THE MOMENT OF DISCOVERY

FOUNDED 1855

EUREKA COLLEGE

2026-2027 CATALOG

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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. All other concerns regarding discrimination should be directed to the Provost's Office.

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ACADEMIC CALENDAR

Fall Semester 2026

Fall Orientation Dates	Friday, June 26 Saturday, June 27 Thursday, July 23 Saturday, July 25 Thursday, August 13, 1:00–5:00 PM
College Connect Move-In Day	Saturday, July 18
College Connect Orientation Day (families)	Saturday, July 18, 2:00-5:00 PM
Move-In Day	Saturday, August 15
Faculty Retreat Day	Friday, August 14
Welcome Week	Saturday-Friday, August 15-21
Opening Convocation	Tuesday, August 18, 10:30 AM
First Day of Fall Courses	Wednesday, August 19
Last Day to Add Fall Courses (5^{th} Day)	Tuesday, August 25
Last Day to Drop Fall Courses (10^{th} Day; Census Date)	Tuesday, September 1
Labor Day (No Classes; Offices Closed)	Monday, September 7
Financial Plan/Account Balance Due	Week 4
Homecoming Week	Sunday-Saturday, September 13-19
6-Week Midterm Grades Due for Fall Courses	*Wednesday, September 30, 12:00 PM*
Mid-Semester Week	Monday-Friday, October 5-9
Fall Break (No Classes; Offices Open)	Monday-Tuesday, October 12-13
Last day to Withdraw from Fall Courses	Wednesday, November 4
Thanksgiving Break (No Classes)	Monday-Friday, November 23-27
Last Day of Fall Courses	Friday, December 4
Final Exams for Fall Courses	Monday-Tuesday, December 7-8
Study Day	Wednesday, December 9
Final Exams for Fall Courses	Thursday-Friday, December 10-11
Winter Commencement	Saturday, December 12, 10:00 AM
Final Grades Due for Fall Courses	*Wednesday, December 16, 12:00 PM*

Winter Term 2026-2027

Registration Opens for Winter Term Courses	Monday, November 2
First Day of Winter Term Courses	Monday, December 14 (varies by course)
Last Day to Add Winter Term Courses	Monday, December 14 (varies by course)
Last Day to Drop Winter Term Courses	Wednesday, December 16 (varies by course)
Last Day of Winter Term Courses	Friday, January 18 (varies by course)

Spring Semester 2027

Move-In Day	Sunday, January 10
Spring Orientation	Monday, January 11
First Day of Spring Courses	Tuesday, January 12
MLK Jr. Day; Campus Service Day (No Classes; Offices Closed)	Monday, January 18
Last Day to Add Spring Courses (5th Day)	Tuesday, January 19
Last day to Drop Spring Courses (10th Day; Census Date)	Tuesday, January 26
Founders' Day Convocation	Thursday, February 4, 12:15 PM
Financial Plan/Account Balance Due	Week 4
6-Week Midterm Grades Due for Spring Courses	*Wednesday, February 24, 12:00 PM*
Mid-Semester Week	Monday-Friday, March 1-5
Spring Break (No Classes)	Monday-Friday, March 8-12
Good Friday (No Classes; Offices Closed)	Friday, March 26
Easter Monday (No Classes; Offices Open; Faculty In-Service Day)	Monday, March 29
Last Day to Withdraw from Spring Courses	Monday, April 5
Last Day of Spring Courses	Wednesday, April 28
Study Day	Thursday, April 29
Final Exams for Spring Courses	Friday-Saturday Apr 30 – May 1
Final Exams for Spring Courses	Monday-Tuesday, May 3-4
Final Grades Due for Graduating Seniors	*Thursday, May 6, 12:00 PM*
Commencement	Saturday, May 8, 10:30 AM
Final Grades Due for Spring Courses	*Tuesday, May 11, 12:00 PM*

Summer Term 2027

First Day of May Term Courses	Wednesday, May 12
Last Day to Add May Term Courses	Wednesday, May 12
Last Day to Drop May Term Courses	Thursday, May 13
May Term Midterm	Wednesday, May 19
Last Day to Withdraw from May Term Courses	Tuesday, May 25
Memorial Day (No Classes; Offices Closed)	Monday, May 31
Last Day of May Term Courses	Friday, May 28
First Day of 8-Week Term Courses	Monday, May 31
First Day of June Term Courses	Monday, May 31
Last Day to Add June Term Courses	Monday, May 31
Last Day to Add 8-Week Term Courses	Wednesday, June 2
Last Day to Drop June Term Courses	Wednesday, June 2
Last Day to Drop 8-Week Term Courses	Friday, June 4
Final Grades Due for May Term Courses	*Friday, June 4, 12:00 PM*
June Term Midterm	Friday, June 11
Juneteenth (No Classes; Offices Closed)	Friday, June 18
Last Day to Withdraw from June Term Courses	Friday, June 18
Last Day of June Term Courses	Friday, June 25
First Day of July Term Courses	Monday, June 28
Last Day to Add July Term Courses	Monday, June 28
Last Day to Drop July Term Courses	Wednesday, June 30

Final Grades Due for June Term Courses	*Thursday, July 1, 12:00 PM*
Independence Day Observed (No Classes; Offices Closed)	Monday, July 5
Last Day to Withdraw from 8-Week Term Courses	Monday, July 12
July Term Midterm	Monday, July 12
Last Day to Withdraw from July Term Courses	Friday, July 16
Last Day of 8-Week Term Courses	Friday, July 23
Last Day of July Term Courses	Friday, July 23
Final Grades Due for 8-Week Term Courses	*Friday, July 30, 12:00 PM*
Final Grades Due for July Term Courses	*Friday, July 30, 12:00 PM*

Workforce Online Courses – Fall Semester 2026

First Day of 8-Week Online Session 1 Courses	Wednesday, August 19
Last Day to Add 8-Week Online Session 1 Courses	Friday, August 21
Last Day to Drop 8-Week Online Session 1 Courses	Tuesday, August 25
8-Week Online Session 1 Midterm	Tuesday, September 15
Midterm Grades Due for 8-Week Online Session 1 Courses	*Monday, September 21, 12:00 PM*
Last Day to Withdraw from 8-Week Online Session 1 Courses	Monday, September 28
Last Day of 8-Week Online Session 1 Courses	Friday, October 9
First Day of 8-Week Online Session 2 Courses	Wednesday, October 14
Final Grades Due for 8-Week Online Session 1 Courses	*Thursday, October 15, 12:00 PM*
Last Day to Add 8-Week Online Session 2 Courses	Friday, October 16
Last Day to Drop 8-Week Online Session 2 Courses	Tuesday, October 20
8-Week Online Session 2 Midterm	Monday, November 9
Midterm Grades Due for 8-Week Online Session 2 Courses	*Friday, November 13, 12:00 PM*
Last Day to Withdraw from 8-Week Online Session 2 Courses	Friday, November 20
Last Day of 8-Week Online Session 2 Courses	Thursday, December 10
Final Grades Due for 8-Week Online Session 2 Courses	*Wednesday, December 16, 12:00 PM*

Workforce Online Courses – Spring Semester 2027

First Day of 8-Week Online Session 3 Courses	Tuesday, January 12
Last Day to Add 8-Week Online Session 3 Courses	Thursday, January 14
Last Day to Drop 8-Week Session 3 Courses	Tuesday, January 19
8-Week Online Session 3 Midterm	Monday, February 8
Midterm Grades Due for 8-Week Online Session 3 Courses	*Friday, February 12, 12:00 PM*
Last Day to Withdraw from 8-week Online Session 3 Courses	Friday, February 19
Last Day of 8-Week Online Session 3 Courses	Thursday, March 4
Final Grades Due for 8-Week Online Session 3 Courses	*Wednesday, March 10, 12:00 PM*
First Day of 8-Week Online Session 4 Courses	Monday, March 15
Last Day to Add 8-Week Online Session 4 Courses	Wednesday, March 17
Last Day to Drop 8-Week Online Session 4 Courses	Friday, March 19
8-Week Online Session 4 Midterm	Thursday, April 8
Midterm Grades Due for 8-Week Online Session 4 Courses	*Wednesday, April 14, 12:00 PM*
Last Day to Withdraw from 8-Week Online Session 4 Courses	Friday, April 23
Last Day of 8-Week Online Session 4 Courses	Thursday, May 6
Final Grades Due for 8-Week Online Session 4 Courses	*Tuesday, May 11, 12:00 PM*

THE SPIRIT OF EUREKA COLLEGE

Vision

Eureka College will be a regional model for institutional sustainability.

Mission

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.

Our History

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.

Location

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.

Core Values

Eureka College's Core Values dictate our behavior, our actions, 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

Our Goals

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

Academic Life

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 19 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.

The Faculty

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-two percent of all full-time instructors also pursue opportunities to teach outside their fields of study in interdisciplinary courses such as Career and Civic Engagement, Justice and Civic Responsibility, and Ethical Reasoning.

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.

Accreditation and Memberships

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.

Four Year Graduation

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 5th day of the 3rd 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 5th day of the 3rd 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 5th day of the 7th semester of enrollment.
5. Register for courses during the allotted fall and spring semester registration days which begin respectively in October and March/April and end on the last day of finals.
6. Complete a Request for Fifth Year Tuition application.

Tuition Freeze

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.

Experiential Learning Grant

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.

Application Process

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**.
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.

Criteria for Admission

Eureka College accepts those it considers best qualified among those applying each semester. Students applying from online high schools may not qualify for admission to Eureka College.

First-Year Students

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 weighted GPA of 2.5/4.0 or 3.13/5.0 scale earned in a general education curriculum. 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 weighted GPA through the end of high school will result in a denial even if the student was previously accepted for admission.
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 76) for the English and Mathematics placement policies.
3. The high school schedule of general education 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 weighted GPA of 2.5 and above must submit a non-refundable $200 deposit by July 31 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.

Early Action Applicants - The Early Action deadline is **November 1st**. All first-year students who have submitted their application and all required materials by November 1st will receive an admissions decision by mid-December.

Spring Applicants - First-year applications for Spring 2027 must be submitted by **December 22, 2026**. All application materials must be received by the Office of Admissions by **January 5, 2027**.

Fall Applicants - First-year applications for Fall 2027 must be submitted by **April 15, 2027**. All application materials must be received by the Office of Admissions by **July 1, 2027**.

First-year applicants who would like to apply for the Fall 2027 semester after April 15th can request a late application by submitting a petition to the Office of Admissions from **April 16 to July 1, 2027**. They cannot have previously applied for the upcoming semester. A link to submit a late petition will be provided on the Eureka College admissions website.

First Year Interest Groups – A First Year Interest Group (FIG) is a learning community where cohorts of 15 incoming first year students take a linked cluster of courses together, often centered around a shared interest, topic, or career related goal. FIGs are designed to ease the transition into college life, increase engagement, and provide academic support early in the student's academic experience. FIGs also foster social connection, as students will quickly become part of a group who are all experiencing the same courses together.

Through a FIG, students will take three classes, each designed to support the central theme of the FIG. Each FIG will include a First Year Seminar course (ECC100/101) – the heart of the First Year Interest Group. This seminar is a class exclusively for the students in the FIG and lays the groundwork for the FIG theme. FIG students will also enroll in two other EC courses which fit the theme of the FIG. Students will earn at least two of the Eureka College 10 Essential capabilities through FIG completion. The FIGs are not major specific. Any student, regardless of major, can benefit from enrolling in a FIG.

First Year Interest Group (FIG) Eligibility - Students may be invited to join our First Year Interest Groups (FIGs) based upon admissions material. The College Connect FIG begins one week before the traditional fall semester for an immersive orientation to college. There is an additional fee for meals during this week. College Connect also includes a 2-week May Term course in which students earn their professionalism badge. Other eligible students can register for FIG courses during orientation.

Transfer Students

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. Credit may be awarded once per course ID. Repeats will not necessarily be given credit multiple times. Vocational credits will be evaluated by the Registrar's Office on a course-by-course basis.
5. 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.

Spring Applicants - Transfer applications for Spring 2027 must be submitted by **December 22, 2026**. All application materials must be received by the Office of Admissions by **January 5, 2027**.

Fall Applicants - Transfer applications for Fall 2027 must be submitted by **June 1, 2027**.

Transfer applicants who would like to apply for the Fall 2027 semester after June 1st can request a late application by submitting a petition to the Office of Admissions from **June 2 to August 1, 2027**. They cannot have previously applied for the upcoming semester. A link to submit a late petition will be provided on the Eureka College admissions website.

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**.

Transfer Course Policy for General Education – All transfer students are required to complete the Eureka College general education curriculum (10 Essentials). 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 Career and Civic Engagement or Justice and Civic Responsibility 10 Essential course
        - An Ethical Reasoning 10 Essential 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.

International Students

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 College Connect program is only available in the fall semester and students who place into that Pathway will be deferred until the following Fall semester.

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 – 4 on the new 2026 scale (old scale 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. Eureka College does not accept the Standardized English Proficiency Test (SEPT).

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/earning a bachelor's degree.

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.

Degree Completion Students

The degree completion programs allow non-traditional, working students to finish their bachelor's degree in a convenient hybrid online and in person evening 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 Associate degree than with an Associate of Arts (AA) or Associate 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.

Unclassified Students

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 $702.00 per semester hour.

Senior Citizen Students

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.

Readmitted Students

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.

Eureka College Prior Learning Assessment

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.

Guidelines for the PLA Program

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.

Types of PLA

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.

Illinois State Seal of Biliteracy – A public school district or nonpublic school may establish the State Seal of Biliteracy program to recognize high school graduates who have attained a high level of proficiency in English and in one or more other foreign, or world, language. This recognition must be designated on a student's transcript and high school diploma with a receipt of the State Seal of Biliteracy, provided that all conditions and requirements for the program have been met. Students who have received a State Seal of Biliteracy must request course credit for their seal from the Eureka College Registrar by emailing registrar@eureka.edu. For Spanish speaking students who receive the seal, 8 credit hours will be awarded for SPA115 and SPA120. For all other languages, 8 credit hours of general electives will be awarded.

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.

PLA Procedures

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.

Admission Status

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 “admitted,” “denied,” or “hold” if additional information is needed before a decision can be rendered.

Deposits

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 31st 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.

Denial

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.

Appeals

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.).

Consideration for all appeals will be at the discretion of the Dean of Enrollment Management.

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, 2026.

Financial Costs

Overview for Incoming 2026-2027 Students

Yearly	
Tuition*	$29,704
Board (All Block Plans**)	$5,937
Room (Double Occupancy***)	$5,357
Activity Fee	$380
Orientation Fee	$125
Parking Fee	$150
Technology Fee****	$633
Total	**$42,286**

**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 $2,968.50 and $2,986 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 $2,678.50 and $3,034.50 per semester. See the Room section of the Catalog for specific room rates.*

*****The Technology Fee for commuter students is $343.*

Tuition

Full-time Students (12-18 semester hours), per semester	$14,852
Full-time Students, per semester hour above 18	$702
Part-time Students (less than 12 hours), per semester hour	$702
Unclassified Students, per semester hour	$702
Senior Citizen Students (age 60 and older), per semester hour	$75

Winter and Summer Courses, per semester hour	$632

Board

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**.

Resident Meal Plans	**Per Semester**	**Per Year**
Option A: Unlimited Meals		
+ No Flex Dollars	$2,986	$5,972
Option B: Block 175 (Avg. of 12 meals/week)		
+ $75 in Flex	$2,968.50	$5,937
Option C: Block 150 (Avg. of 10 meals/week)		
+ $100 in Flex	$2,968.50	$5,937
Option D: Block 125 (Avg. of 8 meals/week)		
+ $150 in Flex	$2,968.50	$5,937

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 15th day of class for the upcoming/current semester.

Room

	Per Semester	**Per Year**
Double room (with roommate) in Alumni	$2,678.50	$5,357
Double room (with roommate) in Founders	$2,732.50	$5,465
Double room (with roommate) in Arnold	$3,034.50	$6,069
Double room (with roommate) in Gunzenhauser	$3,034.50	$6,069
Single room in Founders	$3,316	$6,632
Single room in Alumni	$3,430	$6,860
Single room in Arnold	$3,886	$7,772
Single room in Gunzenhauser	$3,886	$7,772
Single room in Langston	$4,123	$8,246

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.

Dispute of Charges

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.

Other General Charges

Enrollment Deposit, New & Readmitted Students (non-refundable)	$200
Housing Deposit (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
Student Teaching Fee	$620 (estimate)
Health Care Services, Student Co-Pay	$15

Returned Check Fee $30

Course Participation Fee 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) 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 MBS Direct 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.

Insurance

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 2026 to August 2027)	$2,359
Spring Semester only (January 2027 to August 2027)	$1,370

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, Cheer, Dance, Flag Football, Soccer & Volleyball	$330
All Other Sports	$240

Insurance rates are subject to change.

CIC & TE Tuition Exchange Program

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.

Payment

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.

Payment Options

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.

Payment Methods

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 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.

Finance Charges

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.

Refund Calculation/Policy (Exit or Withdrawal)

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.

Withdrawal Refund Policy of Institutional Charges

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 10th 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 10th 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.

Official Withdrawal

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.

Unofficial Withdrawal

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.

1098-T IRS Tuition Statement

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).

Applying for Assistance

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®) form each year, which is available online at **https://studentaid.gov/h/apply-for-aid/fafsa**. Upon receipt of the FAFSA®, if the students is already admitted, a financial aid package will be prepared and emailed.

The FAFSA® 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 2026, they should complete the 2026-2027 FAFSA® on October 1, 2025.

Eureka College Scholarships, Grants and Awards

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 full-time students receive some form of financial assistance.

First Year and Transfer Student Scholarships

First Year and Transfer student scholarships are awarded at the time of admission and are renewable each academic year as long as the student remains at a full-time enrollment status (12 or more hours) and the same living status. A student's enrollment status (full-time or part-time) is set at the census date (10th day) of each semester and does not change until the census date of the next semester.

Ronald W. Reagan Leadership Program

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.

Disciples Leadership Program

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.

The Uniquely Eureka Promise Program

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.

Admission Scholarships and Grants

First Year and Transfer student scholarships are awarded at the time of admission and are renewable each academic year as long as the student remains at a full-time enrollment status (12 or more hours) and the same living status. A student's enrollment status (full-time or part-time) is set at the census date (10th day) of each semester and does not change until the census date of the next semester. 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 full-time 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.

Maximum Awards

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.

Experiential Learning Grant

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.

Student Eligibility

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.

Principles Governing the Types of Experiences that are Eligible for Funding

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.[1]

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.[2]
- Other experiences that are not already available at Eureka College, and which significantly enhance experiences available at Eureka.[3]

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

[1] 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.

[2] 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.

[3] 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.

procedures for evaluating and approving applications to use grant monies, see the relevant section of the Eureka College Faculty Handbook.)

Study Abroad Funding

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.

Straw International Study and Mission Fund

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.

Colorado International Scholarship for Study Abroad

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.

Need Based and Other Assistance

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®[4] (Ch. 33) or Vocational Rehabilitation and

[4] 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**.

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;
- 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).

Student Employment

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.

Loan Funds

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.

CAMPUS LIFE

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.

Office of Student Life

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

Title IX

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 al 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.

The Cerf Center

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 Red Devil Depot (the campus store), 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.

First Generation Initiative

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 45% 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.

Greek Life

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.

Health and Wellness Services

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 2026-27 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.

Housing & Residence Life

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.

Mission Statement

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.

Living on Campus: Is It Required?

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 45-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 Student Success Center.

New Student Orientation

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. All incoming students are charged a $125 Orientation fee. 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.

Service Opportunities

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.

Student Programs and Events

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.

Student Activities and Organizations

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.

Student Disciplinary Policy

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.

Additional Student Services

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

Athletics

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.

Campus Safety

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 Sherriff'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 **lmarion@eureka.edu** or by phone at 309-467-6408.

Career Services

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.

Red Devil Depot/The College Bookstore

The Red Devil Depot 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 Red Devil Depot is the best source for students, faculty, and staff, as well as alumni and families to purchase EC gifts and apparel. The Depot's 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**. Contact the Depot at 309-467-6426 or email **bookstore@eureka.edu**.

Information Technology Services

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.

Walk-up computer stations are available in Melick library and Burgoo. 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.

The Student Success Center

The Eureka College Student Success Center provides academic support services for students and faculty. The Center offers the following services: Writing tutors, Math support, 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 Student Success Center equally with students who intend to maximize their academic success. The Center is located on the first floor of Melick Library and Student Success Center.

Melick Library and Student Success Center

Eureka College Student Success Center houses the Student Success Coaches, Disability Services, Career Services, library reference desk, and the Office of Student Life on the first floor of the building.

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.

Parking

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. The parking fee for students is $150.

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.

Religious Life

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

Requirements for Graduation

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

1. Complete at least 60 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. Fifteen of the final 30 semester hours toward the degree must be earned at Eureka College.
2. Completion of the following courses: COM104, ECC101, ECC290W, ENG103W, IDS110, and MAT103.
3. Completion and submission of a résumé each year of enrollment at Eureka College.
4. Completion of a mock interview with Eureka College Faculty or Career Services staff.
5. Completion of the Professionalism Badge.
6. Submit a completed Application for Graduation by deadlines established by the Registrar's Office.
7. 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.

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, minor, and certificate.
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. Completion and submission of a résumé each year of enrollment at Eureka College.
8. Completion of a mock interview with Eureka College Faculty or Career Services staff.
9. Completion of three Eureka College badges. The two required badges must be the Campus Engagement Badge and the Professionalism Badge, while the third elective badge can be chosen by the student.
10. Submit a completed Application for Graduation by deadlines established by the Registrar's Office.
11. 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.

Commencement Participation

Students who have completed all degree requirements may participate in the commencement ceremony. Students who have 3 credits remaining to complete in May Term and are registered in May Term are able to participate in the May 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.

Second Baccalaureate Degree

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.

Re-enrolled Students

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.

Grading System

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:

Grade	**Grade Points/Semester Hour**
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.

6-Week Midterm Grade Policy

At the 6th 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 6th week will be required to attend study hall Monday through Thursday. 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 with 30 or more earned credit hours **-** Students who receive 50% or more D+, D, D-, and F grades at the 6th week are required to meet with their faculty advisor and success coach, if assigned one, 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.

Pass-Fail Option

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.

Auditing Courses

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 10th day.

Repeating Courses

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.

Academic Forgiveness

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.

Grade Appeals

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

Academic Integrity

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 their 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.

Academic Honors

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.

Academic Advising

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.

Responsibility of Students

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.

Registration

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.

Adding, Dropping, and Withdrawing from Courses

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.

Prior Approval for Academic Overloads

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.

Attendance

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.

Remote Learning

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.

Administrative Withdrawal

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.

Exit Procedures

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.

Temporary Exits

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.

Transfer Credit

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.

Limits on Transfer Credit

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.

Placement Testing

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.

English

If a student enters Eureka College with a 3.25 grade point average in their high school English courses, an SAT Evidence-Based Reading and Writing (EBRW) score of 480 or above, or an ACT English score of 18 or above, 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, an SAT EBRW score between 460-479, or an ACT English score of 16-17 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, an SAT EBRW score lower than 460, or an ACT English score lower than 15 should enroll in ENG095R.

Mathematics

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 Canvas to provide proper placement in MAT095R (Basic Algebra I), MAT103 (Basic Algebra II), MAT111 (College Algebra), MAT121 (Precalculus), or MAT171 (Calculus with Analytic Geometry I). Students with a 19 or higher Math ACT score or a 510 or higher Math SAT score may bypass MAT095R and the math placement exam. Students with a 22 or higher Math ACT score or 540 Math SAT score may also bypass MAT103, and those with a 25 or higher Math ACT score or 590 or higher Math SAT score may also bypass MAT111. The math placement exam may be taken only once. There will be no exceptions.

Spanish

A placement examination is available 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 Registrar's Office.

Academic Status Policies

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**.

Satisfactory Academic Progress

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:

Grade	**Grade Points/Semester Hour**
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.

Withdrawals, Incompletes, Repetitions, and Remedial Courses

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.

Changing of Major/Program

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.

Academic Warning

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 are limited to enrolling in 12-13 semester hours during their warning semester, they must enroll in IDS100, Skills for College, if they haven't already passed it, and they must have an Academic Success Agreement on file with the Student Success Office.

Academic Probation

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 Student Success Office.

Academic Dismissal

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.

Financial Aid Warning, Probation, and Suspension

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.

