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Mission, Vision, Values, Learning Outcomes

MacMurray College, founded in 1846, has a noble and rich history. We are committed to Transforming Lives, as we Cherish Tradition, Embrace Innovation, and Nurture Community. Our Mission Statement below focuses on what we seek to achieve in the education and life success of our students. Our Vision Statement describes the College's intended position for the next decade, and our Core Values shape our actions and provide us with heuristics for important decision-making.

Mission Statement
The mission of MacMurray College is to educate a diverse student population by providing a learning environment and programs of study that prepare graduates for professional careers and further education, equipping them with the broad based skills and ethical insights of a liberal arts education, to confront the global challenges of the 21st century.

Vision Statement
By 2030 MacMurray College will be recognized as an educational leader in promoting an engaged, diverse, and inclusive teaching and learning environment where students, faculty and, staff are supported by a broad array of resources including modern facilities, innovative technology, and international opportunities.

Core Values Statement
These values define, inform and guide the philosophy and work of the College.

- Knowledge
- Faith
- Service
- Wisdom
- Duty
- Reverence
Accreditation

MacMurray College as an institution has the following accreditation.

**Accredited since 1913**
Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604
800-621-7440
[https://www.hlcommission.org/?option=com_directory&Action=ShowBasic&instid=1120](https://www.hlcommission.org/?option=com_directory&Action=ShowBasic&instid=1120)

Additionally, the following programs have separate accreditation.

**Education**

**Accredited since 1976**
Illinois State Board of Education
Center for Learning Effectiveness
100 North First Street, S-306
Springfield, Illinois 62777-0001
217-782-4321
[http://www.isbe.net/](http://www.isbe.net/)

**Nursing**

**Accredited since 2000**
Commission on Collegiate Nursing Education
1 Dupont Circle N.W., Suite 530
Washington, D.C. 20036-1120
202-887-6791
[http://www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)

**Social Work**

**Accredited since 1995**
Council on Social Work Education
1725 Duke Street, Suite 500
Alexandria, Virginia 22314-3457
703-683-8080
Academic Opportunities

**Minors and Additional Majors**

One or more minors and a second or additional majors may be declared by a student and shown on the transcript. All of the program requirements for the minor or additional major must be fulfilled. The faculty advisor for the first major is responsible for advising the student regarding the program of courses and for the degree. Refer to each program listing for requirements.

**Second Degree**

A student who either has received or will receive a baccalaureate degree from another accredited college or university may obtain a second baccalaureate degree from MacMurray. To earn a second degree, a student is required to pursue at least 30 additional credit hours (excluding activity hours) in residence, fulfill all College requirements for the second degree, and fulfill all requirements in the major field of study for the second degree.

**Preparation for Professional Schools**

MacMurray offers pre-professional programs to prepare students for graduate work in professional schools in the health sciences and in art therapy, law, and the ministry. The pre-professional programs are not majors in themselves. Students enroll in a major related to their future profession.

Students interested in one of these programs will work closely with their major advisors to select a B.A. or B.S. program which will maximize the students’ possibilities for being admitted to the graduate school of their choice. The advisors will assist with selection of courses, arrange for internships, help students prepare for admission tests, and guide students through the graduate school application and interview process.

**Dean’s List**

Each semester students are recognized for academic achievement by being named to the Dean’s List. In order to be eligible for inclusion on the Dean’s List, students must earn a 3.50 semester grade point average or better on 12 credit hours excluding Pass/Fail credits.

**Program Honors**

Special programs leading to graduation with honors in a particular major are available in Biology, Criminal Justice, Social Work, and Nursing. Please contact the department or advisor to find criteria and more information. A student successfully completing all of the requirements for
program honors will be recognized by appropriate notations on the official College transcript and in the commencement program.

**College Honors at Graduation**

Seniors earning a cumulative quality point average of 3.90 to 4.00 will be graduated summa cum laude; those earning an average of 3.80 to 3.89 will be graduated magna cum laude; those earning an average of 3.50 to 3.79 will be graduated cum laude. To qualify for honors, the last 60 hours must be completed at MacMurray. Transfer grades as well as MacMurray grades are included in calculating eligibility.

**Career Experience/Internship and Field Practicum**

Career Experience/Internship and Field Practicum provides the opportunity for exposure to and experience in the professional world of business, industry, or government. The student works for an organization under the supervision of a MacMurray faculty member and earns academic credit as well. Career Experience/Internship courses are typically numbered 293, 393, or 493 depending on the student's level.

Field Practicum, available in some majors, provides a more advanced opportunity to combine classroom theory with active participation in the professional world of business, industry, or government. The student works for an organization under the supervision of a MacMurray faculty member and earns academic credit as well. Letter grades are assigned.

Career Experience/Internship and Field Practicum are available to students with a grade point average of at least 2.00 who are at the second-semester sophomore level or higher. No more than 15 hours of credit toward graduation may be earned in Career Experience/Internship and Field Practicum combined.

**Directed Study**

To be eligible for Directed Study, a student must have a cumulative grade point average of at least 2.00. A student may not repeat a course by Directed Study.

Directed Study for regular catalog courses is limited to students who have irreconcilable schedule conflicts and is subject to the willingness of a faculty member to direct the study. Directed Study courses are reserved for situations where the student is ready to graduate or is nearing graduation and the course in question is requirement that cannot be worked into the schedule any other way. A directed study is not for use as an elective which can be met with another course. For a course in the regular curriculum, the regular course number will be used followed by the designation DS. For a course outside the regular curriculum, the faculty member will specify the credit hours and the proper level of the course, designating the course by the number 174, 274, 374, or 474.
A special registration form which requires the approval of both the supervising faculty member and One-Stop Student Services becomes a part of the student’s permanent file. The faculty member provides a detailed syllabus setting forth objectives of the course; an outline of course content; a list of required readings and other references; information on examinations, papers, and projects; and the basis for evaluation of the student’s work.

**Independent Study**

Students who have a grade point average of at least 3.00 cumulative or in the immediate preceding semester are eligible to take Independent Study, subject to the willingness of a faculty member to supervise the study. Independent Study may be two, three, or four hours. It is limited to no more than eight credit hours total.

The purpose of Independent Study is to study material outside the regular curriculum. The “curriculum” is defined as those courses published in the current College catalog. Courses listed in this catalog will be taught as regular classes and cannot be taken as Independent Study. The foregoing does not prohibit independent work in a regular course. Independent Studies usually are initiated and organized by the student.

A special registration form which requires the approval of both the supervising faculty member and One-Stop Student Services becomes a part of the student’s permanent file. Course numbers are designated according to the classification of the student: 147 for freshmen, 247 for sophomores, and 347 or 447 for juniors or seniors.

**Special Topics Courses**

Special Topics Courses are courses offered outside the regular curriculum. The “curriculum” is defined as those courses published in the current College catalog. Such courses must be submitted to the Curriculum Committee for approval and such approval reported to the faculty prior to submitting a course for inclusion in the schedule of classes. A syllabus must be filed with One-Stop Student Services.

A Special Topics course may not be offered more than once, after which the course must be submitted to the Curriculum Committee and the faculty for possible addition to the regular curriculum.

Special Topics courses may be for three hours or, for a lab course, four credit hours. Students may not take more than eight hours of Special Topics courses. Such courses are numbered 141, 241, 341, or 441 with the faculty member indicating the appropriate level. Special Topics courses may not be required for completion of a major. They may be used as program electives.
Summer Session

MacMurray offers an accelerated eight-week Summer Session during which courses are offered completely online so students can participate from anywhere with internet access. Because the courses are accelerated, students may take no more than two classes during the Summer Session. Schedules and information are available in One-Stop Student Services.

Off-Campus Study

MacMurray students have many opportunities to study beyond the Jacksonville campus. Opportunities exist here in the United States and all over the world. Study with an approved off-campus program will earn credit toward graduation.

Students may study off campus for one fall or spring semester. Students may study off campus for an unlimited number of summer terms. All off-campus study with other institutions is subject to MacMurray standards for transfer credit.

A student may apply to study off campus during the fall or spring semesters providing he or she has junior standing and a cumulative grade point average of 3.00 or higher. To do so, One-Stop Student Services must have a completed “Request for Permission to Enroll in Off-Campus Course” form on file signed by the student’s advisor and/or the departmental Division Chair. It is the student’s responsibility to work with both the cooperative school and One-Stop Student Services to arrange financial aid/payment. Academic Standards will be consulted as needed.

The following programs have been approved for off-campus study.

- **Study Abroad Tours led by MacMurray faculty**
  Through MacMurray’s short term study abroad courses, students are afforded the opportunity to travel domestically or internationally with faculty members for a short (1-2 week) period. Faculty-led Study Abroad trips are typically tied to an academic program and follow a particular theme or subject related to an academic discipline.

- **Central College Study Abroad**
  Programs in several countries around the world

- **The Washington Center**
  Programs in Washington, D.C.

- **Urban Life Center**
  Programs in Chicago

There are many other excellent programs that MacMurray students may consider.
Academic Policies and Regulations

The following policies govern academic activities at MacMurray. Other policies are published in *The Maggie*, the student handbook. Students are expected to be aware of and follow these policies and regulations. Exceptions to any of the scholastic regulations of the College require the approval of the Academic Standards Committee. Petitions for exceptions are filed with One-Stop Student Services.

**Classification of Students**

Students are classified according to the number of career credit hours earned including transfer, Advanced Placement, and CLEP credits as well as credits earned at MacMurray.

- **Freshmen:** fewer than 28 hours
- **Sophomores:** 28 to 59 hours
- **Juniors:** 60 hours to 89 hours
- **Seniors:** 90 hours or more

**Part-time Students**

Part-time students are students who register for less than 12 credit hours during a regular semester. Part-time students pay tuition at the current hourly rate in day or evening classes.

Part-time students should consult One-Stop Student Services for information concerning financial aid. Any residential student changing status from regular full time to part time must seek permission to remain in the residence halls from the Coordinator of Residence Life.

**Residential Students**

In order to live in a residence hall, a student must be registered for a full course load (minimum of 12 credit hours) in each term. A full-time resident student who is given permission to drop below 12 hours during a given semester remains classified as a regular full-time student and pays full tuition; however, should petition the Office of Student Life for permission to remain in on-campus housing.
Online Students

Online students are students who take their courses through the distance education platform. Students who study in the online program can be full-time or part-time status. The tuition and fees are a flat rate of $480 per credit hour during the Fall and Spring semesters. Summer courses cost $700 a class. All online students should consult One-Stop Student Services concerning financial aid.

Semester Course Load

Fifteen (15) credit hours represent a normal on-campus schedule. A minimum of 12 credit hours is considered full-time. Students wishing to take more than 18 academic hours must get the approval of the Academic Standards committee.

Twelve (12) credit hours represent a normal online schedule. A minimum of 12 hours is considered full-time. This allotment represents two (2) courses for each eight-week academic session. Students can take a maximum of three (3) courses per academic session.

Assignment of Credit

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2 (11/1/2010).

MacMurray adheres to the definition in paragraph (1) for lecture courses on campus. An hour of direct instruction is 50 minutes for a MWF class period which makes a 3-credit course meet for 150 minutes over the course of a week for the fall or spring term regardless of whether that's three 50-minute periods a week, two 75-minute periods a week, or one 150-minute period a week.
Summer and other accelerated terms on campus have the same time requirement over the term but have additional meetings or longer meetings each instance to come up to the same overall time.

Laboratory and studio work have one credit hour as 2 to 3 hours in the lab/studio with the instructor weekly over the course of the term.

Similar to lab and studio work at three hours/week for 1 credit, internships, practica, and other forms of experiential learning earn one credit for about 45 hours of work in the field or on site over the course of the term.

**Online and Hybrid Courses**

**Online course:** 75% or more of instruction is delivered online or through some method other than gathering the class at one particular location for regular meetings. Online courses may have a few planned meetings face-to-face over the course of a term, but the primary mode of instruction is via Moodle (current Course Management System).

**Hybrid course:** 25% to 74% of instruction is delivered online or through some method other than gathering the class at one particular location for regularly scheduled meetings. A class is generally hybrid if it meets at least once a week in person according to a regular schedule with additional instruction online every week as a planned part of the class. Additional instruction is more than a weekly quiz or accessing a handout; additional instruction follows best practices for online instruction and requires substantial effort for both the faculty member and the students.

**Face-to-face course:** under 25% of instruction is delivered online or through some method other than gathering the class at one particular location for regular meetings. Moodle may be used to augment the class by providing a space with handouts and additional materials of any type, announcements, collection of assignments, and/or gradebook, but does not regularly replace class time.

**Enhanced course:** An enhanced course is a face-to-face course that uses Moodle regularly as part of the class, but does not replace classroom instruction with online instruction. For example, a class that meets three times a week face to face that requires students to access a PDF article on Moodle and then submit a quiz on the article through Moodle before Monday’s class every week is an enhanced class, not a hybrid class. Faculty are encouraged to enhance their course
Auditing a Course

A student wishing to audit a course first secures the approval of the faculty member teaching the course. The student auditing a course prepares assignments at the option of the teacher and has the option of taking the hour examinations but is not permitted to take the final examination in the course. No grade is reported for an audit, and no credit is given. The audit is noted on the transcript if completed. There is an audit fee for part-time students, but there is no fee for a full-time student wishing to audit a course. The decision to audit a course must be made at the time of registration.

Visiting a Course

A student wishing to visit a course secures the approval of the faculty member teaching the course. The number of hours of visitation is not included in the student’s total course load. The visitor may participate in class discussion at the option of the teacher but does not prepare assignments or take examinations. The visitor’s status is not noted on the transcript.

Registration

Registration is defined as the acceptance of the completed official registration by One-Stop Student Services. Late registration requires the permission of One-Stop Student Services or the Provost of the College.

Changes in a schedule following registration day should be initiated in One-Stop Student Services and require approval of the faculty members involved and the student’s advisor. Students continue in each course for which they are registered until formal approval for a change is granted.

Registration for all online courses is done by the One-Stop Student Services office. Any on-campus student interested in taking an online course must have the On-Campus Student Online Course Enrollment form completed by the student, faculty advisor, and senior director of the major. Students who qualify for online courses must have a minimum sophomore status with a 3.0 GPA, registered for a minimum of 12 on-campus credit hours. On-campus students can take one (1) online course every academic session, with a maximum of (2) per semester.

Adding Courses

On-campus courses may be added to students’ programs during the first seven (7) days of the semester. Students obtain the signature of the course instructor and the faculty advisor on the Add/Drop form available from One-Stop Student Services. After the first seven days, courses may be added only with the special approval of the Academic Standards Committee.
Online courses may be added to students’ programs during the first three (3) days of each academic session. Students obtain the signature of the course instructor and the faculty advisor on the Add/Drop form available from One-Stop Student Services. After the first three days of each academic session, courses may be added only with the special approval of the Academic Standards Committee.

**Dropping Courses**

On-campus courses may be dropped from students’ schedules without leaving a record on the official transcript until the seventh day of the semester. Students obtain the signature of the course instructor and the faculty advisor on the Add/Drop form available from One-Stop Student Services or under the Student tab in the MyMac portal.

