi-genre (e.g. fiction, poetry, creative nonfiction, drama) course in creative writing devoted to learning the creative process of generating and revising work towards the goal of producing original writing. *Aesthetic Sensibility Capability course.*

**ENG125                      Introduction to Literary Studies                      3 hours**

*Prerequisite: None.*

Designed for students beginning their intensive study of literature, providing them with tools of literary research, the vocabulary of literary criticism, and, in general, the methods of the discipline. An introduction to literary interpretation and critical theory at the college level. Readings will include poetry, fiction, and drama; significant works of literary history; and exemplary contemporary criticism.

**ENG170                      Writing for Context                      3 hours**

*Prerequisite: None. (Offered online as part of the IT Workforce Accelerator Good Jobs Grant)*

This course will help students explore the complex act of writing to people from different areas of specialization, generations, and cultural backgrounds. Taking your (multiple) audiences' assumptions and level of understanding into account is important to communicate in a precise and effective way. You want your reader or listener to



understand texts in relation to specific historical and social contexts. *Spiritual Engagement and the Examined Life Capability course.*

**ENG213                      Literatures in English III: 1900-Present                      3 hours**

*Prerequisite: ENG103W or instructor consent.*

This course will survey Anglophone poetry, drama, and prose from 1900 to the present. We will give particular attention to movements, problems, and experiments that link Modernism, Post-Modernism, Post-Colonialism, World Literature, and more. Over the course of the term, we will also examine English as a global language and discuss how changing social conditions altered the kinds of literature that are written and read in English. By examining the global Anglophone literary tradition of (roughly) the past century, students will refine their written and analytical skills; they will also hone their ability to understand texts in relation to specific historical and social contexts. *Communication Capability course.*

**ENG250                      World Building                      3 hours**

*Prerequisite: ENG120. (Offered in alternate years)*

This course will help students to approach building worlds in creative writing in a thoughtful way. This means that students will discuss the process of world building on both a basic technical level (making sure that the details are sufficient and effective) and also on an ethical level (thinking about issues of representation). Students will have the opportunity to practice multiple genres as they pursue issues of setting, lore, and characterization. *Intercultural Understanding Capability course.*

**ENG264                      Nature Writing: A Field Course                      3 hours**

*Prerequisite: ENG103W or instructor consent. Recommended prerequisite: ENG120. (Offered in alternate years)*

Writing workshop focused on the single topic of nature, stressing invention, production, revision, and peer- as well as self-evaluation of writing in a variety of genres and its production. Class presentations and discussions of works in progress. As a field course, much of the instructional time will be spent outdoors. Cross-listed as EVS264. *Sustainable Practices and Environmental Conscience Capability course.*

**ENG266                      Metaphor and Meaning                      3 hours**

*Prerequisite: ENG120. (Offered in alternate years)*

This course will give students an opportunity to carefully examine the practice of creating and extending metaphors, one of the core tools of writers. We will look at how successful authors build a figurative framework to carry across meaning in a clear but complex way, and we will practice the creation and development of metaphors as well. By the end of the course, students should be able to use sensory description, subtle allusion, and other literary devices to present a controlled, well-rendered set of symbols and images in a given piece. *Communication Capability course.*

- ENG270 Myth and Literature 3 hours**  
*Prerequisite: None.*  
 This course will use the genre of myth and folktales to examine how people have tried to make sense of the universe through narrative. We will look at a variety of myths, both ancient and contemporary, to consider how stories both shape and are shaped by our understanding of issues like morality and spirituality. The texts for this course will be analyzed both as literary works and as cultural markers of spiritual exploration. By the end of this course, students should be able to recognize the full, complex nature of myths from a number of cultures. *Spiritual Engagement and the Examined Life*  
*Capability course.*
- ENG272 Studies in Global Literatures 3 hours**  
*Prerequisite: ENG103W or instructor consent; may be repeated for credit.*  
 A study of literature from outside the Euro-American canon. Sections organized around particular national literatures, literary movements, or theoretical frameworks. Section topics may include Postcolonial Literature, African fiction, Magical Realism, etc. Works will be studied within their appropriate cultural, historical, and political context. All readings in original or translated English. *Intercultural Understanding*  
*Capability course.*
- ENG274 American Nature Writers 3 hours**  
*Prerequisite: ENG103W or instructor consent. (Offered in alternate years)*  
 A survey of the nature writing of American authors, beginning with Thoreau and moving into the present. Cross-listed as EVS274. *Sustainable Practices and Environmental Conscience*  
*Capability course.*
- ENG281T Inventing Worlds, Shaping Races 3 hours**  
*Prerequisite: One creative writing course at the college level or instructor consent. (Offered occasionally in the summer)*  
 Urban America has a rich history of intercultural exchange, but it also has a troubling history of segregation and racial tension and conflict. In New York, we'll visit the Metropolitan Museum of Art, Chelsea Market, and important public spaces. In Milwaukee, we'll explore the Milwaukee Art Museum, Lake Park, and other important places in the life of the city. Together we will examine the "melting pot" concept through "high" art, music, food, and fashion as well as public "green" spaces in cities. Students will gain practical writing skills from exercises in this creative writing course. *Travel course. Intercultural Understanding*  
*Capability course.*
- ENG290 Grammar and Structure of English 3 hours**  
*Prerequisite: ENG103W or instructor consent.*  
 The primary focus of this course is the syntax of American English, that is, the formation of its sentences and phrases. The course also surveys varieties of English and other

aspects of linguistic structure: phonetics (speech sounds), semantics (meaning), and morphology (word structure). The approach is that of generative grammar as developed in the work of Noam Chomsky and others.

**ENG291 Introduction to Phonetics 4 hours**

*Prerequisites: ENG103W and MAT095R.*

This course examines the properties of the sounds of human speech. Topics include the anatomy and physiology of speech production and perception, phonetic transcription of speech sounds using the International Phonetic Alphabet, as well as the acoustic properties of speech. The course includes a lab component that will introduce students to the basic tools needed to conduct research in the field of phonetics, including the use of speech recording and analysis software. In the final weeks of the semester, students will complete a research project, presentation, and report. The course emphasizes the phonetics of English, but examines the sounds of many other world languages as well. Lecture and Laboratory. *Scientific Literacy Capability course.*

**ENG301W Advanced Academic Writing and Research 3 hours**

*Prerequisite: ENG103W and Junior standing.*

Continued practice of the writing and research processes with attention given to writing an argumentative research paper within the specific disciplinary field of the student. The course will be taught in both Fall and Spring semesters.

**ENG302 Writing and the Body 3 hours**

*Prerequisite: ENG103W.*

This course will explore the link between how we describe and analyze the body. It will use this framework to consider serious ethical and conceptual questions that arise as we make these considerations. We will combine practical assignments with theoretical readings to consider the subtle assumptions that we make about both language and the body. By the end of the course, students should be able to think about the implications and consequences of how we describe, define, and create bodies and classifications with our language.

**ENG311W Premodern Literature 3 hours**

*Prerequisites: ENG125 and ENG211. (Offered in alternate years)*

This course offers the advanced and focused study of the global premodern period between late antiquity and roughly 1700. Students will engage in in-depth study of intellectual, cultural, and literary movements of this period. The course will examine early world literatures both as precursors and as alternatives to the trends and ideals of modernity.

**ENG312W Global Modernisms 3 hours**



Literature and the Environment is a course about the interactions between literature, literary study, and the natural world. Students will read drama, prose, and/or poetry that engages with environmental themes which may include sustainability, climate change, conservation, biodiversity, and nature writing. Regions, periods, and themes will vary by section.

**ENG329W Seminar in Genre Studies 3 hours**

*Prerequisite: ENG125. (Offered variable; consult English faculty for more information on current rotation)*

This course offers the advanced and focused study of a single genre (ex. Speculative fiction, literary horror, romance), a major author (ex. Jane Austen, Helen Oyeyemi, Walt Whitman), or a literary tradition (ex. Magical realism, surrealism, elegy). Students will investigate the origins, definitions, and development of the selected genre and its influence on other literatures. Specific topics will vary. This course may be repeated for credit.

**ENG373W Seminar in Contemporary Literature 3 hours**

*Prerequisite: ENG125 or instructor consent. (Offered in alternate years; may be repeated)*

A focused study of literature written in or translated into English since the mid-20th century.

**ENG392 Special Topics in Writing 3 hours**

*Prerequisites: ENG120, ENG125, and one writing workshop course. (Offered in alternate years; may be repeated)*

A variable-content advanced writing workshop course. Examples of genres that might be taught include Travel Writing, Nature Writing, Flash Fiction.

**ENG395W Publishing Workshop 3 hours**

*Prerequisites: ENG120 and one 200-level creative writing course. (Offered in alternate years)*

This course is designed both to introduce students to the most basic tasks necessary for publishing a literary magazine and familiarize them with current publishing trends and philosophies. It will also require them to do significant research and planning to establish a realistic plan for Eureka Literary Magazine's (ELM) future. Students will both discuss the abstract, philosophical concerns for establishing an editorial vision and also discuss the real world concerns that both limit and shape a literary magazine. By the end of the course, students should be fully prepared to step into an internship at ELM or any other literary magazine. *Analytical Inquiry and Problem Solving Capability course.*

**ENG413 English Capstone 3 hours**

*Prerequisites: ENG120 and ENG125.*



solutions to these issues. We will also address economic, political, and social factors that influence environmental change and decision making. This course serves as the foundation for the Environmental Science and Environmental Studies majors and the Environmental Studies minor. *Sustainable Practices and Environmental Conscience Capability course.*

**EVS170 Horticulture for Health and Well-Being 2 hours**

*Prerequisite: None.*

This course is designed to give a broad overview of horticulture as a form of physical and mental exercise through native plant management on campus; including concepts, theory, and research. Gardening as a form of exercise for both physical and mental health is not a new field, but one in which many students have little to no experience. Managing native plants to promote physical and mental health merges topics of biodiversity conservation and human well-being. Students will participate in various outdoor activities using basic gardening tools, primarily on the Eureka College campus and will be required to develop a health behavior change plan to demonstrate capability in Health, Fitness, and Well-Being. *Health, Fitness, and Well-Being Capability course.*

**EVS260 Introduction to Sustainability 3 hours**

*Prerequisite: None, however, sophomore standing is recommended.*

This course will explore the discipline of sustainability science from an integrative natural and social science approach. Students will be introduced to the principles of sustainability and given the opportunity to learn various interpretations and applications, including the role of technology in addressing sustainability issues and the importance of campus sustainability projects. Students will gain experience communicating and collaborating with faculty and staff across disciplines to improve Eureka College's sustainability rating. Potential project areas include: energy use, solid waste management, recycling, water use, landscaping and grounds management, and dining services. We will use the Association for the Advancement of Sustainability in Higher Education's (AASHE) rating system (STARS) as a guide: <https://stars.aashe.org/>. *Lecture. Sustainable Practices and Environmental Conscience Capability course.*

**EVS264 Nature Writing: A Field Course 3 hours**

*Prerequisite: ENG103W or instructor consent. Recommended prerequisite: ENG120. (Offered in alternate years)*

Writing workshop focused on the single topic of nature, stressing invention, production, revision, and peer- as well as self-evaluation of writing in a variety of genres and its production. Class presentations and discussions of works in progress. As a field course, much of the instructional time will be spent outdoors. *Lecture. Cross-listed as ENG264. Sustainable Practices and Environmental Conscience Capability course.*

**EVS270 Introduction to Geospatial Technology 3 hours**

*Prerequisite: MAT095R and basic computer literacy. (Offered in alternate years).*

This course provides an introduction to the fundamentals of geospatial technology and deals with the design, implementation, and management of geographic information systems (GIS). Students will learn through the application of geospatial technologies to real-world projects in business and industry, with particular emphasis on ecological applications. The course covers underlying geographic concepts and provides computer lab tutorials and case studies on the leading GIS software, ArcGIS Pro (and ArcGIS Online) from Environmental Systems Research Institute (ESRI). This course is designed to complement the Environmental Science program, but may be used as a stand-alone elective for any major at the College (and provides good entry-level information for geospatial programming certification). A course fee may apply.

**EVS274                      American Nature Writers                      3 hours**

*Prerequisite: ENG103W or instructor consent. (Offered in alternate years).*

A survey of the nature writing of American authors, beginning with Thoreau and moving into the present. Lecture. Cross-listed as ENG274. *Sustainable Practices and Environmental Conscious Capability course.*

**EVS286                      Research Methods in the Natural Sciences                      3 hours**

*Prerequisite: MAT260. (Offered in alternate years).*

Introduces students to the practice of doing research in environmental studies. Examines how to define a research problem, select methods, design research, construct arguments and evaluate others' research. Aims to familiarize students with the process of doing research and enable them to proceed with confidence in pursuing their own research topics. Recommended for sophomores and juniors preparing for internship, research, and/or an Honors Thesis. Lecture.

**EVS305W                      Conservation Biology                      4 hours**

*Prerequisite: BIO142 or BIO/EVS121. Recommended prerequisite: BIO300W.*

Biodiversity conservation is the study and application of scientific principles to the protection and management of Earth's biological diversity and ecosystem services. It is an integrative discipline combining disparate fields as genetics, ecology, anthropology, sociology, economics, political science, and ethics. This course will primarily emphasize the biological and ecological principles as they relate to biological diversity and ecosystem services. However, these will be viewed and discussed in the context of human values, economics, and policies. This course is designed to be highly participatory, with students being actively involved in the selection of topics to be covered and in discussions of the current issues and controversies in the field. The laboratory portion of the course will involve some outdoor fieldwork with occasional travel. Lecture and Laboratory.