Appeals

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. Under special circumstances, at the Provost's discretion, an additional appeal may be granted.

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.

Records and Transcripts

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. All 10 Essentials are required; however, students may choose between “Career and Civic Engagement” and “Justice and Civic Responsibility” to complete the capability.

Aesthetic Sensibility

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 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
- MUS150W – Music Cultures in the U.S.
- MUS264 – Creating Music
- PSY299 – Psychology in Film
- THA161 – Introduction to Theatrical Design

Analytical Inquiry and Problem Solving

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 Courses:

- ART212 – Sculpture and Mixed Media
- BUA211 – Personal Finance
- CHM131 – General Chemistry I
- CHM191 – Environmental Chemistry
- CHM345 – Instrumental Analysis
- COM217 – Video Games and Contemporary Problems
- COM219 – Media, Gender, and Sexuality
- COM221 – Media History
- COM225 – Multimedia Storytelling
- ECC110 – Giving With Understanding
- ECC290 – The Boy Crisis
- EDU227W – Educational Psychology
- ENG211 – Literatures in English I: Beginnings to 1700
- ENG332W – Topics in Professional Writing
- ENG395W – Publishing Workshop
- EVS370 – Advanced Geospatial Technology
- KIN330W - Advanced Health, Fitness, and Performance Training
- MAT315 – Linear Algebra

- PSY225 – Industrial-Organizational Psychology
- PSY235 – Decision Making and Its Biases (IT Workforce Accelerator Good Jobs Grant course)
- PSY315W – Cognitive Neuroscience
- SPA300W – Critical Analysis in Hispanic Studies
- SPE375 – Multi-Tiered System of Supports

Career and Civic Engagement

Characteristics:

- Establish and understand individual career goals. (Vocational)
- Apply academic study through civic, social, and community engagement at local, national, and/or global levels. (Social and Community Engagement)
- Function effectively as a member of a team by demonstrating the ability to engage in learning based on reciprocal and mutually beneficial relationships. (Academics)
- Understand the mission and values of Eureka College, as well as the specific expectations of being a Eureka College student. (Mission and Expectations)

Career and Civic Engagement Courses:

- ECC100 – Career and Civic Engagement
- ECC201 – Fear Itself
- GFS101 – Introduction to Genre and Fandom Studies

**Must be taken at Eureka College. In 2026-27, students can earn either the CCE Capability or the JCR Capability.*

Communication

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 Courses:

- COM104 – Modern Communication
- COM106 – Writing for Media
- EDU270 - Curriculum and Instructional Design Application

- EDU440 - Secondary Methods in English
- EDU441 –Secondary Methods in Social Science
- EDU442 - Secondary Methods in Mathematics
- ENG170 – Writing for Context (IT Workforce Accelerator Good Jobs Grant course)
- ENG213 – Literatures in English III: 1900-Present
- ENG266 – Metaphor and Meaning
- EVS286 – Approaches to Science Communication and Research
- LDR215 – Digital Leadership
- PSC260 – Political Ideologies
- PSY180W – Introduction to Science Communication
- THA222 – Auditioning for Stage and Screen

Ethical Reasoning

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 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.*

Health, Fitness, and Well-Being

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 Courses:

- COM215 – Relational Communication
- ECC281 – Happiness and Human Flourishing
- EVS170 – Gardening for Health and Wellbeing
- HED170 – Wellness

- HED284 – Nutrition
- KIN130 – Essentials of Health, Fitness, and Performance
- PSY260 – Health Psychology

Intercultural Understanding

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 Courses:

- BUA310 – International Business
- COM108 – Media and Culture
- EDU229 – Educating the Exceptional Child
- ECC240 – Contact and Expression
- ECC/MUS250 – Music and Race
- ECC299 – Race in Concert Dance
- EDU351 – Language and Diversity in Education
- ENG250W – World Building
- ENG272 – Studies in Global Literatures
- ENG281T – Inventing Worlds, Shaping Races
- HIS260 – Native American Studies
- HIS288W – Nazi Germany and the Holocaust
- KIN255 – Social Agility
- LDR115 – Introduction to Leadership
- MUS150W – Music Cultures in the U.S.
- MUS152 – World Music
- MUS153 – American Popular Music
- SOC105 – Cultural Sociology
- SPA305 – Spanish and Latin American Cultures
- SPA306 – US Latino Cultures

Justice and Civic Responsibility

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 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. In 2026-27, students can earn either the CCE Capability or the JCR Capability.*

Scientific Literacy

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 Courses:

- BIO142 – Principles of Biology II
- BIO264 – Human Anatomy and Physiology II
- CHM121 – Survey of Chemistry
- CHM132 – General Chemistry II
- ENG291 – Introduction to Phonetics
- EVS121 – Environmental Biology
- EVS152W – Introduction to Environmental Science
- EVS270 – Introduction to Geospatial Technology
- PHS110 – Introduction to Physical Science
- PSY281 – Contemporary Statistical Analysis for the Workplace (IT Workforce Accelerator Good Jobs Grant course)
- PSY380W – Psychological Statistics & Methods II

Spiritual Engagement and the Examined Life

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 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

Sustainable Practices and Environmental Conscience

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 Courses:

- BUA270W – Business Sustainability
- BUA351 – Ecological Economics
- COM224 – Popular Culture and the Environment
- ENG264 – Nature Writing: A Field Course
- ENG274 – American Nature Writers
- EVS151W – Introduction to Environmental Science
- EVS260 – Introduction to Sustainability
- EVS385 – Environmental Studies Seminar
- HIS225 – Global Environmental History
- HIS317W – Environmental Law

- LDR300 – Organization Sustainability: Planning Strategically for Continuous Improvement

Writing Enriched Curriculum

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:

8. Read and evaluate the credibility of a diverse range of non-fiction source texts.
9. Summarize, analyze, and synthesize primary and/or secondary source texts in order to write one's own thesis-driven essay.
10. 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.
11. Recognize differences in rhetorical situations for different pieces of writing in different disciplines (genre, audience, and purpose).
12. 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 divers 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.

Majors

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:

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

**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.*

Double Majors

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.

Minors

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
Coaching
Communication and Media Studies
Criminal Justice/Sociology
Economics *(suspended)*
Education
English
Environmental Science
Environmental Studies
Genre and Fandom Studies
Hispanic Studies
History
Kinesiology
Mathematics
Music
Neuroscience

Philosophy and Religion	Psychology
Political Science	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.

Individualized Major and Minor

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.

Certificates

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:

- Applied Ethics
- Graphic Design
- Leadership
- Performing Arts
- 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.

Pre-Professional Programs

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

Pre-Actuarial

Students interested in an actuarial career should take the following courses to prepare for the actuary exams: CSC135, MAT171, MAT260, MAT271, MAT272, MAT310, and MAT315, and would benefit from a major in Business Administration or a similar program.

Pre-Art Therapy

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.

Pre-Athletic Training

Students interested in applying to Athletic Training programs will need a bachelor's degree along with additional prerequisites (specified by graduate institutions) prior to

applying to graduate school for their Master's degree in Athletic Training. Eureka College students have two options for ensuring they have the prerequisites needed to apply to graduate school:

1. 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, apply to CUW in the third year, 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. Students not accepted into CUW would still be on track to finish their 4-year Kinesiology-Exercise Science major at Eureka College.
2. The Bachelor of Science in Kinesiology-Exercise Science degree at Eureka College with the "Pre-Allied Health" emphasis gives students the prerequisites and experiential learning needed to apply to most graduate schools that have a Master's degree in Athletic Training.

Pre-Law

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.

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

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 pharmacy 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	BIO360	CHM321	PHY220
BIO142	CHM131	BIO/CHM421	PHY230
BIO263	CHM132	IDS304	PSY101
BIO264	CHM220	MAT171	SOC102
BIO325	CHM221	MAT260	

BIO/CHM421 is not required by all medical schools, but it is a helpful course when preparing for the MCAT.

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. There is no admission test for Pre-Pharmacy students. Pre-Physician Assistant students should include as many mentoring, observing, or shadowing hours as possible.

Pre-Ministry

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.

Pre-Music Therapy

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: MUS150W, 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, PSY180W, PSY205, PSY280W, PSY285, PSY308, PSY314W, PSY370W, and PSY372;
6. Plus SOC102;
7. Plus MUS497 or PSY495 as a capstone.

Nursing

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	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.

Occupational Therapy

Students interested in applying to Occupational Therapy programs will need a bachelor's degree along with additional prerequisites (specified by graduate institutions) prior to applying to graduate school for their Master's degree in Occupational Therapy. Eureka College students have multiple options for ensuring they have the prerequisites needed to apply to graduate school:

1. The Bachelor of Science in Psychology/Occupational Therapy Program 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. 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.
2. The Bachelor of Science in Kinesiology-Exercise Science degree at Eureka College with the "Pre-Allied Health" emphasis gives students the prerequisites and experiential learning needed to apply to most graduate schools that have a Master's degree in Occupational Therapy. Students interested in owning their own business or going into a leadership field such as becoming an Athletic Director should also add a Business Administration minor.
3. Students in majors other than Psychology or Kinesiology can still apply to Occupational Therapy Master's Degree programs if they have met their graduate institution's prerequisites. These students should consider adding a Kinesiology minor and/or a Psychology minor.

Pre-Physical Therapy

Students interested in applying to physical therapy programs will need a bachelor's degree along with additional prerequisites (specified by graduate institutions) before applying to graduate school for their Doctorate in Physical Therapy. Eureka College students are encouraged to obtain our Kinesiology-Exercise Science degree and to also pursue a "Pre-Allied Health" emphasis. This route will give students the prerequisites

and experiential learning needed to apply to graduate schools for their Doctorate in Physical Therapy. Please consult the Kinesiology-Exercise Science major for details.

Social Work

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.

Pre-Veterinary Medicine

The student entering veterinary school will usually major in Biology or Chemistry. However, a student from any major may be accepted as long as they have the specific prerequisite courses for the school. Most 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 for students planning to attend veterinary school:

BIO141	BIO360	CHM221	MAT260
BIO142	CHM131	CHM321	PHY220
BIO220	CHM132	BIO/CHM421	PHY230
BIO342	CHM220	MAT171	PSY101
			SOC102

Veterinary 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. Pre-Veterinary students should include many observing or shadowing hours in both large and small animal veterinary practices and if possible, be taken as internship hours.

Associate's Degrees

Eureka College offers a general studies Associate of Art or Associate of Science degree. The associate's degree is not intended to meet Illinois Articulation Initiative (IAI) transfer-out requirements. It is intended to provide students who are not able to complete the 4-year bachelor's degree with an opportunity to leave Eureka College with a degree credential to position them for their future career or to earn a 4-year degree in the future.

The associate's degree is not a specific major program. Students will complete an 18 credit hour Workforce Ready core of classes, plus the Professionalism Badge, a résumé for each year of enrollment at EC, a mock interview, and a minimum of 42 additional credit hours in a cluster or electives. Course clusters could include and would not be limited to Personal Training, Sport Coaching, Digital and Graphic Design, Public Safety, Conservation Officer, and Entrepreneurship and Small Business.

The following college goals are applicable to the associate's degree program:

- 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.

Résumé Requirements

Eureka College students will be required to submit a résumé each year they are enrolled at the College. Résumés are to be uploaded no later than February 15th of each academic year. Students who graduate in December must upload their résumés before October 15th of their last semester.

Résumés will be reviewed by the Career Services staff and must meet certain criteria for the requirement to be complete. Students will not be allowed to register for the following semester's courses without the résumé complete. Any student who does not submit a completed résumé each year of enrollment will be ineligible for graduation.

Mock Interview

The Mock Interview will help simulate a genuine interview experience, provide feedback, and refine students' responses before a high-stakes employment/graduate program interview. Students will be required to complete one Mock Interview with approved faculty/staff member(s) before graduation. This can be achieved through Career Services appointments or events, or through a student's chosen Pathway, including coursework.

Badges

Eureka College badges are digital representations of a student's skills, knowledge, or accomplishments. These badges play a crucial role by serving as a verifiable record of an individual's skills. These badges assist students in becoming more well-rounded individuals and encourage participation in College-sponsored programming and Experiential Learning.

Students will be required to complete three Eureka College Badges before graduation. Two of the badges will be Required Badges (Campus Engagement and Professionalism) and one Elective Badge will chosen from the other catalog badge options.

The badge requirements will be tracked within Canvas. Students may not count one option toward two badges. It is the responsibility of the student to ensure all activities are tracked appropriately.

Required Badges

All students are required to complete both of the following badges prior to graduation.

Campus Engagement Badge – a Campus Engagement Badge will help students reach the Eureka College goal of:

- Participating in a community of learning, leading toward the development of greater social awareness and responsibility.

Students will be required to complete a minimum of 6 events: two events from Academics; three events from Personal Growth; and one event from Fine & Performing Arts. Students may not count a single event as two separate categories. Required trainings are excluded.

- Academics (select at least 2)
    - Attendance at one approved colloquium event
    - Attendance at one approved honors thesis presentation
    - Attendance at one approved lecture event
    - Attendance at one approved sciences event
    - Attendance at Convocation ceremony and lecture
    - Attendance at Founder's Day ceremony and lecture
- Personal Growth (select at least 3)
    - Attendance at one approved Cultural Awareness event
    - Attendance at one approved Career Services event
    - Attendance at one approved Student Senate event
    - Attendance at one approved wellness event
    - Attendance at one approved other club/organization/Athletics event
- Fine & Performing Arts (select at least 1)
    - Attendance at one approved arts event
    - Attendance at one approved music event
    - Attendance at one approved theater event

Professionalism Badge – a Professionalism Badge will help students reach the Eureka College goal of:

- Acquiring a breadth of disciplinary knowledge, methodology, and skills to best serve profession.

Students will be required to complete one of the following options in order to earn the Professionalism Badge. Students may use major requirements to fulfill badge requirements.

- Completion of 2+ credit hour internship (1 credit hour = 40 clock hours)
- Completion of 40 clock hours in an approved job shadow experience
- Completion of two 1-credit practicum courses (or equivalent) (1 credit hour = 40 field hours)
- Completion of 120 hours of approved work in an on-campus student employment position
- Completion of 120 hours of work in an off-campus employment position
- Completion of an approved Prior Learning Assessment (PLA) portfolio
- Completion of a faculty approved mentorship experience
- Completion of a faculty approved work immersion experience (e.g., student teaching [one semester])

Elective Badges

All students are required to complete one of the following prior to graduation.

Creative Expression Badge – a Creative Expression Badge will help students reach the "cultural" and "aesthetic" portions of this Eureka College goal:

- Pursue intellectual, cultural, and aesthetic enrichment.

Students will be required to complete three of the following options in order to earn the Creative Expression Badge. No creative expression can come from credit-earning work that applies to a major, minor, or certificate, though work from zero-credit and audited courses are eligible, as well as credit loads outside of their home program.

- Publication of a poem or short story
- Production of an art exhibition
- Production of a short film or video
- Composition of an original song
- Creation of a public mural
- Participation in a music performance
- Participation in a stage production or performance

Global Citizen Badge – a Global Citizen Badge will help students reach each of these Eureka College goals:

- 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.

Students will be required to complete one of the following options in order to earn the Global Citizen Badge. Students may use major requirements to fulfill badge requirements.

- Completion of one year of foreign language study at the collegiate level
- Completion of approved study abroad experience
- Completion of approved service learning, travel, or mentorship experience (preferred abroad, however domestic travel, if approved, is acceptable)
- Completion of 80 hours of approved volunteer work

Leadership Badge – a Leadership Badge will help students reach each of these Eureka College 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.

Students will be required to complete one of the following options in order to earn the Leadership Badge. Students may use major requirements to fulfill badge requirements.

- Completion of one year in an approved leadership position. Positions could include, but are not limited to:
    - Leadership in Student Affairs:
        - Campus Governance

        - Resident Assistant
        - Peer Mentor
    - Leadership in Student Organization:
        - Greek Life
        - Campus Activities Board
        - Position in OSL Approved Organization
    - Leadership in Co-Curricular Organization:
        - *Pegasus* Editor-in-Chief
        - ECTV/WXEC Station Manager
        - Music Ensembles
        - Theatre Productions
    - Leadership in College Affairs
        - Admissions Ambassador
        - Leadership role in Staff Offices such as, but not limited to, OSL, Advancement, and Business Office
        - Career Ambassador
        - Orientation Leader
    - Leadership in Athletics
        - Athletic Team Captain
        - Team Manager

Scholar Badge – a Scholar Badge will help students reach each of these Eureka College 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.

Students will be required to complete one of the following options in order to earn the Scholar Badge. Students may use major requirements to fulfill badge requirements.

- Presentation at one faculty-approved conference
- Completion of Honors Thesis and Presentation
- Completion of 12 credits of approved coursework from a division outside of student's primary division(s)

- Selection to Dean's List in two semesters

Online Courses

The majority of Eureka College courses are held in-person, however, the following may occasionally be offered as online, asynchronous, 8-weeks courses.

Aesthetic Sensibility Courses:

- ART101W – Art Appreciation

Analytical Inquiry and Problem Solving Courses:

- ECC290 – The Boy Crisis
- PSY235 – Decision Making and Its Biases

Communication Courses:

- ENG170 – Writing for Context

Career and Civic Engagement Courses:

- ECC100 - Career and Civic Engagement Seminar

Health, Fitness, and Well-Being Courses:

- HED284 - Nutrition
- PSY260 – Health Psychology

Intercultural Understanding Courses:

- EDU229 – Educating the Exceptional Child
- ENG250W – World Building
- LDR115 – Introduction to Leadership
- MUS153 – American Popular Music

Scientific Literacy Courses:

- EVS121 – Environmental Biology
- PSY281 – Contemporary Statistical Analysis for the Workplace

Sustainable Practices and Environmental Conscience Courses:

- COM224 – Popular Culture and the Environment
- EVS260 – Introduction to Sustainability

Non-10 Essential Courses:

- COM218 – Organizational Communication

- COM308W – Communication and Media Ethics
- All Computer Science (CSC) courses
- EDU355 – Education Law

The Eureka College Honors Program

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 – Current or prospective students are eligible to participate in the Eureka College Honors Program if they (1) have a final high school or college transfer GPA of 3.50 or higher; and (2) complete the Honors Program Application form. Students who did not enroll in the Honors Program in their first year will be eligible to apply for 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.

Honors Program Requirements:

1. Incoming Honors first-year students are recommended to enroll in ECC101H (Justice and Civic Responsibility Seminar – Honors section) in the fall of their

first year. This course is not required for students enrolling in the program after the first year.

2. Students in the program will enroll in HON200 (Honors Seminar) at least once by the end of their second year in the program. The course is repeatable up to three times.
3. 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.
4. 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.
5. 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.
6. 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).

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.

Interdisciplinary Studies

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 – Career and Civic Engagement courses or Justice and Civic Responsibility courses and ECC490W (Ethical Reasoning Seminar) aims to ground students in the liberal arts and to help them recognize the connections between academic disciplines.

A Career and Civic Engagement or Justice and Civic Responsibility course is taken by all new students during the first year of their enrollment. 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.

International Studies Program/Study Abroad

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.

Student Eligibility

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.

Travel Opportunities

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.

The Center For Lifelong Learning

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.

Degree Completion Programs

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.

Special Education LBSI Endorsement

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.

Directed Study

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.

Independent Study

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.

Internships and Practica

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 and 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 Servi es. 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.

Special Topics Courses

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.

Prerequisites and Corequisites

Prerequisites are courses that must be successfully completed (as determined by the Eureka College faculty) before a specific course is begun. These courses are generally part of a sequence that a division determines must be completed for the benefit of the student and integrity of the major program of study.

Corequisite courses must be successfully completed either before a specific course is begun or at the same time as a designated course. If a corequisite has not previously been completed successfully, the student must register for both the designated course and the corequisite at the same time. In most cases, withdrawal from the corequisite may result in the need to withdraw from the primary course. Students may occasionally (after consulting their academic advisor) wish to withdraw from a corequisite course in mid-semester while remaining in the other course. This can only be done with the agreement of the instructor and the syllabus allows of the course in which the student wishes to remain. The corequisite must be completed during the next semester in which the course is offered.

In some majors, courses are listed as prerequisite and corequisite to more than one course. In this instance, students may withdraw from a course but must successfully complete it prior to beginning the higher level course for which it is a prerequisite.

ACADEMIC PROGRAM DESCRIPTIONS

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

Accounting

The Accounting 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 Accounting courses, students will also be exposed to foundational courses in statistics, economics, and business.

Minor in Accounting

REQUIREMENTS FOR A MINOR IN ACCOUNTING – a minimum of 25 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
ACC221	Tax Accounting I	[rec PR: ACC112]	3
MAT260	Statistics	[PR: MAT103 or placement]	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
One of the following:			
BUA340	Business Law	[PR: none]	3
BUA360	Business Finance	[PR: ACC112 & MAT260]	3
Plus an additional 6 hours of coursework at the 300-level or higher in Accounting.			6
TOTAL:			25

Applied Ethics

Eureka College's Applied Ethics Certificate provides coursework to help students develop knowledge of ethical theories and principles in order to apply their knowledge in professional and concrete contexts. Housed by the Philosophy and Religion department, the certificate draws from multiple disciplines. It is intended to support and companion the student's primary major and to empower students as emerging professionals to apply ethical theory and reasoning in their workplace, vocation, and life.

Program Goals

1. Students understand multiple ethical frameworks, as well as the historical development of ethical thought and its application to contemporary issues.
2. Students can evaluate ethical arguments from various viewpoints or perspectives and can consider divers views and cultural contexts.
3. Students can apply ethical frameworks to contemporary problems or issues in a variety of professional domains (such as environmental ethics, business ethics, communication ethics, and technological ethics).

Program Student Learning Outcomes

1. Critical Ethical Reasoning: students will develop their capacity for critically analyzing and applying ethical theories – such as deontology, utilitarianism, feminist ethics, and virtue ethics – to issues in professional fields such as business, communication, technology, law, sustainability, leadership, and environmental care.
2. Applied Moral Decision-Making: students will develop practical decision-making skills by evaluating complex moral dilemmas, cultivating awareness of the role of culture, society, and professional contexts in shaping ethical practices and moral reasoning, and proposing sound philosophical solutions while giving consideration to diverse perspectives.

Certificate in Applied Ethic

REQUIREMENTS FOR A CERTIFICATE IN APPLIED ETHICS – a minimum of 12 hours of coursework, consisting of the following:

All of the following:

PHI220	Moral Philosophy	[PR: none]	3
ECC490W	Ethical Reasoning Seminar	[PR: Senior Standing]	3

Plus 6 hours, 3 of which must be at the 300-level or above, from the following:

BUA312	Business Ethics & Social Responsibility	[PR: BUA220 & BUA230]	3
COM308W	Communication and Media Ethics	[PR: COM104, COM106, COM108, & ENG103W, or IC]	3
EVS260	Introduction to Sustainability	[rec PR: Sophomore standing]	3
EVS305W	Conservation Biology	[PR: BIO142 or an A in EVS121]	4
LDR115	Introduction to Leadership	[PR: none]	3
LDR315	Diversity and Leadership	[PR: ENG301W and LDR115 or LDR215 or IC]	3
PHI110	Introduction to Philosophy	[PR: none]	3
PHI310	Ethics and Artificial Intelligence	[PR: ENG103W]	3
PHI360	Narratives of Freedom	[PR: ENG103W]	3
PSC330	Human Rights & International Law	[PR: previous PSC course or IC]	3
SPA300W	Critical Analysis in Hispanic Studies	[PR: C- or better in SPA260 or placement. PR or CR: ENG103W]	3

Art and Design

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.

Major in Art and Design

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

Minor in Art, Design & Photography

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		

	(may be repeated for credit)	[PR: ART111]	3
ART212	Sculpture and Mixed Media		
	(may be repeated for credit)	[PR: none]	3
ART245	Digital Photography Fundamentals	[PR: must have digital camera]	3
ART250	Web Design	[PR: none]	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	[PR: ART206 & 245 or IC &	
	(may be repeated for credit)	35mm digital SLR]	3
ART360	Advanced Ceramics and Pottery		
	(may be repeated for credit)	[PR: ART260]	3

Plus two of the following:

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 or an "A" in EVS121 or IC]	4
EVS305W	Conservation Biology	[PR: BIO142 or an A in EVS121]	4

Two of the following:

BIO220	Microbiology	[PR: BIO142/263 & CHM121/131]	4
BIO241	Introduction to Botany	[PR: BIO142 or an A in EVS121]	4
BIO242	Introduction to Zoology	[PR: BIO142 or an A in EVS121]	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 or an A in EVS121]	4
BIO242	Introduction to Zoology	[PR: BIO142 or an A in EVS121]	4
BIO263	Human Anatomy and Physiology I	[PR: MAT103 or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
BIO300W	Ecology	[PR: BIO142 or an "A" in 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 an A in EVS121]	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: MAT111 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 or an A in EVS121]	4
BIO242	Introduction to Zoology	[PR: BIO142 or an A in EVS121]	4
BIO263	Human Anatomy and Physiology I	[PR: MAT103 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 or an "A" in 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 an A in EVS121]	4

TOTAL: 20

*At least one course must be a laboratory course.