Online courses may be dropped from students’ schedules without leaving a record on the official transcript until the sixth day of the semester. Students obtain the signature of the course instructor and the faculty advisor on the Add/Drop form available from One-Stop Student Services or under the Student tab in the MyMac portal.

**Withdrawing from Courses**

After the seventh day of the semester for on-campus courses, students have until the week after midterm to withdraw from a course using a Course Withdrawal form available in One-Stop Student Services. The student must obtain the signature of the course instructor and the faculty advisor on the form.

After the sixth day of each online academic session, students have until the end of the fifth week of the academic session to withdraw from a course using a Course Withdrawal form available in One-Stop Student Services or under the Student tab in the MyMac portal. The student must obtain the signature of the course instructor and the Director of Online Programs on the form.

The instructor will indicate one of three grades on the form: W for withdrawal, WP for withdrawal while passing, or WF for withdrawal while failing. The grade and the course will be listed on the student’s permanent transcript. The grade will have no effect on the student’s grade point average, but it may affect a student’s future financial aid. If the withdrawal leaves a resident student with fewer than 12 credit hours, the student must obtain permission from the Office of Student Life to continue to live on campus.
**Withdrawing from the College**

A student wishing to withdraw from the College must initiate the withdrawal procedure in One-Stop Student Services. The student must file official withdrawal forms in order that housing and financial aid records may be brought up to date and the academic record cleared. A student withdrawing without notification is not in good standing.

The College also reserves the right to enforce the withdrawal of any student if, in the judgment of the appropriate administrator or disciplinary body or the Academic Standards Committee, it is in the best interest of the College. The College may take such action without making any charges of misconduct. A student may be dismissed for non-attendance, poor academic work or for conduct that is contrary to College standards. The judgment of the officers of the College is final in such cases.

**Pass/Fail Grading Option**

Students may register for courses on a Pass/Fail grading basis if the courses are outside the general education requirements (including courses used to satisfy the Applied Arts, Sciences, and Humanities and Diversity and Global Awareness requirements), if the courses are not required by the student’s major or minor program for the area of concentration, and if the courses are outside the foreign language requirement for students seeking the Bachelor of Arts degree. Courses offered only on a Pass/Fail grading basis may be used to meet requirements.

A maximum of 12 hours may be completed on the Pass/Fail grading basis. The student may register for a course on the Pass/Fail grading basis only after consulting with the faculty advisor. Permission of the instructor of the course is not a requirement for registration in a course on the Pass/Fail basis.

Grades of A, B, C, and D in a course taken on the Pass/Fail grading basis will be interpreted as Pass and will be entered on the student’s permanent record as the grade P. The grade of P will not be computed in the student’s semester or cumulative quality point averages, but a grade of P will count as part of the hours successfully completed in any semester. Grades of F, interpreted as Fail, will be entered on the permanent record and will enter into the computation of the grade point average.

The student registered in a course on the Pass/Fail grading basis is required to do all the work in the course. Such a registration is not interpreted as an audit or a visit. The decision to enroll in a course Pass/Fail must be made at the time of registration. The final date for changing registration
in a course from the Pass/Fail basis to the conventional grading basis or from the conventional basis to the Pass/Fail basis is the last day to drop a course.

**Class Attendance Policy**

The Faculty of MacMurray College requires the student to be responsible for understanding and learning the material in a course. Students are expected to attend all classes. The Illinois State Assistance Commission also requires attendance as a “demonstration of academic progress toward a degree.”

Specific policies regarding attendance are set by each individual faculty member and are explained in writing in the syllabus for each course. Each syllabus is on file in One-Stop Student Services and is available online via our Moodle site ([https://moodle.mac.edu](https://moodle.mac.edu), requires a MacMurray College account). These policies should be followed in the event of illness, funerals, adverse weather conditions, etc. which could cause the student to be absent.

Student are responsible for knowing the following.

- Students who are going to miss class should notify their professors of absences in advance. Students should then show each faculty member written statements from physicians, lawyers, etc., where such documentation exists.
- For some emergency or privacy-sensitive situations, absence notices are sent out by One-Stop Student Services or other relevant offices. Examples of these incidents include the hospitalization of a student; the death of a parent, grandparent, sibling, spouse, or child; and a required court appearance. Subsequently, documentation should be provided.
- The decision of whether to excuse absences due to non-emergency situations is left to each professor. Students should communicate directly with each professor about whether absences are excused and about making up work.
- There are no automatically “excused” absences caused by participation in events sponsored by the College such as athletic events, choir concerts, field trips, workshops, etc. These absences may be excused based on the following.
  - Students have the responsibility for arranging in advance to make up missed work.
  - Students should notify their instructors of scheduled absences at the beginning of the semester or as soon as that information is available to them.
  - Faculty and staff who are responsible for coaching or coordinating College-sponsored activities should provide students with the dates of scheduled absences as early as possible in the semester and provide faculty with verified rosters and dates of scheduled absences at the earliest point possible.
  - If exact dates are unavailable, the number of scheduled absences and their approximate dates should be provided.
To the extent that coaches and coordinators have control of the number of scheduled absences, they should be prudent in the number of absences they require of students. The relevant organization (class, coach, etc.) should verify the roster and time-schedule or itinerary by sending it to the Provost's Office at least 24 hours prior to the event.

- In all instances, students are expected to conform to the requirements published in the syllabus of each course.
- In some courses, even excused absences can result in course failure due to the number of classes missed, the nature of the course, and division-specific policies.

In online courses, attendance is required. It is mandatory to visit the online classroom to participate in discussion forums, submit assignments, take quizzes and exams, and check for announcements.

The discussion forum is equal to “attending class.” Students are expected to log in and participate in discussions 4 days a week, and participate in any assigned group work. Students who fail to maintain proper discussion forum standards and fail to complete required assignments and quizzes may be considered absent.

If a student is not able to participate during a given week due to personal circumstances, arrangements must be made with the instructor prior to the absence or as immediately as possible when the absence occurs.

Students who do not log in the first week of class will be considered dropped unless prior arrangements are made with the Office of Online Programs. Non-attendance the first week in online courses impact enrollment and financial aid status.

**Grade Reports**

All students may view midterm and final grade reports on the My Mac portal. Students may also give parents and guardian’s permission to view their grade reports on My Mac using the Share Student Information function.

**Final Examinations**

Students who have three final examinations in one day may be relieved of the middle examination at the scheduled time. The arrangement for an alternate time is made with the agreement of the instructor. Permission to be absent from the final examination of a regular course must be secured from the Academic Standards Committee and is given only for cause beyond the student’s control.
**Grading System**

Scholastic standing is indicated by the following system of grades and quality points.

- **A** — excellent work; four quality points for each credit hour.
- **B** — good work; three quality points for each credit hour.
- **C** — average work; two quality points for each credit hour.
- **D** — poor work but passing; one quality point for each credit hour.
- **F** — failure in the course; no quality points earned.
- **P** — pass; no quality points earned. Used for Pass/Fail courses.
- **AC** — audit completed; no quality points earned.
- **I** — incomplete; represents work that, through no fault of the student, is not completed by the close of the semester. This grade is assigned in case of illness and emergencies of similar urgency beyond the control of the student. The instructor in the course must obtain permission of One-Stop Student Services in order to award an Incomplete. The Incomplete may become any grade upon satisfactory completion of the work within the time allowed. Work not completed within the stipulated time will be assigned a grade of F.
- **W** — official withdrawal from the College or from a course without grade assessed; no quality points earned. The drop date for formal withdrawal from a course is the second Friday after midterm.
- **WP** — withdrawal from a course while passing the course; no quality points earned.
- **WF** — withdrawal from a course while failing the course; no quality points earned.
- **Repeat courses** — both the original and the repeat course with their grades remain on the permanent record. Whichever grade is highest is used in computing the cumulative grade point average; the other grade is disregarded.

**Satisfactory Academic Progress Policy**

Federal regulations require that MacMurray College establish and implement a policy to measure if a financial aid recipient is making satisfactory academic progress (SAP) towards a degree. The same policy will be applied to measure all students’ academic progress. Satisfactory academic progress is measured by evaluating three criteria: quantitative progress, qualitative progress, and progress toward degree completion. These criteria evaluate the quantity of academic work students complete, the quality of academic work completed, and overall progress towards earning the intended degree.

This policy indicates the standards that are used to measure SAP at MacMurray College for purposes of determining academic standing and financial aid eligibility. This policy applies to all students who are enrolled at the College (full time and part time).
Evaluation Method
SAP evaluations will be completed at the end of each academic term (i.e. fall, spring, or summer semester) after final grades have been recorded. Timely submission of grades is essential. The review will determine academic standing and eligibility for the next upcoming term. Any financial aid offered for the year in advance is conditional upon satisfactory academic progress and is subject to cancellation. Each student’s record will be reviewed under the direction of the One Stop Student Services office. Students will be notified of their failure to meet SAP guidelines via letter and college email.

Repeated Coursework
Students may repeatedly retake courses that have been failed and continue to receive financial aid. Courses that a student has passed may be eligible for Title IV federal financial aid only once more, even if the grade resulting from the retake is a failing grade. That failure will count as the paid retake and a student may not receive federal aid for any subsequent attempts.

Remedial Coursework
Remedial, or developmental, courses will not count as college-level coursework towards graduation. The credits will count as eligible credits for enrollment status, federal financial aid (up to 30 credits) and in the SAP evaluation. Credit value will be assigned for purposes of calculating enrollment status and coursework for the quantitative requirement of this policy.

Criteria for Satisfactory Academic Progress

Maximum Degree Completion Timeframe
Federal regulations specify that a student must complete his/her degree within 150% of the published length of the program. The maximum time frame for which a student may receive federal financial aid may not exceed 150% of the published length of the program measured in credit hours. For instance, if the published length of an academic program is 120 credit hours, the maximum time frame during which a student will be considered in good standing and eligible for financial aid must not exceed 180 total attempted credit hours. Attempted credits include earned credits, repeated courses (both attempts), withdrawn credits, failures, incompletes, and accepted transfer and advanced placement credit. If you change majors, the credits you earn under all majors will be included in the calculation of attempted, earned, and maximum attempted credits, as well as your GPA calculation. Federal regulations do not allow for the exclusion of courses in which a student has remained past the drop period and earned a grade of ‘W’ from its calculation of the maximum time frame. Periods of time when a student does not receive Title IV aid must be counted towards the maximum timeframe. Students completing a second bachelor's degree must complete their program within a total of 180 attempted credit hours.
Required Completion Rate
A student should make steady progress towards earning their degree by completing a minimum number of credits each semester. Students must successfully complete at least 67% of all credits attempted. Attempted credit hours are defined as any course that the student is enrolled in after the add/drop period expires at the beginning of each term. Successfully completed credits are defined as the number of credits in which the student receives a grade of A, B, C, D, P, or CR. Transfer credits accepted by MacMurray will be counted as successfully completed credits.

Withdrawn credits will be counted as credits attempted if they occur after registration or the add/drop period has ended, whether or not they are recorded as withdrawn/passing or withdrawn/failing. F grades and incomplete grades are counted as credits attempted but not completed. Repeated classes are counted in credits attempted each time a course is taken.

The 67% completion rate is monitored at the end of each academic term and is always cumulative. Developmental, or remedial, coursework will be counted as hours attempted and earned for the purposes of determining cumulative completion rate.

Required Grade Point Average (GPA)
A student must maintain a successful cumulative grade point average (GPA). The below chart illustrates minimum GPA requirements. Transferred courses will not count in the GPA. Developmental, or remedial, coursework will be counted in the cumulative GPA for the purposes of determining satisfactory academic progress. Repeated coursework will count in the cumulative GPA; whichever grade is highest is used. Grade changes received after SAP evaluation is complete will prompt another review to determine SAP status is accurate.

<table>
<thead>
<tr>
<th># of semesters at MacMurray College</th>
<th>Required Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.50</td>
</tr>
<tr>
<td>2</td>
<td>1.75</td>
</tr>
<tr>
<td>3 or more</td>
<td>2.00</td>
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</tbody>
</table>

Academic Good Standing and Financial Aid Good Standing Status
Students meeting all of the SAP minimum requirements will be considered in Good Standing.

Academic Probation and Financial Aid Warning Status
A student who does not meet any of the SAP minimum requirements will be placed on Academic Probation and on Financial Aid Warning status. Warning status is only for one term during which the student may continue to receive financial aid funding and attempt to regain Good Standing by meeting minimum SAP requirements.
Academic Dismissal and Loss of Financial Aid
A student who does not meet the SAP minimum requirements for a second consecutive semester will be academically dismissed and lose financial aid eligibility. Students may appeal to be readmitted to the College and to regain financial aid eligibility. Any student who is on academic probation is ineligible to represent the College in any campus musical organization, intercollegiate athletics, and other programs where the student representing the College to the public.

Appeal Process
Students may appeal dismissal and loss of financial aid by describing extenuating and/or unusual circumstances, explaining why the student failed SAP, and how the student plans to meet SAP during the next term if the appeal is approved. Unusual circumstances may include, but are not limited to, illness, accident, or injury experienced by the student or a significant person in their life; death of a family member; divorce; successfully following an academic plan yet still under the required completion rate; or other documented situations. Documentation is required to substantiate a student’s appeal. Appeals are submitted to the Academic Standards committee, via the One Stop Student Services office. Students with approved appeals will be placed on SAP probation, described in the next section. An appeal may be submitted; however, MacMurray College reserves the right to deny students' appeals. Students whose appeals are denied must follow the reinstatement procedures, outlined in this policy. Failure to meet SAP in any subsequent term will result in academic dismissal and loss of financial aid eligibility.

SAP Probation
Students with successful appeals will be placed on SAP Probation. SAP Probation students will be required to complete an academic plan for one or more terms, which must be followed to ensure continued eligibility to remain enrolled at MacMurray and eligibility of financial aid. SAP Probation students have one term to regain good standing unless the academic plan allows otherwise, depending on the student situation. Students who meet the goals outlined in their academic plan after one semester will be automatically placed on another semester of SAP Probation without having to appeal, even if minimum SAP is not yet met.

Reinstatement of Academic Good Standing and Financial Aid Eligibility
Students who earn unsatisfactory academic progress may regain eligibility by raising the cumulative GPA to the minimum standard and/or making up the credit deficiency. Completing a semester at another institution may allow the student to achieve the SAP standards or, in many cases, demonstrate the ability to achieve SAP requirements. Keep in mind that credits taken elsewhere will not resolve the Required GPA component of SAP but may be used to resolve the Completion Rate requirement. Simply sitting out of school for a semester or two will not restore eligibility for a student who has lost eligibility to receive financial aid funding due to not meeting
SAP standards. It is necessary to make changes to the GPA or Completion Rate that achieve the SAP standards to reestablish aid eligibility.

**Graduation**

Students are responsible for observing the requirements for the chosen degree and major and the proper sequence of courses and other requirements. Students whose enrollments are interrupted for at least four consecutive semesters will forfeit the automatic right to use the requirements in effect at the time of original matriculation. One-Stop Student Services, in consultation with faculty in the student’s major, will review these cases on an individual basis.

**Application for Graduation**

In addition to fulfilling all requirements for a degree – general education requirements, major requirements, total hours, minimum grade point average – a student must file with One-Stop Student Services an Application for Graduation specifying when the student wants the degree. The degree will be awarded at the end of any term after the student has completed all requirements.