**EVS370                      Advanced Geospatial Technologies                      3 hours**

*Prerequisite: EVS270. (Offered in alternate years or by demand).*

This is the secondary course to follow EVS270 (Introduction to Geospatial Technology). This course will increase the students' comprehension and depth of knowledge in the design, implementation, and management of geographic information systems (GIS). Students will build on the fundamentals of the previous geospatial technologies course and learn high-level project management in order to implement real-world projects, with particular emphasis on ecological applications. The course will deepen the understanding of several particular focus points within the geospatial industry. These projects and focus points will continue to use the industry standard software of ArcGIS Pro (and ArcGIS Online) from Environmental Systems Research Institute (ESRI). Students will apply their learning in a group project that uses the living laboratory of Eureka College's campus. This course is designed to complement the Environmental Science program but may be used as a stand-alone elective for any major at the college (and provides good entry-level information for geospatial programming certification).

**EVS385                      Environmental Studies Seminar                      3 hours**

*Prerequisite: EVS151W & junior standing or instructor consent. (Offered in alternate years)*

The Environmental Studies Seminar brings together upper-division students and faculty from at least two disciplines to study and discuss an environmental issue from multiple perspectives. Potential topics include: Food Systems, Climate Change, People and Nature, and Environmental Ethics. Lecture. *Sustainable Practices and Environmental Conscience Capability course.*

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## Fine and Performing Arts

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**FPA301                      Arts Administration                      3 hours**

*Prerequisite: Fulfillment of FPA General Education Requirements.*

An interdisciplinary and introductory course to focus on the business administration of the fields of art, music, and theatre, especially noting the areas of audience and financial development. It is strongly recommended that a student pursuing a career and/or graduate school in arts administration minor in one or more of the particular arts fields or double major in an arts field and become involved in the arts as co-curricular activity.

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## Foreign Study

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**FST361                      Foreign Study                      12+ hrs**

This course documents the approved academic credit earned by foreign study done through the cooperative agreement with either the American Institute for Foreign Study (AIFS), Academic Programs International (API), International Studies Abroad (ISA), The International Partnership for Service/Learning and Leadership, AustraLearn, Center for International Studies (CIS) or Central College of Iowa. Any other program must have pre-approval from the Registrar and the Business Office prior to the student making application to the program. These agreements allow a student to be registered at Eureka College while attending a college or university in another country. The student processes an approved application for such study during the semester prior to actual enrollment in the courses. The student must be in good academic standing to apply. The application form is obtained in the Registrar's Office or from the International Studies Coordinator. A transcript of the specific courses taken through the cooperative agreements must be sent to the Eureka College Registrar's Office. Courses which earn a grade of "C" or better receive Eureka College credit and are recorded on the student's transcript along with a reference to the specific institution where the credit was earned. The actual grades earned in the courses are not recorded on the Eureka College transcript and are not included in the calculation of the Eureka College GPA. Financial arrangements for the cooperative study are done through the Eureka College Business Office and Financial Aid Office. These courses are usually taken during the junior year at Eureka College.

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## Genre and Fandom Studies

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### **GFS101**                      **Introduction to Genre and Fandom Studies**                      **3 hours**

*Corerequisite: ENG103W. (Offered every year)*

This course will serve as the entry point for the Genre and Fandom Studies program. In it, students will learn the basic concepts and terms relevant to a sophisticated understanding of genre's nature and purpose. In addition, they will study the historical origins and evolution of various genres. As part of this exploration, students will consider the cultural backgrounds that shape values, aesthetics, and narrative, conceptual, or rhythmic structures as they appear in specific texts. By looking at both specific examples and larger patterns, students will have the opportunity to recognize the significance and complexity of genre in artistic and cultural texts. *Intercultural Understanding Capability course.*

### **GFS395**                      **Genre and Fandom Studies Capstone**                      **3 hours**

*Prerequisite: GFS101. (Offered in alternate years)*

This course will be the culmination of students' studies in the Genre and Fandom Studies program. Students will use both a common, anchor genre and a genre of their own choosing to analyze the significance of a variety of common structures in a variety

of media and across a variety of cultures. Students will propose and execute a significant research project tying together a variety of forms and expressions within a particular genre or idiom.

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## Geography

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**GEO105**                      **World Geography**    **3 hours**

*Prerequisite: None.*

A survey of world geographic regions and the spatial principles underlying political and economic development. Regional environments are studied for physical and societal similarities and variations. Topics such as landforms, weather and climate, vegetation, soils, animals, natural resources, population, language, religion, ethnicity, health, agriculture, industry, commerce, transportation, political systems, settlement, living conditions, and societal values are investigated. World regions included in the course are the former Soviet Union, Southwest Asia and North Africa, East Asia, Sub-Saharan Africa, and Latin America.

**GEO110**                      **Cultural Geography**    **3 hours**

*Prerequisite: None.*

A survey of fundamental human needs, beliefs, and activities that have molded the varied human landscapes of the world. Emphasis on the identification, description, and correlation of spatial variations of population, land use, and social and economic activities.

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## Health Education

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**HED170**                      **Wellness**    **2 hours**

*Prerequisite: None.*

The course is designed to teach the student the role of physical movement activities and consumption in maintaining adequate health and improved quality of life. The course includes the assessment, development, and implementation of a complete lifetime fitness and wellness program and its components. *Health, Fitness, and Well-Being Capability course.*

**HED179**                      **First Aid, CPR, and Injury Prevention**    **1 hour**

*Prerequisite: None.*

Focus on injury prevention providing knowledge and skills to react to situations in which emergency first aid is required. This course includes both American Red Cross First Aid and CPR certification. Extra fee.

**HED254                      Community Health    3 hours**

*Prerequisite: None. (Offered in alternate years)*

Introduces and examines the elements of community health. Various health topics and populations will be discussed and analyzed. Emphasis will be placed on development, implementation, and evaluation of health education programs.

**HED284                      Nutrition    3 hours**

*Prerequisite: None.*

Explore fundamentals of human nutrition, functions and requirements of nutrition, nutritional needs throughout the life cycle, and the role of nutrition in supporting health and wellness. *Health, Fitness, and Well-Being Capability course.*

## **History**

**HIS113                      Survey of European History to 1660    3 hours**

*Prerequisite: None.*

An introductory survey European history and civilization from its origins in ancient Mesopotamia through early modern times. The main political, economic, social, and intellectual developments of Europe will be studied in their historical context.

**HIS114                      Survey of European History Since 1660    3 hours**

*Prerequisite: None.*

An introductory survey of European history and civilization from 1660 to the present. The main political, economic, social, and intellectual developments of Europe since 1660 will be studied in their historical context.

**HIS123                      World History I    3 hours**

*Prerequisite: None.*

Topics in world history from the agricultural revolution to the seventeenth century. Emphasis on cross-cultural exchange via trade, conquest, religion, exploration.

**HIS124                      World History II    3 hours**

*Prerequisite: None.*

Topics in world history from the seventeenth century to the present. Emphasis on cross-cultural exchange and globalization via trade, conquest, religion, migration.

**HIS150                      U.S. History to 1865    3 hours**

*Prerequisite: None.*

A survey of the various social and cultural histories of diverse American peoples, ideas, traditions, and institutions, including immigrant and indigenous influences on the American experience leading up to the Civil War.

**HIS151 U.S. History Since 1865 3 hours**

*Prerequisite: None.*

A survey of the various social and cultural histories of diverse American peoples, ideas, traditions, and institutions, including immigrant and indigenous influences on the American experience since the Civil War.

**HIS200 Historical Methods and Skills 3 hours**

*Prerequisite: ENG103W. (Offered in alternate years)*

Introduction to the skills of secondary and primary source research, critical analysis of documentary sources, historical reasoning and written reports. Attention to research procedures, record-keeping, citation, and bibliography.

**HIS218 Illinois History 3 hours**

*Prerequisite: None. (Offered in alternate years)*

This course surveys Illinois history from the arrival of the first humans during the Paleolithic Era to the present. It also examines the interaction of ecological, social, cultural, economic, and political factors in their impact on Illinois' historical evolution.

**HIS225 Global Environmental History 3 hours**

*Prerequisite: None.*

Survey of twentieth-century environmental history presented as a new historical era, the Anthropocene. Focus on industrialization, legacies of imperialism, issues of development, and resource distribution. Examination of the interrelationship between political, economic, social and environmental injustice. *Sustainable Practices and Environmental Conscience Capability course.*

**HIS288 Nazi Germany 3 hours**

*Prerequisite: None.*

Traces the historical origins and development of National Socialism, focusing on the 1920s and 30s. Covers the 12 years of Nazi rule in Germany, including the World War and the Holocaust, as well as how German politics and society have attempted (or resisted) to address the Nazi past. Introduces students to key historical debates and interpretations of this period in German history.

**HIS288T Nazi Germany – Study Abroad Course 3-5 hrs**

*Prerequisite: None.*

Traces the historical origins and development of National Socialism, focusing on the 1920s and 30s. Covers the 12 years of Nazi rule in Germany, including the World War

and the Holocaust, as well as how German politics and society have attempted (or resisted) to address the Nazi past. Introduces students to key historical debates and interpretations of this period in German history. This course will also have a 10 day study abroad component. The instructor will guide students to multiple sites in Berlin, Germany. Students will also have free afternoons to explore the city independently with recommendations from the instructor. Site visits may include Topography of Terror, Sachsenhausen, Stolpersteine, Olympia Stadium, the Holocaust memorial, the Soviet war memorial, and Bebelplatz. Students will be required to write reflection journals. May be taken for 3, 4, or 5 hours. *Travel course.*

**HIS304                      Global Urban History    3 hours**

*Prerequisite: None. (Offered in alternate years)*

Cities are places where diverse cultures take shape. They are meeting grounds for ideas, traditions, and institutions. They influence national politics and are a reflection of values and ideals as well as technological and economic advancement. This course will examine the ways in which American urban cultures are a product of global forces and trace the ways in which American cities have influenced other global urban spaces.

**HIS307                      Global Sports History    3 hours**

*Prerequisite: None (Offered in alternate years)*

This course will examine the history of sports as a global space in which political, social, and cultural change has taken place over time; with an emphasis on impacts related to class, race, and gender, the course will seek to place sports within a historical context.

**HIS309                      African American History    3 hours**

*Prerequisite: None. (Offered in alternate years)*

History of African Americans and their contribution to the development of American society.

**HIS337                      The French Revolution    3 hours**

*Prerequisite: None. (Offered in alternate years)*

Study of the French Revolution from its origins through the Napoleonic Era.

**HIS341-344                      Regional History    3 hours**

*Prerequisite: None.*

Cultural survey of a selected world region which examines the political, social, economic, religious, intellectual and aesthetic development of the region and its inhabitants through time. Courses will be taught in a four-year cycle.

HIS341	History of Latin America
HIS342	History of the Middle East
HIS343	History of Sub-Saharan Africa

COURSE DESCRIPTIONS

HIS344 History of Eastern Asia

**HIS362W American Foreign Policy 3 hours**

*Prerequisite: None. (Offered in alternate years)*

The diplomatic history of American foreign policy from 1898 to the present. A consideration of the relations between present problems and traditional policies and of the institutions and forces involved in the decision making process in this area. Cross-listed as PSC362W.

**HIS375 Russia: The Soviet Union and After 3 hours**

*Prerequisite: None. (Offered in alternate years)*

Examination of the political, social, economic, and intellectual developments from the Russian Revolution of 1917 to the present.

**HIS380W Europe 1870-1914 3 hours**

*Prerequisite: HIS114 or instructor consent. (Offered in alternate years)*

The advanced and focused study of a theme in a seminar format relating to the period 1870-1914, providing the student the opportunity to engage in in-depth work on a particular topic or issue. Topics might include the rise of mass society, responses to technology, shifts in gender roles, or arms race and armaments.

**HIS381W Europe 1914-1945 3 hours**

*Prerequisite: HIS114 or instructor consent. (Offered in alternate years)*

The advanced and focused study of a theme in a seminar format relating to the period 1914-1945, providing the student the opportunity to engage in in-depth work on a particular topic or issue. Topics might include ethnic cleansing, home fronts during war, or literary/artistic responses to war.

**HIS382 Western Europe 1945-present 3 hours**

*Prerequisite: HIS114 or instructor consent. (Offered in alternate years)*

History of Western Europe from the end of World War Two to the present. Emphasis is on reconstruction, European integration, subcultures and immigration, consumerism, and the end of the Cold War.

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## Honors

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**HON200 Honors Seminar 1 hour**

*Prerequisite: Member of Honors Program. (Not offered every year)*

Students in the Honors Program will enroll in one Honors Seminar (HON200) for every 30 semester hours of credit earned at Eureka College until enrollment in HON410W.

Honors Seminars are meant to provide an arena in which honors students will be challenged to engage in in-depth discussions on various topics not normally covered in the general curriculum. The classes stress independent inquiry, critical thinking and group discussion.