Business Administration

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.

Major in Business Administration

REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION – 40 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

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
BUA411W	Business Strategy and Applied Capstone	[PR: ACC112, ECO112, BUA220 or BUA230, BUA310 or BUA340, MAT260 & Senior Standing; CR: BUA360]	3
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: 40

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

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

Minor in Business Administration

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-levelor higher in ACC, BUA, or ECO. 6

TOTAL: 25

Chemistry

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.

Major in Chemistry

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: MAT121]	4
PHY230	General Physics II	[PR: MAT121; rec PR: PHY220]	4

TOTAL: 17

Minor in Chemistry

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
Plus 6 or more hours at the 300-level.			6
TOTAL:			22

Child Life Specialist

The major in Child Life Specialist is designed to provide students with 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.

Major in Child Life Specialist

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, PSY180W, & 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

Clinical Laboratory Science

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.

Major in Clinical Laboratory Science

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: MAT103 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

Coaching

The Coaching minor prepares students to mentor athletes across various levels by integrating principles of exercise science, sport psychology, and pedagogical techniques. This minor will produce capable coaches to work with and instruct athletes to achieve their individual and team best.

Program Goal:

1. Provide students with the theoretical, psychological, and sociological aspects of coaching to develop a strong foundation to work with athletes at a variety of competitive levels.

Program Student Learning Outcomes

1. Apply an interdisciplinary approach to implement effective training, practice, and game strategies.
2. Accurately measure, screen, and interpret various components of health and performance.
3. Demonstrate effective oral and written communication skills, along with ethical, compassionate, and collaborative care to convey information to various audiences.

Minor in Coaching

REQUIREMENTS FOR A MINOR IN COACHING – a minimum of 24 hours of coursework, including a minimum of 6 credit hours at the 300+ level, consisting of the following:

All of the following:

HED284	Nutrition	[PR: ENG103W or IC]	3
KIN130	Essentials of Health, Fitness, & Performance	[PR: none]	3
KIN255	Social Agility	[PR: KIN130, PSY180W, & Sophomore standing]	3
KIN294	Motor Learning & Development	[PR: Sophomore standing]	3
KIN330W	Advanced Health, Fitness, & Performance Training	[PR: KIN130 & KIN255]	3

One of the following:

COM211	Sports, Media, and Culture	[PR: ENG103W]	3
COM215	Relational Communication	[PR: ENG103W]	3
COM218	Organizational Communication	[PR: ENG103W]	3
COM308W	Communication and Media Ethics	[PR: COM104, COM106, COM108,	

		& ENG103W, or IC]	3
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
One of the following:			
KIN365	Tests and Measurement in Kinesiology	[PR: KIN130, MAT260 & KIN382]	4
KIN382	Exercise Physiology I	[PR: BIO141 & BIO264]	4
PSY180W	Introduction to Science Communication	[PR: ENG095R]	3
PSY205	Psychology of Childhood through Adolescence	[PR: PSY101 or EDU227W]	3
PSY207	Middle Childhood/Adolescent Dev.	[PR: none]	3
One of the following:			
ACC111	Principles of Accounting I	[PR: none]	4
BUA220	Management	[PR: Sophomore standing]	3
BUA340	Business Law	[PR: none]	3
KIN295	Exercise Science Internship	[PR: 2.25 GPA & completed Internship Agreement]	2+
TOTAL:			24

Communication and Media Studies

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.

Major in Communication and Media Studies

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	*Pegasus* Media Practicum	[CR:COM106 & ENG103W or IC]	1
COM206	Television Practicum	[PR: none]	1
COM207	Radio Practicum	[PR: none]	1

COM275	*Pegasus* Media Management	[PR: IC]	3
COM276	ECTV Media Management	[PR: IC]	3
COM277	WXEC Media Management	[PR: IC]	3
COM295/495	Comm. & Media Studies Internship	[PR: COM104, COM106, COM108 & ENG103W, or IC]	1-3

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: ENG095R]	3
COM222	Audio Production for Radio/Digital Media	[PR: None]	3
COM223	Writing for Performance	[PR or CR: ENG103W]	3
COM224	Popular Culture and the Environment	[PR: ENG095R]	3
COM225	Multimedia Storytelling	[PR: 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

TOTAL: 39

Minor in Communication and Media Studies

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	*Pegasus* Media Practicum	[CR:COM106 & ENG103W or IC]	1
COM206	Television Practicum	[PR: none]	1
COM207	Radio Practicum	[PR: none]	1
COM275	*Pegasus* Media Management	[PR: IC]	3
COM276	ECTV Media Management	[PR: IC]	3
COM277	WXEC Radio Media Management	[PR: IC]	3
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: ENG095R]	3
COM222	Audio Production for Radio/Digital Media	[PR: None]	3
COM223	Writing for Performance	[PR or CR: ENG103W]	3
COM224	Popular Culture and the Environment	[PR: ENG095R]	3
COM225	Multimedia Storytelling	[PR: 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

Computer Science

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.

Major in Computer Science

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+

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

MAT320	Abstract Algebra	[PR: MAT280 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.)

Criminal Justice/Sociology

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.

Program Goals

1. Provide an in-depth overview of the various components that make up the contemporary criminal justice system while also exploring historical influence and future implications.
2. Enable students to become proficient communicators both verbally and written therefore allowing for the conveyance of facts in a clear, concise, and parsimonious manner.
3. Develop student's ability to critically evaluate the various dynamics associated with the context of any given situation.
4. Help students broaden their understanding of social forces at work behind the causes, continuance, and desistance of crime and social disorder and the role criminal justice officials play within the larger picture.
5. Endow students with the skillset to become proficient practitioners in the field, as well as prepare them to pursue more advanced studies in related subject matters.
6. Develop an intersectional perspective in exploring how race, ethnicity, social class, and gender influence one another and create constellations of domination and subordination of various groups in society.

Student Learning Outcomes

1. Be aware of the key components of the criminal justice system and understand the role each one serves.
2. Demonstrate critical thinking, research, and writing skills involving the application of criminal law and procedural-related issues.
3. Ascertain the essential protections offered under the law including equality before the law and equal protection under the law, right to be heard, presumption of innocence, safeguards against cruel and unusual punishment/treatment, and due process.
4. Understand the general principles of criminal liability and responsibility.
5. Identify the general principles of criminal law and procedures in the social, political, and moral context from which they emanate.

6. Examine the role that evidence plays in the investigative process and the importance of proper identification, collecting, processing, and presentation practices.
7. Increase awareness of cultural and multi-cultural issues through student of how social problems and social movements are related to, and affect, minority groups.

Major in Criminal Justice/Sociology

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
SOC275	Marriage and Family	[PR: none]	3
SOC301W	Criminology	[PR: SOC102 & Junior standing]	3
SOC306	Race and Ethnicity	[PR: SOC102 or IC]	3

One of the following:

SOC102	Principles of Sociology	[PR: none]	3
SOC105	Cultural Sociology	[PR: none]	3

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

CJS360	Evidence-Based Community Corrections	[PR: CJS215 & Junior standing or IC]	3
PSC150	American Government (National)	[PR: none]	3
PSY314W	Abnormal Psychology	[PR: PSY101]	3
PSY372	Counseling Psychology	[PR: PSY101]	3
SOC250	Social Stratification	[PR: SOC102 or IC]	3
SOC260	Sociology of Health	[PR: SOC102]	3
SOC325	Sociology of Religion	[PR: SOC102]	3

TOTAL: 40

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/sociology internship.

Graduate School Concentration Elective Courses

Students wishing to continue their education by attending graduate school should complete the Criminal Justice-Sociology major above, and also complete the following requirements:

MAT260	Statistics	[PR: MAT103 or placement]	3
SOC325	Sociology of Religion	[PR: SOC102]	3
SOC355	Qualitative Methods	[PR: SOC102, PSY180W, & PSY280W]	3
SOC370	Sociological Theory	[PR: SOC102 & Junior standing]	3
SOC375	Immigration and Globalization	[PR: SOC102]	3
TOTAL:			15

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
CJS205	Policing	[PR: none]	3
CJS215	Corrections	[PR: CJS101 or IC]	3
CJS310	Criminal Law and Procedure	[PR: Junior standing or IC]	3
SOC301W	Criminology	[PR: SOC102 & Junior standing]	3

One of the following:

SOC102	Principles of Sociology	[PR: none]	3
SOC105	Cultural Sociology	[PR: none]	3

One of the following:

CJS210W	Juvenile Delinquency and Justice	[PR: none]	3
CJS225	Criminal Investigation	[PR: CJS101]	3
SOC2--	Any Sociology course at the 200-level or above		3
TOTAL:			21

Digital Media and Design

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.

Major in Digital Media and Design

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
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
ART345	Advanced Digital Photography	[PR: ART245 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: ENG095R]	3

Plus one 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
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

Minor in Art, Design, and Photography

For more information, please consult the Art section.

Certificate in Graphic Design

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
ART280	Printmaking	[PR: ART101W, ART106, ART110 or ART111]	3
ART290	Typography	[PR: ART106 & 206]	3
TOTAL:			15

Economics

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.

Minor in Economics

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
BUA411W	Business Strategy and Applied Capstone	[PR: ACC112, ECO112, BUA220 or BUA230, BUA310 or BUA340, MAT260 & Senior Standing; CR: BUA360]	3

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, PSY180W, & 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

Education

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)
- Physical Education (grades K-12)
- 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, 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:
   ECC101 Justice and Civic Responsibility Seminar
   EDU165 Foundations of American Education
2. Obtain a grade of "C-" or higher in first practicum, EDU372 or EDU373.
3. Obtain two recommendations from faculty members outside the Teacher Education Program.
4. 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.

Elementary Education

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
MAT111	College Algebra	[PR: MAT103 or placement]	3
MED101	Math for Elementary Teachers I	[PR: none]	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
One of the following:			
BIO/EVS121	Environmental Biology	[PR: none]	4
EVS151W	Introduction to Environ. Science	[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
MUS150W	Music Cultures in the U.S.	[PR: none]	3
MUS151	Listening to Music	[PR: none]	3
MUS152	World Music	[PR: none]	3
MUS250	Music and Race	[PR: none]	3
THA130	Acting I – Introduction to Acting	[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
TOTAL:			35

Professional Education Requirements:

All of the following:

EDU165	Foundations of American Education	[PR: none]	3
EDU227W	Educational Psychology	[PR: Sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: Sophomore standing or IC; CR: EDU229F for Education majors]	3
EDU229F	Exceptional Child Field Exp.	[PR: Sophomore standing, CR: EDU229]	0.5
EDU270	Applications of Curric. & Instructn	[PR: Sophomore standing]	3
EDU225	Health & Physical Ed. for the Elementary Classroom	[PR: Sophomore standing]	1
EDU235	Educating the Elementary English Learner	[PR: Sophomore standing]	2
EDU290L	Integrating Technology into Teaching	[PR: Sophomore standing]	2
EDU355	Education Law	[PR: Junior standing or IC]	1
EDU360L	Mathematics Methods	[PR: Junior standing]	3
EDU361	Elementary Science Methods	[PR: Junior standing]	3
EDU362	Elementary Social Science Methods	[PR: Junior standing]	3
EDU363	Elementary Fine Arts Methods	[PR: Junior standing]	2
EDU370	Primary Literacy Methods	[PR: Junior standing]	3
EDU371	Intermediate Literacy Methods	[PR: Junior standing]	3
EDU372A	Junior Elementary Practicum I	[PR: Junior Standing]	1
EDU373A	Junior Elementary Practicum II	[PR: Admission to Teacher Ed Program]	1.5
EDU410W	Strategies in Classroom Management	[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-P]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470A-P]	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, & 2.75 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	Multi-Tiered System of Supports	[PR: Junior standing]	3

TOTAL: 69

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

Music Education

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

Physical Education

The Physical Education major prepares students to become effective and knowledgeable K-12 physical educations. Grounded in the principles of movement science, pedagogy, and inclusive teaching, the program combines rigorous academic coursework with hands-on field experience.

REQUIREMENTS FOR A MAJOR IN PHYSICAL EDUCATION – 78 hours of coursework, consisting of the following:

Professional Education Requirements:

All of the following:

EDU165	Foundations of American Education	[PR: none]	3
EDU227W	Educational Psychology	[PR: Sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: Sophomore standing or IC; CR: EDU229F for Education majors]	3
EDU229F	Exceptional Child Field Exp.	[PR: Sophomore standing, CR: EDU229]	0.5
EDU270	Applications of Curric. & Instructn	[PR: Sophomore standing]	3
EDU290L	Integrating Technology into Teaching	[PR: Sophomore standing]	2
EDU340	Elementary (K-6) Physical Ed. Methods	[PR: none]	3
EDU341	Secondary (7-12) Physical Ed. Methods	[PR: none]	3
EDU355	Education Law	[PR: Junior standing or IC]	1
EDU358L	Explicit Instruction	[PR: Junior or Senior standing or IC]	3
EDU372P	Physical Ed. Diversity Practicum	[PR: Admission to Teacher Ed Program]	1
EDU373P	Physical Ed. Content Practicum	[PR: Admission to Teacher Ed Program]	1.5
EDU417W	Physical Ed. Classroom Management	[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 & EDU470P]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470P]	2
EDU470P	Student Teaching	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses; 2.75 cumulative GPA, & 2.75 Major GPA]	12
SPE358L	Explicit Instruction	[PR: Junior or Senior standing or IC]	3
TOTAL:			47

Kinesiology Content Requirements*:

All of the following:

BIO263	Human Anatomy and Physiology I	[PR: MAT103 or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
HED284	Nutrition	[PR: ENG103W or IC]	3
KIN130	Essentials of Health, Fitness, & Performance	[PR: none]	3
KIN255	Social Agility	[PR: KIN130, PSY180W, & Sophomore standing]	3
KIN294	Motor Learning & Development	[PR: Sophomore standing]	3
KIN330W	Advanced Health, Fitness, & Performance Training	[PR: KIN130 & KIN255]	3
KIN365	Tests and Measurement in Kinesiology	[PR: KIN130, MAT260 & KIN382]	4
KIN380	Biomechanics	[PR: BIO141, BIO264 & PHY220]	4
TOTAL:			31

*Must also complete Red Cross First Aid/CPR training in the first semester of the senior year.

Secondary English Education

In addition to the Education Program Goals listed above, the Secondary English Education major has three additional 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.

In addition to the Education Program Student Learning Outcomes listed above, the Secondary English Education major has six additional Program Student Learning Outcomes:

1. Correctly apply literary critical theories in the act of interpreting literature.
2. Demonstrate rhetorical flexibility by writing in various academic and creative discourses; e.g., reflective essays, research papers, literary criticism, fiction, and poetry.
3. Recognize ethnocentrism in literature and culture.
4. Recognize the common practices and expectations of the field through exposure to journals.
5. 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 textural research, from classmates, and from other sources.

REQUIREMENTS FOR A MAJOR IN SECONDARY ENGLISH EDUCATION* – 91.5 hours of coursework, consisting of 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 standing or IC; CR: EDU229F for Education majors]	3
EDU229F	Exceptional Child Field Exp.	[PR: Sophomore standing, CR: EDU229]	0.5
EDU290L	Integrating Technology into Teaching	[PR: Sophomore standing]	2
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
EDU373C	Middle Grades Content Practicum	[PR: Admission to Teacher Ed Program]	1
EDU373D	Secondary Content Practicum	[PR: Admission to Teacher Ed Program]	1
EDU415W	Secondary Classroom Management	[PR: Admission to Teacher Ed Prog & Junior or Senior standing]	2
EDU420	Middle Grades Methods in English	[PR: EDU170 or IC; Junior standing]	3

EDU431W	Educational Assessment	[PR: Junior or Senior standing]	2
EDU440	Secondary Methods in English	[PR: EDU170 or IC; Junior standing]	3
EDU455	Education Seminar	[Current Student Teacher; CR: EDU456 & EDU470D]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470D]	2
EDU470D	Student Teaching	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses; 2.75 cumulative GPA, & 2.75 Major GPA]	12
SPE358L	Explicit Instruction	[PR: Junior or Senior standing or IC]	3
TOTAL:			48.5

English Content Requirements:

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

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
ENG290	Grammar and Structure of English	[PR: ENG103W or IC]	3

Two of the following:

ENG250W	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:

ENG274	American Nature Writers	[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 or IC]	3
ENG373W	Seminar in Contemporary Literature	[PR: ENG125 or IC]	3
TOTAL:			36

Additional Requirements:

COM104	Modern Communication	[PR: none]	3
PSY207	Middle Childhood/Adolescent Dev.	[PR: none]	3
THA360	Theatre Pedagogy	[PR: none]	1
TOTAL:			7

**Note – students in the Secondary English Education major do not need to complete a minor, second major, or 12 hours at the 200-level or above outside their major.*

Secondary History Education

In addition to the Education Program Goals listed above, the Secondary History Education major has nine additional 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.

In addition to the Education Program Student Learning Outcomes listed above, the Secondary History Education major has five additional 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.

REQUIREMENTS FOR A MAJOR IN SECONDARY HISTORY EDUCATION* – 96.5 hours of coursework, consisting of 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 standing or IC; CR: EDU229F for Education majors]	3
EDU229F	Exceptional Child Field Exp.	[PR: Sophomore standing, CR: EDU229]	0.5
EDU290L	Integrating Technology into Teaching	[PR: Sophomore standing]	2
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
EDU373C	Middle Grades Content Practicum	[PR: Admission to Teacher Ed Program]	1
EDU373D	Secondary Content Practicum	[PR: Admission to Teacher Ed Program]	1
EDU415W	Secondary Classroom Management	[PR: Admission to Teacher Ed Prog & Junior or Senior standing]	2
EDU421	Middle Grades Methods in Social Science	[PR: EDU170 or IC; Junior standing]	3
EDU431W	Educational Assessment	[PR: Junior or Senior standing]	2

EDU441	Secondary Methods in Social Science	[PR: EDU170 or IC; Junior standing]	3
EDU455	Education Seminar	[Current Student Teacher; CR: EDU456 & EDU470D]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470D]	2
EDU470D	Student Teaching	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses; 2.75 cumulative GPA, & 2.75 Major GPA]	12
SPE358L	Explicit Instruction	[PR: Junior or Senior standing or IC]	3
TOTAL:			48.5

History Content Requirements:

One of the following:

HIS113	Survey of Europe to 1660	[PR: none]	3
HIS114	Survey of Europe Since 1660	[PR: none]	3

One of the following:

HIS123	World History I	[PR: none]	3
HIS124	World History II	[PR: none]	3

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
HIS150	U.S. History to 1865	[PR: none]	3
HIS151	U.S. Since 1865	[PR: none]	3
HIS200	Historical Skills	[PR: ENG103W]	3
HIS218	Illinois History	[PR: none]	3
HIS225	Global Environmental History	[PR: none]	3
PSC150	American Government (National)	[PR: none]	3
SOC105	Cultural Sociology	[PR: none]	3

One of the following:

PSC301	The Presidency	[PR: PSC150]	3
PSC315	Constitutional Law	[PR: PSC150 or IC]	3

One of the following

HIS304	Global Urban History	[PR: None]	3
HIS309	African American History	[PR: None]	3

HIS/PSC362W	American Foreign Policy	[PR: None]	3
TOTAL:			42

Additional Requirements:

PSY207	Middle Childhood/Adolescent Dev.	[PR: none]	3
REL127	Global Religions	[PR: none]	3
TOTAL:			6

**Note – students in the Secondary History Education major do not need to complete a minor, second major, or 12 hours at the 200-level or above outside their major.*

Secondary Mathematics Education

In addition to the Education Program Goals listed above, the Secondary Mathematics Education major has four additional Program Goals:

1. Be competent in a broad range of mathematical skills and topics.
2. Be able to recognize and apply mathematics in a variety of settings.
3. Know how to learn and have the competence and confidence to build on their knowledge base independently.
4. Have strong communication skills and be able to articulate what mathematics is about and what mathematicians do.

In addition to the Education Program Student Learning Outcomes listed above, the Secondary Mathematics Education major has three additional Program Student Learning Outcomes:

1. Demonstrate a working knowledge of selected topics from calculus, linear algebra, probability and statistics, geometry, discrete math, and abstract algebra.
2. Demonstrate the ability to solve problems, including applications outside of pure mathematics, by means of intuition, creativity, guessing, and the experience gained through the study of particular examples and mathematical models.
3. Demonstrate the ability to determine the validity of an argument and be able to construct mathematical proofs independently.
4. Demonstrate the ability to communicate mathematical ideas clearly. They will use correct mathematical terminology and proper mathematical notation.

REQUIREMENTS FOR A MAJOR IN SECONDARY MATHEMATICS EDUCATION* – 82.5 hours of coursework, consisting of 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 standing or IC; CR: EDU229F for Education majors]	3
EDU229F	Exceptional Child Field Exp.	[PR: Sophomore standing, CR: EDU229]	0.5
EDU290L	Integrating Technology into Teaching	[PR: Sophomore standing]	2
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
EDU373C	Middle Grades Content Practicum	[PR: Admission to Teacher Ed Program]	1
EDU373D	Secondary Content Practicum	[PR: Admission to Teacher Ed Program]	1
EDU415W	Secondary Classroom Management	[PR: Admission to Teacher Ed Prog & Junior or Senior standing]	2
EDU422	Middle Grades Methods in Math	[PR: EDU170 or IC; Junior standing]	3
EDU431W	Educational Assessment	[PR: Junior or Senior standing]	2
EDU442	Secondary Methods in Math	[PR: EDU170 or IC; Junior standing]	3
EDU455	Education Seminar	[Current Student Teacher; CR: EDU456 & EDU470D]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470D]	2
EDU470D	Student Teaching	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses; 2.75 cumulative GPA, & 2.75 Major GPA]	12
SPE358L	Explicit Instruction	[PR: Junior or Senior standing or IC]	3
TOTAL:			48.5

Mathematics Content Requirements:

All of the following:

MED151	Math for Middle Grades Teachers	[PR: MED102 or IC]	3
MAT171	Calculus with Analytic Geometry I	[PR: MAT121 or placement]	5
MAT260	Statistics	[PR: MAT103 or placement]	3
MAT271	Calculus with Analytic Geometry II	[PR: MAT171]	4
MAT272	Calculus with Analytic Geometry III	[PR: MAT271]	4
MAT280	Discrete Mathematics	[PR: MAT171; rec PR: CSC135]	3
MAT310	Probability and Statistics	[PR: MAT271]	3
MAT315	Linear Algebra	[PR: MAT271]	3
MAT340W	Foundations of Geometry	[PR: MAT271]	3
TOTAL:			31

Additional Requirement:

PSY207	Middle Childhood/Adolescent Dev.	[PR: none]	3
TOTAL:			3

**Note – students in the Secondary Mathematics Education major do not need to complete a minor, second major, or 12 hours at the 200-level or above outside their major.*

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
MAT111	College Algebra	[PR: MAT103 or placement]	3
MED101	Math for Elementary Teachers I	[PR: none]	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

One of the following:

BIO/EVS121	Environmental Biology	[PR: none]	4
EVS151W	Introduction to Environ. Science	[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
MUS150W	Music Cultures in the U.S.	[PR: none]	3
MUS151	Listening to Music	[PR: none]	3
MUS152	World Music	[PR: none]	3
MUS250	Music and Race	[PR: none]	3
THA130	Acting I – Introduction to Acting	[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

TOTAL: 35

Professional Education Requirements:

All of the following:

EDU165	Foundations of American Education	[PR: none]	3
EDU227W	Educational Psychology	[PR: Sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: Sophomore standing or IC; CR: EDU229F for Education majors]	3
EDU229F	Exceptional Child Field Exp.	[PR: Sophomore standing, CR: EDU229]	0.5
EDU270	Applications of Curric. & Instructn	[PR: Sophomore standing]	3
EDU225	Health & Physical Ed. for the Elementary Classroom	[PR: Sophomore standing]	1
EDU235	Educating the Elementary English Learner	[PR: Sophomore standing]	2
EDU290L	Integrating Technology into Teaching	[PR: Sophomore standing]	2
EDU355	Education Law	[PR: Junior standing or IC]	1
EDU360L	Mathematics Methods	[PR: Junior standing]	3
EDU361	Elementary Science Methods	[PR: Junior standing]	3
EDU362	Elementary Social Science Methods	[PR: Junior standing]	3
EDU363	Elementary Fine Arts Methods	[PR: Junior standing]	2
EDU370	Primary Literacy Methods	[PR: Junior standing]	3
EDU371	Intermediate Literacy Methods	[PR: Junior standing]	3
EDU372B	Junior Practicum	[PR: Junior standing]	1
EDU373B	Junior Practicum II	[PR: Admission to Teacher Ed Program]	1.5
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-P]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470A-P]	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	Multi-Tiered System of Supports	[PR: Junior standing]	3
SPE431W	Diagnosis/Eval of Students w/ Disabilities	[PR: Junior standing]	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, & 2.75 Major GPA]	12
TOTAL:			75

Special Education LBSI Endorsement Program

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

Major in Education

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
EDU227W	Educational Psychology	[PR: Sophomore standing]	3
EDU229	Educating the Exceptional Child	[PR: Sophomore standing or IC; CR: EDU229F for Education majors]	3
EDU229F	Exceptional Child Field Exp.	[PR: Sophomore standing, CR: EDU229]	0.5
EDU290L	Integrating Technology into Teaching	[PR: Sophomore standing]	2
EDU355	Education Law	[PR: Sophomore standing]	1

One of the following:

EDU170	Intro to Curric. & Instructnl Design	[PR: none]	2
EDU270	Applications of Curric. & Instructn	[PR: Sophomore standing]	3

Two of the following:

EDU360L	Mathematics Methods	[PR: Junior standing]	3
EDU370	Primary Literacy Methods	[PR: Junior standing]	3
EDU371	Intermediate Literacy Methods	[PR: Junior standing]	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
EDU424	Middle Grades Methods in Science	[PR: EDU170]	3
EDU440	Secondary Methods in English	[PR: EDU170 or IC; Junior standing]	3
EDU441	Secondary Methods in Social Science	[PR: EDU170 or IC; Junior standing]	3
EDU442	Secondary Methods in Mathematics	[PR: EDU170 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	Multi-Tiered System of Supports	[PR: Junior standing]	3
EDU410W/412W/ 415W	Strategies in Classroom Management	[PR: Admis. to Teacher Ed Prog. & Junior or Senior standing]	2-3

One of the following:			
EDU431W	Educational Assessment	[PR: Junior or Senior standing]	2
SPE431W	Diagnosis/Eval of Students w/ Disabilities	[PR: Junior standing]	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

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 standing or IC; CR: EDU229F for Education majors]	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.			8
TOTAL:			20.5

English

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 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.