**Incomplete Grades: Completing Requirements Between Terms**

If a student finishes all requirements for graduation after the end of one term but before the end of the next – for example, completing an Incomplete grade – the student’s degree may be dated at the end of the earlier term if the student so specifies on the Application for Graduation. No matter how long an Incomplete grade has been pending, the date of the degree cannot be earlier than the end of the term immediately preceding completion.

**Participating in Commencement**

Commencement exercises are held once a year after the end of the Spring Term. All students who have completed graduation requirements during the preceding academic year and filed an Application for Graduation may participate and receive their diplomas. Students who have not completed all requirements for graduation but anticipate doing so by the end of the MacMurray summer session may also participate in Commencement. Exceptions for students planning to graduate the following Fall semester may be made upon request.

**Transcripts**

An official transcript of credits may be ordered electronically through Parchment (see information on the MacMurray College Academics website: [http://www.mac.edu/one-stop/transcripts.asp](http://www.mac.edu/one-stop/transcripts.asp)). In accordance with the Federal Educational Rights and Privacy Act of 1974, telephone or email requests cannot be accepted. Further information can be obtained by calling One-Stop Student Services at 217-479-7041.
A statement concerning the status of the student is part of the transcript. Any student not in good standing academically is so reported. Official transcripts will not be issued for students whose bills are unpaid or whose student loans are in default.

**Language Policy for International Students**

If an international student in the first semester at MacMurray has serious difficulty with the English language to the extent that he or she fails a course, the failure is not recorded on the transcript. The College interprets the class work as orientation in the English language. The student may repeat that course and, upon its satisfactory completion, the grade and credit hours will be entered for the semester in which the student satisfactorily completes the work.

A student whose native language is not English and whose primary preparation has been in a language other than English may designate English as a second language. He or she will then be considered to have met the college standards for proficiency in a second language upon successful completion of COMP 131 and 132.
President of the College  
Mark J. Tierno  

Provost and Vice President of Academic Affairs and Student Life  
Beverly E. Rodgers  

Associate Provost  
Gina L. Wyant  

Vice President of Business Affairs and Chief Financial Officer  
Kimberly A. Streib  

Vice President of Institutional Advancement and Enrollment Management  
David S. Hawsey  

Senior Director of the School of Professional Studies  
Bruce Liebe  

Senior Director of the School of Arts & Sciences  
R.J. Stewart  

Director of One-Stop Student Services  
Allison N. Decker  

Dean of Student Life  
Beth A. Oberg  

Director of Admissions  
Tressman L. Goode
Director of Online Programs
Eric Essen

Director of the Center for Learning Excellence
Jennifer L. Briney

Director of Career Services
Anne Godman

Director of Advancement and Alumni Relations
Rikki L. Langan

Director of Communications and Marketing
Marcy R. Jones

Director of Henry Pheiffer Library
Susan M. Eilering

Director of Performing Arts
Christine A. Smith

Director of Facilities
Jonathan Jumper
Admission to MacMurray College

MacMurray College welcomes applications from students who seek a career-directed education with a focus in the liberal arts. Applicants should embrace our core values of Knowledge, Faith, and Service, which are foundational to our mission and define, inform, and guide the philosophy and practice of the College. Applicants should be positive members of the campus community, be proud to be a member of the MacMurray family, and encompass the spirit of being a Highlander.

MacMurray College shall not discriminate on the basis of race, sex, color, religion, national or ethnic origin, sexual orientation, or irrelevant physical condition in the administration of its educational policies, scholarships and loan programs, and athletic and other College-administered programs including admission practices.

MacMurray College follows the guidelines and practices of the National Association for College Admission Counseling for all admission related activities.

Admission Notification
The admission process at MacMurray operates on a rolling admission basis. First-year students may begin submitting their application for admission following the completion of 6 semesters of high school coursework. Application review begins after August 1 of each year new application cycle. Admission decisions are based on student’s academic performance and the likelihood of being successful in college.

Applications submitted by December 15 will be considered for all scholarship opportunities. Applications submitted by March 15 will be considered for academic achievement scholarships. Applications after March 15 will be reviewed based on scholarship availability. Scholarships are based on student’s academic achievement.

Online students are not eligible for institutional scholarships due to a lower tuition rate compared to on-ground students. Outside scholarships are welcomed.

Admission Application Procedures & Requirements

First-Year Students
Students applying as a first-year student must provide the following items to complete their application for admission.

1. A completed online application for admission. Students may submit the MacMurray Application or the Common Application. There is no fee to apply.
2. Official high school transcript.
3. Official ACT/SAT scores. Scores reported on official high school transcripts will be accepted. If the high school does not include test scores on transcripts, please
visit www.actstudent.org (ACT) or www.collegeboard.com (SAT) to request official scores. MacMurray College's test code for the ACT is 1068 and SAT is 1435.

First-Year Requirements
- 2.50/4.00 high school GPA.
- ACT composite of 18 or SAT equivalent.
- College Preparation courses
  - 4 years of English/language arts.
  - 3-4 years of mathematics (Algebra 2 minimum).
  - 2 years of a lab science.
  - 2 years of a social science.
  - Honors, AP, and/or IB courses encouraged.
- Strong record of school and community involvement.
- Will be a positive representative of MacMurray.

Students are not guaranteed admission based on meeting these requirements. All applicants are reviewed holistically by the admission committee. The committee awards admission only to those applicants who show a strong likelihood of success.

Transfer Students
Students applying as a transfer student must provide the following items to complete their application for admission.

1. A completed online application for admission. Students may submit the MacMurray application or the Common Application. There is no fee to apply.
2. Official college transcripts from every college attended, even if the student withdrew. If a transcript is not available, the applicant must request a letter from the college’s bursar or registrar confirming that no transcript is available.
3. Official final high school transcript.
4. Official ACT/SAT scores. Scores reported on official high school transcripts will be accepted. If your high school does not include test scores on transcripts, please visit www.actstudent.org (ACT) or www.collegeboard.com (SAT) to request official scores. MacMurray College's test code for the ACT is 1068 and SAT is 1435.

Transfer Requirements
- Transfer students who have earned at least 24 transferable credit hours will be reviewed solely on their college academic record.
  - 2.00/4.00 college GPA.
- Transfer students who have earned fewer than 24 transferable credit hours will be reviewed on their high school academic record.
  - 2.50/4.00 high school GPA.
  - ACT composite of 18 or SAT equivalent.

Students who earn an Associate in Arts or Associate in Science degree from an accredited Illinois two-year college will be granted 60 transfer credits (junior standing) at MacMurray.
A maximum of 60 hours from two-year colleges will be accepted toward the bachelor's degree.

Students are not guaranteed admission based on meeting these requirements. All applicants are reviewed holistically by the admission committee. Admission decisions are based on an applicant’s academic performance, the likelihood of being successful in college, and reflects the values of the College.

**Online Students**
Students applying as an online student must provide the following items to complete their application for admission.

1. Complete and submit the [online application](#). There is no fee to apply;
2. Submit official high school transcripts;
3. Submit official transcripts from all colleges or universities attended;
4. Submit a photocopy of a valid photo ID;
5. Veterans should submit an official DD-214 form to be eligible for GI benefits.

**Online Requirements**
Students interested in enrolling in the Business Administration or Criminal Justice online degree programs must meet the following criteria to be considered for admission:

- Minimum 2.50 overall high school GPA with fewer than 24 transferable college credit hours;
- Minimum 2.00 overall GPA from college coursework if more than 24 transferable credit hours;
- Students with fewer than 24 transferable college credit hours are reviewed based on their high school record.

Students looking enrolling in the RN to BSN Online Program must meet the following requirements.

- Cumulative transfer GPA of 2.50/4.00 or higher with grades of C or higher in all nursing and nursing support courses;
- Copy of unencumbered license as a registered nurse (RN) in Illinois which must remain current throughout the duration of the program;
- Graduated from an accredited institution with an Associate Degree in Nursing or Diploma in Nursing;
- Provide two (2) professional letters of recommendation, preferably on company letterhead.

**Education Program Requirements**
Students seeking admission to the Department of Education must meet the following criteria, in addition to general admission requirements:

- **ACT Requirements**
  - Prior to 9/1/15: Composite score of 22 with combined English/Writing score of 19
  - 9/1/15 - 9/9/2016: Composite score of 22 with Writing score of 16
9/10/16 and later: Composite score of 22 with Writing score of 6

- SAT Requirements
  - Prior to 3/5/16: Composite score of 1030 (mathematics and critical writing) with a minimum writing score of 450
  - 3/5/16 and later: Composite score of 1110 (evidence-based reading and writing + mathematics = 1110 or higher) and a minimum score of 26 on writing and language

Nursing Program Requirements
First-year students who meet the following requirements will receive direct admission into the Nursing Program. Admission to the Nursing Program is competitive and students are encouraged to apply early for admission to MacMurray. Applicants must first be admitted into the College.

- 2.75/4.00 or higher high school GPA;
- 20 ACT composite or 1020 SAT total;
- 2 semesters of chemistry with a grade C or better within the last 5 years.

First-Year students who meet the requirements above will be notified by the Office of Admissions regarding their admission into the Division of Nursing. Nursing admission is only valid for the original date of enrollment. Students who waive their spot in the program must reapply for the program and are not guaranteed a spot in future years.

Transfer students who meet the following requirements will be considered for admission into the Nursing Program and placed on the nursing admission waitlist. The deadline to be considered for the transfer nursing waitlist is March 1. Applicants must first be admitted into the College.

- 2.75/4.00 or higher cumulative college GPA;
- 20 ACT composite or 1020 SAT total;
- Completion of Microbiology (equivalent to MacMurray's BIOL 209) and Organic Chemistry (equivalent to MacMurray's CHEM 131) with a grade of C or higher;
- For additional requirements and information regarding nursing transfer admission, contact the Office of Admissions.

Transfer students will be notified by the Office of Admissions regarding their selection from the nursing waitlist. Nursing admission is only valid for the original date of enrollment. Students who waive their spot in the program must reapply for the program and are not guaranteed a spot.

Students looking to enroll in the RN to BSN Online Program must meet the following requirements:

- Cumulative transfer GPA of 2.50/4.00 or higher with grades C or higher in all nursing and nursing support courses;
- Copy of unencumbered license as a registered nurse (RN) in Illinois which must remain current throughout the duration of the program;
- Graduated from an accredited institution with an Associate Degree in Nursing or Diploma in Nursing
• Provide two (2) professional letters of recommendation, preferably on company letterhead.

Students looking to complete the LPN to BSN track must meet the following requirements to be considered for the admission waitlist. Availability is based on a first-come, first-served basis. The track is only available for the start of spring semester and has limited space.

• 2.75/4.00 or higher cumulative college GPA;
• 20 ACT composite or SAT equivalent;
• Completion of Chemistry 100 with a C or better in the past 5 years;
• Students must have enough college coursework completed to be ready to start in the BSN academic plan during the spring semester of sophomore year;
• Copy of current LPN license;
• For additional requirements and information regarding LPN to BSN Track admission, students should contact the Office of Admissions.

Home School Applicants
Students who are home schooled will be required to provide the same information as first-year applicants. These items include official high school transcript and official test scores (ACT/SAT). Home school applicants are also required to provide course descriptions for all courses completed.

Applicants with GEDs
Applicants who have received their General Equivalency Diploma (GED) must provide the following information.

1. Official GED Scores. Students must request official score sheets by contacting their testing center. Faxed/copied scores will not be accepted.
2. Official ACT/SAT scores. Students may request their scores by visiting www.actstudent.org or www.collegeboard.com. Test scores are required.

GED Requirements
• Prior to GED Rescoring:
  o Minimum score of 400 on each test with an average score of 500 or higher;
  o 20 ACT or SAT equivalent.
• 2016 Scoring:
  o Minimum total score of 165 equaling Performance Level 3 of GED College Readiness;
  o 18 ACT or SAT equivalent.

The College is currently not accepting college credit based on the Performance Level 4 of the GED College Readiness.
Former Students (Readmits)

Former MacMurray College students not participating in the STOP-OUT program must formally apply for admission and submit an official transcript from each institution attended since leaving MacMurray. Students must contact One-Stop Student Services regarding re-admission.

1. Students who reapply to MacMurray College will be checked by One-Stop Student Services for academic, financial, and student life holds.
2. Students who left in good standing and have maintained a 2.0 transfer GPA at all institutions and have no holds will be automatically admitted.
3. Students who left on probation but have no holds and have maintained a 2.0 transfer GPA at all institutions will be admitted to the College on probation.
4. Students who were dismissed from MacMurray College must appeal to the Academic Standards committee via appeal letter.
5. Students who have one or more holds will be referred to the appropriate College staff members to resolve the issue.

Part-Time/Non-Degree Students

A part-time student is defined as a student enrolled in fewer than 12 semester credit hours at MacMurray College.

Part-time students must follow the same admission procedures as the type of applicant they wish to enroll as (first-year, transfer, etc.).

Applicants seeking to enroll in one or two courses for a specific semester with no intent to pursue a degree program may be admitted as a part-time, non-degree student. Only an application for admission is required to be completed. Non-degree students are enrolled on a space-available basis and must meet all prerequisites and course requirements prior to enrolling in a specific course.

Part-time, non-degree students who have earned 15 semester credits at MacMurray College and wish to enroll for the following semester must submit all required academic credentials and be officially admitted to MacMurray College.

Senior Citizen Applicants

Senior citizens age 60 and older may enroll in MacMurray courses for which they meet prerequisites on a space-available basis at a reduced tuition rate. Senior citizens are limited to two courses per term and must complete an application for admission to enroll in courses.

Visiting Students

Applicants attending another college and wanting to enroll for one term only must submit an application for admission. Applicants must also submit official college transcripts to verify good standing and eligibility to continue at their current institution.
Veterans
Applicants who are currently serving or have served in the military must provide the following information:

1. Application for Admission;
2. Official high school/college transcripts;
3. Official ACT/SAT scores;
4. Copy of DD-214 Form;
5. Official military transcript if wanting coursework evaluated.

Applicants who' DD-214 Forms indicate they are at Veteran status will be admitted without evaluation of transcripts and test scores. However, official copies of all items are needed for scholarship awarding, appropriate placement testing, and for audit purposes. Students who have not achieved Veteran status will be evaluated according to first-year/transfer admission criteria.

Veterans who have attended college since attaining Veteran status must have maintained a 2.0 transfer GPA to be admitted. Coursework prior to Veteran status is not considered except for credit evaluation.

Veterans will also have their deposit waived only after the DD-214 Form indicates Veteran status and all application materials are in.

Veteran Students over the age of 25 or who will be 25 by the first day of classes and do not have ACT or SAT scores will have the test requirement waived. Veterans whose scores have been waived will be required to complete ACCUPLACER testing at MacMurray College for appropriate course advising and placement.

AP, CLEP, and IB Tests
MacMurray College follows the guidelines published by the College Board to award AP credit. Credit is awarded based on a score of 3, 4, or 5 and is the equivalent of the credit awarded for similar courses taught at MacMurray College. To obtain credit, students must send official score reports to MacMurray College for evaluation. Scores listed on high school transcripts will not be considered.