**HON210                      Validation and Communication of Ideas                      2 hours**

*Prerequisite: Sophomore standing and member of Honors Program. (Not offered every year)*

This is an epistemology course for the sophomore Honors student in which the student's critical thinking will be strengthened through the process of recognizing the development and communication of ideas, hypotheses, and theories. Logical fallacies, pseudoscience, and historic revisionism will be inspected and contrasted with the establishment of theories, paradigms, and historical fact. The basis of research and communication of such research will be emphasized.

**HON301                      Honors Prospectus Preparation                      1 hour**

*Prerequisite: Member of Honors Program.*

A course meant to teach the basic of topic selection, bibliographic development, introduction to research and prospectus development in preparation for the writings of the Honors Thesis. (Generally taken 2nd semester of junior year.) Credit is offered on a pass-fail basis.

**HON410W                      Honors Thesis Preparation                      2 hours**

*Prerequisite: HON301.*

Taken during the semester in which research and writing will occur in cooperation with the Thesis Advisor, Thesis Reader and Director of the Honors Program. This course demands strong independent study skills. Student meets on a regular basis with the Director of the Honors Program. (Generally taken 1st semester of the senior year.)

**HON420W                      Honors Thesis Presentation                      2 hours**

*Prerequisite: HON410W.*

Taken after HON 410W, during the semester in which the thesis will be completed and the public thesis presentation will occur. Student meets on a regular basis with the Director of the Honors Program. (Generally taken 2nd semester of senior year.)

## **Interdisciplinary Studies**

**ECC101                      Justice and Civic Responsibility Seminar                      3 hours**

*Prerequisite: None.*

An introduction to Eureka College and the liberal arts, this course is designed to assist students in making a successful transition to Eureka College, lay the foundation for liberal arts study, and develop skills to ensure academic success. The course includes a group service learning project which students complete during the semester. Should be taken in the first semester of enrollment by all first-year and transfer students. *Justice and Civic Responsibility Capability course.*

**ECC110 Giving With Understanding 3 hours**

*Prerequisite: None.*

While all giving has good intentions behind it, these intentions are not always sufficient to address the problems or issues giving is meant to solve. In order to truly help, charitable individuals and organizations need to have a sophisticated understanding of a given problem. In this course, students will begin to understand the difference between immediate needs and systemic problems, recognizing how to approach either one. They will also learn to track what organizations seem to be effective in their philanthropy and which have problematic aspects in their handling of resources or their core beliefs and practices. Students will also gain the skills to approaching giving in a thoughtful, informed way, truly helping groups or individuals that they mean to help. *Analytical Inquiry and Problem Solving Capability course.*

**ECC167 Popular Culture and the Environment 3 hours**

*Prerequisite: None.*

From the origin of our species, we have had a symbiotic and complex relationship with the natural environment, as evidenced in the common themes of our global mythologies, discourses, literatures, religions, laws, and policies. Drawing from this history, this course aims to identify themes and issues in contemporary popular culture and media - from "green" advertising campaigns to social media activism, wildlife documentaries to Saturday morning cartoons, and beyond. We will trace the economic, political, and social aspects of these cultural artifacts in an effort to identify, evaluate, and act to address conservation and sustainability issues at local, national, and global levels. *Sustainable Practices and Environmental Conscience Capability course.*

**ECC212 Media in Rural America 3 hours**

*Prerequisite: ENG103W. (Offered variably, but will be taught at least once every four years. Consult the Communication and Media Studies faculty for more information on the current rotation)*

Historic and modern survey of media produced in, representing, and/or distributed in rural America. Students civically engage through a digital history project focused on movie theater history in rural Illinois. Cross-listed as ECC212. *Justice and Civic Responsibility Capability course.*

**ECC235 The Rise of the Individual 3 hours**

*Prerequisite: None.*

This course will examine the roots of concepts of individualism, and it will challenge students to consider the consequences of putting a primary focus on competition and distinction. By the end of this course, students should be able to recognize the ways in which putting a premium on individuality influences their life decisions, and they should also recognize the consequences of how we as a culture define individualism and identity. *Justice and Civic Responsibility Capability course.*

**ECC240                      Contact and Expression                      3 hours**

*Prerequisite: None.*

This course will look at different cultural perspectives on shared cultural events. If you consider Twitter and Facebook posts about major trends or events, you can quickly see how the language and frames of reference that people use to discuss a topic deeply impacts their perception of it. With this in mind, the course will examine how cultural traditions and practices can lead to vastly different understandings, and it will challenge students to think about the ethics of their regular communications and cultural assumptions. By the end of the course, students should be able to identify underlying assumptions within a variety of contemporary discourse communities. *Intercultural Understanding Capability course.*

**ECC250                      Music and Race                      3 hours**

*Prerequisite: None. (Offered every 2-3 years).*

This course will explore the relationship between music, a cultural product, and race, a cultural construct. We will examine how music participates in the creation and mediation of personal, ethnic, regional, national, and transnational identities, and how it is used both to enforce and challenge racial divisions in a cross-cultural perspective. We will also examine how music may be used to address racial injustice. Cross-listed as MUS250. *Intercultural Understanding and Justice and Civic Responsibility Capability course. Students may choose to do either capability, or both.*

**ECC281                      Happiness and Human Flourishing                      3 hours**

*Prerequisite: None. (Offered in alternate years)*

Ancient Greek philosophy holds that happiness (εὐδαιμονία) is the soul's highest good. But happiness means more than instant gratification or indulging in what makes us feel good in the moment. Happiness as εὐδαιμονία conveys the meaning of mental wellness, overall health, life-satisfaction, and the absence of anguish or mental agitation. This course explores wellness and human flourishing as desirable goods to which various habits and practices lead. Among other questions to be considered: What do texts in classical philosophy and contemporary psychology speak to the human predicament and desire for happiness or flourishing? How are habits such as resiliency, wisdom, vulnerability, courage, moderation, hope, solidarity, rest, creative engagement, and love important to human flourishing and overall wellness (εὐδαιμονία)? How are these



**IDS110 Introduction to Career Development 3 hours**

*Prerequisite: None.*

In the course of this 3-credit class, students will 1) explore their strengths/interests and chosen field/profession(s), 2) develop professional identity awareness and build competencies to be used in the workplace, and 3) learn about and apply previous components to securing employment.

**IDS211 London Live 3 hours**

*Prerequisite: Completion of two semesters and a valid passport.*

This course is a broad overview of cultural, historical, and economic issues in the United Kingdom. Students will participate in class discussions considering both historic and current issues facing the United Kingdom. Students will lead discussions on assigned topics. Students will participate in a variety of required educational events arranged in London, England and other locations. Travel course.

**IDS250 Travel Seminar 1-6 hrs**

*Prerequisite: See course description.*

A student may enroll for credit in travel-study projects sponsored or accepted by the College. Approval of registration for credit must be secured through the offices of the Provost of the College and the appropriate Division Chair. Travel-study projects may be domestic or foreign and must include readings, discussion, and a paper.

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**Kinesiology**

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**KIN130 Introduction to Strength and Conditioning 3 hours**

*Prerequisite: None. (Offered every fall)*

Explore the foundational principles of strength and conditioning and gain the confidence to engage in a lifelong health, fitness, or performance routine. *Health, Fitness, and Well-Being Capability course.*

**KIN180 Introduction to Kinesiology 3 hours**

*Prerequisite: None.*

Introductory exploration of the subdisciplines of kinesiology, careers in kinesiology, and principles of health and well-being. *Health, Fitness, and Well-Being Capability course.*

**KIN191 Exercise Science Practicum 2 hours**

*Prerequisite: Instructor consent.*

Assist an instructor in teaching a department activity class.

**KIN255                      Psychological and Sociological Aspects of Physical Education and Sport                      3 hours**

*Prerequisite: KIN180 and either PSY101 or SOC102.*

Introduces students to the neuropsychological, biophysical, psychosocial, and intrapersonal variables that influence athletic performance. Additionally, students will study the fundamental social processes of sport including socialization, social control, stratification, social conflict, and social change.

**KIN265                      Tests and Measurement in Kinesiology                      3 hours**

*Prerequisite: KIN180, MAT260, and a declared KIN major. (Offered every fall)*

Design, implementation, and analysis of various tests and measurements utilized to assess health, physical fitness, skill proficiency, knowledge of the activity, degree of improvement, relationships within the group, and diagnosis of specific needs for various populations.

**KIN273                      Psychological Aspects of Physical Activity                      3 hours**

*Prerequisites: KIN180 and either PSY101 or SOC102. (Offered in alternate years)*

Explore the psychological theories and concepts related to physical activity, exercise, and sport, such as personality, motivation, and well-being.

**KIN290                      Athletic Training Practicum                      2 hours**

*Prerequisite: Instructor consent.*

Students will be assigned athletic practice and event coverage, learning the day-to-day responsibilities and duties of the Student Athletic Trainer.

**KIN291                      Exercise Science Practicum                      2 hours**

*Prerequisite: Instructor consent.*

Involves the development, promotion, and independent instruction of a campus wellness course.

**KIN294                      Motor Development                      3 hours**

*Prerequisite: Sophomore, Junior or Senior standing. (Offered in alternate years)*

Study of the areas within the traditional field of motor skill acquisition including motor learning (the relatively permanent change in the performance of a motor skill resulting from experience and/or practice), motor development (the aspects of motor skill acquisition resulting from heredity), and motor control (the cognitive bases of motor skill acquisition and the organization and application of these during controlled, skilled movement).

**KIN311                      Moving and Adapting Bodies                      3 hours**

*Prerequisite: KIN180 or instructor consent. (Offered in the fall of odd-numbered years)*

This course serves as an exploration of anatomy, biomechanics, and physiology as it relates to Kinesiology. Students will explore various concepts to better understand how the body moves and adapts as a result of physical activity and exercise.

**KIN330                      Advanced Strength and Conditioning                      3 hours**

*Prerequisites: KIN130, KIN265, and First Aid/CPR certified by 10<sup>th</sup> day of the semester.*

Gain practical knowledge and experience related to group and individualized strength and conditioning.

**KIN343                      Sociological Aspects of Health and Physical Activity                      3 hours**

*Prerequisites: KIN180 and either PSY101 or SOC102. (Offered in alternate years)*

Examination of diversity and social inequality as they relate to health and physical activity. *Intercultural Understanding Capability course.*

**KIN380W                      Biomechanics                      3 hours**

*Prerequisite: BIO264; with instructor consent, may be taken at Sophomore level.*

Study of the movements, muscular action, and joint mechanics in relation to Kinesiology activities and of the mechanical analysis of the more commonly used physical skills.

**KIN382                      Exercise Physiology I                      3 hours**

*Prerequisite: BIO264.*

Study of the physiological mechanisms associated with the muscular activities involved in everyday living, recreation, and sports. Intended to give the Kinesiology major a basic understanding of the underlying physiological principles involved in muscular activity.

**KIN383                      Adapted Physical Education                      3 hours**

*Prerequisite: Junior or Senior standing.*

Study of principles and practices in the modification of physical education activities to meet the needs of students with disabilities. Alternatives are offered for integrating students with disabilities into the regular physical education program.

**KIN385                      Organization and Administration of Physical Education,  
Sport, and Intramurals                      3 hours**

*Prerequisite: Junior or Senior standing.*

Study of the nature of administration and management in sport, physical education, and intramurals, including: leadership and supervision, organization and evaluation, communication and public relations, law and physical education, risk management, financial management, and designing and planning physical education/sport programs and facilities.

**KIN386W                      Exercise Physiology II                      3 hours**

*Prerequisite: KIN382.*

Study of the preventative and rehabilitative concepts of fitness including: applied exercise physiology, exercise prescription, electrocardiography, health appraisal, gerontology, behavior modification, and fitness program administration.

**KIN390                      Practicum in Athletic Training                      2 hours**

*Prerequisite: Instructor consent.*

Students will be responsible for the day-to-day management of junior varsity and varsity teams as assigned by the Head Athletic Trainer.

**KIN391                      Kinesiology Practicum                      1 hour**

*Prerequisites: Declared Kinesiology major, junior standing, and instructor consent.*

Explore and observe in a variety of kinesiology job settings.

**KIN490                      Practicum in Athletic Training                      3 hours**

*Prerequisite: Instructor consent.*

Students will be responsible for the day-to-day management of the athletic training needs of a varsity athletic team. Specific work assigned will be discussed between the Head Athletic Trainer and the student.

**KIN495                      Exercise Science Internship                      2+ hrs**

*Prerequisite: 2.25 GPA; complete internship Agreement through Career Services/Handshake.*

Internship experience in an off-campus preventative or rehabilitative setting.

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## **Leadership**

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**LDR015                      Leadership Colloquium                      0 hours**

*Prerequisite: Enrollment limited to Disciples of Christ Leadership Program Fellows (DLP) and Reagan Leadership Program (RLP) Fellows. (Offered each semester)*

This course will operate as a colloquium, in that students will attend and actively participate in regularly scheduled meetings, readings, lectures, campus events, speaker series, and other co-curricular experiences. Each student's roster of events will be determined in consultation with the professor. Students who do not enroll and/or fail this course will risk disciplinary action tied to the DLP or RLP, including (but not limited to) probation and the loss of the DLP or RLP scholarship. Graded pass/fail.