Major in English

REQUIREMENTS FOR A MAJOR IN ENGLISH – 36 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
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:

ENG250W	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: 36

Writing Track

Three of the following writing courses:

ENG250W	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
Three 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:			36

Secondary English Education

For the requirements of the Secondary English Education major, please see the Education section of this catalog.

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
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:			
ENG250W	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
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

Plus 21 hours, of which at least 9 should be at the 300-level or above, chosen from the following:

ENG250W	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.

Environmental Science

The Environmental Science major and minor emphasize the natural sciences, including biology, ecology, chemistry, data analysis, and field methods. The structure of the 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 have the opportunity to 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.

The Environmental Science minor is suitable as an addition to any major at Eureka College, as all professions are tied to the natural world and supported by its many resources. Scientific literacy is the foundation for making sound decisions whether it be in laboratories, board rooms, or voting at the polls and this minor gives students a step above the basic literacy in science that all Eureka College students gain through the 10 Essentials.

Program Goals

1. To provide students with a broad interdisciplinary, liberal arts framework for understanding the relationship between humans and their environment.
2. To equip students with the knowledge to be scientifically literate citizens who are engaged members of their local community promoting environmental stewardship.
3. To prepare students for a career and citizenship as environmental stewards through experiential learning and rigorous academic opportunities.
4. To provide students with the knowledge and skills necessary to pursue professional careers and/or advanced study related to environmental sciences.

Program Student Learning Outcomes

1. Science Fundamentals. Explain fundamental concepts of biological systems and examine human-environment interactions, ecosystem processes, and environmental problems using environmental science principles.
2. Application. Design a research project to address an environmental issue using an interdisciplinary systems thinking approach.
3. Communication and Engagement. Adapt communication approaches to advocate for civic engagement and inclusive practices for applying environmental principles to diverse locations and audiences.
4. Policy. Assess the relationship between environmental science and policy.
5. Teamwork and Responsibility. Collaborate across disciplines with input from various stakeholders to support environmental progress with an understanding of the ethical principles of science and how they are connected to practical issues of sustainability (social justice and environmental-economic equity).

Major in Environmental Science

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
BIO300W	Ecology	[PR: BIO142 or an "A" in EVS121]	4
EVS260	Introduction to Sustainability	[rec PR: Sophomore standing]	3
EVS286	Approaches to Science Communication and Research	[PR: MAT103 & Sophomore 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:

EVS151W	Introduction to Environ. Science	[PR: none]	4
EVS152W	Introduction to Environ. Science	[PR: none]	4

One of the following:

CHM121	Survey of Chemistry	[PR: MAT103 or placement]	4
or (recommended)			
CHM131	General Chemistry I	[PR or CR: MAT121 or placement]	4
CHM132	General Chemistry II	[PR: CHM131 & MAT121]	4

Plus at least 10 hours from the following (7 of which must be at the 300-level or higher):

EVS270	Introduction to Geospatial Technology	[PR: MAT103 & EVS286 or PSY180W]	4
EVS305W	Conservation Biology	[PR: BIO142 or an A in EVS121]	4
EVS370	Advanced Geospatial Technology	[PR: EVS270]	4
EVS385	Environmental Studies Seminar	[PR: EVS151W & Junior standing or IC]	3
EVS495	Environmental Studies Internship	[PR: 2.25 GPA & completed Internship Agreement]	1-4
TOTAL:			40-44

Minor in Environmental Science

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL SCIENCE - a minimum of 20 hours of coursework, consisting of the following:

One of the following:

EVS151W	Introduction to Environ. Science	[PR: none]	4
EVS152W	Introduction to Environ. Science	[PR: none]	4

One of the following:

EVS121	Environmental Biology	[PR: none]	4
BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4

Plus at least 6 hours from the following:

EVS260	Introduction to Sustainability	[rec PR: Sophomore standing]	3
EVS270	Introduction to Geospatial Technology	[PR: MAT103 & EVS286 or PSY180W]	4
EVS286	Approaches to Science Communication and Research	[PR: MAT103 & Sophomore standing or IC]	3

Plus at least 6 hours from the following:

BIO300W	Ecology	[PR: BIO142 or an "A" in EVS121]	4
EVS305W	Conservation Biology	[PR: BIO142 or an A in EVS121]	4
EVS370	Advanced Geospatial Technology	[PR: EVS270]	4
EVS385	Environmental Studies Seminar	[PR: EVS151W & Junior standing or IC]	3
EVS495	Environmental Studies Internship	[PR: 2.25 GPA & completed	

	Internship Agreement]	1-4
TOTAL:		20

Environmental Studies

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.

Major in Environmental Studies

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	Introduction to Environ. Science	[PR: none]	4
EVS260	Introduction to Sustainability	[rec PR: Sophomore standing]	3
EVS286	Approaches to Science Communication and Research	[PR: MAT103 & Sophomore standing 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
COM224	Popular Culture and the Environment	[PR: ENG095R]	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 an A in EVS121]	4
BIO242	Introduction to Zoology	[PR: BIO142 or an A in EVS121]	4
CHM191	Environmental Chemistry	[PR: CHM131 or a "B" or better in CHM121]	3
EVS170	Gardening 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	[PR: BIO142 or an "A" in EVS121]	4
BIO380	Contemporary Laboratory Science	[PR: BIO142]	4
EVS305W	Conservation Biology	[PR: BIO142 or an A in EVS121]	4
EVS495	Internship or Research Project	[PR: 2.25 GPA & completed Internship Agreement]	1-4
TOTAL:			42

Minor in Environmental Studies

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES – a minimum of 20 hours of coursework consisting of the following:

EVS151W	Introduction to Environ. Science	[PR: none]	4
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 an "A" in EVS121]	4
EVS305W	Conservation Biology	[PR: BIO142 or an A in 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 an "A" in EVS121]	4
CHM191	Environmental Chemistry	[PR: CHM131 or a "B" or better in CHM121]	3
COM212	Media in Rural America	[PR: ENG103W]	3
COM224	Popular Culture and the Environment	[PR: ENG095R]	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	Gardening for Health & Wellbeing	[PR: none]	2
EVS260	Introduction to Sustainability	[PR: none]	3
EVS286	Approaches to Science Communication and Research	[PR: MAT103 & Sophomore standing or IC]	3
EVS305W	Conservation Biology	[PR: BIO142 or an A in 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

Genre and Fandom Studies

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.

Minor in Genre and Fandom Studies

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
COM224	Popular Culture and the Environment	[PR: ENG095R]	3
ENG120	Introduction to Creative Writing	[PR or CR: ENG103W]	3
ENG125	Introduction to Literary Studies	[PR: none]	3
MUS150W	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

THA110	Intro to Theatre Arts & Drama	[PR: none]	3
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
ENG250W	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

Health, Coaching, Fitness, and Performance

Pending Higher Learning Commission approval. The Associate of Science - Health, Coaching, Fitness, and Performance degree prepares students for Kinesiology-related careers that do not require a four-year degree. Students who earn this degree may find jobs in certification-based fields such as personal training or strength and conditioning. The Associate of Science - Health, Coaching, Fitness, and Performance degree will lead to students obtaining a foundational science background. That, combined with a quality certification and internship, will prepare students for great career opportunities post-graduation.

Program Goals:

1. Pursue intellectual, cultural, and aesthetic enrichment.
2. Participate in a community of learning, leading toward the development of greater social awareness and responsibility.
3. Recognize various influences, contexts, and experiences that shape personal and professional identities.
4. Demonstrate professionalism through resourcefulness, self-sufficiency, curiosity, accountability, and initiative.
5. Understand foundational science and concepts related to health, fitness, and performance.

Program Student Learning Outcomes:

4. Apply an interdisciplinary approach to implement effective training, practice, and game strategies.
5. Accurately measure, screen, and interpret various components of health and performance.
6. Demonstrate effective oral and written communication skills, along with ethical, compassionate, and collaborative care to convey information to various audiences.
7. Understand foundational science and concepts related to health, fitness, and performance.

Associate of Science - Health, Coaching, Fitness, and Performance

REQUIREMENTS FOR ASSOCIATE OF SCIENCE – HEALTH, COACHING, FITNESS, AND PERFORMANCE DEGREE – A minimum of 60 hours of coursework, consisting of the following:

All of the following (Workforce Ready Core):

COM104	Modern Communication	[PR: none]	3

ECC101	Justice & Civic Responsibility Seminar	[PR: none]	3
ECC290W	Workplace Ethics	[PR: none]	3
ENG103W	Academic Writing and Research	[PR: ENG095R or placement]	3
IDS110	Introduction to Career Development	[PR: none]	3
MAT103	Basic Algebra II	[PR: MAT095R or placement]	3

Plus all of the following (Health, Coaching, Fitness, and Performance Cluster):

BIO141	Principles of Biology I	[PR or CR: MAT103 or placement]	4
BIO263	Human Anatomy and Physiology I	[PR: MAT103 or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4

Two of the following:

HED284	Nutrition	[PR: ENG103W or IC]	3
KIN130	Essentials of Health, Fitness, & Performance	[PR: none]	3
KIN294	Motor Learning & Development	[PR: Sophomore standing]	3

One of the following:

KIN330W	Advanced Health, Fitness, & Performance Training	[PR: KIN130 & KIN255]	3
KIN350	Anatomical Kinesiology	[PR: BIO141 & BIO264]	4
KIN380	Biomechanics	[PR: BIO141, BIO264 & PHY220]	4
KIN382	Exercise Physiology I	[PR: BIO141 & BIO264]	4

Three of the following:

HED179	First Aid, CPR, & Injury Prevention	[PR: none]	1
LDR115	Introduction to Leadership	[PR: none]	3
LDR215	Digital Leadership	[PR: ENG103W or IC]	3
PSY180W	Introduction to Science Communication	[PR: ENG095R]	3
PSY205	Psychology of Childhood through Adolescence	[PR: PSY101 or EDU227W]	3
PSY207	Middle Childhood & Adolescent Development	[PR: none]	3

Obtain career specific certification approved by Kinesiology faculty	0
Plus additional elective courses to get to a total of 60 hours.	*18+*
TOTAL:	60

Hispanic Studies

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.

Major in Hispanic Studies

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 “proficiencied.”

History and Political Science

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. Secondary History Education 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.

Major in History and Political Science

REQUIREMENTS FOR A MAJOR IN HISTORY AND POLITICAL SCIENCE – a minimum of 39 hours of coursework, consisting of the following:

One of the following, required of all tracks:			
HIS113	Survey of Europe to 1660	[PR: none]	3
HIS123	World History I	[PR: none]	3
One of the following, required of all tracks:			
HIS114	Survey of Europe Since 1660	[PR: none]	3
HIS124	World History II	[PR: none]	3
All of the following, required of all tracks:			
HIS150	U.S. History to 1865	[PR: none]	3
HIS151	U.S. Since 1865	[PR: none]	3
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			21-24

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:			42

Secondary History Education Track

For the requirements of the Secondary History Education major, please see the Education section of this catalog.

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: 42

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
HIS317W	Environmental Law	[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: 39

Minor in History

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.			12
TOTAL:			21

Minor in Political Science

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:			
PSC150	American Government (National)	[PR: none]	3
Plus twelve additional hours in PSC, six of which must be at the 300-level.			12
TOTAL:			21

Kinesiology-Athletic Training

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, apply to CUW in the third year, 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.

Students not accepted into CUW can still be on track to finish their 4-year degree at Eureka College by switching to the Kinesiology-Exercise Science major with the "Pre-Allied Health" emphasis. This path gives students the prerequisites and experiential learning needed to apply to most graduate schools that have a Master's degree in Athletic Training.

Program Student Learning Outcomes

1. Students will communicate effectively with others in an oral or written professional format.
2. Students will demonstrate effective critical thinking and problem solving.
3. Students will demonstrate the knowledge, skills, and abilities expected of an entry-level athletic trainer.

Major in Kinesiology-Athletic Training

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: MAT103 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: ENG103W or IC]	3
KIN130	Essentials of Health, Fitness,		

	& Performance	[PR: none]	3
KIN255	Social Agility	[PR: KIN130, PSY180W, & Sophomore standing]	3
KIN380	Biomechanics	[PR: BIO141, BIO264 & PHY220]	4
KIN382	Exercise Physiology I	[PR: BIO141 & BIO264]	4
KIN386W	Exercise Physiology II	[PR: KIN382]	4
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: MAT121]	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

Kinesiology-Exercise Science

The Kinesiology program studies human body movement to prevent and manage chronic disease and injury, and diagnose, rehab, and enhance performance. Eureka College offers a bachelor's degree major with a variety of emphases and related minors for those interested in a variety of health, fitness, and performance related professions. The Kinesiology-Exercise Science major's diverse academic structure strongly focuses on practical skills and experiential learning, including patient and client interaction.

The major is designed for students interested in a variety of career opportunities in healthcare and health-related services, including health coaching and promotion, nutrition, strength and conditioning, sport coaching, cardiac and pulmonary rehabilitation, corporate wellness, and pre-professional programs such as athletic training, chiropractic, dietetics, medicine, nursing, occupational therapy, physical therapy, massage therapy, physician assistant, speech therapy, and more.

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. Accurately measure, screen, and interpret health-related components of fitness in healthy and special populations.
3. Critically analyze, interpret, and apply scientific literature to support evidence-informed decision-making.
4. Demonstrate effective oral and written communication skills, along with ethical, compassionate, and collaborative care to convey information to various audiences.

Major in Kinesiology-Exercise Science

REQUIREMENTS FOR A MAJOR IN KINESIOLOGY-EXERCISE SCIENCE – a minimum of 46 hours of 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: MAT103 or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
KIN130	Essentials of Health, Fitness,		

	& Performance	[PR: none]	3
KIN294	Motor Learning & Development	[PR: Sophomore standing]	3
KIN350	Anatomical Kinesiology	[PR: BIO141 & BIO264]	4
KIN365	Tests and Measurement in Kinesiology	[PR: KIN130, MAT260 & KIN382]	4
KIN382	Exercise Physiology I	[PR: BIO141 & BIO264]	4
KIN495	Exercise Science Internship	[PR: 2.25 GPA & completed Internship Agreement]	1+
MAT260	Statistics	[PR: MAT103 or placement]	3

One of the following:

PSY101	General Psychology	[PR: none]	3
PSY180W	Introduction to Science Communication	[PR: ENG095R]	3

Plus the completion of one of two emphases 9-16

Health/Fitness/Performance Emphasis

9 hours of coursework, consisting of the following:

All of the following:

HED284	Nutrition	[PR: ENG103W or IC]	3
KIN255	Social Agility	[PR: KIN130, PSY180W, & Sophomore standing]	3
KIN330W	Advanced Health, Fitness, & Performance Training	[PR: KIN130 & KIN255]	3

Plus Career Specific Certification approved via Kinesiology Faculty 0

TOTAL: 46

Pre-Allied Health Emphasis

16 hours of coursework, consisting of the following:

All of the following:

KIN380	Biomechanics	[PR: BIO141, BIO264 & PHY220]	4
KIN386W	Exercise Physiology II	[PR: KIN382]	4
CHM131	General Chemistry I	[PR or CR: MAT121 or placement]	4
PHY220	General Physics I	[PR: MAT121]	4

TOTAL: 53

Additional optional emphases are available in the following areas:

Sport Coaching

Students interested in specializing in sport coaching should obtain a Kinesiology-Exercise major with a Leadership Certificate. Students from any major can also pursue the Coaching minor.

Organization and Administration

Students interested in owning a gym, working in athletics operations, etc., should obtain a Kinesiology-Exercise Science major with a Business Administration minor.

Associate of Science – Health, Coaching, Fitness, and Performance Degree

For the requirements of the Associate of Science - Health, Coaching, Fitness, and Performance degree, please consult that specific section of this catalog.

Minor in Kinesiology

REQUIREMENTS FOR A MINOR IN KINESIOLOGY– a minimum of 23 hours of coursework, including at least 6 hours at the 300-level or higher, consisting of the following:

All of the following:

BIO263	Human Anatomy and Physiology I	[PR: MAT103 or placement]	4
BIO264	Human Anatomy and Physiology II	[PR: C or better in BIO263 or 142]	4
KIN130	Essentials of Health, Fitness, & Performance	[PR: none]	3
KIN255	Social Agility	[PR: KIN130, PSY180W, & Sophomore standing]	3
KIN382	Exercise Physiology I	[PR: BIO141 & BIO264]	4

Plus at least one of the following (3 hours minimum):

HED284	Nutrition	[PR: ENG103W or IC]	3
KIN330W	Advanced Health, Fitness, & Performance Training	[PR: KIN130 & KIN255]	3
KIN380	Biomechanics	[PR: BIO141, BIO264 & PHY220]	4
KIN386W	Exercise Physiology II	[PR: KIN382]	4
KIN350	Anatomical Kinesiology	[PR: BIO141 & BIO264]	4
KIN495	Exercise Science Internship	[PR: 2.25 GPA & completed Internship Agreement]	1+

TOTAL: 23

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

Mathematics

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.

Program Goals:

1. Be competent in a broad range of mathematical skills and topics.
2. Be able to recognize and apply mathematics in a variety of settings.
3. Know how to learn and have the competence and confidence to build on their knowledge base independently.
4. Have strong communication skills and be able to articulate what mathematics is about and what mathematicians do.

Program Student Learning Outcomes:

1. Students will demonstrate a working knowledge of selected topics from calculus, linear algebra, probability and statistics, geometry, discrete math, and abstract algebra.
2. Students will demonstrate the ability to solve problems, including applications outside of pure mathematics, by means of intuition, creativity, guessing, and the experience gained through the study of particular examples and mathematical models.
3. Students will demonstrate the ability to determine the validity of an argument and will be able to construct mathematical proofs independently.
4. Students will demonstrate the ability to communicate mathematical ideas clearly. They will use correct mathematical terminology and proper mathematical notation.

Major in Secondary Mathematics Education

For the requirements of the Secondary Mathematics Education major, please see the Education section of this catalog.

Minor in Mathematics

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

All of the following:

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
MAT260	Statistics	[PR: MAT103]	3

Plus at least two of the following (6 credits must be at the 300-level or higher):

MAT280	Discrete Mathematics	[PR: MAT171; rec PR: CSC135]	3
MAT310	Probability and Statistics	[PR: MAT271]	3
MAT315	Linear Algebra	[PR: MAT271]	3
MAT340W	Foundations of Geometry	[PR: MAT271]	3

TOTAL: 22+

Music

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 College students; and 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 21st 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 performances. 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 EC 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.

Major in Music

REQUIREMENTS FOR A MAJOR IN MUSIC – a minimum of 39 hours of coursework, consisting of the following:

All of the following:

MUS120	Introduction to Music Theory	[PR: none]	4
MUS120L	Music Theory Lab	[CR: MUS120]	0
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:

MUS150W	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:			27

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: MUS133 or IC]	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

Recommended elective:

MUS370	Music Theory Pedagogy Practicum	[PR: MUS330 & grade of B or above in MUS120 or IC]	2

Music Ministry Concentration

A minimum of 32 hours of coursework, consisting of the following:

All of the following:

MUS231	Choral Conducting	[PR: MUS220]	2
MUS285	Foreign Language Diction	[PR: none]	3
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: MUS133 or IC]	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 our 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: 32-41

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 Capstone course)	Spring of senior year. [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 20 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]	3
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 Capstone course)	Spring of senior year. [PR: MUS098 & IC; CR: MUS333 or 334]	1

Plus at least 2 hours of the following:

MUS233	Secondary Applied Piano	[PR: MUS133 or IC]	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: 20-30

Vocal/Choral Music Education Concentration

A minimum of 58.5 hours of coursework, consisting of the following:

All of the following:

MUS231	Choral Conducting	[PR: MUS220]	2
MUS285	Foreign Language Diction	[PR: none]	3
MUS331	Advanced Choral Conducting	[PR: MUS231]	2

Plus at least 4 semesters of the following (2-4 total hours):

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 the following (2-4 total hours):

MUS233	Secondary Applied Piano	[PR: MUS133 or IC]	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
MUS087/387	Jazz Ensemble	[PR: audition]	0-1
TOTAL:			11-22

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 standing or IC; CR: EDU229F for Education majors]	3
EDU229F	Exceptional Child Field Exp.	[PR: Sophomore standing, CR: EDU229]	0.5
EDU290L	Integrating Tech into Teaching	[PR: Sophomore standing]	2
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
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-P]	1
EDU456W	Teacher Performance Assessment	[PR: Current Student Teacher; CR: EDU470A-P]	2
EDU470E	Student Teaching (Capstone Course)	[PR: Admission to Teacher Ed Prog; Completion of all Teacher Ed courses; 2.75 cumulative GPA, & 2.75 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
EDU415W	Secondary Classroom Management	[PR: Admission to Teacher Ed Prog	

		& Junior or Senior standing]	2
TOTAL:			44.5-45.5
Plus the following:			
PSY207	Middle Childhood/Adolescent Dev.	[PR: none]	3
TOTAL:			3

Minor in Music

REQUIREMENTS FOR A MINOR IN MUSIC – a minimum of 21 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]	4
MUS120L	Music Theory Lab	[PR: none]	0
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:			
MUS150W	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: MUS133 or IC]	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: Intermediate to Advanced	

		student]	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
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: 21-27

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.

Neuroscience

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

Minor in Neuroscience

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

Organizational Leadership

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.*

Program Goals:

1. Program prepares students to assume management-focused positions in both the public and private sectors.
2. Program enables non-traditional students to complete their B.S. degree.