Dual-Credit Courses
Students who have taken college courses in high school must request that an official transcript from the college be sent to MacMurray College. To be considered for credit, courses must be at least 100-level and grade of “C” or higher.

Enrollment Deposit
Admitted students seeking enrollment into the College must submit their $200 enrollment deposit on or before May 1, the National Candidate Reply Date, prior to registration. This enrollment deposit will secure their spot at MacMurray College. Deposits postmarked after May 1 will be accepted on space availability. Enrollment deposits are applied toward tuition charges. If
enrollment plans are revised, students have until May 1 to have their enrollment deposit refunded. This request must be completed in writing to the Office of Admissions. No refunds will be given after May 1.

**Final Transcripts**

First-Year students enrolling at MacMurray College must submit their official final high school transcript, with date of graduation included, prior to the first day of class.

Transfer students enrolling at MacMurray College must submit their official final high school transcript, with date of graduation included, and final college transcripts prior to the first day of class.
Expenses

Tuition and Fees

A complete list of current tuition and fees is located on the College website at [https://www.mac.edu/financialaid/charges.asp](https://www.mac.edu/financialaid/charges.asp). Students registered for 12 to 18 credit hours per semester in on-campus coursework are billed a flat full-time tuition rate. Overload charges will be assessed to students taking more than 18 credit hours per semester in on-campus coursework as designated. Online-only students are charged a per credit hour rate as designated. Students taking courses on-campus registered for less than 12 credit hours will be charged tuition and fees at a part-time per credit hour rate.

Billing Procedures

Statements will be monthly with payment due on the 10th of each month. A late fee charge of $25 will be assessed on past due balances. NOTE: Any check returned by the bank for any reason will result in a $50 fee. MacMurray College does not award a diploma or issue an academic transcript for students whose bills to the College are unpaid. Additionally, a student may be denied housing, registration or be administratively withdrawn for an unpaid account balance.

Withdrawal and Refunds

Students withdrawing from MacMurray College regardless of reason are required to complete the College’s withdrawal process which begins with One-Stop Student Services. See the Withdrawal Policy in the Financial Aid section of the catalog for more information. Students who withdraw from on-campus programs at MacMurray College are entitled to a refund of tuition and fees, room, and board charges according to the following schedule:

**On-campus Program Withdrawal Schedule**

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Percentage Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to and through the first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>During Week 1</td>
<td>90%</td>
</tr>
<tr>
<td>During Week 2</td>
<td>70%</td>
</tr>
<tr>
<td>During Week 3</td>
<td>50%</td>
</tr>
<tr>
<td>During Week 4</td>
<td>30%</td>
</tr>
<tr>
<td>After Week 4</td>
<td>No Refunds</td>
</tr>
</tbody>
</table>

**8-week Module Offered Online and/or Summer Refund Policy**

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Percentage Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to and through the first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>During Week 1</td>
<td>50%</td>
</tr>
</tbody>
</table>
Withdrawing can prompt loss of financial aid which has already been disbursed to students. Students may become liable for some or all of the lost financial aid. Be sure to contact One-Stop Student Services for an explanation of any aid reversals and the consequences to you prior to your withdrawal. See the *Return of Title IV* policy in the Financial Aid section of the catalog.

**Exceptions**

Students or parents who feel that their individual circumstances warrant exceptions from the refund policies may appeal to One-Stop Student Services.
Financial Aid

One-Stop Student Services
2nd Floor Jenkins Education Complex
Phone: (217) 479-7041
Fax: (217) 479-7013
Email: one-stop@mac.edu
Website: www.mac.edu/financialaid

One-Stop Student Services is responsible for assisting students and their families in meeting the educational expenses of attending MacMurray College. There are various types of financial aid such as gift assistance (grants, scholarships, and waivers) and self-help (loans and employment) which are available to students from federal, state, institutional, and private sources. However, please keep in mind that the primary financial responsibility for meeting educational expenses rests with the student and their families as financial aid is meant to assist students to afford a MacMurray education.

The financial aid process and most types of financial aid awards are regulated by the federal and state governments. Therefore, the financial aid information contained in this catalog is subject to change at any time.

One-Stop Student Services is open Monday through Friday from 8 a.m. to 4:30 p.m., except during scheduled holidays. During office hours staff are available to answer questions and provide assistance with forms and applications. The office is open all summer to assist with questions, process paperwork, and so forth.

Keep in mind that most information is available via the financial aid website. Additionally, students who are enrolled may also access student-specific financial aid information by logging into the My Mac.edu portal at https://my.mac.edu. Via the portal a student can view a list of outstanding document requirements, accept/decline their financial aid awards, view current and past years’ financial aid awards and find other helpful links and information.

Applying for Financial Aid

Eligibility
Students must meet the following minimum criteria to be considered for the federal, state and most institutional programs:

- file the Free Application for Federal Students Aid (FAFSA) each year;
- be a U.S. Citizen or an Eligible Noncitizen;
- if male, be registered with Selective Service;
- have a high school diploma or GED High School Equivalency diploma;
- be enrolled in a degree-seeking or approved certificate program;
- not be in default on any federal educational loans or owe a refund on a federal grant;
- maintain Satisfactory Academic Progress.
The Free Application for Federal Student Aid
Students who wish to be considered for financial aid must complete the Free Application for Federal Student Aid (FAFSA) online at [http://www.fafsa.gov](http://www.fafsa.gov). FAFSAs are available on October 1 of each year (for classes beginning the following August). The priority deadline for completion of the FAFSA for each upcoming school year is November 1. FAFSAs are accepted after November 1, but due to limited funding in some programs, students may no longer be eligible for some types of assistance.

MacMurray’s school code (001717) must be listed; otherwise, MacMurray will not receive the FAFSA information. To complete the FAFSA online the student and parent (if the student is dependent) must have a Federal Student Aid ID and password in order to be able to sign the form electronically.

Please note that students are considered dependent or independent based on information provided on the FAFSA. Most traditional undergraduate students are considered dependent. Dependent students must report parental income information on the FAFSA. Dependency is not a status of choice. Dependency status for financial aid is not based on whether or not a student lives with a parent; whether or not a student is financially self-supportive; or whether or not parents claim a student as a dependent on their taxes.

After receiving your FAFSA, the federal processor will send the student a Student Aid Report (SAR) electronically (unless you do not provide an email). The SAR lists all the information submitted on the FAFSA and explains the Expected Family Contribution (EFC) calculated from that information. You should review the SAR for accuracy and make any necessary corrections. Assistance on how to file FAFSA is available at [http://www.mac.edu/financialaid/fafsa.asp](http://www.mac.edu/financialaid/fafsa.asp).

Additional Requirements
Per the federal regulations, selected students must submit additional documentation to One-Stop in order to verify the information reported on the FAFSA. This may include, but might not be limited to, a Verification Worksheet and federal tax information.

If additional information is required, the office will send the student an email or letter detailing the specific documentation being requested. It is important that all required documentation be submitted with proper signatures in a timely manner as, until all required documentation is received and reviewed, staff cannot finalize a financial aid award. If, as a result of reviewing the information, an error is noticed, staff will submit corrections of your FAFSA information to the U.S. Department of Education. The verification process generally takes one to two weeks, provided all the information has been submitted in its entirety. For more information, please visit [http://www.mac.edu/financialaid/verification.asp](http://www.mac.edu/financialaid/verification.asp).

Applying for Summer Financial Aid
To be considered for financial aid for the summer term, students must contact One-Stop Student Services and discuss with a staff member. There are limited sources of financial aid in the summer, so please inquire early. To be eligible for federal student loans in the summer, students must be
enrolled at least 6 hours and have remaining loan eligibility. There is typically no institutional aid available in summer. For financial aid purposes, summer counts as one term.

**Determining Financial Need**

After completing the FAFSA, the U.S. Department of Education will calculate the student’s Expected Family Contribution (EFC) based on the income, assets, and family information provided on the FAFSA. The EFC is used to determine a student’s eligibility for various need-based grants, loans, and work study awards. The EFC is **not** the amount that the student will pay the College.

For each student, an estimated Cost of Attendance (COA) is assigned which reflect costs the student may incur during the regular academic year. Current cost of attendance for MacMurray may be found using our Net Price Calculator ([https://npc.collegeboard.org/student/app/mac](https://npc.collegeboard.org/student/app/mac)). Such expenses may include:

- tuition;
- fees;
- room and board;
- transportation;
- miscellaneous personal expenses;
- loan fees (if borrowing a federal loan).

The total COA is **not** the amount that the student will owe the College for the year. Some items in the COA are indirect costs and are estimates. Direct costs are those the student pays directly to the College and include tuition, fees, and room and board, if living in campus housing. Indirect costs are costs a student will likely have during the academic year but which are not owed directly to the College. Indirect costs include books and supplies, transportation, and miscellaneous personal expenses. Room and board are indirect costs for those not living in campus housing.

Financial need is determined by subtracting the student’s Expected Family Contribution (EFC) and any other outside resources from the student’s Cost of Attendance (COA). A student must have financial need in order to be eligible for need-based financial aid. Additionally, the sum total of financial assistance a student receives from all sources (grants, scholarships, waivers, loans, work study, etc.) cannot exceed the students estimated cost of attendance.

**Award Notification**

Once the student’s FAFSA and any additional required documents have been processed, One-Stop is able to award the student financial aid. At such time, an email will be sent to the student’s MacMurray email address directing the student to view their awards on MyMac. Students must accept and decline their financial aid awards online and notify One-Stop of any additional sources of funding not listed on the awards.
Ideally, the staff will begin to process awards for new incoming students in December. However, much depends upon notification from the federal and state governments about funding levels for the various programs. Awards for continuing students will be processed later in the winter.

Please be aware that financial aid awards can be adjusted (increased, decreased, or cancelled) at any point during the academic year. Awards can be adjusted for a variety of reasons, such as if Financial Aid learns of outside financial resources (including tuition waivers and scholarships); if corrections are made to the student’s FAFSA; or if the student changes enrollment, grade levels, etc. If an award is adjusted, the student will be sent an email informing them that a revised award is available to be viewed online.

**Special Circumstances**

There are several types of special circumstances that can affect a student's status and aid eligibility during the year. For example, an unexpected loss of employment or unusually high medical expenses could potentially be reasons for filing a special circumstances request. Lifestyle choices, such as the purchase of a new car or home, and other situations unrelated to higher education, such as credit card debt, are not considered special circumstances. Special circumstances must always be thoroughly documented. If the student (or the parents) experiences a change in financial situation, the student should contact One-Stop Student Services.

**Disbursement of Financial Aid and Refunds**

Financial aid awards will typically be disbursed to the student’s account immediately following the census date of the semester, which is generally at the end of the first week of classes. Students enrolled for one semester only will have their loans disbursed in two equal installments – one after census and the other at the mid-point. First-time student loan borrowers will have the first disbursement of the loan delayed for the first 30 days of the semester.

Students who are missing required documents and items may experience a delay in fund disbursement. Financial aid will first be credited toward any outstanding balance assessed to the account. If the financial aid disbursed is greater than the total student account balance, a refund of the credit balance will be issued to the student within 2 weeks. Refunds are available by check on One-Stop. Students will be notified when a refund is generated.

**Return of Title IV Funds and Withdrawal Policy**

To withdraw officially and completely from MacMurray College, a student must fill out a withdrawal form and contact One-Stop Student Services in the Jenkins Education Center (second floor) or by phone at 217-479-7041. Students may experience a reduction in financial aid eligibility based on federal regulations. Separately, there is also a refund policy by which the College prorates charges for the first 4 weeks only of the semester. MacMurray College will hold official transcripts and/or diplomas on students who have not completed the official withdrawal process,
including any applicable requirements. Visit https://www.mac.edu/one-stop/withdrawal_process.asp for more details.

Students who do not initiate the official withdrawal process by contacting One-Stop Student Services, but otherwise stop attending and leave the College, will be considered an unofficial administrative withdrawal. At the point in which One-Stop learns of the student’s absence, the last date of attendance in academic-related activities will be documented. If the last date of attendance is unable to be accurately documented, the midpoint of the semester will be used as the withdrawal date.

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire payment period in which federal assistance was awarded. When a Title IV grant or loan recipient withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled.

The Title IV programs that are covered by this law are: Federal Pell Grants, TEACH Grants, Direct Subsidized and Unsubsidized Loans, PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOGs). The College must return unearned funds to the Department of Education as soon as possible, but no later than 45 days from the determination of the student’s withdrawal.

A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds. Institutional charges are refunded only during the first four weeks of the term in accordance with the refund policy of the College.

When a student withdraws during the payment period or period of enrollment, the amount of Title IV program assistance that was earned up to that point is determined by a specific formula. If the student received (or the school or parent received on the student's behalf) less assistance than the amount that the student earned, the student may be able to receive those additional funds. In the event of a grant overpayment, the College must notify the student within 30 days that he or she must repay any overpayment or make satisfactory payment arrangements. If the student received more assistance than was earned, the excess funds must be returned by the school and/or the student in the following order:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Federal SEOG
6. Federal TEACH Grant
Important considerations:

- A student is considered to have withdrawn from a payment period in which the student began enrollment if the student ceases attendance in all scheduled courses without completing all of the days the student was scheduled to complete in the period.
- Students that will NOT require the College to perform a return of Title IV funds calculation, include students who was awarded Federal Work-Study (FWS) only; who dropped classes but did not completely withdraw; who never began attendance in any classes; or for whom the institution cannot document at least one day of class attendance; etc.
- There is a difference between a withdrawal and a change in enrollment status for return of Title IV funds purposes for courses offered in modules (i.e. online 8-week sessions). A withdrawal is a complete and total withdrawal of all courses in a term. Withdrawing from all courses in the first module of a term while continuing to be registered for courses in the second module does not constitute a withdrawal; rather, it would be considered a change in enrollment status.
- A list of federal financial aid programs to which the return of Title IV funds requirements apply:
  - Pell Grant,
  - Federal Supplemental Educational Opportunity Grant (FSEOG),
  - Direct Stafford Loans,
  - Parent PLUS Loans,
  - Federal TEACH Grant.

Institutional policy also requires that institutional grants and scholarships follow the same return calculation as federal aid.

**Guidance for Programs Offered in Modules**

These regulations aim to provide for consistent and equitable treatment of students who withdraw from a program measured in credit hours, regardless of whether courses in the program span the entire term or consist of shorter modules. The Online program at MacMurray is delivered using sessions during standard semesters.

Regulatory requirements:

- A student is considered to have withdrawn from a payment period in which the student began enrollment if the student ceased attendance in all scheduled courses without completing all of the days the student was scheduled to complete in the period.
- However, if a student provides written confirmation to the College before ceasing attendance that the student plans to attend another course later in the same period, the student is not considered to have withdrawn. For a module program, the next course the student plans to attend during the period must begin within 45 days after the end of the course the student ceased or failed to attend in order for the student not to be considered withdrawn. If a student does not resume attendance within the scheduled timeframe, the student is considered to have withdrawn as of the date on which attendance ceased.
- If a student does not provide written confirmation of plans to return to school later in the same period, a school considers the student to have withdrawn and performs a return of Title IV funds (R2T4) calculation to determine if any funds must be returned. However,
if the student does return to school in the same period — even if the student did not provide written confirmation of plans to do so — the student is not considered to have withdrawn and is eligible to receive Title IV funds for which the student was eligible before ceasing attendance. The College must reverse the R2T4 process and provide any additional funds the student is eligible to receive at the time of return.