**LDR110                      Introduction to Leadership                      3 hours**

*Prerequisite: None.*

An introduction to the nature of leadership, with a focus on the history and origins of leadership, theoretical approaches to leadership, and the essence of contemporary

leadership. Application of these concepts to life experiences will be addressed. Students will be exposed to the nature of leadership through presentation of objective material, group activities, and laboratory exercises.

**LDR115 Introduction to Leadership 3 hours**

*Prerequisite: None. (Offered every fall semester in-person and variably online)*

What constitutes effective leadership? This introductory course will address this question through an exploration of leadership theories and practices. Specifically, this course will introduce students to the importance of diversity and digital media as core components of leadership in modern society. This course will also introduce concepts such as identity, intersectionality, and power as they intersect with and inform leadership, with a particular focus on race, gender, sexuality, class, dis/ability, and age. Specifically, this course will consider the past four American generations—the Baby Boomers, Generation X, the Millennials, and Generation Z—as case studies for understanding leadership theory and practice. Students will be assessed through a combination of exams, writing, and in-class participation. *Intercultural Understanding Capability course.*

**LDR215 Digital Leadership 3 hours**

*Prerequisite: ENG103W or instructor consent. (Offered in even-numbered year spring semesters)*

Contemporary society is built upon digital technologies and media. Consider the foundational impact of social networking platforms such as Facebook, LinkedIn, and Snapchat; digital media companies such as Netflix, Spotify, and YouTube; digital device manufacturers such as Apple, Microsoft, and Samsung; and digital retailers such as Amazon, Etsy, and eBay. These platforms, companies, manufacturers, and retailers have not only revolutionized modern life, they have also inaugurated new forms of leadership. To be a leader now requires a critical understanding of such digital platforms and media and, too, a practical dexterity utilizing these technologies towards the betterment of society. This course accordingly introduces students to core issues, theories, and practices of digital leadership, including the effective use of communication within digital platforms such as email, texting, and social networks. Students will also consider the successes and failures of prominent digital leaders and companies, including Amazon, Apple, Facebook, and Google. Beyond these examples, students will also respond to contemporary case studies in digital leadership. Areas of assessment will include a semester-long portfolio of students' digital communication, a biography of and presentation on a digital leader composed and circulated via a digital medium, exams, and in-class discussion. *Communication Capability course.*

**LDR220 Organizational Behavior and Leadership 3 hours**

*Prerequisite: LDR110.*

This course is designed to provide students with the basic principles and elements of the growing Organizational Leadership discipline. Leadership theories and behaviors are examined in the context of the modern organization. The course introduces the student to the tasks, strategies, and skills of effective leadership. Course activities will move the student from theory to the practical processes of leadership within an organization. Concepts essential to personal skills development and organizational leadership behavior are emphasized.

**LDR225 Leadership Theory 3 hours**

*Prerequisite: None.*

The goal of this course is to provide students with an understanding of leadership theory and to examine applications of leadership principles to the college environment and other settings in the community. Students will be asked to participate in a campus or community setting where they can study and apply these principles. This will be an opportunity for an in-depth study of leadership theories. *Communication Capability course.*

**LDR240 Philosophy of Leadership 3 hours**

*Prerequisite: LDR110.*

This course explores leadership from a philosophical point of view, that is, from the viewpoint of asking some fundamental questions about what it means to be a leader. Topics could include one or several of the following. What are some of the particular moral questions that being in a position of leadership could raise and how might several moral theories help to illuminate those questions? What might be some of the spiritual dimensions of leading or guiding others and how might several of the religious traditions shed light on those? How might leadership fit into a conception of human nature and the possibilities for human fulfillment and happiness? Following consideration of these theoretical topics, students will begin to develop their own personal leadership philosophy.

**LDR280 Organizational Research Methods 3 hours**

*Prerequisite: LDR110.*

An introduction to research and inquiry regarding leadership within various types of organizations, with special attention to a performance focus as applied to leadership. Students will design and complete a mini research project that includes: a problem statement, definition of terms, limitations and delimitations, literature review, description of research method, collection of data, data analysis, and interpretation of data.

**LDR191/291/391W/391/491 Practicum in Leadership 16 hrs**

*Pre or Corequisite: LDR110.*







computation of interest rates, amortization of loans, annuities, etc. are also covered. Study of statistical techniques needed in business settings, interpretation of information in graphical formats, and statistical information in graphic form.

**MAT162                      Applied Functions and Calculus for Business                      3 hours**

*Prerequisite: MAT095R, an ACT Math score of at least 23 or an SAT Math score of at least 560, or by placement.*

Deals with functions, modeling, and algebra topics with introduction to differential calculus. Topics geared to business applications and problem solving, functions and how they are represented graphically, in tabular forms, in mathematical formulas, and in words. Focus on linear, exponential, and polynomial functions in expressing and solving business problems, as well as construction of models representing real world business applications. Derivative is introduced and applied in marginal revenue, profit and cost problems, and in optimization.

**MAT171                      Calculus with Analytic Geometry I                      5 hours**

*Prerequisite: MAT121 or by placement (prior knowledge of trigonometry required).*

Study of the limits extended to differentiation and integration of polynomial and trigonometric functions with coordinate geometry interpretations. An introduction to the definite integral. The calculus will be presented in multiple representations: verbal, numerical and symbolic.

**MAT260                      Statistics                      3 hours**

*Prerequisite: MAT103 or by placement.*

Discussion of fundamental methods of descriptive statistics, statistical inference, and an introduction to non-parametric statistics and to basic probability. (Does not count in any mathematics major.)

**MAT271                      Calculus with Analytic Geometry II                      4 hours**

*Prerequisite: MAT171.*

Extension of differentiation and integration to exponential and logarithmic functions with emphasis on general techniques of integration. The introduction to infinite series and Taylor series. Calculators and computers will be used.

**MAT272                      Calculus with Analytic Geometry III                      4 hours**

*Prerequisite: MAT271.*

Discussion of partial differentiation, multiple integrals, line integrals, Green's Theorem, and parametric equations.

**MAT275                      Differential Equations                      3 hours**

*Prerequisite: MAT271. (Offered in alternate years)*

Discussion of first and second order ordinary differential equations, LaPlace Transforms, eigenvalues of linear systems.

**MAT280                    Discrete Mathematics                    3 hours**

*Prerequisite: MAT171, with CSC135 recommended.*

Concepts in discrete mathematics. Sets, logic, mathematical induction, relations, functions and graphs are discussed. Emphasis will be placed on algorithmic processes.

**MAT310                    Probability and Statistics                    3 hours**

*Prerequisite: MAT271. (Offered in alternate years)*

Study of concepts of probability leading to discussion of the binomial, poisson, and normal distributions, as a foundation for statistical inference.

**MAT315                    Linear Algebra                    3 hours**

*Prerequisite: MAT271.*

Introductory course in linear and matrix algebra with primary concern for finite real vector spaces. Computer software will be used for various applications.

**MAT320                    Abstract Algebra                    3 hours**

*Prerequisite: MAT280 or MAT315. Both courses are recommended. (Offered in alternate years)*

Introduction of the concept of algebraic structures with particular reference to the properties of groups and rings.

**MAT340W                  Foundations of Geometry                    3 hours**

*Prerequisite: MAT271. (Offered in alternate years)*

Systematic treatment of the foundation of Euclidean Geometry with an introduction to several finite and non-Euclidean geometries.

**MAT415                    Real Analysis                    3 hours**

*Prerequisite: MAT272 or MAT315. (Offered in alternate years)*

Study of limit processes applied to continuous or differentiable real-valued functions. Careful definitions and rigorous methods of proof are emphasized. Topology is introduced as the proper framework for continuous functions. Advanced calculus techniques are reviewed.

## Mathematics Education

**MED101                    Mathematics for Elementary Teachers I                    3 hours**

*Prerequisite: MAT095 or an ACT Math score of at least 23. MAT095R, an ACT Math score of at least 23 or an SAT Math score of at least 560, or by placement.*

This is the first in a two course sequence for students planning to major in elementary education. Topics include an introduction to problem solving strategies, sets, numeration systems, properties of numbers, development of the operations, and proportional reasoning.

**MED102                      Mathematics for Elementary Teachers II                      3 hours**

*Prerequisite: MED101.*

This is the second in a two course sequence for students planning to major in elementary education. Topics include number theory, functions, expressions, equations, fundamentals of measurement, and geometry.

**MED151                      Mathematics for Middle Grades Teachers                      3 hours**

*Prerequisite: MED102.*

This course is intended to provide a background for teaching algebra and geometry in the middle school. The course will include a study of functions designed to reinforce knowledge of the algebraic skills and processes taught at the middle grades level and to extend this knowledge to more advanced topics. This course also examines in depth geometry content appropriate for middle grades mathematics teachers, including the use of technology to study geometry. In particular, the course will emphasize the links between algebra and geometry. The course will also emphasize current research regarding the teaching and learning of algebra and geometry.

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## Music

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**MUS070                      Concert Attendance                      0 hours**

*Prerequisite: None.*

Required every semester for all music majors and minors. Students must attend at least one live musical performance every semester they are enrolled as a music major or minor at Eureka College. Performances must be approved by Faculty. Programs/Tickets must be submitted. Graded Pass/Fail. May be repeated.

**MUS086                      Piano Proficiency                      0 hours**

*Prerequisite: None.*

The examination of the piano proficiency items required of all music majors. Music majors are to enroll in this course in the semester they plan to complete the last of their proficiency items, in order to receive credit for passing their major-level piano proficiency requirement.





Fundamentals of choral conducting, including conducting patterns, various tempos, dynamics, articulation, starting and stopping, fermatas, and cuing. Score preparation is also covered.

**MUS233                      Secondary Applied Piano    0.5 hour**

*Prerequisite: None.*

Individual instruction in piano for one half hour weekly. Study proceeds at the student's level. Music majors must present jury examination at the end of the semester. Non-majors have the option to play at a recital in lieu of juries. Course may be repeated for credit.

**MUS234                      Secondary Applied Voice    0.5 hour**

*Prerequisite: None.*

Individual instruction in singing for one half hour weekly. Study proceeds at the student's level. Music majors must present jury examination at the end of the semester. Non-majors have the option to sing at a recital in lieu of juries. Course may be repeated for credit.

**MUS235                      Musical Theatre    3 hours**

*Prerequisite: None. (Offered in alternate years)*

Teaching students to combine and unify the areas of singing and acting. Focus will be on preparing a successful audition, freeing the body, and singing in contemporary, pop, and classical Musical Theatre styles. Students in the Musical Theatre course receive a variety of in-class performing opportunities culminating in a public performance. Cross-listed as THA235.

**MUS236                      Secondary Applied Guitar/Bass    0.5 hour**

*Prerequisite: None.*

A course in applied guitar or bass guitar for beginning to advanced students. The student will pursue individualized goals in weekly lessons at a time to be arranged with instructor in the first week of the semester. Curriculum is based upon repertoire and/or technical materials discussed and decided upon throughout the course. Student must present jury examination at the end of the semester. Course may be repeated for credit.

**MUS250                      Music and Race    3 hours**

*Prerequisite: None. (Offered every 2-3 years).*

This course will explore the relationship between music, a cultural product, and race, a cultural construct. We will examine how music participates in the creation and mediation of personal, ethnic, regional, national, and transnational identities, and how it is used both to enforce and challenge racial divisions in a cross-cultural perspective. We will also examine how music may be used to address racial injustice. Cross-listed as







technical materials discussed and decided upon throughout the course. Student must present jury examination at the end of the semester. Course may be repeated for credit.

**MUS340 Bibliography and Research Methods 3 hours**

*Prerequisite: None. (Offered in alternate years)*

This course will provide a foundation of research methodology in the field of music, including research methods, library and archive methods, reference resources, digital research methods, citation systems, evaluating sources, etc.

**MUS350 Sacred Music 3 hours**

*Prerequisite: At least two years of instrumental or singing experience or instructor consent. (Not offered every year)*

This course will examine Christian music with an emphasis on its role in worship. Students will discuss repertoire from various periods in Catholic, Protestant, and Orthodox traditions, discussing the relationships between music, text, and liturgy. Connections to other sacred music traditions, such as chant in Jewish worship, will provide a point of comparison. In light of the many forms worship music takes today, this course will also consider the process of choosing music to accompany liturgy. The overarching questions are as follows: What effect does a liturgical function have on the form, texture, and affect of a musical work? How does sacredness manifest in performance practice and the construction of music itself? How can musical works inspire worshippers through their messages on living meaningfully? *Spiritual Engagement and the Examined Life Capability course.*

**MUS354 Latin American Popular Music 3 hours**

*Prerequisite: MUS151 or instructor consent.*

Examination of the main popular musical cultures of Latin America in their historical and cultural context, including the musics of Mexico, Cuba, Dominican Republic, Puerto Rico, Colombia, Brazil, and Argentina. The course also examines how music participates in the creation and mediation of personal, ethnic, regional, national, and transnational identities. Cross-listed as SPA354.

**MUS355 Mexican Folk Music 3 hours**

*Prerequisite: None. (Offered every 2-3 years)*

This course will examine the traditional folk musics of Mexico, with an emphasis on the role of music in Mexican society and culture. The course will also examine how music participates in the creation and mediation of personal, ethnic, regional, national and transnational identities. Cross-listed as SPA355.