Program Student Learning Outcomes:

1. Students will acquire a self-awareness of the leadership strengths and weaknesses.
2. Students will acquire knowledge of historical and contemporary theories of leadership.
3. Students will acquire a working knowledge (theoretical and applied) of the organizational processes and systems common to all organizations (profitable, not for profit, family owned).
4. Students will be able to describe the ethical dimensions of leadership decisions.

Major in Organizational Leadership

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: BUA222]	3
BUA411W*	Business Strategy		3

COM218*	Organizational Communication	[PR: ENG103W]	3
COM308W	Communication and Media Ethics	[PR: COM104, COM106, COM108, & ENG103W, or IC]	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
LDR315	Diversity and Leadership	[PR: ENG301W and LDR115 or LDR215 or IC]	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 19 hours of online elective hours. 19

TOTAL: 60

**Will fulfill the 12 semester hours at the 200-level or above requirement for graduation.*

Performing Arts

The Performing Arts Certificate offers students the opportunity to engage with music and/or theater performance.

Program Goals:

1. Prepare students for lifetime involvement in and appreciation of performing arts.
2. Highlight student's creative potential through performance and artistic expression.
3. Prepare students for further study in the performing arts.
4. Provide performance and leadership opportunities.

Program Student Learning Outcomes:

1. Musicianship and Music Theory
2. Performing Music and/or Theater
3. Historical and Cultural Knowledge of Performing Arts

Certificate in Performing Arts

REQUIREMENTS FOR A CERTIFICATE IN PERFORMING ARTS – a minimum of 15 hours of coursework, including at least 6 at the 200-level or above, consisting of the following:

All of the following:

MUS120	Intro to Music Theory	[PR: none]	4
MUS120L	Music Theory Lab	[CR: MUS120]	0
MUS125	Musicianship	[CR: MUS120]	1

At least 3 credit hours from the following (MUS performance courses may be repeated):

MUS133	Class Piano	[PR: none]	1
MUS136	Class Guitar	[PR: none]	1
MUS233	Secondary Applied Piano	[PR: MUS133 or IC]	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: Intermediate to Advanced student]	1
THA130	Acting I	[PR: none]	3

Plus at least 4 semesters of enrollment in one of the following (ensemble courses may be repeated, but two or more courses taken in the same semester only count as one semester):

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
MUS087/387	Jazz Ensemble	[PR: audition]	0-1
MUS231	Conducting	[PR: MUS220]	2
MUS261	Musical Improvisation	[PR: none]	2
MUS331	Advanced Conducting	[PR: MUS231]	2
THA100	Theater Production	[PR: none]	0-3
THA140	Devised Theater Workship	[PR: none]	0-4
THA240	Intermediate Theater Production	[PR: none]	0-4
THA340	Advanced Theater Production	[PR: none]	0-4

Plus at least one from the following:

MUS150W	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
MUS250	Music and Race	[PR: none]	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
MUS350	Sacred Music	[PR: 2 years experience or IC]	3
MUS354	Latin American Popular Music	[PR: MUS151 or IC]	3
MUS355	Mexican Folk Music	[PR: none]	3
THA341W	World Theatre History & Theory I	[PR: ENG103W]	3
THA343W	World Theatre History & Theory II	[PR: ENG103W]	3
THA343	American Theatre History	[PR: ENG103W]	3

TOTAL: 15

Additional elective (will not substitute for minimum required hours from above lists):

COM/THA223	Writing for Performance	[PR or CR: ENG103W]	3

Philosophy and Religion

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.

Major in Philosophy and Religion

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
TOTAL:	32

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
TOTAL:			41

Other courses may be substituted for those above with approval from the program advisor.

Minor in Philosophy and Religion

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
TOTAL:	20

Popular Culture Studies

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:

5. Foster awareness of the roots of popular culture.
6. Foster awareness of the impact of popular culture on one's own beliefs.

Program Student Learning Outcomes:

4. Recognize how popular culture can normalize and/or represent discriminatory attitudes and practices.
5. Recognize and analyze trends in popular culture.

Certificate in Popular Culture Studies

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

One of the following:

ART101W	Art Appreciation	[PR: none]	3
COM224	Popular Culture and the Environment	[PR: ENG095R]	3
ENG120	Introduction to Creative Writing	[PR or CR: ENG103W]	3
ENG125	Introduction to Literary Studies	[PR: none]	3
MUS153	American Popular Music	[PR: none]	3

Two of the following:

ART234W	Modern Art	[PR: ENG103W]	3
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
ECC299	Race in Concert Dance	[PR: none]	3
ENG250W	World Building	[PR: ENG120]	3
ENG270	Myth and Literature	[PR: none]	3

Plus one of the following:

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

Psychology

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.

Major in Psychology

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
PSY180W	Introduction to Science Communication	[PR: ENG095R]	3
PSY203	Social Psychology	[PR: PSY101]	3
PSY215	Cognitive Psychology	[PR: PSY101]	3
PSY280W	Psychological Statistics & Methods I	[PR: PSY101, PSY180W, & MAT095R or placement]	4
PSY314W	Abnormal Psychology	[PR: PSY101]	3
PSY380W	Psychological Statistics & Methods II	[PR: PSY101, PSY180W, & 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
PSY180W	Introduction to Science Communication	[PR: ENG095R]	3

Plus 14 additional hours in PSY, including at least six hours at the 300-level or higher.

TOTAL: 20

Psychology and Counseling

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
PSY180W	Introduction to Science Communication	[PR: ENG095R]	3
PSY203	Social Psychology	[PR: PSY101]	3
PSY215	Cognitive Psychology	[PR: PSY101]	3
PSY280W	Psychological Statistics & Methods I	[PR: PSY101, PSY180W, & MAT095R or placement]	4
PSY314W	Abnormal Psychology	[PR: PSY101]	3
PSY372	Counseling Psychology	[PR: PSY101]	3
PSY380W	Psychological Statistics & Methods II	[PR: PSY101, PSY180W, & 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
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

Psychology/Occupational Therapy

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.

Major in Psychology/Occupational Therapy

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY/OCCUPATIONAL THERAPY – 43 hours of coursework, consisting of the following:

BIO263	Human Anatomy and Physiology I	[PR: MAT103 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, PSY180W, & PSY280W]	4
PSY495	Psych/Occupational Therapy Internship	[PR: 2.25 GPA & completed Internship Agreement]	1

One of the following:

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."

Sociology and Psychology

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.

Major in Sociology and Psychology

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
PSY180W	Introduction to Science Communication	[PR: ENG095R]	3
PSY203	Social Psychology	[PR: PSY101]	3
PSY280W	Psychological Statistics & Methods I	[PR: PSY101, PSY180W, & 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, PSY180W, & 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, PSY180W, & 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.

Minor in Sociology

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.

Sports Management

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.

Major in Sports Management

REQUIREMENTS FOR A MAJOR IN SPORTS MANAGEMENT – 45 hours of coursework, plus required supporting 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
BUA360	Business Finance	[PR: ACC112 & MAT260]	3
BUA411W	Business Strategy and Applied Capstone	[PR: ACC112, ECO112, BUA220 or BUA230, BUA310 or BUA340, MAT260 & Senior Standing; CR: BUA360]	3
BUA295/495	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
KIN130	Essentials of Health, Fitness, & Performance	[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
KIN255	Social Agility	[PR: KIN130, PSY180W, & Sophomore standing]	3
KIN330W	Advanced Health, Fitness, & Performance Training	[PR: KIN130 & KIN255]	3

TOTAL: 45

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.

Sustainability

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.

Certificate in Sustainability

REQUIREMENTS FOR A CERTIFICATE IN SUSTAINABILITY – A minimum of 13 hours of coursework, consisting of following:

All of the following:

EVS151W	Introduction to Environ. Science	[PR: none]	4
EVS260	Introduction to Sustainability	[rec PR: Sophomore standing]	3

Plus six hours from the following:

BUA270W	Business Sustainability	[PR: none]	3
BUA312	Business Ethics & Social Responsibility	[PR: BUA220 & BUA230]	3
BUA351	Ecological Economics	[PR: none]	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: ACC112.

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: ACC112. (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.

ACC303 Advanced Accounting 3 hours

Prerequisite: ACC202. (Offered in alternate years)
Continuation of Intermediate Accounting topics plus the study of corporate mergers and acquisitions. Partnership accounting and liquidation procedures are also emphasized.

ACC331W Auditing I 3 hours
Prerequisites: ACC112 and MAT161 or MAT260. (Offered in alternate years)
Principles and procedures of auditing, auditing standards, internal control, sampling techniques, ethics of the profession, and the auditor's reports are topics covered in the course. The procedural development to ascertain the reliability of financial statements are emphasized.

ACC332 Auditing II 3 hours
Prerequisite: ACC331W. (Not offered every year)
Continuation of the study of Auditing. Course objective is to provide accounting majors with in-depth knowledge in the following areas: Audit Sampling and substantive testing; Testing cycle controls and performing substantive tests on the Revenue Cycle, Acquisition Cycle, Conversion and Payroll Cycle, Financing Cycle, and Investment Cycle; Auditing Operations and completing the audit; Other Attestation and Accounting Services; and Internal, Operational, and Compliance Auditing.

ACC360 Fund Accounting 3 hours
Prerequisite or corequisite: ACC112. (Not offered every year)
Principles and procedures of accounting as applied to financial planning and control of non-profit institutions, such as schools, hospitals, and government units.

ACC450 Advanced Professional Accounting Problems 4 hours
Prerequisite: Senior standing. (Not offered every year)
Capstone course intended to expose the student to new material in addition to rigorously reviewing previous topics. Designed to show the integration between the various accounting fields and act as a preparation for the Certified Public Accountant (CPA) exam. Course objective is to include an intensive study of: Auditing; Business Law & Professional Responsibilities; Taxation, Managerial, Governmental and Not-for-Profit Organizations; and Financial Accounting & Reporting-Business Enterprises.

Art and Design

ART101W Art Appreciation 3 hours
Prerequisite: None. (May be offered in-person or online)
Art Appreciation is an introduction to the visual arts designed to help students develop an understanding of the function and meaning of art. This course emphasizes humanistic and aesthetic values rather than an historical approach and will examine

works from multiple cultures and time periods. Art majors should take the class during freshman or sophomore year and transfer students should take it during their first semester of enrollment. *Aesthetic Sensibility 10 Essential course.*

ART106 Design Fundamentals 3 hours
Prerequisite: None.
An introduction to the basic elements and principles of visual communication fundamental to all studio courses. Students complete several projects related to these principles utilizing a variety of media. The creative problem solving strategies utilized in this course have applications in many disciplines and careers. *Aesthetic Sensibility 10 Essential course.*

ART110 Drawing Fundamentals 3 hours
Prerequisite: None.
Introductory level course in which students learn the fundamentals of drawing. All studio investigations will be based on direct observation of subject matter from still life set-ups. Students will learn about perspective and all aspects of representational drawing. *Aesthetic Sensibility 10 Essential course.*

ART111 Painting Fundamentals 3 hours
Prerequisite: None.
Introduction to painting fundamentals in which students will explore basic painting techniques, composition, and color theory. All studio investigations in class will be based on direct observation of subject matter. Students will learn color mixing and how to organize a representational painting. *Aesthetic Sensibility 10 Essential course.*

ART206 Introduction to Graphic Design 3 hours
Prerequisite: ART106 or instructor consent.
Exploration of design principles for contemporary visual communication media, including print, web, and kinetic visualization. Emphasis on developing computer imaging skills to create works with strong graphic impact. A course fee may apply.

ART211 Painting for Artists 3 hours
Prerequisite: ART111.
This course provides an exploration of painting within a contemporary context. Students will produce paintings that specifically address the idea that the act of representing can in and of itself produce content. Studio projects will be based on developing the artist's visual language through sustained work with preferred painting media. Students will engage in the artistic process, including conception, creation, and on-going critical analysis with the ultimate goal of producing a consistent body of work on a specifically defined theme. Members of the class will be making art for exhibitions and portfolios. Can be repeated up to three times for credit. *Aesthetic Sensibility 10 Essential course.*

ART212 Sculpture and Mixed Media 3 hours
Prerequisite: None. (Not offered every year)
Exploration of three-dimensional form through sculptural media, emphasis on carving, modeling and combining media to produce expressive content. May be repeated up to three times for credit. Students who repeat the course also explore the role of abstraction within contemporary media with a focus on independent student research and individual assignments. A course fee may apply. *Analytical Inquiry and Problem Solving 10 Essential course.*

ART229W Renaissance and Baroque Art 3 hours
Prerequisite: ENG103W. (Offered in alternate years)
A survey of the art of the Renaissance and Baroque periods, including the development of period and regional styles as well as the analysis of individual artists.

ART234W Modern Art 3 hours
Prerequisite: ENG103W. (Offered in alternate years)
A survey of Modern art, focusing on the interrelationship of art and society, the avant-garde, individual artists' careers and recent developments in international art.

ART245 Digital Photography Fundamentals 3 hours
Prerequisite: Student must provide any digital camera.
A journey into the digital realm, where pixels abound and electronic media forms merge. From digital cameras to Photoshop and the workflow in between, students will learn to effectively utilize and communicate with available digital technology. A course fee may apply.

ART250 Web Design 3 hours
Prerequisite: None. (Offered in alternate years)
This class introduces students to UX design for the web using HTML and CSS. Students will develop coding skills and how to build a site from wireframe to published web page. Emphasis will be put on using code as a design tool, knowing both its adaptability and its limitations. Responsive design and SEO optimization of a site will also be introduced. By the end of this course students should have a strong foundation in web design.

ART260 Ceramics Fundamentals 3 hours
Prerequisite: None.
Clay modeling with emphasis on hand building. This course may be repeated up to three times for additional credit. Students who repeat the course experience ceramic sculpture, wheel throwing, and glazing and also may explore the role of abstraction within contemporary ceramics with a focus on independent student research and individual assignments. A course fee may apply.

ART280 Printmaking 3 hours

Prerequisite: ART101W, ART106, ART110, or ART111.

Introduction to the history and craft of varied fine art print and transferring techniques inclusive of relief, etching (intaglio), serigraphy (screen printing), and monoprinting. Traditional and contemporary modes of design, display, and portfolio/content development will be discussed. May be repeated up to three times for credit. Students repeating the course propose a self-directed study of advanced techniques within the medium.

ART290 Typography 3 hours

Recommended prerequisites: ART106 and ART206. (Offered in alternate years)

This class introduces type as a compositional tool in graphic design, from letterforms to page layout. History and theory of basic typography as a method of communication will also be explored. By the end of this course, students should have a strong foundation in and appreciation for typography.

ART305 Videography 3 hours

Prerequisite: ART245. (Offered in alternate years)

This class introduces students to Videography, both the capture and editing involved with it. Students will develop skills in both framing and equipment used in video, and the software used in editing and manipulation. Emphasis will be put on using the 4D format, knowing both its adaptability and its limitations. Nonlinear editing and special effects using industry standard software will be developed. By the end of this course students should have a strong foundation in videography.

ART306 Advanced Graphic Design 3 hours

Prerequisite: ART206 or instructor consent; Recommended prerequisite: ART250.

Advanced exploration of the theories, materials and techniques of graphic design for contemporary visual communications, including established and emerging media. Development of a professional portfolio is emphasized. Students will also explore internship opportunities. A course fee may apply.

ART308W Spirituality in Art 3 hours

Prerequisite: Junior or Senior standing. (Offered in alternate years)

This course examines how human beings have expressed spirituality through varied forms of art. Art is a means of communicating complex ideas, thoughts, and feelings. From the earliest times, human beings have sought to explain natural phenomena through art expression and religious practices. Art expresses the belief systems of the maker with meaning that extends far beyond the value of craft and talent. Throughout 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 10 Essential 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

BIO141 Principles of Biology I 4 hours
Pre or Corequisite: MAT103 or 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. *Scientific Literacy 10 Essential course.*

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 a grade of A in EVS121. (Offered occasionally)
Detailed examination of plant structure, function, evolution, and ecology. The systematics of plants, fungi, and algae are emphasized. Lecture, Laboratory, and Field Trips.

BIO242 Introduction to Zoology 4 hours
Prerequisite: BIO142 or a grade of A in EVS121. (Offered occasionally)
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: MAT103 or placement. (Offered annually in the spring)
This course is a detailed study of the structure and function of the human body at the molecular and cellular levels. Topics included are anatomical terminology, basic biochemistry, histology, and organization of the human body. The structure and function of the integumentary system, the skeletal system, the muscular system, and the neurologic system 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 in the human body. The digestive, respiratory, cardiovascular, urinary, and reproductive systems will be covered in detail. Basic embryology will be covered. Pathologies within each system will be discussed. Lecture and Laboratory. *Scientific Literacy 10 Essential course.*

BIO300W Ecology 4 hours
Prerequisite: BIO142 or a grade of "A" in EVS121, or instructor consent. Recommended prerequisite: EVS286. (Offered in alternate years)
This course introduces ecology including organisms relationships with their environments, population ecology, community ecology, landscape ecology, and ecosystem ecology. Topics include dispersal, habitat selection, population growth, species interactions, community structure, nutrient cycling, and energy flow. In this course, we also explore ecological research methods and learn the process of inquiry through lab activities and scientific research-based writing assignments. 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.

BIO350 Human Physiology 3 hours

Prerequisite: BIO263 and BIO264 with grades of C or better. (Offered in person every other spring)

This course is a detailed study of the function of the human body at the molecular, cellular, organ, and organ system levels. It will provide students with an understanding of basic principles of physiology and the functional organization of the human body. We will discuss the physiologic processes of the major organ systems of the human body along with pathologies of each system. Lecture.

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.

Business Administration

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 10 Essential 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 10 Essential 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 10 Essential 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

Prerequisite: None.
Theory of Constraints is designed to enable the student to begin to understand the multitude of factors which are involved in managing processes. Focus will be on both organizational and personal applications of TOC. Greater understanding of these factors may then be utilized in acquiring the goals of the organization.

BUA331 Consumer Behavior 3 hours
Prerequisite: BUA230. (Offered in rotation with BUA332, BUA333, and BUA334)
A detailed examination of the totality of consumers' decision-making processes with regard to the selection, acquisition, use, and disposition of products. The course also examines the impacts that these processes have on both the consumer and on society in general.

BUA332 Marketing Research 3 hours
Prerequisites: BUA230 and MAT162. (Offered in rotation with BUA331, BUA333, and BUA334)
A methodological approach to marketing and consumer-research problems. Examines information needs of marketing managers, research design, analysis, interpretation, and reporting of findings.

BUA333 Retailing 3 hours
Prerequisite: BUA230. (Offered in rotation with BUA331, BUA332, and BUA334)
The study of the marketing methods, techniques, and tools employed by the retail sector of the economy. Special emphasis is directed to the promotional and pricing aspects of the retailing marketing mix and to the revolution that has occurred with the advent of "big box" retailing in marketplaces that have traditionally been entrepreneurial.

BUA334 Advertising 3 hours
Prerequisite: BUA230. (Offered in rotation with BUA331, BUA332, and BUA333)
A detailed examination of all the aspects of marketing promotional activities that involve non-personal communication between the marketer of products and the customer. The material examined includes print advertising, radio and TV advertising, public space advertising, and public relations. Students are expected to develop a media plan for a product of their choice.

BUA335 Social Media Marketing 3 hours
Prerequisite: BUA230 or instructor consent.
Study of methods, techniques, and tools used in social media for the purposes of marketing. Emphasis on understanding and utilizing multiple platforms. The social trifecta of paid, owned, and earned will be explored.

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 10 Essential 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.

BUA411W Business Strategy and Applied Capstone 3 hours

Prerequisites: ACC112, ECO112, BUA220 or BUA230, BUA310 or BUA340, MAT260, and Senior Standing; CR: BUA360. (Offered every semester)

Application of strategic practices in the development and execution of organizational policies for modern enterprises in global economy.

Chemistry

CHM121 Survey of Chemistry 4 hours

Prerequisite: MAT103 or placement.

An introduction to general, organic, and biochemistry. Topics include the nature of matter, atomic and molecular structure, chemical bonding, gas laws, chemical reactions, acid-base chemistry, organic compounds, functional groups, amino acids, proteins, and enzymes. Lecture and Laboratory. *Scientific Literacy 10 Essential course.*

CHM131 General Chemistry I 4 hours

Pre or Corequisite: MAT121 or placement. (Offered annually in the fall)
Examines the nature of matter: atomic and molecular structure, chemical bonding, gas laws, chemical reactions, and stoichiometry. Lecture and Laboratory. *Analytical Inquiry and Problem Solving 10 Essential course.*

CHM132 General Chemistry II 4 hours

Prerequisites: CHM131 and MAT121. (Offered annually in the spring)
A continuation of CHM131 stresses the concepts of solutions, chemical equilibrium, acid-base chemistry, kinetics, thermodynamics, and oxidation/reduction reactions. Lecture and Laboratory. *Scientific Literacy 10 Essential course.*

CHM191 Environmental Chemistry 3 hours

Prerequisite: CHM131 or a "B" or better in CHM121.
An overview of environmental chemistry discussing kinetics and equilibria, atmospheric chemistry, climate change, and fates and environmental impacts from chemicals. Chemical principles applied to environmental topics such as air, water, and soils. This course provides quantitative problem solving skills for real-world examples. Lecture. *Analytical Inquiry and Problem Solving 10 Essential course.*

CHM220 Organic Chemistry I 4 hours

Prerequisite: CHM132.
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.

CHM221 Organic Chemistry II 4 hours

Prerequisite: CHM 220.
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.

CHM250 Quantitative Analysis 4 hours

Prerequisite: CHM132. (Offered in alternate years)
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.

CHM310 Medicinal Chemistry 3 hours

Prerequisite: CHM221. (Offered in alternate years)

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.

CHM321 Biochemistry I 3 hours
Prerequisites: BIO141, BIO142, and CHM220. (Offered in alternate years)
Topics include the structure, function, and organization of biomolecules, enzyme kinetics, and regulation. Lecture.

CHM335W Thermodynamics and Kinetics 4 hours
Prerequisites: MAT271, CHM132 and PHY220. (Offered in alternate years)
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.

CHM336 Quantum Chemistry and Spectroscopy 3 hours
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 10 Essential 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. C*ommunication 10 Essential 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 10 Essential course.*

COM108 Media and Culture 3 hours

Prerequisite: None. (Offered annually 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 10 Essential 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 10 Essential course.*

COM213 Social Media and Internet Culture 3 hours
Prerequisite: ENG103W. (Offered annually in the spring)
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 discussion, and students will be assessed through a combination of exams, a research project, and active attendance and engagement with course material. This course is open to Communication majors and minors, as well as students majoring in other fields.

COM214 Communication Law 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 provides a study of First Amendment rights, common law, and statutory law as they pertain to media practitioners. Topics covered include theories and rationales for protecting speech, the laws of prior restraint, libel and slander, privacy, obscenity, broadcast indecency, broadcast ownership, advertising, and other federal regulations.

COM215 Relational 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 explore the complexities of interpersonal communication within human relationships, including those between families, friends, teammates, employees, and romantic and sexual partners. We will consider core theories of interpersonal communication and apply them to a variety of case studies, taken from both real life and from popular culture. Students, by semester's end, will be equipped with a robust understanding of the dexterity and elasticity of relational communication and, took, will be better prepared to be effective communicators in modern society. Areas of

assessment will include exams, response papers, regular reading, and regular attendance and class engagement. *Health, Fitness, and Well-Being 10 Essential course.*

COM216 Cinema Studies 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 course rotation)

As the art of light and movement, cinema has been influential to and influenced by global culture since its advent in the late 19th century. Through research and reflection projects of written and video analysis, students will gain the ability to articulate and analyze the language and vocabulary of Hollywood, independent, and international cinema, while also engaging and exploring film's artistic process from production through exhibition. *Aesthetic Sensibility 10 Essential course.*

COM217 Video Games and Contemporary Problems 4 hours

Prerequisites: ENG103W and Sophomore standing. (Offered annually in the fall)

Video games offer players the opportunity to do the remarkable—to scale mountains on horseback, to develop a sustainable farm from the ground up, to kick the game winning 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 10 Essential 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; May be offered in-person or online)

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 10 Essential 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)
This course presents the theory and practice of management and revenue generation for broadcast and digital media, including managing personnel, marketing, sales, and ethics. Regulatory, technology, and social media influences are also covered.