- The policy impacts all programs offering courses shorter than an entire term, including semester-based programs consisting of two consecutive eight-week sessions.

If the student did not receive all of the funds earned, there may be due a Post-withdrawal disbursement. If the Post-withdrawal disbursement includes loan funds, the school must get the student's permission before it can disburse them. The College must notify the student within 30 days of eligibility for a Post-withdrawal disbursement. The student may choose to decline some or all of the loan funds so that additional debt is not incurred. The school may automatically use all or a portion of the Post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges. The school will need the student's permission to use the Post-withdrawal grant disbursement for all other school charges. If the student does not give permission, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce personal debt at the school.

The requirements for Title IV program funds when the student withdraws are separate from the refund policy. Therefore, the student may still owe funds to the school to cover unpaid institutional charges. The school may also charge the student for any Title IV program funds that the school was required to return.

If the student has received funds from the state or an outside agency or received institutional funds, the student will be billed for any amount of funds that is considered an advanced payment. One-Stop Student Services must follow the guidelines specified by those organizations regarding withdrawals. For most aid types, a prorated return is required.

**Unofficial Withdrawal**

If a student stops attending all classes during a semester and does not go through the official withdrawal process, the student is treated as an "unofficial withdrawal". At the end of each semester, One-Stop Student Services identifies all students who did not pass at least one class. The office will work with the professors to document the student's last date of attendance. Using that information, the student will be reviewed under the return of financial aid calculation.

**Financial Aid Programs**

To view a complete listing and description of financial aid programs, please visit our website at [http://www.mac.edu/financialaid](http://www.mac.edu/financialaid).
**Ethical Standards and Code of Conduct**

To view this information, please visit our website at [http://www.mac.edu/financialaid/code_of_conduct.asp](http://www.mac.edu/financialaid/code_of_conduct.asp).

**Net Price Calculator**

Prospective students may access the Net Price Calculator ([www.mac.edu/financialaid/netpricecalculator](http://www.mac.edu/financialaid/netpricecalculator)) to get an early estimate of financial aid eligibility.

**Consumer Information Disclosures**

Required consumer information disclosures may be found at [http://www.mac.edu/consumer_information/index.asp](http://www.mac.edu/consumer_information/index.asp).

**Veterans Education Benefits**

MacMurray College is a proud participant in the Post 9/11 Yellow Ribbon program. We accept all types of federal veterans and military education benefits. Students with 100% tuition covered by VA will not be eligible for MacMurray College academic scholarships. More information may be found at: [http://www.mac.edu/veterans/index.asp](http://www.mac.edu/veterans/index.asp).
Student Life

Services for Students

Bookstore
The Bookstore is located on the first floor of the Campus Center next to the student mailboxes. The Bookstore carries a full array of supplies and miscellaneous items students will need, from new and used textbooks (some available for the rental program), reference books, school and residence hall supplies, computer accessories, apparel, gift items, some food items, snacks, cold drinks, and bookstore gift cards. You may make bookstore purchases with cash, credit and debit cards, and checks. Checks require a driver’s license or student ID.

The Bookstore is open from 9 a.m. to 4 p.m. Monday through Friday. The Bookstore is also open on some Saturdays for special events, unless otherwise posted. Summer hours are from 9 a.m. to 2 p.m. Monday through Friday.

Campus Center (Irma Latzer Gamble)
Need a place to relax between classes, hold a meeting, access wireless service for your laptop, or go for a snack? The Campus Center is the answer.

Relax and enjoy a big screen television or a game of pool or ping pong available in the lobby area. (Your ID is required to check out equipment.) On the second floor, Piper’s is open for students who wish to grab a beverage, sandwich, or a quick snack. Piper’s hours are posted throughout the building. A soda machine is also available in the Campus Center Lobby.

The Campus Center is home to the Student Life staff. Members of the Student Life staff are available to help answer questions about life on campus, club activities, housing, counseling, and health and chaplain services. You will also find information about campus events held throughout the year by MacMurray clubs and organizations. The Campus Center is the central hub for mail and package service for all students and faculty.

A variety of meeting rooms in the Campus Center are available for student use. Stop by the Office of Student Life to make a reservation or to make arrangements for special setups.

The MacMurray Student Association (M.S.A.) office is located on the second floor of the Campus Center next to Pipers. The Student Organization Room on the second floor is always open for students to meet and study. A microfridge and lockers are available for commuter students in the Student Organization Room.
Campus Security
The Campus Safety and Security Office is centrally located on the first floor of the Campus Center. A security officer is on duty seven days a week. Security officers may be identified by their uniforms.

Students should contact the Security Office to report a theft or other incident, or to request a late-night escort between academic buildings and the residence halls by calling extension 7020 or 217-320-3207. The “Annual Safety and Security Report” is available online: https://my.mac.edu/ICS/Portlets/ICS/Handoutportlet/viewhandler.ashx?handout_id=7ef961d9-42e9-4669-af33-2b8aff036095.

Career Services
Your career decision deserves early and careful attention. For that reason, we encourage students to take full advantage of the services available through the Career Services Office. The staff can assist you in understanding the relationship between academic and career choices, discovering and developing alternatives, and making the transition from the academic world to the professional world.

One of the many services available to students through the Office of Career Services is individualized career and interest assessment. There are two tests that are housed in the office and many more available online, through which students can gain insight into their own personalities and career choices. The two main forms of assessment are the FOCUS program, which is a computer-based program and the Self-Directed Search, based on John Holland’s Theory of Career Choice. There are many benefits to utilizing these services during a student’s time at MacMurray, and they can be particularly helpful if a student wishes to research different careers, choose a major, compare different fields of study, determine if a certain career is a good choice, learn about career outlook, or even just acquire some validation regarding his or her choice of a career path.

In addition, the office provides information on various Career Services events taking place throughout the school year, including graduate school and employment fairs, as well as scheduled visits from graduate schools and business recruiters, offering everything from mock interviews to school and employment information. There are two computers available for students to access online resources, such as job search websites and graduate school testing information, as well as supplemental printed materials on various topics related to career development.

Center for Learning Excellence
The Center for Learning Excellence is located on the 2nd floor of the Henry Pfeiffer Library. The Center for Learning Excellence (CLE) provides academic support for students and community at no extra cost. We offer professional tutoring, peer tutoring, study groups, and assistance with study skills, time management, test taking, and much more.

Our Assistant Director serves as a professional tutor and offers assistance in math, writing, biology, psychology, physics, chemistry, history, business, and other subjects. Our Writing Specialist offers assistance with COMP 131, 132, and writing for other courses. Our Peer Tutors are faculty recommended and trained to assist students in their subject. Tutoring is available on a walk-in
basis or by appointment. Tutors’ schedules are posted across campus and on the website, and are emailed to the campus community. Some faculty also hold office hours in the CLE.

Students preparing for the education exams can find study books and materials available in binders that can be checked out. Study groups will be led upon request.

For maximum benefits, students should prepare their assignments well in advance and use the CLE on a regular basis. Research recommends 2 hours of study and preparation for every 1 hour spent in class, including lab times. For example, if a student is enrolled in PSYC 101, he or she will spend about 3 hours per week in the classroom. Then, he or she should spend 6 hours per week reading, studying, revising notes, and participating in study groups just for PSYC 101. Because Mac students often take 15 hours of classes per week, the CLE recommends a total of 30 hours preparing for classes.

Study assistance can also be found on the Center for Learning Excellence web page (http://www.mac.edu/cle/index.asp). All students should spend time each week in the Learning Center and get help immediately when they encounter a problem.

Check Cashing
A student may cash personal checks in any amount up to $50.00 in One-Stop Student Services. Students picking up or cashing checks must show their MacMurray identification card. No exceptions are made. There is a $50.00 charge for each check returned for insufficient funds. In addition, one returned check causes a student to lose his/her check cashing privileges.

Counseling Services
Students interested in receiving personal counseling must go to the Office of Student Life. One of the staff will make the student’s first appointment with Park Place Counseling Services located just a few blocks from the College campus. This service is free for students. If more than 3 sessions are required for on-going counseling the student will work with the insurance person at Park Place to obtain services through their parent’s insurance or their own personal insurance company.

Dining Services
Chartwells provides enjoyable, nutritious, and creative meals to the whole student body. Students with special dietary needs are encouraged to make their needs known to the Dining Services Director.

Piper’s Grill, located at the Student Center, provides breakfast meal plans as well as a full retail of great snacks, beverages, and groceries. For students on the go, Piper’s offers a wide variety of Grab & Go products as well: salads, sandwiches, wraps, coffee, and drinks. The grill also features a full line of grill and appetizer items. The keys to our successful effort are variety, service, and quality. You will be able to select items from our deli, hot food line, or the salad bar in the Dining Hall. Careful purchasing and good consumer habits will assure you of satisfaction in your diet all year long.
Dining Services also offers a full-service catering department. After scheduling your receptions, parties, picnics, or special meals with the Administrative Assistant in Operations, contact the General Manager of Dining Services at 217-479-7069 for all of your special dining needs. Involve us in your initial planning for additional ideas for your special occasions.

All events must be scheduled and planned at least **seven days** before the event. Those being charged to a residence hall or approved organization must be cleared by the advisor to that group in writing. Suggestions and comments regarding the Dining Service should be discussed with the Director. Please visit our Dining Services website (http://www.dineoncampus.com/macmurray/) to offer feedback and keep involved in your dining service.

**Disability Services**

It is MacMurray College's goal that all enrolled students have reasonable access to the vast array of educational experiences the College offers. The Office of Disability Services (ODS) serves specifically as a resource to students with documented disabilities to secure the access they need to enjoy those experiences and achieve their educational goals.

If you have a learning disability, attention deficit/hyperactive disorder, mobility challenge, psychological/psychiatric diagnosis, are blind/low vision, deaf or hard of hearing, or have another documented disability, you may be eligible for accommodations. It is important that you contact Disability Services when you are accepted to the College, or soon after, because you may need time to secure appropriate documentation and because certain types of requests take time to fulfill. Then, each semester thereafter, you will need to make contact with Disability Services to make arrangements for the following semester.

The Disability Services office and your faculty work within the bounds of their resources to provide accommodations to meet your needs.

If approved for services, you may be eligible to receive assistance securing note takers, sign language interpreters, alternative testing arrangements, audio text formatting, Braille/large print texts, and/or on-campus room and board accommodations. It is important to remember that Disability Services and faculty will make appropriate accommodations to provide equal access but course content, academic rigor, or requirements will not be altered to accommodate the needs of an individual.

It is your responsibility to request services, to show evidence for the need of support services through documentation of disability, to keep the Disability Services office appraised of your continued service needs and satisfaction, and to pursue assistance as needed from programs and agencies outside MacMurray College. The College is available to assist you with these processes.

**Health Services**

Got the blahs, flu, or a cold? MacMurray’s Health Service is available to you for care. More serious health problems are treated by referral to local physicians or Passavant Hospital. It is recommended that students carry medical insurance. Please carry the policy name and number with you when you receive medical care at the hospital or physician’s office.
Physician or hospital care costs are the responsibility of the student or parent. You may be expected to pay in cash when seen in the office of local physicians.

Students who have special health needs should consult with the coordinator. If you are not sick, but interested in improving your general physical well-being, Health Services is the place for that too. The coordinator will assist you or refer you to the appropriate provider to obtain information on birth control, stress management, sexually transmitted infections, diet, nutrition, physical fitness, and other resources to help you enjoy the healthiest years of your life.

All full-time students entering MacMurray College are required to have a record of childhood immunizations, including proof of immunity to diphtheria, pertussis, tetanus, measles, mumps, and rubella. A meningococcal vaccine is required of all students beginning the 2016-2017 academic year. A TB skin test with results is also required for all students. A physician-completed Health Certificate, which includes a physical examination, is also required and kept on file in the Health Services Office. There will be a $5.00 health record retrieval fee charged to the student’s account if a student has not submitted the required records to the MacMurray College Health Services Office and the College Nurse has to obtain these records.

If you are too ill to contact Health Services for assistance, notify your RA, RD, or roommate to seek assistance for you. Health Services does not write excuses for missed classes. You are responsible for any class work missed because of illness. If you have a scheduled exam, you are responsible for contacting the instructor before the exam.

In cases where you are hospitalized or sent home because of illness, you must notify One-Stop Student Services, who will contact your instructors. Medical emergencies occurring before or after Health Services hours should be reported to your Resident Advisor or Resident Director. Please note that the college will require outside medical and/or treatment evaluation for students when deemed appropriate.

Library (Henry Pfeiffer)
Knowing how to locate, evaluate, and use information is important to success in college and in life.

The staff of Henry Pfeiffer Library helps students learn these skills through in-class instruction and through one-on-one assistance.

Formal instruction in locating resources in both print and electronic forms, evaluating web sites, and how to correctly document information found is provided in COMP 132, and subject-specific instruction is provided at the request of faculty. Just ask to get personalized assistance with your information needs.

Pfeiffer Library houses or provides access to a wealth of information resources. Some of what you will find inside the building:

- traditional reference and circulating books
- US government publications
- material reserved for specific courses
- The Loft collection, for recreational reading

The Library has wireless internet access and offers Windows and Mac desktops, printers, a copier, and a scanner for student use.

From the Library’s website (http://www.mac.edu/pfeiffer), you can access our online book catalog, full-text magazine and journal databases to which we subscribe, electronic reference sites we have reviewed and selected to support Mac's curriculum, books owned by other libraries, and more. Again, just ask for assistance, either in person, by email, chat, text, or phone.

**Lost and Found**
If you’ve lost something or found something belonging to someone else, contact the Office of Student Life (217-479-7123) or Facilities (217-479-7220).

**Mail Center**
A mailbox is required and issued to every student, including commuters. All mail (Campus, UPS, Express, and U.S. Mail) will be delivered to your mailbox. Please check your mailbox daily. All College department personnel, faculty, and staff will be sending important information on a regular basis through our College mail system. If you have a large package, you will receive a notice in your mailbox to pick up your package in the Mail Center. Outgoing mail and packages may be shipped through the Mail Center if received prior to 2:50 p.m. Monday through Friday. If it is after 2:50 p.m. and you need your mail to go out that day, you must go to the US Post Office located in downtown Jacksonville. For your convenience, a mail receptacle is located outside the door of the Mail Center. This allows students to drop off their mail even if the mail center is closed. To avoid delays in receipt and distribution of incoming mail, all students should have family and friends enter their Campus Mailbox Number on all incoming mail.

**Office of Student Life**
The Office of Student Life, located on the first floor of the Campus Center, is open from 8:00 a.m. – 4:30 p.m. Monday through Friday. Services located within this office include campus activities, student government, student leadership, student conduct, health services, religious life, counseling referrals, and residence life.