**MUS382 Chamber Singers 1 hour**

*Prerequisite: Audition.*

Chamber Singers is Eureka's select vocal ensemble, open to both majors and non-majors by audition. Members are chosen for sight-reading and aural skills, vocal color, and balance of voice parts. Though the repertoire covers a similar range as in Chorale, there is a greater emphasis on developing advanced musicianship skills in unaccompanied music. In addition to performing alongside the Chorale in campus and off-campus performances, this ensemble holds an annual Renaissance Christmas Dinner for the local community. Course may be repeated for credit. May be taken for 0 credit (MUS082).

**MUS385                      Opera and Lyric Theater Workshop                      1 hour**

*Corequisite: MUS334 or instructor consent.*

Practical exploration of Opera and Musical Theater repertoire. Singers will be cast in scenes (duets, trios, etc.) or full productions, depending on enrollment. Instrumentalists, stage directors, and production crew are also welcome. This course fulfills ensemble requirements for music majors and minors. Course may be repeated for credit. May be taken for 0 credit (MUS085).

**MUS387                      Jazz Ensemble                      1 hour**

*Prerequisite: Audition. It is expected that the student has a working knowledge of standard notation on the respective instrument and at least some reasonable amount of experience in a previous ensemble, be it formal or informal. Students are expected in due time to move into intermediate levels of proficiency and aspire to improve and develop skills through experience in rehearsal and public performance.*

In this course, students will perform the idiom of jazz within an ensemble ranging from a small combo to a big band, depending on the availability of instruments and personnel. Course may be repeated for credit. May be taken for 0 credit (MUS087).

**MUS496                      Composition Capstone                      4 hours**

*Prerequisite: MUS260 or instructor consent. (Offered as needed)*

Capstone Project for Music History and Theory concentration. Students will produce an original musical composition and arrange for its performance. Graded Pass/Fail.

**MUS497                      Research Capstone                      4 hours**

*Prerequisite: MUS340. (Offered as needed)*

Capstone Project for Music History and Theory concentration. Students will produce a thesis paper using original research and/or analysis. Graded Pass/Fail.

**MUS498                      Senior Recital                      1 hour**

*Prerequisite: MUS098 and instructor consent. Corequisite: MUS333 or MUS334.*

A recital of at least fifty minutes of music performed in the senior year on piano or voice. Graded pass/fail.

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## Nursing

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**HS160                      Medical Terminology for the Health Sciences                      2 hours**

*Prerequisite: None.*

This course introduces the learner to terminology in relationship to body systems, medical conditions, diagnoses and disease processes, and medical procedures. Course offered in partnership with Methodist College of Nursing.

**HS200                      Introduction to Informatics for Healthcare Professionals                      3 hours**

*Prerequisite: None.*

This blended course will introduce students to lower level informatics as it applies to computer applications and information systems in healthcare. Students will explore general computer information, healthcare information systems, and specialty applications. Major themes of privacy, confidentiality, and information security are presented throughout the course. Ethics, evidence based practice, and various channels of electronic and digital communication will be studied. Basic computer knowledge and skills will be utilized during this course. Course offered in partnership with Methodist College of Nursing. Additional fee for textbook and software.

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## Philosophy

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**PHI110                      Introduction to Philosophy                      3 hours**

*Prerequisite: None.*

This course introduces students to some of the major topics and issues in western philosophy. Philosophy is the academic discipline which considers questions that have proven to be perennially significant to us as human beings, like what it means to be a human being, the nature of knowledge and the structure of reality, whether or not God or ultimate truth has objective reality, and how we should lead our lives in relation to those around us. Our discussion of western philosophy will focus around a variety of themes including ethics, metaphysics, epistemology, and philosophy of religion. *Spiritual Engagement and the Examined Life Capability course.*

**PHI140                      Logic                      3 hours**

*Prerequisite: None. (Offered in alternate years)*

Introduction to elementary deductive logic (including syllogisms, propositional logic, and quantification) and inductive reasoning.

**PHI220                      Moral Philosophy                      3 hours**

*Prerequisite: None. (Offered in alternate years)*

Study of important moral theories selected from the entire history of philosophical debate about ethical questions.

**PHI250                      Ancient Philosophy    3 hours**

*Prerequisite: None. (Offered in alternate years)*

Selected survey of philosophers from the Pre-Socratics up to the Medieval Period. Among those who could be included are Heraclitus, Parmenides, Plato, Aristotle, and Cicero.

**PHI260                      Modern Philosophy    3 hours**

*Prerequisite: None. (Offered in alternate years)*

Selected survey of philosophers from the Renaissance through the 18th century. Among those who could be included are Descartes, Spinoza, Leibniz, Berkeley, Hume, Locke, and Kant.

**PHI270                      Contemporary Philosophy    3 hours**

*Prerequisite: None. (Offered in alternate years)*

Selected survey of 19th and 20th century philosophers. Among those who could be included are Hegel, Marx, Kierkegaard, Nietzsche, Heidegger, Sartre, and Wittgenstein.

**PHI320W                      Political and Social Philosophy    3 hours**

*Prerequisite: 3 hours of Philosophy at 200-level or instructor consent. (Offered in alternate years)*

Study of the nature of man centering on his political, social and/or moral existence. Cross-listed as PSC320W.

**PHI330W                      Metaphysics    3 hours**

*Prerequisite: 3 hours of Philosophy at 200-level or instructor consent. (Offered in alternate years)*

Questions and speculations about the nature of things; possible topics might include arguments for the existence of God, the nature of the human soul, or what substance is.

**PHI340W                      Theory of Knowledge    3 hours**

*Prerequisite: 3 hours of Philosophy at 200-level or instructor consent. (Offered in alternate years)*

Consideration of the issues and problems associated with the question: What is the nature and scope of human knowledge?

**PHI350W                      Philosophic Figures    3 hours**

*Prerequisite: 3 hours of Philosophy at 200-level or instructor consent. (Offered in alternate years)*

Study of a single important author through a careful examination of one or several major works.

**PHI360 Narratives of Freedom**

**3 hours**

*Prerequisite: ENG103W. (Offered in-person in alternate years)*

This course will study seventeenth and eighteenth-century philosophical traditions in ethics – such as Hobbes, Locke, and Rousseau (deontological and social contract theories) – alongside the writings of Frederick Douglass, Sojourner Truth, Olaudah Equiano, Harriet Jacobs, and other writers in the Black Atlantic and American Slave Narrative traditions. Putting these strands into conversation, and giving them equal importance, the course will consider ideas such as liberty, equality, citizenship, property, individual rights, natural law, the nature of justice, and moral agency. Both traditions offer extended arguments (directly or indirectly) on the nature of moral and political life; both traditions also provide “narratives” on the emergence of free, equal persons and the “birth” of “civil society,” as well as arguments for what justifies political power in a society. Taken together, both traditions are helpful for confronting conceptual inconsistencies behind a long and ongoing history of racial, gender, and class discrimination, as well as for underscoring the continued struggle for liberty, equality, and hope for political reform, which is a philosophical task.

## Physical Science

**PHS110 Introduction to Physical Science**

**4 hours**

*Prerequisite: MAT103 or by placement.*

An introduction of the fundamentals of physics and chemistry with special attention paid to reasoning, problem solving, and utilizing the scientific method. Topics will include motion, energy, heat, temperature, waves, electricity, light, atoms, periodic properties, chemical bonds, reactions, and solutions. Lecture and Laboratory. *Scientific Literacy Capability course.*

**PHS111 Introduction to Earth Science**

**4 hours**

*Prerequisite: MAT095R, an ACT Math score of at least 23 or an SAT Math score of at least 560, or by placement.*

The study of the origin and development of the planet earth including plate tectonics. Structure, composition, and identification of earth materials are emphasized. Lecture and Laboratory.

**PHS112 Introduction to Astronomy**

**4 hours**

*Prerequisite: MAT095R, an ACT Math score of at least 23 or an SAT Math score of at least 560, or by placement.*



*Prerequisite: None.*

Focuses on the structure and operation of the government of the United States. Emphasis is on the creation and ratification of the Constitution, federalism, separation of powers and the operation of the three branches, and political parties and elections. Ideally, a student would take this course before taking 200- and 300-level Political Science courses.

**PSC250 American Government (State and Local) 3 hours**

*Prerequisite: None. (Offered in alternate years)*

Study of the structure and function of states, municipalities, and other units of local government. Special attention is given to Illinois state government and the Illinois state constitution.

**PSC260 Political Ideologies 3 hours**

*Prerequisite: None. (Offered in alternate years)*

This class will provide a broad overview of a number of prominent ideologies across the political spectrum including but not limited to liberalism, conservatism, socialism, fascism, and feminism. *Communication Capability course.*

**PSC263 International Relations 3 hours**

*Prerequisite: None. (Offered in alternate years)*

Study of the political, economic, and psychological factors which contribute to the present-day international situation.

**PSC301 The Presidency 3 hours**

*Prerequisite: PSC150. (Offered in alternate years)*

Study of the executive branch of government focusing primarily on the Presidency, including: Constitutional and historical developments; presidential elections and political parties; decision making; appointments; interactions between the President, Congress, and the courts; foreign policy and national defense.

**PSC310W The American Congress 3 hours**

*Prerequisite: ENG103W. (Offered in alternate years)*

Study of the structure and organization of the American Congress. Special attention is given to legislative rules and procedures, campaigns and elections, and the role of leadership in the House and Senate. This course is primarily a research course. Students are required to produce an original research paper of 15-20 pages.

**PSC315 Constitutional Law 3 hours**

*Prerequisite: PSC150 or instructor consent. (Offered in alternate years)*





**PSY207 Middle Childhood & Adolescent Development 3 hours**

*Prerequisite: None.*

Study of middle childhood and adolescent development including theories of development focusing on middle childhood and adolescence and developmental issues within the family, peer and school contexts.

**PSY215 Cognitive Psychology 3 hours**

*Prerequisite: PSY101.*

Introduction to theories, issues and problems in contemporary cognitive psychology. Emphasis is placed on human memory, language, problem solving and related higher-order thinking skills.

**PSY225 Industrial-Organizational Psychology 3 hours**

*Prerequisite: PSY101. (Offered in alternate years)*

A study of major areas in industrial psychology, including: personnel selection and placement; work motivation, attitudes, and morale; organizational structure and change; conflict resolution; communication and decision behavior; consumer behavior. *Analytical Inquiry and Problem Solving Capability course.*

**PSY235 Cognitive Biases 3 hours**

*Prerequisite: None. (Offered online as part of the IT Workforce Accelerator Good Jobs Grant)*

This course is designed to provide students with an in-depth understanding of social and cognitive biases that pervade our everyday lives. This course will explore the underlying psychological mechanisms that contribute to the formation and perpetuation of biases, while providing practical strategies to mitigate their influence on our decision-making, communication, and interpersonal relationships. *Analytical Inquiry and Problem Solving Capability course.*

**PSY260 Health Psychology 3 hours**

*Prerequisite: PSY101.*

This course is designed to give a broad overview of the field of health psychology, including concepts, theory, and research. Health psychology is a young and exciting field of study that examines the bi-directional relationship between psychology and mental and physical health. Development of a health behavior change plan to demonstrate capability. *Health, Fitness, and Well-Being Capability course.*

**PSY280W Psychological Statistics & Methods I 4 hours**

*Prerequisites: PSY101, PSY180, and MAT095R or placement.*

Students will learn the foundations of scientific research in psychology, emphasizing the role of psychology as a science, the role of scientific reasoning in everyday life, ethical issues in behavioral research, qualitative research, observational research, and survey

design. Students will begin to develop proficiency in statistical program and Excel data entry and management, descriptive statistical analysis and reporting, the visual display of data, APA Style essentials, and academic writing, reading, and oral communication in psychology. Should be taken in the fall semester of the junior year.

**PSY281 Contemporary Statistical Analysis for the Workplace 3 hours**

*Prerequisite: None. (Offered online as part of the IT Workforce Accelerator Good Jobs Grant)*

This course is designed to equip students with the necessary knowledge and skills to become competent in statistical literacy and problem-solving for data analysis. The course will cover essential statistical concepts, including probability distributions, hypothesis testing, and regression analysis. Students will learn how to use popular software tools such as Microsoft Excel and Jamovi to perform data analysis and visualization. The course will focus on hands-on learning, with students working through a variety of practical examples to reinforce their understanding of statistical concepts and problem-solving techniques. Throughout the course, students will learn how to formulate research questions and engage in data analysis, drawing conclusions from the data. They will also learn how to interpret and communicate results effectively, using data visualization tools such as charts and graphs. *Scientific Literacy Capability course.*

**PSY285 Psychology of Learning 3 hours**

*Prerequisite: PSY101. (Offered in alternate years)*

Principles, theories, concepts, and experimental literature related to learning, conditioning, and motivation. Research pertaining to animal as well as human subjects is considered.

**PSY286 Sensation and Perception 3 hours**

*Prerequisite: PSY101. (Offered in alternate years)*

Study of sensory and perceptual processes as a way of understanding experience in a physical environment. Emphasis on visual and auditory perception.

**PSY290 Psychological Tests and Measurements 3 hours**

*Prerequisites: PSY101 and MAT260. (Offered in alternate years)*

Interpretation and evaluation of interest, aptitude, intelligence, and personality tests. Covers the concepts of norms, reliability, and validity. Cross-listed as SPE431W.