COM221 Media History
Prerequisite: ENG095R. (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)
Historical survey of the technological, cultural, industrial, and social systems that produce and disseminate traditional and emerging media, both in popular and niche forms. Students will explore key periods in media history while engaging in original research. *Analytical Inquiry and Problem Solving 10 Essential Course.*

COM222 Audio Production for Radio/Digital Media 3 hours
Prerequisite: None. (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)
An introductory survey of audio recording and production in the analog and digital realms. Coverage of related foundational topics such as: the science of sound, signal flow, and digital sampling theory. Focused on the preparation, production, and direction of audio programming materials for radio and digital platforms by utilizing the production studio of Eureka College's radio station.

COM223 Writing for Performance 3 hours

Pre or Corequisite: 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 THA223.*

COM224 Popular Culture and the Environment 3 hours
Prerequisite: ENG095R. (Offered annually; May be offered in-person or online)
Exploration of popular culture and media's impact on our understanding of the environment, nature, and sustainability. Through critical analysis of advertising, film, television, social media, and everyday media habits, students will examine how nature, culture, and identity are represented and connected to environmental issues. *Sustainable Practices and Environmental Conscience 10 Essential course.*

COM225 Multimedia Storytelling 3 hours
Prerequisite: ENG103W. (Offered in alternate years as an in-person or hybrid course)
Workshop in multimedia storytelling practices across formats such as audio, video, photography, and written narrative. Students will explore documentary and journalistic storytelling practices critically, while also gaining practical skills in content creation and field production. Projects involve site-specific storytelling, interviewing, and collaborative production. *Analytical Inquiry and Problem Solving 10 Essential Course.*

COM275 *Pegasus* Media Management 3 hours
Prerequisite: Instructor consent. (Offered every semester)
Practicum for managerial and editorial duties for the Eureka College *Pegasus*. Students oversee the work of student journalists, make editorial and publishing decisions, and complete additional tasks as necessary.

COM276 ECTV Media Management 3 hours
Prerequisite: Instructor consent. (Offered every semester)
Practicum for managerial duties for Eureka College Television (ECTV). Students oversee the work of other student television staff members, perform appropriate managerial functions, and address challenges similar to a professional television production, programming, and management environment.

COM277 WXEC Radio Media Management 3 hours
Prerequisite: Instructor consent. (Offered every semester)
Practicum for managerial duties for Eureka College's radio station (WXEC). Students oversee the work of other student radio staff members, perform appropriate managerial functions, and address challenges similar to a professional radio production, programming, and management environment.

COM304W Communication and Media Theory 3 hours

Prerequisites: COM104, COM106, COM108, and ENG103W, or instructor consent. (Offered in even-numbered spring semesters)
In-depth engagement with the humanistic and critical theories of communication and media studies from historical and contemporary perspectives.

COM306W Communication and Media Methods 3 hours
Prerequisites: COM104, COM106, COM108, and ENG103W, or instructor consent. (Offered in odd-numbered fall semesters)
A survey of the methodological tools used for academic and professional work in the communication and media fields. Topics include textual, historical, digital, and ethnographic analysis; journalistic and interviewing techniques; and digital publishing tools and techniques.

COM308W Communication and Media Ethics 3 hours
Prerequisites: COM104, COM106, COM108, and ENG103W, or instructor consent. (Offered in even-numbered fall semesters; May be offered in-person or online)
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 annually 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.

Computer Science

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.*

Criminal Justice

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 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 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.

Education

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.

EDU225 Health and Physical Education for the Elementary Classroom 1 hour
Prerequisite: Sophomore standing. (Offered in person during the fall semester of odd-numbered years)
This course will provide opportunities to discover how movement education can be applied within elementary education settings. This includes exposure to topics such as brain-based activities, play safety, movement and academic integration, parental and teacher resources, and instructional strategies.

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. *Analytical Inquiry and Problem Solving 10 Essential course.*

EDU229 Educating the Exceptional Child 3 hours
Prerequisites: Sophomore standing or instructor consent and concurrent enrollment in EDU229F for education majors or those seeking an education minor. (May be offered in-person or online)
Provides understanding and preparation for all majors to work with all levels and aspects of exceptional learning behaviors in the classroom or community, including intellectual disabilities, learning disabilities, behavior disorders, visual and hearing impairment, culture diversity, gifted/talented, and neurodiverse individuals. *Intercultural Understanding 10 Essential course.*

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.

EDU235 Educating the Elementary English Learner 2 hours
Prerequisite: Sophomore standing. (Offered in person during the fall semester of odd-numbered years)
This course provides a foundational knowledge of language acquisition and literacy development, explores tools and strategies for selecting curricular materials, examines evidence-based and current practices, and encourages accessibility for English learners.

EDU270 Applications of Curriculum and Instruction 3 hours
Prerequisite: Sophomore standing.
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 10 Essential course.*

EDU290L Integrating Educational Technology into Teaching 2 hours

Prerequisite: Sophomore standing. (Offered every semester)
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.

EDU340 Elementary (K-6) Physical Education Methods 3 hours
Prerequisite: None. (Offered in odd-numbered fall semesters)
This course focuses on instructional strategies for teaching physical education in K-6 settings, emphasizing developmentally appropriate practices, inclusive teaching, and effective classroom management. Aligned with national standards, the course prepares teacher candidates to promote skillful performance in physical education content areas such as games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, and individual-performance activities. Students will design, implement, and assess engaging lessons that support motor skill development, physical literacy, and lifelong wellness.

EDU341 Secondary (7-12) Physical Education Methods 3 hours
Prerequisite: None. (Offered in even-numbered spring semesters)
This course is a comprehensive course designed to prepare future educators to effectively plan, implement, and assess developmentally appropriate physical education experiences for students in grades 7-12. Grounded in the SHAPE America National Standards for K-12 Physical Education, this course emphasizes instructional strategies that promote lifelong physical activity, motor skill development, and personal and social responsibility. Teacher candidates will explore curriculum design, classroom management, assessment tools, and inclusive practices tailored to diverse adolescent learners. Additionally, the course integrates principles of athletic coaching, providing students with foundational skills in leadership, motivation, and team development that align with interscholastic sports environments, thereby preparing them for dual roses as educators and coaches.

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 10 Essential course.*

EDU355 Education Law 1 hour

Prerequisite: Junior standing or instructor consent. (May be offered in-person or online)
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: Junior standing.
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 Elementary Science Methods 3 hours
Prerequisite: Junior standing. (Offered annually in the fall).
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 Elementary Social Science Methods 3 hours
Prerequisite: Junior standing. (Offered annually in the spring)
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 Elementary Fine Arts Methods 2 hours
Prerequisite: Junior standing. (Offered annually in the spring)
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: Junior standing.
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: Junior standing.

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).

EDU372P Physical Education Diversity Practicum 1 hour

Prerequisite: Junior Standing. (Offered annually in the spring)

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 physical education classroom. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to physical education majors. 40 clock hour minimum. Assignment and tasks will align to methods coursework. CANNOT be taken concurrently with EDU373P.

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).

EDU373P Physical Education Content Practicum 1.5 hours
Prerequisite: Admission to the Teacher Education Program. (Offered every semester)
This course gives students a supervised field experience with a qualified content teacher in an area physical education classroom. Eureka College supervisor(s) will observe and assess student performance in the field. Available only to physical education majors. 60 clock hours minimum. CANNOT be completed concurrently with EDU372P.

EDU410W Strategies in Classroom Management 3 hours
Prerequisites: Admission to the Teacher Education Program and Junior or Senior standing. (Offered annually in the fall)
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.

EDU415W Secondary Classroom Management 2 hours

Prerequisites: Admission to the Teacher Education Program and Junior or Senior standing. (Offered annually in the fall)

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.

EDU417W Strategies of Classroom Management in Physical Education 3 hours

Prerequisite: Admission to the Teacher Education Program and Junior or Senior Standing. (Offered annually in the fall)

This course is designed to assist future Physical Education (grades K-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.

EDU420 Middle Grades Methods in English 3 hours

Prerequisite for undergraduate students: EDU170. (Offered annually in the spring)
Prerequisite for current Professional Educator License holders: Completion of a minimum of 15 hours of English content coursework. (Offered variably online as an 8-weeks course)

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 for undergraduate students: EDU170. (Offered annually in the spring)
Prerequisite for current Professional Educator License holders: Completion of a minimum of 15 hours of Social Science content coursework. (Offered variably online as an 8-weeks course)

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 for undergraduate students: EDU170. (Offered annually in the spring)
Prerequisite for current Professional Educator License holders: Completion of a minimum of 15 hours of Mathematics content coursework. (Offered variably online as an 8-weeks course)
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 for undergraduate students: EDU170. (Offered annually in the spring)
Prerequisite for current Professional Educator License holders: Completion of a minimum of 15 hours of Science content coursework. (Offered variably online as an 8-weeks course)
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 Secondary Methods in English 3 hours
Prerequisites: EDU170 or instructor consent; Junior standing.
This course is designed for juniors and seniors pursuing a professional teaching license with an endorsement in secondary English. The course provides students an opportunity to continue to develop curriculum planning and instructional delivery skills introduced in

EDU170, with an emphasis on developing effective communication skills. *Communication 10 Essential course.*

EDU441 Secondary Methods in Social Science 3 hours
Prerequisites: EDU170 or instructor consent; Junior standing.
This course is designed for juniors and seniors pursuing a professional teaching license with an endorsement in secondary History/Social Science. The course provides students an opportunity to continue to develop curriculum planning and instructional delivery skills introduced in EDU170, with an emphasis on developing effective communication skills. *Communication 10 Essential course.*

EDU442 Secondary Methods in Math 3 hours
Prerequisites: EDU170 or instructor consent; Junior standing.
This course is designed for juniors and seniors pursuing a professional teaching license with an endorsement in secondary. The course provides students and opportunity to continue to develop curriculum planning and instructional delivery skills introduced in EDU170, with an emphasis on developing effective communication skills. *Communication 10 Essential course.*

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-P.
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-P.
This course is designed to guide teacher candidates in the development of a capstone Teacher Performance Assessment portfolio required for program completion at Eureka College. Portfolio requirements are adapted from the Stanford Center for Assessment, Learning, and Equity (SCALE) and provide a structured framework for documenting the

planning, instruction, and assessment of a candidate-selected learning segment. This course is designated as a writing-intensive (W) course, as the capstone portfolio requires analytical and reflective writing 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-P Student Teaching 12 hrs.

Prerequisites: Completion of all required Teacher Education courses; cumulative 2.75 GPA; major field 2.75 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), EDU470P=Physical Education (K-12).

English

ENG095R Developmental Writing 3 hours

Prerequisite: None. (Offered annually in the fall)
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: 3.25 grade point average in high school English courses, ENG095R, or placement. (Offered every semester)
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. (Offered annually in the spring)
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 10 Essential course.*

ENG125 Introduction to Literary Studies 3 hours
Prerequisite: None. (Offered annually in the fall)
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 focus on the content of your message and not be distracted by references, idioms, or structures that might be distracting. It will also explore the productive aspects of conflict, helping students to see conflict as something to be negotiated as opposed to simply be avoided. This course will combine exercises and concrete examples and scenarios to help students be clear, professional, and thoughtful in their communication. *Communication 10 Essential course.*

ENG205T Exploring the Immigrant Experience through Literature in New York City 3 hours

Prerequisite: Any 3 hour college-level ENG course. (Offered occasionally in the summer)
Read poetry and prose from a diverse group of immigrant writers from the 19th to the 21st centuries, while sampling the cultural diversity of New York City! We will read works exploring the immigrant experience by Walt Whitman, Teju Cole, Jamaica Kincaid, Anzia Yezierska, and others, while exploring neighborhoods like Little Italy, Chinatown, and Astoria Queens, with their unique architecture, restaurants, parks, and cultural centers. We will delve into the history and symbolic importance of key sites for immigrants, such as the Statue of Liberty and Ellis Island, while enriching our understanding of immigrant culture through the powerful writings of immigrant authors. *Travel course.*

ENG211 Literatures in English I: Beginnings to 1700 3 hours

Prerequisite: ENG103W or instructor consent. (Offered every 3rd semester in rotation with ENG212 and ENG213)
This course will survey a range of texts written in English up to roughly 1700 and will trace the emergence of key literary genres. As we analyze poetry, drama, and prose, we will also examine the relationship between historical change and literary production. For instance, we consider how innovations such as the printing press, biblical translation, and a growing sense of national identity impacted literary production in English. We will also consider how trade, travel, and colonization produced a global Anglophone literary culture. In tracking these aesthetic and historical changes, 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. *Analytical Inquiry and Problem Solving 10 Essential course.*

ENG212 Literatures in English II: 1700-1900 3 hours

Prerequisite: ENG103W or instructor consent. (Offered every 3rd semester in rotation with ENG211 and ENG213)
This course will survey a range of texts written in English between 1700 and 1900. We will give particular attention to major genres and movements, including Neoclassicism,

the Realist Novel, Romanticism, Autobiography, Transcendentalism, and Slave narrative. Over the course of the term, we will discuss how changing social conditions altered the kinds of literature that were written and read in English and discuss how the rise of nationalist discourse impacted literary production. In tracking these changes, 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. *Spiritual Engagement and the Examined Life 10 Essential course.*

ENG213 Literatures in English III: 1900-Present 3 hours
Prerequisite: ENG103W or instructor consent. (Offered every 3rd semester in rotation with ENG211 and ENG212)
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 10 Essential course.*

ENG250W World Building 3 hours
Prerequisite: ENG120. (Offered in alternate years; May be offered in-person or online)
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 10 Essential 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. *Sustainable Practices and Environmental Conscience 10 Essential 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 10 Essential course.*

ENG270 Myth and Literature 3 hours

Prerequisite: None. (Offered variably; consult English faculty for more information on the current rotation)

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 10 Essential course.*

ENG272 Studies in Global Literatures 3 hours

Prerequisite: ENG103W or instructor consent; may be repeated for credit.(Offered annually in the spring)

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 10 Essential 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. *Sustainable Practices and Environmental Conscience 10 Essential 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 10 Essential 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 10 Essential course.*

ENG301W Advanced Academic Writing and Research 3 hours

Prerequisite: ENG103W and Junior standing. (Offered every semester)

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

Prerequisites: ENG125 and ENG212 or ENG213. (Offered variably; consult English faculty for more information on the current rotation)

Global Modernisms offers students a sustained study of a particular literary phenomenon that falls under the broad category of "Modernism." Modernism as a term has been applied to literary production from all over the world and from the nineteenth and twentieth centuries; by closely examining a particular example of this elusive category of cultural production, students will gain a broader vocabulary for discussing Modernist literature, a more sophisticated sense of Modernist aesthetics, and knowledge about the social, political, and cultural forces that shape and frame literary Modernism globally. Section topics may include Joyce & Woolf, Harlem Renaissance Writers, Pan-African Modernism, and Imagist Poetry.

ENG314W Technical Writing 3 hours

Prerequisite: ENG103W or instructor consent. (Offered variably; consult English faculty for more information on the current rotation)

Practice in preparing and producing short and longer reports, letters, memos, proposals, and producing a final, formal report. Analysis of document structure, organization, peer- and self-editing, incorporating graphics, mechanism and process description, oral presentations, and format/layout. Focus on the central issues of form and content, audience and reader impact. Attention to grammar, sentence structure, paragraphing, presentational logic, and mechanical conventions, but as emerging from a political context appropriate to technical documents.

ENG318W Literature and Gender 3 hours

Prerequisite: ENG125. (Offered variably; consult English faculty for more information on the current rotation)

This course will introduce students with literature, popular culture, and critical theory concerned with contemporary issues of gender, especially as it intersects with race and class. Through close reading, class discussions, and reflective writing, students will come to understand the ways in which gender is constructed, and how authors of different backgrounds have interrogated and pushed back against those constructed gender roles.

ENG319 Creative Writing Workshop 3 hours

Prerequisite: ENG120. (Offered annually)

A workshop course in which students will write and develop publication-level work as well as testing out new material and giving meaningful feedback on others' work. Students will receive instruction and experience in workshop expectations and etiquette while also examining and discussing contemporary literary trends.

ENG328W Literature and the Environment 3 hours

Prerequisites: ENG125 and ENG211, ENG212, or ENG213. (Offered variably; consult English faculty for more information on the current rotation.)

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 variably; consult English faculty for more information on the 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.

ENG332W Topics in Professional Writing 3 hours

Prerequisite: ENG103W and Sophomore Standing. (Offered variably; consult English faculty for more information on the current rotation)

This course develops more advanced skills in professional writing, namely how to write clear and straightforward prose. Assignments will introduce students to the forms, methods, standards, and issues central to writing in the workplace. Depending on the specific topic, students will learn how to shape their writing to suit a range of readers, purposes, and professional contexts. Writing will be in genres common to writing in the workplace, which might include instructions, promotions, reports, proposals, correspondence, and application materials. Emphasis in this intensive writing course will be on the writing process, collaboration, genre analysis, and technology and document design. Course may be repeated for credit with a different topic offered. *Analytical Inquiry and Problem Solving 10 Essential course.*

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 10 Essential course.*

ENG413 English Capstone 3 hours
Prerequisites: ENG120 and ENG125. (Offered annually in the fall)
For writing students, this course is meant to be the capstone to your experience as a writing student at Eureka College. When you leave this course, you should be producing publication-quality writing, and you should have a healthy critical perspective on your work as it fits into contemporary publishing. You'll demonstrate the quality of your writing by turning it in for workshop, and you'll demonstrate your critical perspective through a variety of exercises and writings. In particular, we'll keep an eye on what writers say about writing. As we workshop our pieces, we'll talk about how the writers inform our writing. Keep this in mind as you read the three core texts.
For literature students, this course is meant to be a culmination of your work as a scholar in the field of English. We will be looking at creative works and theoretical/critical texts, applying them to the works of both established authors and your classmates. This course should prepare you for pursuing your own scholarship in the field of English, conceptualizing and contextualizing your projects within the larger body of scholarship.

Environmental Science

EVS121 Environmental Biology 4 hours

Prerequisite: None. (May be offered in-person or online)

A survey of the biological portion of our environment. Students will explore how life works and gain an understanding of the forces that generate and maintain the diversity of life on our planet. Topics include: evolution, cell structure and function, ecology, and genetics. The laboratory portion of the course is inquiry-based and includes field trips and outside field study. Designed with the Environmental Science and Environmental Studies majors in mind, but open to all students. Lecture and Laboratory. *Scientific Literacy 10 Essential course.*

EVS151W Introduction to Environmental Science 4 hours

Prerequisite: None.

This course is designed to provide students with an overview of current environmental issues from the local to global scale. Students will examine the science behind our understanding of current environmental issues and discuss existing and potential solutions to these issues. We will also address economic, political, and social factors that influence environmental change and decision making, with a focus on US environmental policy. This course serves as the foundation for the Environmental Science and Environmental Studies majors and the Environmental Studies minor. *Sustainable Practices and Environmental Conscience 10 Essential course.*

EVS152W Introduction to Environmental Science 4 hours

Prerequisite: None.

This course is designed to provide students with an overview of current environmental issues from the local to global scale. Students will examine the science behind our understanding of current environmental issues and participate in scientific inquiry and communication, discussing existing and potential 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. *Scientific Literacy 10 Essential course.*

EVS170 Gardening for Health and Wellbeing 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 10 Essential course.*

EVS260 Introduction to Sustainability 3 hours

Prerequisite: None, however, Sophomore standing is recommended. (May be offered in-person or online)

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 10 Essential course.*

EVS270 Introduction to Geospatial Technology 4 hours

Prerequisite: MAT103 and EVS286 or PSY180W. Recommended Prerequisite: EVS151. Recommended Pre or Corequisite: MAT260. (Offered in fall semesters, at a minimum 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. Lecture and Laboratory. *Scientific Literacy 10 Essential course.*

EVS286 Approaches to Science Communication and Research 3 hours

Prerequisite: MAT103 and Sophomore standing or instructor consent. Recommended Pre or Corequisite: BIO141. (Offered annually)

Students will learn the foundations of scientific research and increase their literacy in the natural sciences and scientific research design, especially as it is practiced in the

natural sciences, such as biology and environmental science. EVS286 introduces students to the value of scientific literacy guides in how to identify credible information vs. pseudoscience vs. fake content. Students learn how to find reliable and peer reviewed content using library databases, Google Scholar, and other popular search methods for scholarly content. Students will also learn to identify the research question or topic, data collection methods, and analysis and key results in scholarly literature; organizing this content into a format that is useful for the process of scientific writing (i.e., literature review). Students will begin to develop proficiency in Excel data entry and management, identifying and organizing credible sources, writing a literature review, APA style essentials, academic writing and reading, and oral communication in various settings (interview to conference presentation styles).

Since research is presented in forms other than written documentation, students will also practice their presentation skills (of literature and of themselves through mock interview practice) and professional writing skills (résumé development) in this course. Recommended for sophomores and juniors preparing for internships, honors thesis work, research, or upper-level major courses with literature review assignments. Lecture. *Communication 10 Essential course.*

EVS305W Conservation Biology 4 hours

Prerequisite: BIO142 or an A in EVS121. Recommended prerequisites: EVS286 and BIO300W. (Offered in alternate years)

Conservation biology is a mission-oriented science that aims to protect nature, including animals, plants, ecosystems, and ultimately humans in the face of ever-growing human impact and demand on the planet. It is an integrative discipline combining fields such as genetics, ecology, anthropology, sociology, economics, political science, and ethics. This course will primarily emphasize 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 actively involved in depth of topics to be covered and in discussions of current issues and controversies in the field. The course may involve some outdoor fieldwork with occasional field trips or guest lectures. Students will have a better grasp of concepts introduced if they have taken BIO300W: Ecology, however, it is recommended, not required. Lecture and Laboratory.

EVS370 Advanced Geospatial Technology 4 hours

Prerequisite: EVS270. Recommended Prerequisite: BIO300. (Offered in alternate years and/or by demand from EVS270 participation levels)

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 fucus points will continue to use the industry standard software of ArcGIS Pro (and ArcGIS Online) from Environmental Systems Research Institution (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). A course fee may apply. Lecture and Laboratory. *Analytical Inquiry and Problem Solving 10 Essential course.*

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 10 Essential course.*

Fine and Performing Arts

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.

Foreign Study

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.

Gender and Sexuality Studies

GSS101 Introduction to Gender and Sexuality Studies 3 hours

Prerequisite: None. (Offered annually)

This course acts as an introduction to gender and sexuality studies. Students will first be introduced to key terms and concepts within the field of gender studies and learn how to apply them to their own areas of study. Students will then be led through a foundational theoretical text, building upon the concepts established in the first unit of the course while learning how to process more complicated theory. Finally, students will apply the terminology, concepts, and theoretical foundations to an object of analysis and to their own lives and fields of study.

Genre and Fandom Studies

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. *Career and Civic Engagement 10 Essential 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.

Geography

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.

Health Education

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 10 Essential 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: ENG103W or instructor consent. (May be offered in-person or online)
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 10 Essential 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.

HIS217 The Russian Empire 3 hours
Prerequisite: None. (Offered in alternate years)
Examination of the Russian Empire from the start of the Romanov dynasty in 1613 to the Russian Revolution in 1917. Considers the Russian political system as well as cultural and intellectual developments in Russia through historical memoir, literature, and film.

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.

HIS223 The World of Shakespeare 3 hours
Prerequisite: None. (Offered in alternate years)
Study of daily life in Shakespeare's time as well as the inspirations for his works found in Ancient and European History. Features readings of Shakespeare's works as well as other historical texts with discussion of language, gender, and cultural history.

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 10 Essential course.*

HIS228 Reagan in the World 3 hours

Prerequisite: None. (Offered in alternate years)

This course considers major events, themes, and developments in global history during the lifetime of Ronald Reagan. Rather than being a biographical study, this course examines local, state, national, and global events occurring around Reagan from 1911 to 2004. Reagan came of age and lived during a time of extraordinary development in global history, and this course will examine Reagan's life alongside the lives of other key figures, events, and situations in the 20th and 21st centuries.

HIS247 Global Exploration and Imperialism 3 hours

Prerequisite: None. (Offered in alternate years)

Study of major explorers and expeditions in global history in the Americas, Africa, Asia, the Arctic, and Oceania. Examines ideologies behind exploration, with emphasis on the development of imperialism and post-colonial ramifications.