**Religious Life**
As a part of its commitment to the personal development of students and in keeping with its identity as a church-related college, MacMurray offers opportunities for formal and informal religious expression and exploration. The Coordinator for Religious Life & College Chaplain is available for spiritual counsel, personal guidance, religious programming, and frontline crisis situations. The chaplain also schedules ecumenical religious and service-based programs which are open to all members of the MacMurray community. The chaplain keeps set hours in the Office of Religious Life and is also available by appointment as well as being on call after hours. The chaplain’s office is located within the Office of Student Life.
Residence Life
MacMurray College recognizes that a substantial part of your college experience will take place in the residence halls. It is in the halls that many close friendships will develop and continue long after you graduate from Mac.

The residence halls are places where living and learning meet. It is there that you will meet new and different people, encounter new ideas and differing values, and test your independence. You’ll find the halls are places where all of the elements of the MacMurray Community fuse. Studies have shown that students who live in residence halls for at least part of their college career enjoy a significantly higher rate of graduation and are more satisfied with their overall experience.

Each residence hall is under the guidance and supervision of a Resident Director (RD) who is a member of the Student Life Staff. The RD is responsible for the general management of the building in which he or she resides and is assisted in that endeavor by the Resident Assistants (RAs) and the Coordinator of Residence Life. The RAs are student staff members specifically selected and trained to assist the Resident Director in the management of the residence hall. The RAs are also in charge of coordinating the floor’s social, educational, and recreational events as well as promoting a cooperative and productive living and learning environment. Should any problems occur, your RA is the first person you turn to for help.

- **Jane Hall** was built in 1930 with the funds of Senator James MacMurray and is named after his wife. Jane Hall is a co-ed suite-style hall.
- **Michalson House** was built in 1967. Gordon L. Michalson was a MacMurray President. Michalson is a co-ed, community-style hall.
- **Kendall House** was named for Rae Kendall, a benefactress and alumna of MacMurray. Kendall House is a co-ed, community-style hall.
- **Norris House** was named for Louis Norris, a past president of the College. This was the second men’s residence hall, and it was built in 1956. This hall became co-ed in 1980 and is a community-style hall.
- **Rutledge Hall**, a co-ed, suite-style hall built by the MacMurray family in 1937. It was named after Ann Rutledge, a sweetheart of Abraham Lincoln.

Residence Hall Services
- **Cable Television** – All residence hall rooms have a coaxial cable hookup.
- **Internet** – All residence halls have both wired and wireless internet access in each room. If problems exist with the internet please report them to Information Technology.
- **Laundry Facilities** – Washers and dryers are located in each residence hall. If students notice washers or dryers that need repair, they should call the Office of Student Life immediately to report the issue.
- **Refrigerators** – Microfridge units are available for rental. Each residence hall room is allowed one unit. If a student wishes to bring their own unit, the units output must be 11 amps or less. Microfridge units contain a microwave and refrigerator. It is the student’s responsibility to clean the unit upon their departure. Failure to clean the microfridge will
result in a $75 cleaning fee being assessed. Microwaves and refrigerators other than the College’s rented microfridge unit are not allowed if they have a combined output greater than 11 amps.

- **Vending Machines** – Soft drink vending machines are available in each residence hall and at the Campus Center. Students are asked to report any malfunction to the Office of Student Life immediately.

**Vehicle Registration**

All members of MacMurray College may operate a motor vehicle on campus. Vehicles parked in campus lots must be registered and display a current parking sticker. Parking stickers are available at the Office of Student Life. Vehicle registration must be completed within seven days of the beginning of the semester.

**Organizations and Activities**

MacMurray has a wide variety of groups including special interest, departmental, service, and Greek organizations. In fact, there are over twenty different clubs and organizations for students to become involved in during their collegiate career.

**Student Government**

MacMurray students assume major responsibility for campus engagement through student government. This student-elected government acts in both legislative and executive capacities when dealing with the significant issues of college life. The MacMurray Student Association (MSA) is charged by its charter from the Board of Trustees of the College to use its power for the best interests of the students and in accordance with the standards and ideals of the College.

**The Campus Activities Board**

The most active organization at MacMurray, the Campus Activities Board (CAB) is responsible for providing entertainment for the College. CAB sponsors special events that include Family Weekend, Homecoming, Highland Games, and numerous weekend and evening activities. If you would like to join CAB contact the Coordinator of Residence Life or a CAB member. We are always looking for new student leaders!

**Athletics**

Participation in athletics at MacMurray is provided equally for men and women. It is a supplement to the academic program and is consistent with the overall mission of the College: “[Students’] transformation extends beyond the classroom to the many laboratories of learning and leadership in our students’ chosen fields and in conscious integration of students’ intellectual and extracurricular lives on campus.”

Athletics provides a learning environment which fosters the development of key social and emotional values such as fitness and physical well-being, hard work and discipline, respect for rules and authority, sportsmanship, team work, fair play, and ethical conduct. Moreover, the social
interaction which the athletic arena provides encourages camaraderie and the development of lifelong friendships. All of these opportunities are provided at MacMurray in an atmosphere where the health, safety, and physical welfare of the student-athletes are of utmost importance.

MacMurray strives to provide a competitive, high quality NCAA Division III program under the principles of fair play and amateur athletic competition. We take far more pride in the high percentage of our student-athletes who earn their degrees and graduate than we do in the win-loss records of our teams. Winning is important, but to compete well and learn from the experience is the focus of the program.

**Intercollegiate Programs**

MacMurray is a National Collegiate Athletic Association (NCAA) Division III member institution which competes in the St. Louis Intercollegiate Athletic Conference (SLIAC) in all sports other than football, which competes in the Upper Midwest Athletic Conference (UMAC). The Highlander men compete in football, soccer, golf, basketball, baseball, wrestling, and cross country; and the Highlander women compete in volleyball, soccer, golf, basketball, softball, wrestling, and cross country.

**Commitment to Compliance**

The MacMurray Department of Athletics is committed to upholding the integrity and intent of the NCAA Division III, SLIAC, UMAC and the Institution. To promote this commitment, MacMurray College has established a Compliance Office and Program to enhance training, education, policies, and procedures to insure compliance with NCAA Division III, SLIAC, UMAC and Institutional rules and regulations.

Another task of the compliance office is to provide a prompt response when a rule or regulation violation occurs. It is the MacMurray College position that all violations will be reported regardless of their severity.

**Student Responsibilities**

MacMurray provides a college community that includes facilities for living and learning that offers ample opportunities for cultural and social experiences, and that contributes to a sense of wellbeing and individual growth. The opportunities of a college community go hand-in-hand with responsibilities. Just as each student has the right to expect a creative and wholesome environment, he or she has an obligation to be a cooperative and trustworthy citizen. A college community is an adult society that assumes all its members will perform as mature individuals both on and off the campus. The regulations of MacMurray’s campus are the work of the students, administration, and faculty. The rules of the College, its customs, and its traditions are contained in the MacMurray student handbook, *The Maggie*. The College expects its students to respect the laws of the state and of the College. If the behavior of any student in the residence halls, in the classroom, on the campus, or in the community indicates that he or she is fundamentally out of harmony with the ideals of the College, that student is subject to disciplinary action and/or may be asked to withdraw from the College.
A MacMurray education consists of three interrelated parts: general education, major, and electives.

The general education component ensures that each student receives a broad liberal education and develops skills in writing, speaking, critical reading, and reflective and analytical thinking. General education courses are not concentrated in the first two years but continue throughout the four years interacting with courses in the major.

A major course of study prepares students for specific careers.

Electives complete the 120 credit hour requirement for a bachelor's degree and provide opportunities for students to pursue interests outside their majors and to learn more about areas associated with their major fields.

As schedules permit, students may add additional majors or minors.

**Bachelor's Degrees**

MacMurray offers four types of bachelor degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Social Work. The Bachelor of Science in Nursing is the degree awarded to students who major in Nursing, and the Bachelor of Social Work is the degree awarded to students who major in Social Work. All other majors lead to either the Bachelor of Arts or the Bachelor of Science at the student's choice.

At MacMurray, the only difference between Bachelor of Arts and Bachelor of Science is a second language. The BA requires 6-12 credit hours in a second language; the BS does not.

**Hours**

For all bachelor's degrees, students must complete a minimum of 120 credit hours including general education requirements, major requirements, and electives. With the assistance and approval of a faculty advisor, each student plans a program of study that will satisfy these requirements.

**Grade Point Average**

A student must earn a cumulative grade point average of not less than 2.00 (C on a 4-point scale) in courses taken at MacMurray to qualify for graduation with the exception of the American Sign Language and Interpreting Program, Biology, Education, Nursing, and Social Work majors which require a 2.50 cumulative grade point average. A student must also attain a grade point average of at least 2.00 for all courses required in the general education program including a minimum grade of C in the two communication skills courses. In addition, a student is required to earn a minimum grade point average of 2.00 in program courses required for majors and minors.
**Bachelor of Arts**

The Bachelor of Arts degree requires

- 120 credit hours
- general education program
- major
- a second language - 6 or 12 hours as needed or demonstrated proficiency

**Second Language for the BA Degree**

MacMurray offers American Sign Language which must be completed through the second college year (ASLA 250) for the Bachelor of Arts degree.

Students entering MacMurray with a language background from high school may take a proficiency test for the elementary level of the language they have previously studied and may need to complete only the intermediate language at MacMurray.

Students may also qualify for the Bachelor of Arts degree by taking other languages through the second year level at other colleges. Through the Central Illinois Foreign Language and International Studies Consortium, MacMurray students may take language course at Illinois College or the University of Illinois — Springfield. Permission of One-Stop Student Services is required.

**Bachelor of Science**

The Bachelor of Science degree requires

- 120 credit hours
- general education program
- major

The requirements for the Bachelor of Science degree are the same as those for the Bachelor of Arts degree except that there is no second language requirement.

**Bachelor of Science in Nursing**

The Bachelor of Science in Nursing degree requires

- 120 credit hours
- general education program
- Nursing major

The requirements for the Bachelor of Science in Nursing are the same as those for the Bachelor of Science degree but with a major in Nursing. Nursing majors may have minors as well as second majors in other fields.
Bachelor of Science in Nursing (RN to BSN)

The Bachelor of Science in Nursing degree requires
- 120 credit hours
- Nursing major

Upon acceptance to the online RN to BSN program, 60 credit hours will be awarded with evidence of graduation from a state-approved Associate Degree in Nursing program. Those who graduated in a diploma program will have their transcripts evaluated on an individual basis to determine the number of college credits to be awarded.

Registered nurses will be awarded 30 additional hours of academic proficiency credit after completing two courses in the program. As a result, RN to BSN students are required to complete 30 semester hours (ten 300- and 400-level nursing courses) at MacMurray to earn their Bachelor of Science in Nursing degree.

Bachelor of Social Work

The Bachelor of Social Work degree requires
- 120 credit hours
- general education program
- Social Work major

The requirements for the Bachelor of Social Work are the same as those for the Bachelor of Science degree but with a major in Social Work. Social Work majors may have minors as well as second majors in other fields.

Associate Degrees

MacMurray also offers associate degrees in two fields: Associate of Arts in Deaf Studies-American Sign Language and Associate of Science in Criminal Justice. Both degrees require:
- 60 credit hours;
- general education program consisting of
  - MACM 108
  - COMP 131, 132 (with grade of C)
  - MATH 125
  - Applied Arts, Sciences, and Humanities – 2 courses
  - Diversity and Global awareness – 2 courses
- department requirements (see the department listings)
Graduation Requirements

The General Education program constitutes the shared legacy of all MacMurray College graduates. The program is also in a practical sense our job-readiness program because it emphasizes the less tangible skills that employers want from college graduates. This shared curriculum is designed to realize two traditional objectives of a liberal education: the training of the mind and the development of a breadth of perspective, thereby enabling MacMurray graduates to be open to new ideas and yet to be discriminating in their judgment of the merit of those ideas. The courses of this common curriculum are also job-readiness courses that emphasize the development of skills that are critical for success in any field as well as enabling graduates to continue the process of self-education. What distinguishes a liberally-educated person are the same skills that employers value and why employers constantly search for students with those skills. It is why a college degree in the long run is so much more than just an advanced job-training program for the first job.

The program aims to educate students who

- can think critically;
- are effective communicators;
- are knowledgeable about pivotal ideas and ethical insights that have shaped our society;
- can apply this knowledge to contemporary social problems and their chosen fields of study.

Listed below are the common graduation requirements (31 credit hours).

**First Year Seminar** (MACM 108) .................................................................................. 1 course
(3 credit hours)  *(Required of new first-year students only.)*

**Communication Skills Sequence** (COMP 131 and COMP 132) ..................2 courses

**Quantitative Reasoning** ................................................................................................. 1 course

**Experiential Learning Course***  ................................................................. 1 course

**Applied Arts, Sciences & Humanities*** ............................................................ 2 courses

**Diversity and Global Awareness*** ........................................................................... 2 courses

**Values Conflicts in Society** (VCON 301 and VCON 302) .........................2 courses

*(Some majors may specify certain courses or additional courses.)*

**Courses**

**MACM 108. First Year Seminar.** (1) A welcome to MacMurray College that includes both the opportunity to study a fascinating topic in depth as well as to participate in co-curricular activities. Topics vary every fall. All sections share workshops, seminars, and other student success activities for a common experience. Required of all new first-year students.
Communication Skills
The Rhetorical/Communication Skills sequence (COMP 131, 132) is designed to solidify the oral and written communication skills that students will need throughout their college career and in later life. It should normally be completed during the first two or three semesters at MacMurray. Both courses must be completed with a grade of C or better.

COMP 131. Introduction to Writing and Speaking. (3) A course in academic writing and speaking that integrates critical reading, thinking, writing, and speaking about issues in our culture. It includes grammar review, report and argument writing, and an introduction to research and APA style documentation. Minimum Grade of “C” is required.

COMP 132. Research, Writing, and Speaking. (3) A continuation of the skills learned in COMP 131, this course focuses on choosing an important contemporary issue, searching academic databases for scholarly peer-reviewed sources on that issue, and using the sources to construct a research paper following APA style as well as presenting results orally. Includes grammar review and group projects. Minimum Grade of “C” is required.

Quantitative Reasoning Skills
Quantitative Reasoning courses are designed to help students interpret data, make everyday decisions using mathematics, think logically, understand the various contexts in which mathematics can be encountered, and provide the prerequisite knowledge to solve a variety of problems. Students will be placed in courses based on an entrance exam and/or ACT score. Students with a 27 or higher on the ACT Math subtest will have the requirement waived but will receive no academic credit.

Approved courses:
- DATA 208
- FINC 199
- MATH 125
- MATH 135
- PSYC 221

Experiential Learning
Supervised experience off campus is not only a way of putting into practice what has been studied in the classroom but also exposes students to practical questions and issues which cannot be simulated in the classroom. Every student must take advantage of such an opportunity (or more than one) but the name may vary. Some disciplines call this clinical experience, field experience, career experience, internship, or practicum; so consult each major for its terminology. Every program builds in and usually requires these opportunities as part of the major. Qualifying for the required experiential work in the field is the obligation of students; unqualified students are not guaranteed a placement and should choose their major and their schedule accordingly.
In addition, there are study abroad experiences which can apply on top of or in lieu of other requirements. Be alert for announcements of study abroad opportunities because they change constantly and often a particular opportunity will not appear but once.