**PSY308 Adulthood and Aging Psychology 3 hours**

*Prerequisite: PSY101. (Offered in alternate years)*

Study of physical, emotional, and social aspects of development during the period. Emphasis is placed upon the principal concepts and problems of research in the development of the individual.

**PSY314W                      Abnormal Psychology                      3 hours**

*Prerequisite: PSY101.*

The development of a scientific approach to abnormal behavior. A review of the psychological, sociological, and biological factors related to the development of abnormal behavior. A review of the research of, the causal factors related to, and the diagnosis and treatment of mental disorders.

**PSY315W                      Cognitive Neuroscience                      3 hours**

*Prerequisites: PSY101 and PSY215. (Offered in alternate years)*

The purpose of this course is to introduce students to the newly emerging field of Cognitive Neuroscience. Cognitive Neuroscience strives to understand the relationship between brain function and the mind using a variety of investigative techniques including electrophysiological recordings, brain stimulation, and others. We will cover topics ranging from specialized neural processes underlying face perception to brain regions implicated in language processing; from brain regions underlying particular memory systems to the neural processes that give rise to consciousness. In the end, we hope that students will have a better appreciation for how the mind emerges from the brain. *Analytical Inquiry and Problem Solving Capability course.*

**PSY320                      Seminar in Child Life                      3 hours**

*Prerequisite: PSY206 and PSY207.*

This course introduces the profession of Child Life Specialist to students who are interested in pursuing a graduate degree in Child Life Studies. The course will require students to apply child development theories to help children through their hospital experiences. This course includes a practicum component which allows students to acquire the hospital experience shadowing a child life specialist. Many graduate programs require 50 hours of observation and hospital volunteer experience for admittance to the program.

**PSY330                      Human Memory                      3 hours**

*Prerequisite: PSY101 and PSY215 or instructor consent. (Offered in alternate years)*

An overview of theory and research in human memory. Topics may include: how knowledge is represented internally, cognitive processes involved in remembering, and an examination of different memory systems. An additional exploration of memory principles in an applied learning environment.

**PSY360                      Biological Psychology                      3 hours**

*Prerequisite: PSY101. (Offered in alternate years)*

Exploration of the physiological, neurological, biochemical, endocrinological, and immunological bases of human and animal behavior. Topics include the biological substrates of perception and action, motivation, consciousness, learning and memory,





**REL340W Religion and Aesthetics 3 hours**

*Prerequisite: None. (Offered in alternate years)*

This course explores the relationship between religion, philosophy, and aesthetics. Topics may include the nature of beauty, the problem of representation in religious contexts, the role of artistic expression in religious identity formation, early Christian art, iconoclast and iconophile theology, and ancient through contemporary philosophers, religious theorists, and aestheticians.

**REL341 History of Religion in America 3 hours**

*Prerequisite: None. (Offered in alternate years)*

Examination of the major developments in religion in North America from the 16th century to the present.

**REL351W Seminar: Contemporary Religious Thinkers 3 hours**

*Prerequisite: 3 hours in Religion or instructor consent. (Offered in alternate years)*

Study of the writings and ideas of selected contemporary theologians. Among those who might be studied are Karl Barth, John Cobb, James Cone, Mary Daly, Langdon Gilkey, Schubert Ogden, Rosemary Reuther, and Paul Tillich. The topic(s) for each seminar will be announced.

**REL495 Internship in the Christian Ministry 1-4 hrs**

*Prerequisite: 2.25 GPA; complete internship Agreement through Career Services/Handshake.*

Supervised field experience in a church related institution for the pre-ministerial student. May not be counted in fulfilling requirements for a major in Philosophy and Religion.

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**Risk Management**

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**RMI205 Introduction to Risk Management 3 hours**

*Prerequisite: ACC111, ECO112, and Sophomore standing.*

This course explores the principles of risk management and insurance. The course provides an understanding of the foundations, applications, and selection of insurance. Fundamentals of life and health insurance as well as property and liability insurance will be included. Enterprise risk management for corporations, financial risk management, overview of employee benefits, and strategic policies to mitigate risk will also be covered. Cross-listed as BUA205.

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## Science and Mathematics

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**S&M390                      Experimental Studies    1-4 hrs**

*Prerequisite: Satisfactory completion of two courses at the 300-level in the area of research.*

Individual experimental research by the student in a topic or problem arranged in cooperation with a faculty member in the area and concurrence of the Division chairperson. Arrangements for research must be completed before the beginning of the term of study. A maximum of four hours may be counted toward a major. Departmental designations are assigned to each individual subject.

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## Social Work

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**SW170                      Concepts of Social Work    3 hours**

*Prerequisite: None.*

This course provides a basic overview and introduction to Social Work Practice. Introduced will be the historical context of the development of social work, formation of social welfare policies and actions, and the many roles of the social work professional. Course offered in partnership with Methodist College.

**SW270                      Foundations of Social Work    3 hours**

*Prerequisite: SW170.*

This course provides an exploration of areas of Social Work Practice, including a review of major systems such as mental health, child and family, and community organization. This course will lay the foundation for students to understand work within a multicultural context and the implications of social work practice amongst different constituencies. Course offered in partnership with Methodist College.

**SW272                      Contemporary Social Issues    3 hours**

*Prerequisite: None.*

Students utilize a variety of social science perspectives to develop a broad understanding of complex social issues such as racism, poverty, substance abuse, violence, medical care and the environment. Issues are presented at local, national, and international levels to illustrate how problems are connected as well as addressed by networks of public, private, and nonprofit service providers. This course will offer many opportunities for the social work student to place themselves within this complex web of problems and issues in order to understand their role as a change agent. Course offered in partnership with Methodist College.

**SW273 Cultural Humility in Social Work Practice***Prerequisite: None.*

Students in this course will gain an understanding of the construct of cultural humility and how to apply this other-oriented approach in their social work practice. Students will examine ways to achieve cultural humility through suspending their own knowledge and assumptions about individuals, groups, and communities based upon what they think they know or have generalized about such culture. Students will also learn about power imbalances, accountability, and critically assess themselves and their ability to focus on others through self-reflection. Course offered in partnership with Methodist College.

**SW310 Research Methods****3 hours***Prerequisite: MAT260.*

The course focuses on the beginning level of competencies the student needs in order to use the process of scientific inquiry as the basis for professional practice. A general understanding of and appreciation for qualitative and quantitative research is provided. Opportunities are provided for the learner to critically read and analyze research studies. Course offered in partnership with Methodist College.

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**Sociology**


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**SOC102 Principles of Sociology****3 hours***Prerequisite: None.*

Introductory course designed to meet the needs of those wishing an elementary knowledge in this field as well as those preparing for advanced study. Emphasis is placed on the structure and dynamics of human society. Topics covered include culture, socialization, collective behavior, stratification, minority relations, population, deviance, and social institutions.

**SOC105 Cultural Sociology****3 hours***Prerequisite: None.*

Examination of how culture operates within societies. Concepts from cultural sociology can highlight similarities and differences in people's experiences in and understandings of the social world.

**SOC150 Social Problems****3 hours***Prerequisite: None.*

What exactly *is* a social problem? When we hear leaders speak in the public sphere, they often outline solutions to things they consider social problems: murder, economic inequality, economic equality, various -isms, too much or too little common religious influence. This course will help you build a perspective which will explain what gets

labeled as a social problem; how that process works; and why this process is utilized. By the end of this course, students should be able to: 1) understand social problems as a claims-making process; 2) be able to explain how the process works for specific examples; and 3) differentiate between more objective and more subjective components of this process.

**SOC250                      Social Stratification    3 hours**

*Prerequisite: SOC102 or instructor consent.*

Examination of the American social structure with an analysis of its economic, social, and political dimensions. A theoretical and empirical evaluation of social inequality provides the essential focus.

**SOC260                      Sociology of Health    3 hours**

*Prerequisite: SOC102. (Offered in alternate years)*

This course provides an introduction to the field of medical sociology by familiarizing students with the development of medical sociology as a field of study, social determinants of health and illness, disparities of health around the world, medicalization, medical ethics, the structure of the health care workforce, and health care delivery in the U.S. We will focus on inequalities along the lines of race/ethnicity, nativity, socioeconomic status, sex/gender, and sexual orientation, and how these reflect and reinforce the larger social structure. By the end of the course students should develop a sociological foundation that can be applied in a clinical setting to provide additional insight into their patients' conditions.

**SOC275                      Marriage and Family    3 hours**

*Prerequisite: None.*

A fundamental socializing force in society is that of the family. This course explores the various ways that families exist and function in the U.S. This also means understanding how family structures and roles have changed over time and varied by cultural context. Because the family is intimately related to the concept of marriage, marriage will also be explored as an institution, with parallel comparisons. By the end of this course, students should be able to 1) understand what a family is and how that has changed over time; 2) understand the roles that people play in various types of families; 3) understand nuances associated with different family forms and structures within the U.S.; and 4) understand how the family impacts and reflects broader social structures in U.S. society.

**SOC290                      The Culture of Addiction    3 hours**

*Prerequisite: SOC102 or instructor consent.*

As an introductory and interdisciplinary survey of the role of addiction in cultures, this course is designed to expose students to how narcotic as well as non-narcotic-related addiction manifest themselves within various individual and institutional practices. In particular, students will explore the major biological, psychological, and social/cultural

theories applied to addiction. Focus is given to the nature of drug use, conceptions of 'the addict,' how drugs impact the brain, the impact on family, and consequences for changing social drug behaviors. This course also explores current theoretical and practical treatment approaches and education and prevention strategies. Emphasis will be given to special issues and hot topics in drug addiction, including youth, women, media portrayal of drug use and current debates on the war on drugs. Finally, understanding common perspective on treatment and prevention strategies related to drug dependence and education will be studied.

**SOC301W      Criminology      3 hours**

*Prerequisite: SOC102 and Junior standing.*

Seminar exploring the main theoretical perspectives and issues of crime from sociological and biological perspectives. Explanations of the causes of crime, as well as characteristics of victims and offenders, are also reviewed. Emphasis is placed on empirical assessment of presented theories. Additionally, prevention of and response to crime is explored and analyzed.

**SOC306      Race and Ethnicity      3 hours**

*Prerequisite: SOC102 or instructor consent.*

Examination of how understandings of race and ethnicity operate in both historical and contemporary contexts. Primary emphasis will be on the U.S. context, though international comparisons will be introduced.

**SOC312      Deviance and Social Control      3 hours**

*Prerequisite: None.*

What we consider normal, what we consider deviant, and how we treat people we consider deviant are all important in understanding the social life that we actively engage with in our everyday lives. In other words, if we want to better understand society, we must understand not only *what* is considered normal/deviant, but also *why* these are considered so, *the effects* of both deviant behavior and the label of being deviant, and *the conditions under which deviant behavior is likely to develop*. This course thus focuses on the sociological study of social deviance and its attempts to reduce deviance, i.e. social control.

**SOC325      Sociology of Religion      3 hours**

*Prerequisite: SOC102. (Offered in alternate years)*

This course will introduce students to the sociological study of religion and provide them with the theoretical tools necessary for thoughtfully analyzing the role and place of religion in the modern world. Integrating broader questions of sociology (e.g. inequality, ethnicity, political sociology), into the analysis of religion, the course will help students develop sociologically informed questions about religion that can serve as the basis for further intellectual inquiry and/or careers beyond the classroom.

**SOC355                      Qualitative Methods                      3 hours**

*Prerequisites: SOC102, PSY180, and PSY 280W. (Offered in alternate years)*

This course introduces students to the use of qualitative research methods in the study of society. It familiarizes students with the qualitative research design, research ethics, and the best practices for quality research by covering a variety of methods for collecting and analyzing qualitative data. Emphasis will be placed on ethnographic field strategies, interviewing, and focus group interviews. At the end of the course students will identify and formulate research questions that can be studied empirically, practice data collection techniques and interpretation of data, develop an understanding of the ethical implications of qualitative research, and develop a written report for social sciences.

**SOC370                      Sociological Theory: Conceptualizing Society                      3 hours**

*Prerequisite: SOC102 and Junior standing. (Offered in alternate years)*

For over a century, sociologists have attempted to understand and explain society and human behavior. This course explores theories developed by several of the most influential sociologists as they attempt to provide answers to persistent questions of social life.

**SOC375                      Immigration and Globalization                      3 hours**

*Prerequisite: SOC102. (Offered in alternate years)*

The complexity of a globalizing world is affecting all areas of our lives – personal and public, social and political, and economic and cultural. As American society becomes more divers through a new and growing immigrant population, history of immigration, cultural knowledge, second language proficiency, and understanding of multiple perspectives will be required by all citizens, not only immigrants. This course provides students with global coverage of migration trends, migration theories, debates on immigration, and migration policies. As a key dynamic within globalization, this course highlights the need to see migration as an intrinsic part of broader social and economic change and contributing to further transformation of the political order. By the end of the course, students should develop an understanding of the complexity of our interconnected world, awareness of the ways in which power and privilege have continuously shaped the world, and propose answers to the question of how to achieve more effective migration policies that benefits both migrants and societies involved. Building upon this foundation and including global learning in their own academic experience will raise students' awareness of how their own cultural values and traditions exist in a complex and interdependent web of cultures and will prepare them for global leadership grounded in social responsibility.