HIS260 Native American Studies 3 hours

Prerequisite: ENG103W. (Offered in even-numbered year fall semesters)

This course will explore a variety of sources aimed at understanding aspects of the Native American experience. We will explore pre-contact history (Native civilizations before the arrival of Europeans) as well as contemporary Native issues and portrayals of Native People and the Native American experience in popular culture. *Intercultural Understanding 10 Essential course.*

HIS288W Nazi Germany and the Holocaust 3 hours

Prerequisite: None. (Offered in alternate years)

Traces the historical origins and development of National Socialism and ideologies that led to the Holocaust in the early 1900s. 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 and Holocaust Studies. *Intercultural Understanding 10 Essential course.*

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 Topograhy of Terror, Sachsenhausen, Stolperstiene, Olympia Stadium, the Holocaust memorial, the Soviet war memorial, and Bebelsplatz. 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 contest.

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.

HIS311 England to 1688 3 hours

Prerequisite: None. (Offered in alternate years)

Examination of the political, social, economic, religious, and intellectual developments in England from ancient times through the Glorious Revolution of 1688. Particular emphasis will be placed on constitutional developments, dynastic problems, and religious issues which influenced later developments in England and the United States.

HIS312 England Since 1688 3 hours

Prerequisite: None. (Offered in alternate years)

Examination of the political, social, economic, and intellectual developments in England from the Glorious Revolution of 1688 to the present. Particular emphasis will be placed on constitutional developments and the evolution of parliamentary democracy.

HIS317W Environmental Law 3 hours
Prerequisite: ENG103W. (Offered in even-numbered year spring semesters)
This course is a review of legal processes (court cases, statutory laws, and executive branch actions at the federal, state, and local levels) designed to regulate and (presumably) protect environmental quality. We will evaluate land use laws, air quality regulations, water law, and the ways in which environmentalism and environmental activism have shaped and been shaped by the policy-environment relationship, mainly in the United States, over time. This is a "W" course, so there is a specific emphasis on writing quality. *Sustainable Practices and Environmental Conscience 10 Essential course.*

HIS337 The French Revolution 3 hours
Prerequisite: None. (Offered in alternate years)
Study of the French Revolution from its origins through the Napoleonic Era.

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.

HIS390W Archival Research 3 hours
Prerequisite: ENG103W or instructor consent. (Offered every other year in the spring)
Study of the theory and methods of history focusing on a hands-on practicum as each student will complete a semester-long archival research project on the topic of their choice. Includes field trips to local archives, instruction in handling and using archival and primary sources, and training in digital archival sources.

Honors

HON200 Honors Seminar 1 hour
Prerequisite: Member of Honors Program. (Offered every semester)
Students in the Honors Program will enroll in Honors Seminar (HON200) in the spring of their freshman year and the fall and spring of their sophomore year. This course will introduce students to the epistemology of academic research. Students will learn about the process of research in different disciplines, and how that research is communicated with others. Students will collaboratively plan and run a campus Research Symposium as their final project. This course may be repeated up to three times for credit.

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

ECC100 Career and Civic Engagement 3 hours

Prerequisite: None. (May be offered in-person or online)

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, career readiness, and meaningful civic engagement. Each section has an individual theme. Should be taken in the first semester of enrollment by all new students, excluding those transfer students who have completed IAI. *Career and Civic Engagement 10 Essential course.*

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 10 Essential 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 10 Essentialcourse.*

ECC201 Fear Itself 3 hours

Prerequisite: ENG103W. (Offered every fall in person)

Horror as a genre often reflects major cultural anxieties. The form that monsters or threats take in film, books, and comics tells us something about what we as a people fear, and these fears can work their way into both political speech and personal decisions. In this course, we will look at a variety of texts to get a sense of how we "read" the horror of any given time. Examining pop culture texts, political speeches, and critical essays, we will learn how to reflect on what we fear, avoid demonizing

marginalized groups, set goals on achieving hopes as opposed to avoiding fears, and steer conversations in productive ways. From thinking about our own personal futures to our collective existence, we will take a careful look at what horror can teach us. *Career and Civic Engagement 10 Essential 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 10 Essential 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 10 Essential 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 10 Essential 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 10 Essential 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 shaped by our sense of place, identity, and community in relation to other people? How does happiness as well-being relate to human experiences such as suffering, grief, anguish, loneliness, or forms of trauma? *Health, Fitness, and Well-Being 10 Essential course.*

ECC290 The Boy Crisis 3 hours

Prerequisite: None. (Offered in alternate years; may be offered in-person or online)

In the last decade or so, parents, activists, psychologists, sociologists, and social workers have identified a "Boy Crisis." Boys, they argue, are growing up in a confusing, hostile, and contradictory world that is doing them harm. People point to video game and porn addiction, bullying, gun culture, dropping male college enrollment and completion rates, attention deficit disorder, binge drinking, and suicide rates as indicators of the problem. In this course, students will assess and describe the boy crisis using credible sources and offer potential amelioratives for it. *Analytical Inquiry and Problem Solving 10 Essential course.*

ECC299 Race in Concert Dance 3 hours

Prerequisite: None.

This course examines how race is constructed and performed in concert dance. Dance is a racialized art form, often undervalued and unacknowledged in the humanities. Dance is also an art in which white people have been highly prominent as dancers, choreographers, and audience members. We'll examine whiteness as a racial and cultural category. Throughout the course we not only study works by artists of color, but more importantly, think about how these works intervene in normative notions about race and re-script roles for people of color in society. We will also become familiar with dance techniques and aesthetics through viewing and practicing forms of dance. *Aesthetic Sensibility and/or Intercultural Understanding 10 Essential course.*

ECC490W Ethical Reasoning Seminar 3 hours

Prerequisite: Senior standing. (May be offered in-person or online)

The purpose of the Ethical Reasoning Seminar is to help students assess what they have learned as undergraduate students and translate that learning into their behavior in the world. The course also acts as a bridge to life-long learning. Classes are conducted in a discussion format and address a broad range of ethical questions on which individual courses will focus. Required of all students in their senior year. *Ethical Reasoning 10 Essential course.*

IDS095L Study Skills Lab 0 hours

Prerequisite: None. (Offered every semester in person)

Study Skills Lab is designed to give students designated study time to complete their coursework and to further develop effective habits for success at Eureka College. This course will assist students in developing and executing effective time management, communication, and study habits. Emphasis will be placed on attendance, course engagement, and critical reflection. Students who are placed on the 6-week Midterm Grade List at midsemester will be enrolled in IDS095L. Students who are placed on Academic Warning or Academic Probation may also be required to enroll in IDS095L in their next semester of enrollment. Graded Pass/Fail.

IDS100 Skills for College 1 hour

Prerequisite: None.

This course will assist first-year students in making a successful transition to college through the development of skills designed to ensure academic success. IDS100 has a lab component that requires 4 coordinated and monitored study hall hours per week.

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.

IDS304 Medical College Admissions Test (MCAT) Preparation 3 hrs

Prerequisites: BIO141, BIO142, CHM131, CHM132, CHM220, CHM221, PHY220, & PSY101. Pre or Corequisites: CHM321, CHM421, & PHY230. Student should be a junior enrolled in the Eureka-UICOMP pathway or should have plans to take the MCAT exam in the coming months. (Offered annually in the spring)

This course is designed to help students prepare to successfully complete the medical college admissions test (MCAT) examination. In this course, students will review various materials that are found on the examination, learn test-taking strategies, and complete practice MCAT examinations and questions.

Kinesiology

KIN130 Essentials of Health, Fitness, and Performance 3 hours

Prerequisite: None. (Offered annually)

Explore the foundational principles of health, fitness, and performance and gain the confidence to create and engage in a lifelong health, fitness, or performance routine. *Health, Fitness, and Well-Being 10 Essential course.*

KIN255 Social Agility 3 hours

Prerequisite KIN130, PSY180W, and Sophomore standing. (Offered annually)

Students will both explore both the psychological and sociological aspects of health, fitness, and performance. Students will learn the art and science of communication and how that communication provides influence to others. They will identify, analyze, and ultimately manipulate variables that influence human performance. They will learn how to create buy-in, how our drives influence our communication style, and how to effectively communicate with a wide demographic of potential clients, co-workers, athletes, and more. *Intercultural Understanding 10 Essential course.*

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 Learning and Development 3 hours
Prerequisite: Sophomore standing. (Offered occasionally; consult the Kinesiology faculty for more information on the current rotation)
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).

KIN330W Advanced Health, Fitness, and Performance Training 3 hours
Prerequisites: KIN130 and KIN255. (Offered annually)
Gain more in-depth knowledge of the science and practical application of the science to create effective training plans for health, fitness, and performance within a variety of populations. This class also includes actual one-on-one and group experience with training. By the 8-week mark of the course, CPR certification is required, but the instructor will go over this the first week of class for students who are not certified at the beginning of the semester. *Analytical Inquiry and Problem Solving 10 Essential course.*

KIN350 Anatomical Kinesiology 4 hours
Prerequisites: BIO141 and BIO264. (Offered every spring)
This course covers the structure and function of the musculoskeletal system in movement, relation to external forces, principles of aggregate muscle function, and their application to exercise, skill, and activities of daily living. Lecture and Laboratory.

KIN365 Tests and Measurement in Kinesiology 4 hours
Prerequisite: KIN130, MAT260, and KIN382 or instructor consent. (Offered annually)
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. Lecture and Laboratory.

KIN380 Biomechanics 4 hours
Prerequisite: BIO141, BIO264, and PHY220. (Offered annually in the spring)
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. Lecture and Laboratory.

KIN382 Exercise Physiology I 4 hours
Prerequisite: BIO141 and BIO264. (Offered annually)
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. Lecture and Laboratory.

KIN386W Exercise Physiology II 4 hours
Prerequisite: KIN382. (Offered annually)
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. Lecture and Laboratory.

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.

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.

Leadership

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 10 Essential 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 10 Essential 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 10 Essential 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.

During the program, each student will have practicum experiences relating to courses they are taking. Some practica may be arranged with the student's place of employment.

LDR300 Organization Sustainability: Planning Strategically for Continuous Improvement 3 hours

Prerequisite: None.

This course explores organizational leadership from various perspectives on organizational sustainability. We will examine important concepts, principles, and frameworks relating to the sustainability movement, including natural capitalism, systems thinking, triple-bottom-line, and the three E's of sustainability (economy, environment, and equity)/sustainability compass. Specific emphasis on each student's specific organizational context and future leadership goals will be achieved through signature assignment work. This course is for aspiring sustainability change agents who wish to gain a broader understanding of strategic institutional sustainability management from multiple stakeholder perspectives. *Sustainable Practices and Environmental Conscience 10 Essential course.*

LDR310 The Practice of Leadership 3 hours

Prerequisite: LDR110.

A survey of important practices essential to good leadership. Topics may include negotiation and conflict resolution, facilitating effective group dynamics, leadership awareness of occupational and organizational cultures, and transformational leadership.

LDR315 Diversity and Leadership 3 hours

Prerequisites: ENG103W and either LDR115 or LDR215 or instructor consent. (Offered in odd-numbered year spring semesters)

We live and work in a diverse world. Indeed, we regularly interact with people from myriad cultures, many of which are quite different from our own. Such interactions are both informed and complicated by our racial and ethnic identities, genders, sexualities, religions, classes, ages, and dis/abilities. These interactions also take place across varied media and through varied languages, codes, and behaviors. And, importantly, these interactions occur within the context of complex power structures, hierarchies, and ideologies. This course attunes to such issues of diversity, equity, and inclusion as they inform and impact leadership in contemporary society. To be a leader in the twenty-first century requires an understanding of diversity and an informed capacity for negotiating power towards the goals of equity and inclusion. This course will accordingly position students to thoroughly negotiate the nuanced and foundational ways that diversity, equity, and inclusion inform leadership. Students will apply course concepts to contemporary case studies in diversity, equity, and inclusion taken from both real-world

incidents, literary fiction, and popular media such as television, film, and music. Areas of assessment will include a research project focused on an issue related to diversity and leadership of the student's choice, exams, and active attendance and participation in the course.

LDR399 Special Topics in Leadership 3 hours

Prerequisite: LDR110.

This is a seminar course that is offered whenever a mutual interest in a more specialized topic in Leadership Studies exists for a faculty member and a sufficient number of students. *(Great Leaders Cases or Sector Specific for Group)*

LDR415 Leadership Capstone 1 hour

Prerequisites: ENG103W, ENG301W, and LDR315, or instructor consent. (Offered as needed)

This course is designed to assist students in refining a portfolio of their work and utilizing that work to successfully position themselves as leaders as they prepare to enter the job market, apply for and attend graduate school, join the military, or whatever alternative plans they have for life after Eureka College. Students will meet weekly with the instructor to discuss their work, to prepare their portfolio, and to revise their professional documents (resume, cover letters, etc.) in light of their understanding of leadership theory and practice. Finally, this course will provide students with opportunities for mock interviews, both via video conferencing technologies and in-person.

Mathematics

MAT095R Basic Algebra I 3 hours

Prerequisite: None. (Offered every semester)

Students will learn the following foundational math topics, in order to be successful in subsequent college courses: arithmetic of signed numbers; order of operations; simplifying algebraic expressions; solution of linear equations and inequalities; rules of exponents; addition, subtraction, and multiplication of polynomials; Cartesian coordinates; graphs of linear equations and inequalities; distance formula; slope; equations of lines; solutions of systems of linear equations in two unknowns; and inequalities. MAT095R is not taken for college credit, but it is prerequisite for many subsequent college courses at Eureka College. The goal is that students who pass MAT095R have the foundational math skills needed to succeed in any major. MAT095R counts toward full-time status for financial aid and eligibility for extra and co-curricular activities. Graded Pass/Fail.

MAT095L Basic Algebra I Lab 0 hours

Corequisite: MAT095R. (Offered every semester)
A lab session to accompany MAT095R, Basic Algebra I, to give students more support and practice with basic algebra. Graded Pass/Fail.

MAT103 Basic Algebra II 3 hours
Prerequisite: MAT095R or placement. (Offered every semester)
Students will learn the following foundational math topics, in order to be successful in subsequent college courses: factoring; complex numbers; radicals; solution of quadratic equations by factoring and quadratic equations; addition, subtraction, multiplication, and division of rational expressions; solution of rational equations; long division of polynomials; variations, ratios and proportions; area and volume of plane and solid geometric objects; and right triangle trigonometry.

MAT111 College Algebra 3 hours
Prerequisite: MAT103 or placement. (Offered annually)
This course is primarily for students who need to continue on in mathematics and includes in-depth study and application, as well as review of fundamental algebraic operations, radicals, systems of equations, higher degree equations, inequalities, absolute values, exponential functions, logarithms functions, and matrices. Additional topics such as arithmetic and geometric progressions; sequences and series; and matrices and determinants are included.

MAT121 Precalculus 4 hours
Prerequisite: MAT111 or placement.
Study of functions, graphing (with technology), and geometry of Cartesian and polar coordinate plane. Emphasis on function concept as modeling, including polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions. Geometric representations and manipulations as showing richness of marriage of geometric to algebraic. Students who have received academic credit for MAT171 cannot enroll in MAT121 for academic credit. (Does not count toward minor requirements.)

MAT161 Finite Math and Statistics for Business 3 hours
Prerequisite: MAT095R, an ACT Math score of at least 23 or an SAT Math score of at least 560, or placement.
Finite mathematics with business applications. Finite math portion introduces Euler circuits, Hamiltonian circuits, digraphs, linear programming and other mathematical techniques used in solution of optimization problems. Mathematics of finance, including 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 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 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 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. *Analytical Inquiry and Problem Solving 10 Essential course.*

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: None.
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 or instructor consent.
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.

Music

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.

MUS098 Junior Recital 0 hours
Prerequisite: Instructor consent; Corequisite: MUS333 or MUS334.
A recital of at least twenty-five minutes of music performed in the junior year on either organ, piano, or voice. Graded pass/fail.

MUS120 Introduction to Music Theory 4 hours
Prerequisite: None. (Offered in alternate years)

Introduction to the study of musical notation and the elements of melody, harmony, rhythm and texture as they apply to musical composition and analysis. Lecture and Laboratory.

MUS125 Basic Musicianship 1 hour
Corequisite: MUS120 or instructor consent. (Offered in alternate years).
Musicianship is about developing the musical ear through sight-singing, aural identification, keyboard, dictation, improvisation, and other approaches. This course will enable students to internalize the concepts presented in MUS120 Music Theory I, gaining fluency on those topics in order to apply them in musicmaking and listening. Open to both majors and non-majors.

MUS133 Class Piano for the Adult Beginner 1 hour
Prerequisite: None.
Group piano lessons for students with no prior keyboard experience. Students will learn musical notation, elements of music and basic keyboard technique. Limited to 6 students per semester.

MUS134 Class Instruction in Voice 1 hour
Prerequisite: None.
Beginning voice students may enroll for group instruction, which will be offered by special arrangement demands. Basic singing techniques are covered, including posture, breathing, tone, and diction.

MUS136 Class Instruction in Guitar 1 hour
Prerequisite: None. No previous experience necessary. Student must have access to an acoustic or classical guitar.
Group guitar lessons for students with no prior guitar experience. Students will learn musical notation, elements of music and basic guitar technique.

MUS150W Music Cultures in the U.S. 3 hours
Prerequisite: None. (Offered in alternate years)
This course will examine the musics of the United States – folk, popular, and classical – with an emphasis on the role of music in U.S. history and culture. The course will also examine how music participates in the creation and mediation of personal, ethnic, regional, national, and transnational identities. *Aesthetic Sensibility and Intercultural Understanding 10 Essential course.*

MUS151 Listening to Music 3 hours
Prerequisite: None.

This course builds students' skills in using musical terminology such as melody, harmony, rhythm, timbre, and texture to discuss musical works. With a deep look at historical Western works from each time period, as well as select examples from folk and popular music, students will develop skills in active listening and understand how historical and cultural context affects style.

MUS152 World Music 3 hours
Prerequisite: None. (Offered in alternate years)
This course will examine a variety of musical cultures from around the world, including the musics of West Africa, Poland, India, Indonesia, China, Cuba, Mexico, Turkey, and Native Americans in the U.S. The course will also examine how music participates in the creation and mediation of personal, ethnic, regional, national and transnational identities. *Intercultural Understanding 10 Essential course.*

MUS153 American Popular Music 3 hours
Prerequisite: None. (Offered in alternate years; May be offered in-person or online)
This course will examine the popular musics of the U.S., from the nineteenth century to the present, with an emphasis on the role of popular music in American society and culture. The course will also examine how music participates in the creation and mediation of personal, ethnic, regional, national and transnational identities. *Intercultural Understanding 10 Essential course.*

MUS220 Music Theory II 3 hours
Prerequisite: MUS120. (Offered in alternate years)
Continuation of MUS120.

MUS225 Advanced Musicianship 1 hour
Prerequisite: MUS120 and MUS125 or instructor consent. Corequisite: MUS220 or instructor consent. (Offered in alternate years).
Musicianship is about developing the musical ear through sight-singing, aural identification, keyboard, dictation, improvisation, and other approaches. This course will enable students to internalize the concepts presented in MUS220 Music Theory II, gaining fluency on those topics in order to apply them in music-making and listening. Open to both majors and non-majors.

MUS231 Choral Conducting 2 hours
Prerequisite: MUS220. (Offered in alternate years)
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: MUS133 or instructor consent. Students should have at least one year of recent piano study (past 1-2 years).
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 ECC250. *Intercultural Understanding and Justice and Civic Responsibility 10 Essential course. Students may choose to do either Essential, or both.*

MUS260 Music Composition 2 hours
Pre or Corequisite: MUS120 and MUS220 or instructor consent. (Not offered every year)

Students will explore the process of composing music by applying techniques from existing works to new creations and learning from each other. In class, they will listen to works from various styles and historical periods, participate in improvisation activities, complete notation exercises, share assigned compositions, and even compose collaboratively.

MUS261 Musical Improvisation 2 hours

Prerequisite: None. (Not offered every year)

In this overview of improvisation practices, students learn about the psychology of improvisation and proceed to build skills and confidence in many styles. These include folk songs, blues, jazz, contemporary classical, and additional areas selected by the individual students. In-class improvisation activities are supplemented by reading, listening, writing, and practice assignments. All students participate in vocal activities, and those with instrumental experience also practice instrumental improvisation.

MUS262 Audio Production 3 hours

Prerequisite: Sophomore standing or instructor consent. (Offered annually)

An introductory survey of audio recording and production in the analog and digital realms. Coverage of related foundational topics such as: the science of sound, psychoacoustics, microphone construction, analog signal flow, and digital sampling theory. Practical emphasis on Digital Audio Workstation techniques.

MUS263 MIDI and Computer Music 3 hours

Prerequisite: Sophomore standing or instructor consent. (Offered annually)

Introductory methods for computer-based music generation and sound creation. Hands-on investigation of virtual instrument interfaces, sound design, and related computational techniques. Practical emphasis on the Musical Instrument Digital Interface protocol in the digital audio environment, as well as concepts of computer programming for musical applications.

MUS264 Creating Music 3 hours

Prerequisite: None. (Offered in person every 2-4 years)

In this course, students will analyze a wide range of music selected from the following genres: songwriting, rap, electronic music, musical theatre, classical, film and video game music, jazz, parody and humor, and others. They will apply the resulting insights to several original musical projects in which they are creators as well as performers. By studying the tools musicians employ to carry out their visions, students will be able to critique and refine their own work. No formal musical training or reading ability is required. *Aesthetic Sensibility 10 Essential course.*

MUS281 Chorale 1 hour

Prerequisite: Audition optional.

The Chorale is Eureka's largest vocal ensemble, open to both majors and non-majors. Singers build skills in vocal technique and musicianship through traditional music from cultures around the world, classical music from the Renaissance to the present, and more. In addition to performing several concerts on campus each year, the Chorale sings at regional high schools, churches, and festivals and sometimes tours nationally and internationally. Course may be repeated for credit. May be taken for 0 credit (MUS081).

MUS283 Wind Ensemble-Band 1 hour

Prerequisite: Audition or consent of Director.

The Eureka College Band rehearses two times per week and performs frequently at sporting events – primarily football and basketball. A spring concert is performed each year. Course may be repeated for credit. May be taken for 0 credit (MUS083) or audited.

MUS284 Instrumental Ensemble 1 hour

Prerequisite: At least three years of experience or instructor consent.

The Instrumental Ensemble is open to students who play any instrument – strings, winds, brass, percussion, piano, and beyond. This group plays a range of styles, including classical, Irish, Latin American, movie/TV/video game music, and more. Course may be repeated for credit. May be taken for 0 credit (MUS084) or audited.

MUS285 Foreign Language Diction for Singers 3 hours

Prerequisite: None. (Offered in alternate years)

Principles of proper pronunciation in singing English, Italian, Latin, French, and German. Introduction of the International Phonetic Alphabet and its application to diction and pronunciation.

MUS308 Western Art Music from Antiquity to the Baroque 3 hours

Prerequisite: MUS120 or instructor consent. (Offered every 3 years)

The history and development of Western musical cultures and style from Antiquity through the mid-seventeenth century, with emphasis on understanding the function of music in its social and historical context.

MUS318W Western Art Music, 1650-1850 3 hours

Pre or Corequisite: MUS220 or instructor consent. (Offered every 3 years)

The history and development of Western musical cultures and style during the common practice period, with emphasis on understanding the function of music in its social and historical context.

MUS320 Form and Analysis 3 hours

Prerequisite: MUS220. (Offered in alternate years)

Advanced study of harmony, counterpoint, musical form, analysis, and ear training.

MUS328 Western Art Music Since 1850 3 hours
Prerequisite: MUS220 or instructor consent. (Offered every 3 years)
The history and development of Western musical cultures and styles from the mid-nineteenth century to the present, with emphasis on understanding the function of music in its social and historical context.

MUS330 Post-Tonal Music Theory and Analysis 3 hours
Prerequisite: MUS320. (Offered in alternate years)
Advanced study of post-tonal and twentieth-century techniques, including pentatonicism, modality, bitonality, polytonality, serial and non-serial atonality.

MUS331 Advanced Choral Conducting 2 hours
Prerequisite: MUS231.
Study of advanced choral conducting techniques, including asymmetrical meters, tempo changes, increasing independence of the hands, and score analysis. In addition, rehearsal techniques are covered.

MUS333 Primary Applied Piano 1 hour
Prerequisite: Intermediate to advanced piano student.
A course in applied piano for intermediate to advanced students looking to develop piano skills. 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.

MUS334 Primary Applied Voice 1 hour
Prerequisite: Vocal Performance Major or instructor consent.
Individual instruction in singing for one hour weekly. Study proceeds at the student's level. Student must present jury examination at the end of the semester. Course may be repeated for credit.