**Applied Arts, Sciences, and Humanities**
The Applied Arts, Sciences, and Humanities courses are designed to allow students to gain a greater awareness of key ideas within these areas and their practical application to contemporary social, economic, and cultural issues. These courses will help students develop a solid foundation in the methods of critical thinking intrinsic to the arts, sciences, and humanities; an understanding of the relevance of these disciplines to today's world; and the opportunity to apply them to various professional fields of study.

Outcomes — Students will
- analyze and describe key ideas within the arts, sciences, and/or humanities;
- explain select contemporary issues;
- evaluate how key ideas within the arts, sciences, and/or humanities relate to contemporary issues.

There will be a growing list of courses approved to meet the requirement of two courses which apply the Arts, Sciences, and Humanities to each program of study. The important thing to realize is that each student in consultation with his advisor should pick the courses that make the most sense for his major.

**Approved courses:**
- ARTS 101, 102, 103, 105, 206
- ASLA 100
- BIOL 109, 110, 241
- BUSA 211
- ENGL 233
- HIST 201, 202, 251, 320
- LEAD 208
- MUSA 002
- PHIL 103, 220, 222, 226, 310, 356
- PSYC 101, 250, 251
- SCWK 101, 210

**Diversity and Global Awareness**
The Diversity and Global Awareness courses are designed to expose students to various issues that have affected the human condition within the complexity and diversity of the global arena. Courses taught from the disciplines of philosophy, religion, history, literature, art, and the sciences will introduce students to alternative ways of looking at contemporary social and cultural problems in both national and international contexts. Courses may address topics related to class, race, ethnicity, gender, sexual identity, and the environment.
Outcomes -- Students will

- Identify and describe various contemporary issues of diversity through the disciplines of the Arts, Sciences, or Humanities;
- Compare and contrast alternative ways humans understand the world and their social relationships;
- Evaluate issues of diversity within social and cultural contexts.

There will be a growing list of courses approved to meet the requirement of two courses which apply the Diversity and Global Awareness requirement to each program of study. The important thing to realize is that each student in consultation with his advisor should pick the courses that make the most sense for his major.

Approved courses:
- BIOL 211, 220
- ENGL 204, 206, 209, 211, 252, 371
- HIST 103, 104, 303, 309
- PHIL 134, 312
- PSYC 253
- RELG 219, 238
- SCWK 235, 285

Value Conflicts in Society
The Value Conflict courses are designed to introduce students – through the reading of primary, relevant, core texts – to important ethical and value-based ideas that have shaped the Western world and affected political, scientific, economic, religious and cultural development. The Value Conflict courses aim to acquaint students with the ideas, values, and moral thought that have had a continuing impact in history. They present these themes in a broad context that demonstrate the inter-relatedness of all fields of knowledge and human endeavor.

Students will:
- Describe major ideas, value conflicts, and/or ethical insights of relevant major authors.
- Analyze major ideas, value conflicts, and/or ethical insights of relevant major authors.
- Reflect on key ideas and themes addressed in primary texts.
- Relate ideas of assigned authors to contemporary ethical issues.

VCON 301. Value Conflicts in the Western World: Persons and Nature. (3) Through the reading of primary core texts from the Western Tradition, students will study and discuss works pertaining to the general themes of “Religion,” “The State,” “The Person,” and “The Natural World” from the Classical, Biblical, and Medieval worlds. Prerequisite: COMP 132 and at least sophomore standing.
VCON 302. Value Conflicts in the Western World: Religion and the State. (3) Through the reading of primary core texts from the Western Tradition, student will study and discuss works pertaining to the general themes of “Religion,” “The State,” “The Person,” and “The Natural World” from the Renaissance and Modern world. Prerequisite: COMP 132 and at least sophomore standing.

Support Course for Academic Success
Lab courses are designed to improve the efficiency and effectiveness of critical student skills. To use an athletic analogy, a coach does not show a student how to shoot a free throw once without ever practicing it again. A player must perform each required skill repeatedly and under pressure until what they know becomes automatic and can be applied successfully and without hesitation. Practice with coaching develops successful players. No successful player would tell coaches that practice is a waste of time and they only want to exert themselves in the game itself. In the same way, academic success is built on far more than the raw skills which qualify a student for admission to college. The time of a MacMurray student must likewise be used wisely so that academic skills become second nature, not stalling while recalling steps of mathematical processes, reading and rereading to digest a passage, or writing without proper mechanics.

To prepare students for success in MATH 125, COMP 131, and beyond, MacMurray offers two lab courses. Placement in the labs is determined by the student’s record in high school and on placement exams. The labs do not count for credit or factor into grade point average.

MATH 091. Math Lab. (0) This lab provides professional assistance for students in the arithmetic of real numbers; uses ratios, proportions, and percentages to solve real-life problems; and reviews measurement and practical geometry emphasizing applications to perimeter, area, and volume of common geometric figures.

COMP 091. Writing Lab. (0) (For students who need to review language skills while taking COMP 131.) This lab provides a review of basic sentence parts, correct grammar and usage, mechanics and punctuation, as well as the use of coordinated and subordinated sentence elements. Writing skills are developed through extensive paragraph writing practice and short essays. Students will learn to write well-developed and clearly organized essays through a process-based instruction method.

Study Skills Course
For certain students on academic probation, the College offers a study skills course. Similar assistance on an individual basis is available at the Center for Learning Excellence (CLE).

MACM 201. Study Skills. (1) This course is designed to support students who are on academic probation through weekly contact, self-assessment, time management planning, focus on accepting personal responsibility, and self-management as well as mastering the Wise Choice process to give students tools to improve their academic performance. Study strategies and self-improvement tips will be explored.
Transfer Credit

As part of the admission process, students transferring to MacMurray must provide an official transcript of credit from each college previously attended, to be sent directly to the Office of Admissions. One-Stop Student Services evaluates the transcripts and sends the applicant a report of credits accepted.

It is the policy of MacMurray College to make the transfer into MacMurray as seamless as possible. As such, MacMurray follows the guidelines established by the Illinois Articulation Initiative (IAI) which states the following: “…that all colleges and universities participating in the IAI agree to accept a “package” of IAI general education courses in lieu of their own comparable lower-division general education requirements.” Students who earn an Associate in Arts or Associate in Science degree from an accredited Illinois two-year college will be granted 60 transfer credits (junior standing) at MacMurray and will have the general education requirements considered fulfilled with the exception of any specific MacMurray-required general education courses or experiential learning courses which cannot reasonably be construed to have been met at the two-year level.

After a student attains junior standing (60 hours) at MacMurray, further courses at two-year colleges will not earn credit hours towards MacMurray graduation except with permission of One-Stop Student Services but may continue to satisfy specific course requirements.

Any number of credits may be accepted from any regionally accredited four-year college or university. This could be in addition to the 60 earned from a two-year college.

Residency requirements state that in order to receive a MacMurray bachelor’s degree no less than 30 credits must be earned at MacMurray. No less than 16 credits must be earned at MacMurray in order to receive a MacMurray associate’s degree. Exceptions must be submitted to One-Stop Student Services.

With the exception of the IAI package transfer, all individual courses transferred into MacMurray must have earned a minimum letter grade of a C or better at any regionally accredited college or university.

Remedial and activity classes are not eligible for transfer but will be accepted as fulfilling any prerequisite requirement for a MacMurray course.

Grades at other colleges are not counted in calculating the grade point average at MacMurray except in the case of college honors at graduation.
Transfer Credits after Entering

After entering MacMurray, students who wish to earn transfer credit at other institutions must fill out in advance a “Request for Permission to Enroll in an Off-Campus Course” available at One-Stop Student Services. If permission is granted, the student is responsible for seeing to it that MacMurray is provided with an official transcript from the other institution.
Programs of Study

(Leading to the **Bachelor of Arts** or **Bachelor of Science** degree.)

**Majors** All students must have a major to graduate. However, students may begin as Undecided and wait till the second year to declare a major. Students may also add a second major.

**School of Professional Studies**
- Accounting
- Business Administration
- Business Analytics
- Criminal Justice
- Deaf and Hard of Hearing Teacher Education
- Homeland Security
- Marketing
- Nursing (B.S.N.)
- Social Work (B.S.W.)
- Special Education
- Sport Management

**School of Arts & Sciences**
- American Sign Language & Interpreting
- Art
- Deaf Studies: Deaf Community Services
- Biology
- Psychology

**Associate Degree Programs**
*Leading to the Associate of Science or Associate of Arts degree.*
- Criminal Justice Deaf Studies: American Sign Language and English

**Minors**
- Accounting
- Art
- Biology
- Business Administration
- Chemistry
- Coaching
- Deaf Studies: American Sign Language and English
- Finance
- Homeland Security
- Management
- Marketing
- Psychology
- Sport Management

**Pre-Professional Programs**
*In connection with a major such as Biology.*
- Dentistry
- Law
- Medicine
- Occupational Therapy
- Physical Therapy
- Seminary
- Veterinary
On-Campus Faculty

(Arranged alphabetically by last name; parentheses indicate first year at MacMurray.)

**Tamara O’Hearn-Amman (2015)**
Tenure Track
Assistant Professor of Composition
Coordinator of the Writing Program
B.A., University of Virginia
M.A., James Madison University
Ph.D., Ball State University

**Christina Anozie (2015)**
Non-tenure Track
Assistant Professor of Social Work
B.S., University of Missouri-St. Louis
M.S.W., Saint Louis University School of Social Work

**Donald L. Aubry (2009)**
Tenure (2015)
Associate Professor of Education-Deaf Education
Director of Deaf and Hard of Hearing Teacher Education
B.S., Northern Illinois University
M.S., Western Illinois University
Ed. S., Western Illinois University
Ph.D., Southern Illinois University

**Karen Bade (2016)**
Tenure-track
Assistant Professor of Nursing
B.S.N., Southern Illinois University-Edwardsville
M.S.N., Southern Illinois University-Edwardsville

**Eric Berg (2005)**
Tenure
Full Professor of Philosophy
B.A., Moorhead State University
M.A., Luther Seminary
Ph.D., University of Kansas
Jennifer Briney (2010)
Instructor-Non-tenure track
Director of the Center for Learning Excellence
Instructor
B.A., Western Illinois University
M.A., Western Illinois University

Adam Cassell (2013)
Non-Tenure track
Public Services Librarian
Assistant Professor
B.A., Ohio State University
M.L.I.S., Kent State University

Barbara Chumley (2015)
Non-tenure track
Assistant Professor of Nursing
B.S.N., MacMurray College
M.S.N., Western Governors University

Jerry Covell (2005)
Non-tenure track
Director of the Interpreter Preparation Program/ASL
Instructor
B.A., Gallaudet University
M.A., University of Maryland, College Park

Todd Creal (2007)
Instructor-Non-tenure track
Head Coach-Men’s Basketball
Instructor of Sports Management
B.S., Illinois College
M.S., Western Illinois University

Mary Dial (2016)
Tenure Track
Assistant Professor of Nursing
A.D.N., Lincoln Land Community College
B.S.N., Benedictine University Springfield, IL
M.S.N., Benedictine University Lisle, IL
Danielle Doerfler (2009)
Instructor-Non-tenure track
Head Volleyball Coach
Senior Women’s Admin. /Instructor
Title IX Coordinator
B.S., Illinois College
M.S., Canisius College

Chris Douglas (2011)
Instructor-Non-tenure track
Head Football Coach
Instructor of Sports Management
A.A., Carl Albert State College
B.A., Southwestern College
M.Ed., Wichita State University

Susan Eilering (2000)
Non-tenure track
Head Librarian
Assistant Professor
B.A., University of Illinois-Urbana-Champaign
M.S., University of Illinois-Urbana-Champaign

Shahyad Ghoncheh (2014)
Tenure track
Assistant Professor of Psychology
A.A., Oakton Community College
B.A., Roosevelt University
M.A., Roosevelt University
Ed.D., Argosy University

Susan Hall (2015)
Non-tenure track
Assistant Professor of Interpreting
A.A., Tennessee Temple University
B.S., Tennessee Temple University
M.Ed., Tennessee Temple University

Heather Johnson (2018)
Assistant Professor of Education
B.S., Bethany College
M.A., Concordia University-Chicago
Gwen Knapp (2017)
Tenure Track
Assistant Professor of Biochemistry
B.S., Purdue University
Ph.D., Texas A&M University

Tenure
Professor of Art
B.A., Juniata College
M.A., University of Alabama
M.F.A., University of Alabama

Mark Lahr (2017)
Assistant Professor of Criminal Justice and Homeland Security
A.A., Lincoln Land Community College
B.A., University of Illinois-Springfield
M.A., Western Illinois University

Kyle Langhoff (2012)
Instructor-Non-tenure track
Football Recruiting Coordinator, Defensive Coordinator
Instructor of Sports Management
B.A., Lake Forest College
M.A., Central Methodist University

Bruce Liebe (2012)
Non-tenure track
Senior Director for the School of Professional Studies
A.A.S., Illinois Valley Community College
B.A., University of Illinois-Springfield
M.A., University of Illinois-Springfield

Allan Metcalf (1973)
Full Professor
Tenure
Professor of English
B.A., Cornell University
M.A., University of California-Berkeley
Ph.D., University of California-Berkeley
Jill Parsons (2011)
Tenure (2014)
Associate Professor of Nursing
A.S., Illinois Valley Community College
B.S.N., Saint Francis Medical Center College of Nursing
M.S.N., Saint Francis Medical Center College of Nursing
Ph.D., Saint Louis University

Angela Pierson (2017)
Tenure Track
Director of Nursing
A.D.N. Lincoln Land Community College
B.S.N. MacMurray College
M.S.N./E.D. Western Governors University

Timothy Polnaszek (2017)
Tenure-Track
Assistant Professor of Biology
B.S., North Dakota State University
Ph.D., University of Minnesota

Jodi Pupillo (2013)
Non-tenure track
Clinical Assistant Professor of Social Work
Director of Field Education for Social Work
B.S.W., MacMurray College
M.S.W., Saint Louis University

Joana Ramsey (2016)
Tenure Track
Assistant Professor of Sport Management
B.A., Illinois College
M.S., Western Illinois University

Sheila Rhodes (2016)
Tenure Track
Assistant Professor of Nursing
B.S., Bradley University
M.S.N., University of Illinois Chicago
Susan Saunders (2013)
Visiting Assistant Professor of Education
B.S., State University of New York-Oswego
M.A., University of Illinois-Springfield
Ph.D., Southern Illinois University-Carbondale

Mark Tyler Smith (2017)
Tenure Track
Assistant Professor of Math and Physics
B.S., Western Illinois University
M.A., Eastern Illinois University

Joseph Squillace (2011)
Tenure track
Full Professor of Social Work
Lead Faculty of Social and Behavioral Sciences, Natural Sciences and Math
B.A., Fordham University
M.S.W., Saint Louis University
Ph.D., Saint Louis University

Roberta J. Stewart (1991)
Full Professor
Tenure
Senior Director of the School of Arts and Sciences
B.A., Seattle Pacific University
M.T.S., Drew Theological School
M.Phil., Drew University
Ph.D., Drew University

Christopher Strangeman (2012)
Tenure (2015)
Associate Professor of History
B.S., MacMurray College
M.A., Eastern Illinois University
Ph.D., Southern Illinois University

William Stricklen (2001)
Non-tenure track
Assistant Professor of ASL
B.S., Gardner Webb University
M.A., Denver University
Nadine Szczepanski (1991)
**Full Professor**
Lead Faculty of Natural Sciences
Horace A. Shonle Professor of Chemistry
B.S., MacMurray College
M.S., University of Illinois-Chicago
Ph.D., University of Illinois-Chicago

Mark Tierno (2015)
**President of the College**
B.A., Adelphi University
M.A., Carnegie Mellon University
D.A., Carnegie Mellon University

Trent Thompson (2018)
Assistant Professor of Homeland Security
B.S., Eastern Kentucky University
M.S., Eastern Kentucky University

Bradley Walkenhorst (2017)
**Tenure Track**
Assistant Professor of Special Education
B.A., Thomas Edison University
M.A.T., Webster University
Ph.D., Saint Louis University

Kathleen White (1988)
**Tenure (1994)**
Associate Professor of Business
B.S., Marymount College
M.S., Emporia State University
M.B.A., Emporia State University

Matthew Wiediger (2009)
**Tenure (2015)**
Associate Professor of Psychology
B.S., Washington State University
M.S., Washington State University
Ph.D., Washington State University

Sonia Williamson (2018)
Assistant Professor of Nursing
B.S., Concordia University-Portland
M.S., Sacred Heart University
Kristie Wrasman (2017)
Tenure Track
Assistant Professor of Biology
B.S., The Ohio State University
Ph.D., Johns Hopkins University

Jeannie Zeck (1999)
Full Professor (2015)
Tenure
Professor of English
B.A., College of St. Catherine
M.F.A., University of Minnesota-Minneapolis
Ph.D., Southern Illinois University-Carbondale
Online Faculty

(Arranged alphabetically by last name; parentheses indicate first year at MacMurray.)