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## Spanish

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**SPA115                      Introductory Spanish I    4 hours**

*Prerequisite: None. (Offered annually in the fall)*

This course will introduce students to the Spanish language via the study of pronunciation, simple grammatical structures, and vocabulary as applied to familiar topics such as school and family life. Students will begin to develop communicative skills and will also learn about the basic demographic, geographic, and cultural characteristics of Spanish-speaking regions.

**SPA120                      Introductory Spanish II    4 hours**

*Prerequisite: At least a C- in SPA115 or by placement. (Offered annually in the spring)*

In this course, students will build on their basic knowledge of Spanish, learning more complex grammatical structures and acquiring a vocabulary relevant to general-interest topics such as technology and the environment. Students will practice communicative skills and continue learning about the demographic, geographic, and cultural characteristics of Spanish-speaking regions.

**SPA240                      Intermediate Spanish I    4 hours**

*Prerequisite: At least a C- in SPA120 or by placement. (Offered annually in the fall)*

Students will review both fundamental and complex grammatical structures and advance their communicative skills. Authentic materials such as short films and literary texts in Spanish, as well as non-fiction readings about Spanish-speaking cultures, will provide contexts for discussion and writing assignments.

**SPA260                      Intermediate Spanish II    4 hours**

*Prerequisite: At least a C- in SPA240 or by placement. (Offered annually in the spring)*

Students will focus on the review and acquisition of complex grammatical structures as they continue to advance their communicative skills. Authentic materials such as short films and literary texts in Spanish, as well as non-fiction readings on various aspects of Spanish-speaking cultures, will provide contexts for discussion and writing assignments.

**SPA290                      Spanish for Healthcare Professions    1 hour**

*Prerequisite or corequisite: SPA260 or equivalent level of Spanish as demonstrated on a placement exam. (Offered when there is sufficient student interest. Contact Spanish faculty for more information about possible offerings)*

This course is designed for students who have at least an intermediate knowledge of Spanish and want to develop their ability to use Spanish for careers in physical or mental healthcare. Students will acquire healthcare vocabulary in Spanish and encounter relevant course texts in written and spoken Spanish.

**SPA300W                      Critical Analysis in Hispanic Studies                      3 hours**

*Prerequisite: At least a C- in SPA260 or by placement. Pre or Corequisite: ENG103W. (Offered annually in the fall)*

In this course, students will learn to critically analyze texts from Spanish-speaking countries and engage with complex topics relevant to the field of Hispanic Studies. This course will expose students the terminology, methods of analysis, and research skills needed for advanced coursework in the major or minor. Students will also develop their ability to work with scholarship and thoughtfully interpret literary texts in comprehensible spoken and written Spanish. *Analytical Inquiry and Problem Solving Capability course.*

**SPA303                      Spanish and Latin American Literature                      3 hours**

*Prerequisite: At least a C- in SPA300W or by placement. (Offered once every four years during spring on a rotating basis with other 300-level Spanish electives)*

This course will expose students to a range of literary texts from Spain and Latin America. Students will continue to develop their ability to critically engage with literature as they read and analyze works by influential Hispanophone authors.

**SPA304                      Iberian and Pre-Colombian Cultures                      3 hours**

*Prerequisite: At least a C- in SPA300W. (Offered once every four years during spring on a rotating basis with other 300-level Spanish electives)*

A survey of Iberian and pre-Colombian cultures from the pre-modern through the early modern period. This course covers major historical developments that led to the emergence of modern Hispanophone countries, emphasizing the enduring influence of diverse cultural heritages on both sides of the Atlantic. In particular, students will develop their skills of textual analysis as we examine cultural artifacts from—or about—this era. Class discussion, assignments, and course readings in Spanish.

**SPA305                      Spanish and Latin American Cultures                      3 hours**

*Prerequisite: At least a C- in SPA300W or by placement. (Offered once every four years during spring on a rotating basis with other 300-level Spanish electives)*

A survey of Spanish and Latin American cultures from the eighteenth century to the present day. This course covers major historical developments that led to the formation and/or fragmentation of diverse national identities in the modern Hispanophone world. In particular, students will develop their skills of textual analysis as we examine cultural artifacts from both sides of the Atlantic. Class discussion, assignments, and course readings in Spanish. *Intercultural Understanding Capability course.*

**SPA306                      U.S. Latino Cultures                      3 hours**

*Prerequisite: At least a C- in SPA300W or by placement. (Offered once every four years during spring on a rotating basis with other 300-level Spanish electives)*

This course introduces students to the history, art, and literature of U.S. Latinos. Through exposure to texts in both Spanish and English, students will learn about the diverse demographic and linguistic characteristics of U.S. Latinos and consider relevant issues of cultural and ethnic identity. They will continue to develop their critical thinking and Spanish language skills during classroom discussion and written compositions. *Intercultural Understanding Capability course.*

**SPA354 Latin American Popular Music 3 hours**

*Prerequisite: SPA300W.*

Examination of the main popular musical cultures of Latin America in their historical and cultural context, including the musics of Mexico, Cuba, Dominican Republic, Puerto Rico, Colombia, Brazil, and Argentina. The course also examines how music participates in the creation and mediation of personal, ethnic, regional, national, and transnational identities. Cross-listed as MUS354.

**SPA355 Mexican Folk Music 3 hours**

*Prerequisite: SPA300W if taken for Spanish credit. (Offered every 2-3 years)*

This course will examine the traditional folk musics of Mexico, with an emphasis on the role of music in Mexican society and culture. The course will also examine how music participates in the creation and mediation of personal, ethnic, regional, national and transnational identities. Cross-listed as MUS355.

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## Special Education

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**SPE291 Characteristics of Exceptional Learners 2 hours**

*Prerequisite: Sophomore standing. (Offered annually in the spring)*

The student will learn the philosophical, historical, and legal foundations of special education. The student will learn about definition, history, culture, and characteristics of individuals with disabilities; current legislation; identification and eligibility procedures; development of the IEP and the 504 plan; and inclusion strategies for education and workplace.

**SPE321 Collaborative Relationships 3 hours**

*Prerequisite: Junior or Senior standing or instructor consent.*

The student will analyze the critical issues, research, implementation approaches, and recommended practices for employing collaborative models to support the learning of individuals with diverse needs and abilities. The student will learn strategies that facilitate the development of interactive teams, effective communication, working with parents and other professionals, problem-solving strategies, role-defining, and co-teaching.

**SPE358L                      Explicit Instruction in the Content Areas                      3 hours**

*Prerequisite: Junior or Senior standing or instructor consent.*

Explicit Instruction in the Content Areas (SPE358L) is a course that focuses on evidence-based instructional strategies and methodologies that will enhance a classroom of diverse learners within the K-12 setting. Diverse learner needs include examination of social/emotion, cognitive, and physical needs. This course will also provide a focus on listening in the content areas, along with exploring a literacy rich environment that promotes effective instruction. Topics will include reading and writing strategies, academic vocabulary, technology instruction, and the role of assessment.

**SPE375                      Response to Intervention                      3 hours**

*Prerequisite: EDU227W, PSY205, or instructor consent.*

During the course the student will gain knowledge of the identification and remediation of academic and behavior problems at the elementary and middle school levels. Students will learn strategies for the prevention of academic and behavior problems through early intervention. In addition, students will gain an ability to use informal assessments and teaching strategies to address academic and behavior concerns. The student will learn the use of the Response to Intervention model (RTI). *Analytical Inquiry and Problem Solving Capability course.*

**SPE431W                      Diagnosis and Evaluation of Students with Disabilities                      3 hours**

*Prerequisite: SPE291 or instructor consent.*

Students in the class will become familiar with the basic concepts and procedures relating to assessment in the field of special education. Various testing approaches, such as achievement, diagnostic, curriculum based, norm referenced, and intellectual will be covered. The student will have experience with the various testing measures that can be used to follow a student through the Response to Intervention process. The student will learn to review records, interview, observe, and administer assessments as appropriate for the role of special educators.

**SPE441                      Characteristics and Classroom Adaptations for Learners  
with Moderate to Severe Disabilities                      3 hours**

*Prerequisite: Junior or Senior standing.*

This course will focus on the range of characteristics that may be apparent from birth through postsecondary in students with moderate to severe disabilities (cognitive disabilities, autism, dual diagnoses with mental illness, multiple disabilities involving sensory and/or physical impairments). Topics emphasized will include assistive technology, developing modifications to the general education curriculum, and/or developing a functional curriculum.

**SPE501                      Characteristics of Exceptional Learners                      3 hours**

*Prerequisite: Member of Special Education LBSI Endorsement Program.*

The student will learn the philosophical, historical, and legal foundations of special education. The student will learn characteristics, lifespan issues and trends for individuals with disabilities; identification and eligibility procedures; development of the IEP and the 504 plan; mainstreaming, and inclusion strategies; and the rights and responsibilities of professionals working with families of individuals with disabilities.

**SPE502                      Explicit Instruction in the Content Areas                      3 hours**

*Prerequisite: Member of the Special Education LBSI Endorsement Program.*

This course is designed to focus on evidence-based instructional methods and strategies to enhance student achievement in the content areas. Critical components for instruction include: (1) improving reading comprehension and understanding of vocabulary in math, science, and social studies, and (2) effective and appropriate practices to adapt curricula to provide students with disabilities access to the general curriculum. Instruction will be based on the Principles of Effective Instructional Design.

**SPE504                      Diagnosis and Evaluation of Students with Disabilities                      3 hours**

*Prerequisite: Member of the Special Education LBSI Endorsement Program.*

Students in the class will become familiar with the basic concepts and procedures relating to assessment in the field of special education. Various testing approaches, such as achievement, diagnostic, curriculum based, norm referenced, and intellectual will be covered. The student will have experience with the various testing measures that can be used to follow a student through the Response to Intervention process. The student will learn to review records, interview, observe, and administer assessments as appropriate for the role of special educators.

**SPE499                      Practicum in Special Education Settings                      1 hour**

*Prerequisite: Member of the Special Education LBSI Endorsement Program.*

This course is designed to give students first hand experience of teaching in a special education classroom. They will practice teaching lessons while working under direct

supervision of a licensed special education teacher.

## **Theatre Arts and Drama**

**THA100                      Theatre Production                      0-3 hrs**

*Prerequisite: None.*

Credit for participation in an EC Theatre production. Semester-long involvement is required. Course may be repeated. Number of credit hours will be determined by the director.



**THA202 Theatre Experience 0.5-1.5 hours**

*Prerequisite: None. (Offered based on demand)*

This summer course explores Professional Theatre Production. Students will attend a number of productions. There will be written material and discussion before and after the performance. The student will explore literary and technical elements of the production. Written reviews of the productions will be submitted. The course may be taken as 0.5 - 1.5 hours of credit. Additional course fee will be required to cover ticket and transportation costs.

**THA220 Movement for the Actor 3 hours**

*Prerequisite: None. (Offered based on demand)*

Introduction to elements of stage movement techniques. Basic principles will be explored through reading, discussion and class exercises.

**THA221 Stage Makeup 3 hours**

*Prerequisite: None. (Offered based on demand)*

Introduction to the basic elements of stage makeup including corrective, age, and fantasy makeup. More advanced studies of stage makeup will be explored through reading, discussion and class exercises.

**THA222 Auditioning for Stage and Screen 3 hours**

*Prerequisite: None. (Offered based on demand)*

Introduction to the basic skills of auditioning for the stage and screen. The performance element will include mock auditions. More advanced principles will be explored through reading, discussion and class exercises. *Communication Capability course.*

**THA223 Writing for Performance 3 hours**

*Pre- or Co-requisite: ENG103W. (Offered occasionally)*

This course will immerse students in the theory and practice of writing for a variety of performance platforms including short plays, comedic skits, monologues, stand-up comedy, and film and television. *Cross-listed as COM223.*

**THA235 Musical Theatre 3 hours**

*Prerequisite: None. (Offered based on demand)*

Teaching students to combine and unify the areas of singing and acting. Focus will be on preparing a successful audition, freeing the body, and singing in contemporary, pop, and classical Musical Theatre styles. Students in the Musical Theatre course receive a variety of in-class performing opportunities culminating in a public performance. Cross-listed as MUS235.

**THA240 Intermediate Theatre Production 0-4 hours**

*Prerequisite: None. (Offered based on demand)*





Exploration of artistic movements in world theatre history, theory, and criticism from the Greeks through the mid-17th century. The class will focus on the history of the physical theatre and all of the theatre arts placed in their cultural context along with a special emphasis on theory and criticism of the age and the writing of theatre history.

**THA342W                      World Theatre History and Theory II                      3 hours**

*Prerequisite: ENG103W. (Offered based on demand)*

Exploration of artistic movements in world theatre history, theory, and criticism from the mid-17th century to the present day. The class will focus on the history of the physical theatre and all of the theatre arts placed in their cultural context, along with a special emphasis on theory and criticism of the age and the writing of theatre history.

**THA343                      American Theatre History                      3 hours**

*Prerequisite: ENG103W. (Offered based on demand)*

Exploration of artistic movements in American theatre history and criticism from the “frontier” theatre of the 1500’s to theatre of the present. The class will focus on all of the theatre arts placed in their cultural context.

**THA345                      Independent Capstone Course                      1-3 hrs**

*Prerequisite: Theatre Arts & Drama major. (Offered based on demand)*

This course is required of all majors. Each student will publicly present a significant paper/performance/original work normally during the senior year. This presentation should represent a culmination of the student’s work in this field.