MUS336 Primary Applied Guitar/Bass 1 hour
Prerequisite: Intermediate to advanced guitar or bass student.
A course in applied guitar or bass guitar for intermediate 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.

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 10 Essential course.*

MUS354 Latin American Popular Music 3 hours

Prerequisite: MUS151 or instructor consent.

Examination of the mail 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.

Nursing

HS160 Medical Terminology 2 hours
Prerequisite: None. (Offered annually in the fall. Course may be offered on campus or online)

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.

Philosophy

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 10 Essential 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.

PHI310 Ethics and Artificial Intelligence 3 hours
Prerequisite: ENG103W. (Offered every two years in person)
AI systems are increasingly becoming an everyday part of our lives. Artificial intelligence continues to develop at a rapid pace. As our use of AI becomes more dependent and embedded, it raises important moral and ethical questions. How do we align the aims and values of autonomous systems with our own? Does the future of AI pose any existential threat or danger to human life? How do we prevent learning algorithms from developing morally questionable (such as racial and gender discriminatory) biases? Should self-guided AI systems be used to kill enemies in warfare? What is the relation between AI systems and social relations (could a person fall in love with an AI system)? What rules or principles should govern the use of self-driving vehicles? What is the moral status of increasingly sophisticated AI systems (at what point would/could an AI system enter the moral community or suffer moral injury)? If an AI system could be considered a moral agent, would it possess rights and moral/legal accountability? What is the relation between human minds/consciousness and the processing intelligence of machines?

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 or 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 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 10 Essential 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 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 placement.
Examines modern astronomy, the structure of the universe, and the history and development of the science through optics. Topics studied include the solar system and its mechanics, galaxies, stellar evolution, distances of space, pulsars, quasi-stellar objects, and black holes. Emphasis is on the methods and process of science. Lecture and Laboratory.

Physics

PHY220 General Physics I 4 hours
Prerequisite: MAT121. (Offered in alternate years)
Examines the principles of mechanics, waves, and heat. The course covers vectors, kinematics, work and energy, collisions, rotational motion, introductory fluid mechanics, mechanical oscillations, waves, heat, and thermodynamics. Lecture and Laboratory.

PHY230 General Physics II 4 hours
Prerequisite: MAT121; Recommended prerequisite: PHY220. (Offered in alternate years)
Examines the principles of electricity, magnetism, and optics. The course covers electric field and potential, dielectrics, magnetic forces and fields, electromagnetic induction, direct current and alternating current circuits, electromagnetic waves, light, and optics. Lecture and Laboratory.

PHY335W Thermodynamics and Kinetics 4 hours
Prerequisite: MAT271, CHM132, and PHY220. (Offered in alternate years)
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 CHM335W.

PHY336 Quantum Chemistry and Spectroscopy 3 hours

Prerequisite: 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 CHM336.

Political Science

PSC150 American Government (National) 3 hours
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.

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 10 Essential 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.

PSC315 Constitutional Law 3 hours
Prerequisite: PSC150 or instructor consent. (Offered in alternate years)
Significant cases and trends in the interpretation of the Constitution and the role of the judiciary in this process. Focuses on separation of powers and federalism. Instruction is by the case method.

PSC316 Civil Liberties 3 hours
Prerequisite: PSC150 or instructor consent. (Offered in alternate years)
Study of key amendments to the Constitution, especially amendments 1-10 and 14. The course focuses on such issues as freedom of speech, religion, and the press; freedom from unreasonable search and seizure; and the right to privacy. Instruction is by the case method.

PSC320W Political and Social Philosophy 3 hours
Prerequisite: Junior or Senior Political Science major 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 PHI320W.

PSC325 Philosophy and History of Law 3 hours
Prerequisite: Junior or Senior Political Science major or instructor consent. (Offered in alternate years)
This course provides a broad overview of the history of law with particular emphasis on those legal traditions, such as the Roman and English, that have impacted America's own. Additionally, consideration will be given to a number of perennial topics in the philosophy of law such as the nature and validity of law, the relationship between law and morality, the rights and duties of citizens, and the uses and abuses of punishment.

PSC330 Human Rights and International Law 3 hours
Prerequisite: Previous PSC class or instructor consent.
An interdisciplinary study of human rights that examines the theoretical basis, historical development, and practical/political applications/implications of such rights. The aim will be not only to consider the abuses that human rights are intended to address, but to reflect on the tensions those rights invite as well.

PSC362W 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 HIS362W.

Psychology

PSY101 General Psychology 3 hours
Prerequisite: None.

Introductory course planned as a prerequisite to all other psychology courses and has as its objective the orientation of students to the vocabulary, techniques, problems, and theories of current psychology.

PSY180W Introduction to Science Communication 3 hours
Prerequisite: ENG095R.
Students will learn strategies to describe and identify what differentiates science from opinion and pseudoscience through an understanding of scientific research as applied to the natural, physical, and social sciences, including Psychology. Students will gain an understanding of the value of different sources of information and how to evaluate information from different sources with respect to credibility and reliability. This course will introduce strategies to effectively communicate scientific concepts to different audiences and in different media. *Communication 10 Essential course.*

PSY200 Death and Dying 3 hours
Prerequisite: None.
This course introduces the concepts, attitudes, and social dynamics of death and dying, including various cultural perspectives. Topics include demographics, who dies and why, suicide, treatment of the dying and dead, religious and legal perspectives, stages of dying, caregiving, grief, and bereavement.

PSY203 Social Psychology 3 hours
Prerequisite: PSY101.
Study of the behavior of human beings in social situations beginning with an analysis of the individual in society. The behavior of groups, communications, social conflict, and leadership are discussed and related to contemporary social movements.

PSY205 Psychology of Childhood through Adolescence 3 hours
Prerequisite: PSY101 or EDU227W.
Study of psychological development from infancy through adolescence, with special attention given to the psychology of the middle-school child. Theories and research pertaining to physical, cognitive, emotional, personality, and social development are considered in detail.

PSY206 Infant & Early Childhood Development 3 hours
Prerequisite: None.
Study of psychological and physiological experience of infants and young children (birth to age 8). Theories and research pertaining to physical, cognitive, emotional, communication and social development are considered in detail.

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 10 Essential course.*

PSY235 Decision Making and Its Biases 3 hours

Prerequisite: None for Grant Students (Offered online as part of the IT Workforce Accelerator Good Jobs Grant); Instructor consent for traditional students.

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 10 Essential course.*

PSY260 Health Psychology 3 hours

Prerequisite: PSY101. (May be offered in-person or online)

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 10 Essential course.*

PSY280W Psychological Statistics & Methods I 4 hours

Prerequisites: PSY101, PSY180W, 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 10 Essential 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 10 Essential 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, and emotion. Emphasis will be placed on the methods used by psychologists in studying these mechanisms.

PSY370W Personality Theory 3 hours
Prerequisite: PSY101 and Junior or Senior standing.
Survey of major theories of personality from traditional Freud and Jung to modern Skinner, Rogers, and the existentialists. The objective is to demonstrate the many and varied views of personality, and show the implications of these theories for human behavior.

PSY372 Counseling Psychology 3 hours
Prerequisite: PSY101.
Survey of theories and practice of counseling and psychotherapy (e.g., Psychodynamic, Client-Centered, Gestalt, Existential, Behavioral, Cognitive, Family Systems, Integrative). Designed for students who are likely to use counseling theories, skills, and techniques in their future careers (e.g., Clinical, Counseling, Industrial/Organizational, and School Psychology; Psychiatry and Psychiatric Nursing; Social Work; the Clergy; Parole Officers; Guidance Counselors; Human Relations Personnel). Students are expected to take an active role in role-play simulations of the experience of counseling.

PSY374 History of Psychology 3 hours
Prerequisite: PSY101 and Junior or Senior standing.
Modern psychology and its foundations. Examination of the development of general theories in psychology.

PSY380W Psychological Statistics and Methods II 4 hours
Prerequisite: PSY101, PSY180W, and PSY280W.
Investigation of more complex research designs and statistics. Included are the study of philosophy of science as applied to the behavioral sciences, principles of open science communication and replicability, and a capstone experience of a self-designed and implemented research study. Lecture and Laboratory. *Scientific Literacy 10 Essential course.*

PSY495 Psychology/Occupational Therapy Internship 1 hour
Prerequisite: 2.25 GPA; complete internship Agreement through Career Services/Handshake.
This course requires students to complete 40 hours of observation with a licensed occupational therapist.

Reading

RDG095R Reading Fundamentals with Authentic Texts 3 hours
Prerequisite: None. (Offered every semester)

A course in reading development for content-specific vocabulary acquisition, phonics, and comprehension with fiction and non-fiction texts. Knowledge gained from reading will be integrated in passage writing that encompasses a range of tasks, purpose, and audience. Students will learn to extract content-based evidence by analyzing arguments and organizing and gathering evidence found in source text. Students on Academic Warning and Academic Probation may be enrolled in the course for reading assessment and instruction. Any student who needs reading instruction may take the course.

Religion

The Religion courses provide students with the opportunity for greater awareness and understanding of religious experience, tradition, and literature with emphasis on the traditions of Judaism and Christianity. The courses also challenge students to consider the relationship of religion to the human-historical situation.

REL127 Global Religions 3 hours
Prerequisite: None.
This course introduces students to the histories and sacred texts of global religions, such as Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Daoism. This course will also introduce students to some of the key themes that are prevalent in religious studies. The focused question will be: What are the benefits and consequences of seeking common ground among the religions? Should we focus on commonalities or on understanding differences? To answer these questions, the class will venture into theories of interreligious dialogue. *Spiritual Engagement and the Examined Life 10 Essential course.*

REL217 Introduction to the Hebrew Scriptures 3 hours
Prerequisite: None. (Offered in alternate years)
Introductory survey of the history and ideas of the Torah, the Prophets, and the Writings (commonly referred to by Christians as the Old Testament).

REL219 Introduction to the New Testament 3 hours
Prerequisite: None. (Offered in alternate years)
Introductory survey of the history and ideas of the sacred writings of the Christian community commonly referred to as the New Testament.

REL221 Christianity 3 hours
Prerequisite: None.
A study of the key movements, ideas, writers, and practices in the history and contemporary expressions of Christianity.

REL223 Introduction to Theology and Religious Studies 3 hours
Prerequisite: None.
Introduction to key concepts in theology and religious studies.

REL330W Political Theology 3 hours
Prerequisite: 3 hours in Religion or instructor consent. (Offered in alternate years)
This course examines the relationship between religion and political life from theological, philosophical, and historical perspectives.

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.

Risk Management

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.

Science and Mathematics

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.

Social Work

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.

Sociology

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. *Intercultural Understanding 10 Essential course.*

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. (Offered in alternate years)

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 son 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, PSY180W, 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 interdepended web of cultures and will prepare them for global leadership grounded in social responsibility.

Spanish

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 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 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 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 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 10 Essential course.*

SPA303 Spanish and Latin American Literature 3 hours

Prerequisite: At least a C- in SPA300W or 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 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 10 Essential course*.

SPA306 U.S. Latino Cultures 3 hours

Prerequisite: At least a C- in SPA300W or 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 10 Essential course.*

SPA354 Latin American Popular Music 3 hours

Prerequisite: SPA300W.

Examination of the mail 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.

Special Education

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 Multi-Tiered System of Supports 3 hours
Prerequisite: Junior standing. (Offered annually in the fall)
During the course the student will gain knowledge of the identification and remediation of academic and behavior problems. Students will learn strategies for the prevention of academic and behavior problems through early intervention. In addition, students will gain the ability to use informal assessments and teaching strategies to address academic and behavior concerns. The student will learn how Multi-Tiered System of Supports (MTSS) is included into the daily schedule of a school. *Analytical Inquiry and Problem Solving 10 Essential course.*

SPE431W Diagnosis and Evaluation of Students with Disabilities 3 hours
Prerequisite: Junior standing.
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.

THA104 Introductory Dance 1-3 hrs
Prerequisite: None. Studio Fee. (Offered based on demand)
All introductory and Advanced dance classes offered in conjunction. Classes currently include ballet, pointe, modern, tap, jazz, and hip-hop. Classes and styles taught each semester vary by the instructor and student make-up of the class. Student is responsible for class supplies, clothing, and studio fee (paid at the Eureka College Business Office.) Along with THA304, 3 semester hours maximum may be counted toward theatre major. A maximum of 6 hours of THA104-304 may be counted toward graduation.

THA110 Introduction to Theatre Arts and Drama 3 hours
Prerequisite: None. (Offered based on demand)
Analysis of the dramatic experience, introducing students to the history, literature, and arts of playwriting, acting, directing, and designing. Students will be required to participate in Eureka College Theatre (onstage, offstage, or in the shop) as part of the class.

THA130 Acting I - Introduction to Acting 3 hours
Prerequisite: None.
This class will explore the nature of acting through a variety of theatre experiences to encourage an understanding and appreciation of the actor's craft. The class utilizes physical and vocal exercises, improvisations, ensemble and partner interaction, self-analysis, and the observation of others.

THA140 Devised Theatre Workshop 0-4 hours
Prerequisite: None. (Offered based on demand)
Credit for participation in an EC Theatre Devised Production. Semester-long involvement in the creation of new work. One college credit hour represents 30 studio/contact hours over the semester.

THA160 Theatre Stagecraft 3 hours
Prerequisite: None. (Offered based on demand)
Study of stage construction techniques, scene painting and production organization. Students will be required to participate in Eureka College Theatre (as a crew member or in the shop) as part of the class.

THA161 Introduction to Theatrical Design 3 hours
Prerequisite: None. (Offered based on demand)

Introduction to design techniques in costume, sets, and lighting design for the stage. Script analysis and portfolio development skills will be introduced as part of the class. *Aesthetic Sensibility 10 Essential course.*

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 10 Essential course.*

THA223 Writing for Performance 3 hours

Pre or Corequisite: 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)
Credit for participation in an EC Theatre Production. The final product of the course will be a public performance of a "modern" theatrical work. One college credit hour represents 30 studio/contact hours over the semester.

THA261 Stage Design 3 hours
Prerequisite: None. (Offered based on demand)
Design and construction of stage settings. Students will be required to participate in Eureka College Theatre (as a crew member or in the shop) as part of the class.

THA262 Stage Lighting 3 hours
Prerequisite: None. (Offered based on demand)
Study of lighting of stage settings. Students will be required to participate in Eureka College Theatre (as a crew member or in the shop) as part of the class.

THA282W Dramatic Literature Now and Then 3 hours
Prerequisite: None. (Offered based on demand)
Students will analyze various pieces of dramatic literature and debate the merits of the work both verbally in class and in written form. Students will explore the themes and styles found in theatre of antiquity and compare them to the themes and styles of modern theatre.

THA283W Modern Dramatic Literature 3 hours
Prerequisite: None. (Offered based on demand)
Students will identify various dramatic genres and their constructs including comedy, tragedy, and musicals. They will then explore and reflect upon great issues captured within dramatic literature of the last century.

THA304 Advanced Dance 1-3 hrs
Prerequisite: THA104 or instructor consent. Studio Fee. (Offered based on demand)
All introductory and Advanced dance classes offered in conjunction. Classes currently include ballet, pointe, modern, tap, jazz, and hip-hop. Classes and styles taught each semester vary by the instructor and student make-up of the class. Student is responsible for class supplies, clothing, and studio fee (paid at the Eureka College Business Office). Along with THA104, 3 semester hours maximum may be counted toward theatre major or minor. A maximum of 6 hours of THA 104-304 may be counted toward graduation.

THA312 Shakespeare as Literature and Performance 3 hours

Prerequisite: None. (Offered based on demand)
William Shakespeare's plays and sonnets will serve as the groundwork to focus on the literary, social, political, and performance aspects present in the work. Theories about Shakespeare's world and relevant connections to modern society will be explored through reading, discussion, and class exercises. The course will focus on the development of well-rehearsed scenes and comparisons between text and performances.

THA320 Stage Combat I 3 hours
Prerequisite: Enrollment in Central Illinois Stage Combat Workshop. (Offered based on demand)
College credit for participation in Central Illinois Stage Combat Workshop. This three-week workshop will teach students the art and skill of stage combat, reinforce acting skills, and based on instructor permission, will provide the opportunity to take a skills proficiency test with the Society of American Fight Directors. An administrative fee will be added to the workshop fee to enroll in the workshop for credit.

THA321 Stage Combat II 3 hours
Prerequisite: Enrollment in Central Illinois Workshop, completion of THA320, or instructor consent. (Offered based on demand)
College credit for participation in Central Illinois Stage Combat Workshop at an advanced level. This three-week workshop will teach students the art and skill of stage combat, reinforce acting skills, and based on instructor permission, will provide the opportunity to take a skills proficiency test with the Society of American Fight Directors. An administrative fee will be added to the workshop fee to enroll in the workshop for credit.

THA326 Problem Solving in Theatre Design 3 hours
Prerequisite: THA261 or THA262 or instructor consent. (Offered based on demand)
Advanced design course exploring the demands of design in a variety of physical stages including thrust, in-the-round, and other non-traditional forms. Creation of models, renderings and floor plans for several productions is required.

THA330 Direction 3 hours
Prerequisite: THA160, THA261 or THA 262 or instructor consent. (Offered based on demand)
History, theory and techniques of directing, culminating in a student directed production.

THA340 Advanced Theatre Production 0-4 hours
Prerequisite: None. (Offered based on demand)

Credit for participation in an EC Theatre Production. The final product of the course will be a public performance of a "classical" theatrical work. One college credit hour represents 30 studio/contact hours over the semester.

THA341W World Theatre History and Theory I 3 hours
Prerequisite: ENG103W. (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.

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THE ADMINISTRATION AND SUPPORT STAFF

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JOSEPH HANEY, Student Success Coach

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JENNIFER ROCKEY, Electronic Resources and Library Systems Librarian and SONIS Administrator

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DR. ALEXANDER SWAN, Chair of Institutional Review Board

TAYLOR THOMPSON, Student Success Coach

DR. ADRIAN WHITACRE, Director of the Honors Program

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SARA SHAW, Director of Athletics

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ERIC BIEHL, Head Wrestling Coach

ROBERTO BUCIO, Head Women's Soccer Coach

BRUCE FOWLKES, Athletics Diversity and Inclusion Designee

BRITNEY GATES, Title IX Coordinator

JERRICA GRANT, Head Cheer and Dance Coach and Senior Woman Administrator

NEIL HIGGINS, Associate Athletic Director

DION JORDAN, Head Football Coach

LAUREN LEHMANN, Head Athletic Trainer

ELLIE MANDERFELD, Head Softball Coach

CAMERON MCGUIRE, Assistant Director of Athletic Communications

RYAN MYERS, Head Men's Volleyball Coach

COLIN NELSON, Head Men's Soccer Coach

ISAIAH PACE, Head Women's Basketball Coach

CHRISTOPHER ROBINSON, Compliance Coordinator and Head Cross Country and Distance Coach

DR. PAUL SMALL, NCAA Faculty Athletics Representative

NOAH SUAREZ, Head Baseball Coach

OMAR TRUITT, Head Women's Flag Football Coach

JACOBUS VAN DEN EIJKHOFF, Assistant Athletic Trainer

CHIP WILDE, Head Men's Basketball Coach and Head Golf Coach

AUSTIN WOODSIDE, Director of Sports Information and Gameday Operations

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LOREN MARION, Director of Campus Safety and Security

STEFANIE MICHAELIS, Human Resources Manager

NICOLE OWENS, Student Account Coordinator

JYL ZUBIATE, Accounting Clerk and Office Assistant

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Office of Admissions

DAVID BOYD, Dean of Enrollment Management

JANELLE BREDESON, Admissions Visit and Event Coordinator

NATALIE CLARK, Admissions Counselor

KYLE MERKLE, Assistant Dean of Admissions

DESTINI WALKER, Admissions Counselor

Office of Student Life

DR. PRINCE ROBERTSON, Interim Vice President and Dean of Student Life

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PAMMY LEVINSON, Director of Student Engagement

LEON LOMAX, Area Coordinator Residence Life

DR. RACHEL SAM, Assistant Dean & Director of Residence Life

Physical Plant

CHARLES DAVIDSON, Maintenance Technician

JEFF ETHRIDGE, Maintenance Technician

DANIEL YORDI, Groundskeeper

THE FACULTY

Years listed in faculty information indicate the years individuals joined the College.

Full-Time Faculty

JUSTIN BOLKEMA, Assistant Professor of Kinesiology. B.A. Simpson College; M.S. University of Wisconsin-La Crosse. 2023

AARON BUCHKO, Visiting Assistant Professor of Business. B.S. Ferris State University; MBA, Bradley University; Ph.D. Michigan State University. 2026

WHITNEY CARVER, Associate Professor of Education and Director of Special Education. B.S. Eureka College; M.S. Illinois State University. 2017

CEZARA CRISAN, Assistant Professor of Sociology. B.A. Purdue University; M.A. and Ph.D. Loyola University of Chicago. 2023

JONATHAN CUMMINS, Assistant Professor of U.S. and Environmental History. B.A. University of Nevada; Ph.D. University of Nevada. 2023

JOSEPH CUNNINGHAM, Associate Professor of Religion, Applied Ethics Certificate contact, and Director of Disciples Leadership Program. B.A. Greenville University; M.A. Aquinas Institute of Theology; Ph.D. The University of Manchester. 2010

DANIEL DAVIS, Visiting Assistant Professor of Communications. A.A. Santa Rosa Junior College; B.A. San Francisco State University; M.A. University of Southern California; Ph.D. University of Southern California. 2006

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

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

KATHRYN EVERETT, Associate Professor of Environmental Studies. B.S. Marquette University; M.A. Theirry Graduate School of Leadership; Ph.D. University of Florida. 2017

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

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, Chair of the Humanities Division, 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 and Chair of the Science and Mathematics Division.. B.A. Illinois Wesleyan University; M.S. University of Miami; Ph.D. University of Miami. 2011

ANNIE KELVIE, Associate Professor of English. B.A. Colorado College; M.A. University of Northern Colorado; Ph.D. University of Illinois. 2019

CRAIG LOWERY, Assistant Professor of Criminal Justice. B.S. and M.S. University of the Cumberlands; D.C.J., Tiffin University. 2026

ALEX MARTIN, Assistant Professor of Art and Gallery & Art Studio Manager. B.A. West Virginia University; M.F.A. West Virginia University. 2024

ADRIANA MARTINEZ, Associate Professor of Music and Performing Arts Certificate contact. B.A. University of Charleston; M.A. University of Rochester; Ph.D. University of Rochester. 2018

ALEX MATTINGLY, Assistant Professor of Kinesiology. B.S. San Francisco State University; M.S. San Francisco State University; Ph.D. University of Florida. 2025

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

ADDISON NELSON, Assistant Professor of Mathematics. B.S. Olivet Nazarene University; M.S. University of Cincinnati. 2024

XAVIER OZOWARA, Assistant Professor of Environmental Science. Marine Corps Communications and Electronic School; B.S. Old Dominion University; Ph.D. Virginial Polytechnic Institute and State University. 2026

MOHAMMAD RAHMAN, Assistant Professor of Business Administration with Accounting. B.A. University of Wales, UK; M.B.A. Cardiff Metropolitan University, UK; M.S. University of the Cumberlands. 2026.

JOHN RAKES, Professor of Practice for Music and Choral Activities. B.M.E. Wheaton College; M.M. Northern Illinois University; Ph.D. University of Iowa. 2025

PAUL K. SMALL, Professor of Biology. B.S. University of Calgary; M.S. and Ph.D. University of Cincinnati. 1987

MEREDITH TUTTLE STUKEY, Assistant Professor of European and Global History. B.A. Eureka College; M.A. Purdue University; 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

LIANA VEJA, Assistant Professor of Business. M.S. Illinois State University. 2025

ADRIAN WHITACRE, Assistant Professor of Anglophone Literature and 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.F.A. Illinois State University. 2016

YUXIANG ZHAO, Associate Professor of Chemistry. M.D. Capital University of Medical Sciences; Ph.D. Florida Atlantic University. 2020

Faculty Emeriti

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)

EMILY EATON, Hispanic Studies (2014-2025)

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)

JERRY D. McCOY, Philosophy and Religion (1977-2007)

VIRGINIA R. McCOY, Director of Melick Library (1986-2007)

WESLEY PHELAN, Political Science (1991-2014)

ERIKA QUINN, History (2010-2024)

JUNIUS P. RODRIGUEZ, History (1992-2023)

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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