**THA360                      Theatre Pedagogy                      1 hour**

*Prerequisite: None. (Offered based on demand)*

A central methods course in the pedagogy of theatre arts. Valuable to theatre education at elementary, middle school and secondary levels and for the student considering graduate work in theatre which may involve and lead to teaching. While developing professional skills in classroom management and teaching strategies –including appropriate technological skills – students will compare and contrast perspectives of dominant and subordinate cultures and will represent different perspectives and experiences.

## BOARD OF TRUSTEES, 2024-25

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## THE ADMINISTRATION AND SUPPORT STAFF

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BRIDGETT THOMAS, Dean of Students

BELLYN WHITTEKER, Executive Administrative Assistant to the President and Provost

DR. ARTO WOODLEY, Vice President for Advancement

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### Academic Affairs

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BUD BROYLES, ECTV Operations Manager

CASSANDRA CHAPMAN, Museum Curator and Reagan Archivist

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*ADMINISTRATION AND SUPPORT STAFF*

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DR. DAVID EISENBERG, Chair of the Social Science and Business Division

DR. KATHRYN EVERETT, Chair of the Science and Mathematics Division

KELLY FISHER, Public Services Librarian

DR. CORY GERATHS, Director of Reagan Leadership Program

TONY GREENWOOD, Student Success Coach

DR. KATE HARLIN, International Studies Coordinator

AGAISHA HEDRICK, Director of Teacher Education, Assessment & Licensure

DAVID J. HINSON, IT Manager/Chief Information Officer

DR. EZEKIEL C. JARVIS, General Education Director

EMMANUEL KABUO, Security and Application Analyst

DR. JOHN MALONE, General Manager of Radio/TV Stations

JILL MCCAUGHEY, Assistant Registrar

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LIZZIE RASSI, Title III Project Manager and International Student Services

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JENNIFER ROCKEY, Technical Services Coordinator

MARC SHERWOOD, Data Center Manager

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DAVID SPEISER, Director of Career Services

DR. ALEXANDER SWAN, Chair of Institutional Review Board

DR. ADRIAN WHITACRE, Co-Director of the Honors Program

CHRISTOPHER WILLE, Chair of the Arts and Education Division

EMMALI ZIMMERMAN, Assistant Director of Career Services

JASON ZIMMERMAN, Director of the Learning Center

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## **Advancement**

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MONICA COLEMAN, Director of Foundation Relations and Grant Writing

ANGIE MITCHELL, Senior Director of Alumni Affairs

KIERSTEN SHELLEY, Coordinator of Advancement Analytics

JEFF WAHLFELD, Director of Development

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## **Athletics**

---

**SARA SHAW, Director of Athletics**

LAURA AROZ, Head Athletic Trainer

ERIC BIEHL, Head Wrestling Coach

ALEXUS BROWN, Athletic Trainer

MICHAEL CACACE, Strength & Conditioning Coordinator/Assistant Football Coach

BRUCE FOWLKES, Athletics Diversity and Inclusion Designee

MIKE HEDRICK, Head Women's Basketball Coach

JUELL HODGES, Head Softball Coach

DR. MARYGRACE KAISER, NCAA Faculty Athletics Representative

CHRISTOPHER ROBINSON, Head Cross Country and Distance Coach

REECE SCRAGG, Head Women's Soccer Coach

RANDY STARKS, Head Football Coach

NOAH SUAREZ, Head Baseball Coach

CANDACE VAN BOGAERT, Associate Athletic Director, Head Volleyball Coach, and NCAA Senior Woman Administrator

CHIP WILDE, Head Men's Basketball Coach and Head Golf Coach

AUSTIN WOODSIDE, Interim Sports Information Coordinator

RYAN WOODSIDE, Head Men's Soccer Coach

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## **Finance and Facilities**

---

**MICHAEL BAUMAN, Vice President of Finance and Facilities/CFO**

BETH COLLINGWOOD, Senior Compliance Accountant

SCOTT COOK, Assistant Director of Campus Safety and Security

KATHLEEN HERMACINSKI, Human Resource Coordinator

BROOKE ISAIA, Financial Aid Specialist

ARDITH LANNING, Red Devil Depot and Mailroom Manager

LOREN MARION, Director of Campus Safety and Security

TIMOTHY MARTEN, Director of Financial Aid

NICOLE OWENS, Student Account Coordinator

RONDA PIATT, Interim Director of Facilities

JYL ZUBIATE, Accounting Clerk and Office Assistant

---

## Marketing

---

**MELODY CRICKMAN, Director of Marketing and Strategic Communications**

KEN BAXTER, Special Events Coordinator

SAMANTHA MANAHAN, Assistant Director of Marketing

---

## Office of Admissions

---

**MELODY CRICKMAN, Interim Dean of Enrollment**

JANELLE BREDESON, Admissions Visit and Event Coordinator

SUSAN BRESSNER, Associate Director of Admissions

EMILY CAMPBELL, Admissions Counselor

JENNY COLE, Admissions CRM Administrator and Data Manager

MADISON TROMP-BENNET, Admissions Coordinator

DESTINI WALKER, Admissions Counselor

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## Office of Student Life

---

**BRIDGETT THOMAS, Dean of Students**

TY'QUISHA BULLOCK, Residence Life Coordinator

BRUCE FOWLKES, Chaplain, Director of Inclusive Excellence, and Ombuds of the College

ALICIA LENARD, Director of First-Generation Initiatives

PAMMY LEVINSON, Director of Student Engagement

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## Physical Plant

---

**RONDA PIATT, Interim Director of Facilities**

CHARLES DAVIDSON, Maintenance Technician

JEFF ETHRIDGE, Maintenance Technician

JOHN ROBERTS, Groundskeeper

---

## Workforce Grant

---

**DR. DONNA BRADLEY, Special Assistant to the President for Strategic and Diversity Initiatives**

JEWEL CROWLEY-CUSTIS, Instructional Designer

STEPHANIE LOCONSOLE, Adult and Online Learning Coordinator

## THE FACULTY

*Years listed in faculty information indicate the years individuals joined the College.*

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### Full-Time Faculty

---

JUSTIN BOLKEMA, Assistant Professor of Kinesiology. B.A. Simpson College; M.S. University of Wisconsin-La Crosse. 2023

JENNIFER R. BURSELL, Assistant Professor of Criminal Justice. B.S. and M.S. Illinois State University. 2023

WHITNEY CARVER, Associate Professor of Education and Director of Special Education. B.S. Eureka College; M.S. Illinois State University. 2017

LISA L. CHEEK, Associate Professor of Education and Director of Middle Grades Education. B.S. Taylor University; M.S. St. Xavier University. 2003

CEZARA CRISAN, Assistant Professor of Sociology. B.A. Purdue University; M.A. and Ph.D. Loyola University of Chicago. 2023

JOSEPH CUNNINGHAM, Associate Professor of Religion and Director of Disciples Leadership Program. B.A. Greenville University; M.A. Aquinas Institute of Theology; Ph.D. The University of Manchester. 2010

JANELLE D. DIES, Associate Professor of Education and Director Elementary Education. B.A. Bradley University; M.S. Curriculum and Instruction and M.S. Instructional Technology and Design Illinois State University. 2008

PHILLIP D. DUNCAN, Assistant Professor of Communication. B.A. University of Washington; M.F.A. Goddard College; Ph.D. University of Oregon. 2021

EMILY EATON, Associate Professor of Spanish, Spanish Language Studies Certificate contact, and Chair of the Humanities Division. B.A. Vassar College; Ph.D. Cornell University. 2014

DAVID EISENBERG, Associate Professor of Political Science and Chair of the Social Science and Business Division. B.A. Trinity College; M.A. and Ph.D. Claremont Graduate University. 2015

*THE FACULTY*

KATHRYN EVERETT, Associate Professor of Environmental Studies and Chair of the Science and Mathematics Division. B.S. Marquette University; M.A. Theiry Graduate School of Leadership; Ph.D. University of Florida. 2017

ADDISON EWALT, Visiting Assistant Professor of Mathematics. B.S. Olivet Nazarene University; M.S. University of Cincinnati. 2024

HARRY E. FISHER, Associate Professor of Business Administration. B.S. and M.B.A. University of Illinois at Urbana-Champaign. 2004

KELLY FISHER, Professor and Public Services Librarian. B.A. Illinois State University; M.S. University of Illinois at Urbana-Champaign. 2004

ANN FULOP, Vice President of Academic Affairs and Provost and Associate Professor of Psychology. B.A. Boston College; Ph.D. Old Dominion University. 2008

CORY GERATHS, Assistant Professor of Communication, Leadership Certificate contact, and Director of Reagan Leadership Program. B.A. Pepperdine University; M.A. and Ph.D. The Pennsylvania State University. 2021

MICHAEL GREENO, Visiting Assistant Professor of Accounting. B.A. University of Denver; M.S. University of Denver. 2024

KATE HARLIN, Assistant Professor of Post-Colonial Literature and International Studies Coordinator. B.A. SUNY Geneseo; M.A. and Ph.D. University of Missouri. 2020

EZEKIEL C. JARVIS, Professor of Creative Writing and Director of General Education. B.A. University of Wisconsin-Milwaukee; M.A. and Ph.D. University of Wisconsin-Milwaukee. 2008

MARYGRACE KAISER, Associate Professor of Psychology. B.A. Illinois Wesleyan University; M.S. University of Miami; Ph.D. University of Miami. 2011

ANNIE KELVIE, Assistant Professor of English. B.A. Colorado College; M.A. University of Northern Colorado; Ph.D. University of Illinois. 2019

JOHN MALONE, Associate Professor of Communication and General Manager of Radio/TV Stations. B.A. North Central College; M.A. and D.P.A. University of Illinois at Springfield. 2022

ALEXANDER MARTIN, Assistant Professor of Art and Gallery & Art Studio Manager. B.A. West Virginia University; M.A. West Virginia University. 2024

ADRIANA MARTINEZ, Assistant Professor of Music. B.A. University of Charleston; M.A. University of Rochester; Ph.D. University of Rochester. 2018

WILLIAM DUCE MCCUNE, Associate Professor of Education and Director of Secondary Education. B.A. Indiana University; M.S. University of Edinburgh-Scotland; Ph.D. Indiana University. 2011

SARAH RISKIND, Assistant Professor of Music and Director of Choral Activities. B.A. Williams College; M.M. University of Wisconsin; D.M.A. University of Washington. 2019

PAUL K. SMALL, Professor of Biology and Co-Director of the Honors Program. B.S. University of Calgary; M.S. and Ph.D. University of Cincinnati. 1987

MEREDTH TUTTLE STUKEY, Assistant Professor of European and Global History. B.S. Eureka College; Ph.D. Purdue University. 2024

ALEXANDER SWAN, Associate Professor of Psychology. B.A. and M.A. California State University, Northridge; Ph.D. University of California, Santa Barbara. 2017

ADRIAN WHITACRE, Assistant Professor of Anglophone Literature and Co-Director of the Honors Program. B.A. Anderson University; M.A. and Ph.D. Indiana University. 2021

CHRISTOPHER WILLE, Associate Professor of Art, Graphic Design Certificate contact, and Chair of the Arts and Education Division. B.A. Eastern Illinois University; M.A. Illinois State University. 2016

YUXIANG ZHAO, Associate Professor of Chemistry. M.D. Capital University of Medical Sciences; Ph.D. Florida Atlantic University. 2020

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## Faculty Emeriti

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JOSEPH BARTH, Physical Education (1980-2004)

M. SHEILA BARTLE, English (1980-2001)

PAMELA BATES, Music (1996-2018)

DAVID DARNALL, Physical Education (1974-2003)

WILLIAM A. DAVIS, Theatre Arts and Drama (1974-2010)

RHEA EDGE, Art (1993-2022)

RONALD B. GREEK, Mathematics (1959-1969; 1978-2002); Interim Dean of the College (1998-1999)

JEAN HEARNE, Education (1988-2000)

SCOTT HEMMENWAY, Philosophy (1989-2018)

JOSEPH HENRY, Music (1991-2018)

CLARENCE "PETE" HUGHES, Education (1991-1999; 2002-2007)

PAUL LISTER, Business Administration (1996-2006); Interim President of the College (2003-2005)

PHILLIP S. MARCUS, Mathematics (1979-1998)

JERRY D. McCOY, Philosophy and Religion (1977-2007)

VIRGINIA R. McCOY, Director of Melick Library (1986-2007)

JOHN W. NEBGEN, Chemistry (1983-1998)

WESLEY PHELAN, Political Science (1991-2014)

JUNIUS P. RODRIGUEZ, History (1992-2023)

RICHARD W. SANDERS, History (1983-2010)

LEONARD SAVAGE, Education (1984-2011)

SANDRA J. SCHUSTER, Physical Education (1991-2008); Athletic Director (2004-2008);  
Head Basketball Coach (1991-2007); Assistant Softball Coach (1991-1999)

WILLIAM STAUDENMEIER, Sociology (1987-2017)

KAREN SWEITZER, Physical Education (1990-2020)

MICHAEL THURWANGER, Communication (2008-2019)

MICHAEL TOLIVER, Biology (1981-2018)

KANAKA VIJITHA-KUMARA, Mathematics and Computer Science (1986-2020)

JAN L. WANACK, Music (1976-2008)

KATHY WHITSON, English (1993-2020)

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