Christina Anozie (2015)
Non-tenure Track
Assistant Professor of Social Work
B.S., University of Missouri-St. Louis
M.S.W., Saint Louis University School of Social Work

Karen Baur (2016)
Professional Fellow
RN to BSN Program
B.A., University of Virginia
M.A., James Madison University
Ph.D., Ball State University

Eric Berg (2005)
Tenure
Full Professor of Philosophy
B.A., Moorhead State University
M.A., Luther Seminary
Ph.D., University of Kansas

Peter C. Cavanagh (2016)
Professional Fellow
Business Administration and Criminal Justice
B.S., Western Illinois University
J.D., John Marshall Law School

Helena Costakis (2015)
Professional Fellow
Human Resource Management and Business Administration
B.A., The College of Saint Rose
M.P.S., Stony Brook University
D.B.A., Wilmington University

Cindy Hamm (2014)
Professional Fellow
Composition, Communications and Business Administration
B.A., Illinois College
M.A., University of Illinois – Springfield
Ed.D., Argosy University
Carl L. Oberg (2014)
Professional Fellow
Business Administration
B.A., Ottawa University
M.A., Ottawa University

Jill Parsons (2011)
Tenure (2014)
Associate Professor of Nursing
A.S., Illinois Valley Community College
B.S.N., Saint Francis Medical Center College of Nursing
M.S.N., Saint Francis Medical Center College of Nursing
Ph.D., Saint Louis University
Ph.D., Ball State University

Angela Pierson (2017)
Tenure Track
Assistant Professor of Nursing
A.D.N. Lincoln Land Community College
B.S.N. MacMurray College
M.S.N./E.D. Western Governors University

Randy Plunk (2017)
Professional Fellow
Criminal Justice and Homeland Security
B.S., Western Illinois University
M.B.A., Benedictine University

Jeffrey Schisler (2017)
Professional Fellow
Criminal Justice and Homeland Security
B.S., Western Illinois University
M.A., Western Illinois University

Amy Strawn (2014)
Professional Fellow
Criminal Justice and Homeland Security
A.A.S., Lincoln Land Community College
B.A., University of Illinois – Springfield
M.A., Western Illinois University
Kimberly Streib (2015)
Professional Fellow
Business Administration
Vice President of Business Affairs and Chief Financial Officer
B.S., Central Michigan University
M.S., Western Michigan University

Jayne Thompson (2017)
Professional Fellow
RN to BSN Program
A.D.N., Lincoln Land College
B.S.W., Vincennes University
B.S., Colorado Technical University
B.S.N., Benedictine University
M.S., Walden University

Matthew Wiediger (2009)
Tenure (2015)
Associate Professor of Psychology
B.S., Washington State University
M.S., Washington State University
Ph.D., Washington State University
Course Numbers

Courses numbered in the 100s are at the freshman level, in the 200s at the sophomore level, in the 300s at the junior or senior level, and in the 400s at the senior level. Freshmen must have permission of the instructor and the Registrar to take courses numbered in the 300s or 400s.

Course numbers separated by a comma (101, 102) extend over two semesters, but credit is given for either semester alone. Hours of credit are expressed in credit hours and listed in parentheses in the catalog description.

Certain types of courses may be offered by any program even if they do not appear in the program listings. These are designated by the course numbers given below. The first digit indicates the level.

- 141, 241, 341, 441. Special Topics
- 147, 247, 347, 447. Independent Study
- Directed Study-Will use the original course code followed by DS.
- 293, 393, 493. Career Experience/Internship
- 275, 375, 475. Field Practicum
- 395, 495. Senior Seminar
- 397, 497. Senior Thesis
Accounting

For more information about program offerings, degree requirements, and career opportunities in Business, Accounting, and Sport Management, see the Business Division section of the catalog.

Major
Accounting majors are required to successfully complete a common group of business core courses: ACCT 221 and 222; BUSA 223, 301, 316, 221, and 400; ECON 210 and 220; FINC 345; MGMT 317, and MARK 330. In addition, the major in Accounting also requires ACCT 344, 350, 351, 352, 353, 354, 357, and either 393/493/475 (3 hours of experiential).

Minor
For those students majoring in an area other than Accounting but interested in gaining a better understanding of the field, the Business Division offers a minor in Accounting. This minor requires successful completion of the following courses: ACCT 221, 222, 351, and 352; ECON 210 or 220; FINC 345; and one additional 300-level Accounting course.

Courses

ACCT 221. Principles of Financial Accounting. (3) Introduction to the recording of financial data and reporting of information in financial statements. Recording of transactions and presentation and analysis of the resulting information in the balance sheet, income statement, and statement of cash flows for service and retail companies. No prerequisite.

ACCT 222. Principles of Managerial Accounting. (3) Introduction to the recording and reporting of manufacturing companies and introduction to managerial accounting. Topics include job and process costing systems, cost behavior, cost-volume-profit analysis, financial statement analysis, and budgeting. Prerequisite: ACCT 221.


ACCT 350. Cost Accounting. (3) A study of cost accounting, including accumulation and measurement, using job order, process, and standard cost systems. Cost-volume-profit relationships and the use of analysis in managerial planning and control. Prerequisite: ACCT 222.

ACCT 351. Intermediate Financial Accounting I. (3) A study of financial accounting by corporations. This first course of the two-semester sequence includes understanding of financial accounting concepts and applying those concepts to assets and current liabilities with focus on financial statement presentation. Prerequisite: ACCT 222.
ACCT 352. Intermediate Financial Accounting II. (3) A study of financial accounting by corporations. This second course of the two-semester sequence includes applying financial accounting concepts to long-term liabilities and stockholders equity as well as accounting for leases, income taxes, and earning per share for focus on financial statement presentation. This course will also discuss accounting by partnerships/LPs/LLCs, and S Corporations. Prerequisite: ACCT 351.

ACCT 353. Advanced Financial Accounting. (3) A study of accounting to understand the history and purpose of authoritative bodies in accountancy and standards setting of GAAP and IFRS, recognize the importance of ethics, understand the legal liability of accountants, locate accounting standards using the accounting standards codification and apply them to various situations, translate and summarize academic accounting research papers, prepare and conduct empirical archival research, and recognize the value and limits in research for the professional practice of accounting. This course is offered as a hybrid-course. Prerequisite: ACCT 352.

ACCT 354. Auditing. (3) A study of the auditing principles, standards, procedures, and techniques and their application used by auditors in verification of financial statements. Prerequisites: ACCT 351.

ACCT 357. AIS & Reporting. (3) This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Accounting information systems—both computerized and non-computerized will be studied to understand accounting transaction cycles, documentation flow, and design of systems for internal control. This course will utilize computerized accounting software (QuickBooks) to further grasp computerized accounting transactions, further understand internal reports of companies, and to take internal financial statements and prepare GAAP financial statements from the reports. This course also presents an in-depth study of financial reporting requirements for not-for-profit and government agencies.

ACCT 375. VITA. (3) VITA Career Experience. Application of individual Federal and Illinois income taxes. This course involves experiential learning in the preparation of individual income tax forms under the supervision of the accounting professor and IRS representatives. The Volunteer Income Tax Assistance (VITA) program offers free tax preparation for low income (under $54,000) and elderly taxpayers. Prerequisite: ACCT 344

## Checklists

### Accounting Bachelor’s Degree

#### General Education Courses (31 Credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Values Conflicts in Society (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Business Core Requirements (40 Credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 131</td>
<td>College Algebra &amp; Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 220</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 221</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 222</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 223</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 301</td>
<td>Cultural Environment of International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 316</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 317</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MARK 330</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>FINC 345</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 221</td>
<td>Statistics for Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 400</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Accounting Requirements (24 Credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 344</td>
<td>Federal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 350</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 351</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 352</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 353</td>
<td>Advanced Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 354</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 357</td>
<td>AIS &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 375</td>
<td>VITA or ACCT 393/493 Exp. Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

|          |                                                  | 25      |

#### Total Credit Hours

|          |                                                  | 120     |
Accounting Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

**Requirements for Accounting minor:**
**Total seven courses (21 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 221</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 222</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 351</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 352</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FINC 345</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 344</td>
<td>Federal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 350</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 353</td>
<td>Advanced Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 354</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 357</td>
<td>AIS &amp; Reporting</td>
<td>3</td>
</tr>
</tbody>
</table>
American Sign Language and Interpreting Program – Deaf Studies

Checklists
- B.A. degree: Sign Language Interpreting
- B.A. degree: Deaf Studies-Deaf Community Services
  http://www.mac.edu/oncampus_programs/checklists/asl_bachelor.pdf
- A.A. degree: Deaf Studies – American Sign Language
  http://www.mac.edu/oncampus_programs/checklists/asl_associates.pdf
- Minor in Deaf Studies – American Sign Language
  http://www.mac.edu/oncampus_programs/checklists/deaf_studies_minor.pdf

B.A. Degree in Sign Language Interpreting
Sign language interpreters make communication accessible between hearing and Deaf or Hard of Hearing people. Interpreters listen to a spoken message and convert it into a visual message as well as converting the visual message back into a spoken message. A career in interpreting should appeal to those who have a special interest in language and communication and who enjoy working with people.

Four semesters of sign language fulfills the foreign language requirement for the Bachelor of Arts degree.

It is possible to earn a Bachelor of Arts degree with a double major in Deaf and Hard of Hearing Teacher Education and Sign Language Interpreting. This may be a six-year program, although the actual number of credits will vary according to previous hours completed.

B.A. Degree in Deaf Studies-Deaf Community Services
This degree is for individuals who are interested in working with deaf people in a different capacity other than sign language interpreting or reaching deaf and hard of hearing children. Recent legislative and judicial initiatives at all levels mandate that deaf and hard of hearing people have full access to public and private programs and services. Governmental, social, community, legal, health, mental health, entertainment and educational industries have expanded to provide programs and services to the deaf and hard of hearing population. This has resulted in many career possibilities for individuals who would enjoy working with or serving Deaf and Hard of hearing people.

Four semesters of sign language fulfills the foreign language requirement for the Bachelor of Arts degree.
It is possible to earn a Bachelor of Arts degree with a double major in Deaf and Hard of Hearing Teacher Education and Deaf Studies: Deaf Community Services. This may be a six-year program, although the actual number of credits will vary according to previous hours completed.

**A.A. Degree in Deaf Studies: American Sign Language**

The Associate of Arts in Deaf Studies: American Sign Language can be applied as underpinning to any major in the College. It provides a strong set of foundational knowledge about the language and culture of deaf people, while adding additional experiences and skill sets that pertain directly to students’ major areas of study.

**Minor in Deaf Studies: American Sign Language**

A minor in Deaf Studies: American Sign Language is also available.

**Courses**

**American Sign Language**

MacMurray offers American Sign Language courses in support of its programs in Interpreting, Deaf Studies, and Deaf and Hard of Hearing Teacher Education.

**ASLA 100. American Sign Language I.** (3) This course introduces the basics of American Sign Language (ASL) and is for students who have little or no previous knowledge of ASL. Vocabulary, fingerspelling, numbers, questions, commands, and basic sentence structures are introduced to develop rudimentary conversational skills both receptively and expressively in ASL. Culturally appropriate behaviors in a signing environment and basic ASL grammar will also be introduced. No prerequisite.

**ASLA 102. Perspectives in Deafness: Deaf Culture.** (3) This course is an introduction to various aspects of the American deaf culture as a linguistic and cultural minority group. Discussions will include historical evolution of deaf people as a whole, oppressions, education, sign language variances, pathological and cultural models, cultural practices, identity, membership and diversity within the deaf culture/community. Included will be in depth discussions of cultural differences, conflicts, oppressions, ideologies and power struggles between the larger culture group and deaf culture, people, and community as a minority. No prerequisite.

**ASLA 116. Fingerspelling and Numbers.** (3) This course is designed to help students develop expressive and receptive fingerspelling and numbering skills. Receptive skill techniques implemented will enable students to focus on whole word and phrase recognition as well as fingerspelling/number comprehension within signed texts. Expressive fingerspelling and numbering skill techniques focus on the development of accuracy, speed, clarity and fluency. Prerequisite: ASLA 100 with a grade of C or better.

**ASLA 150. American Sign Language II.** (3) This course is designed to continue development of American Sign Language (ASL) skills with a primary focus being on refining the expanding use of American Sign Language and Interpreting Program –
of basic ASL sentence types and vocabulary building. Students will continue to work on improving expressive and receptive skills. Additional information about the ASL grammar and culturally appropriate features will be included in the context of language learning experiences. Prerequisite: ASLA 100 with a grade of C or better.

**ASLA 200. American Sign Language III.** (3) This course continues the development of American Sign Language by adding complex ASL sentence structures and vocabulary building. New ASL grammatical rules and features will be introduced while others reinforced and refined. Students will work on developing communication competencies in signing short stories, narratives and dialogues. Culturally appropriate behaviors in the signing environment will be reinforced. Prerequisite: ASLA 150 with a grade of C or better.

**ASLA 202. Deaf Community Field Experience.** (3) Field experience in the deaf community allows students to apply classroom knowledge and skills hands-on by regularly contacting and interacting with members of the deaf community. This course requires a certain amount of hours in the field and in-class seminars. This experience will expose students to the diversity within the deaf community. Prerequisite: ASLA 150 with a grade of C or better.

**ASLA 215. Visual/Gestural Communication.** (3) Students will be studying gestures as a form of communication and a basis for visual language. Students will develop capabilities in non-verbal communication and visual gestural communication by the use and understanding of facial expressions, gestures, pantomime and body language. Students will be learning to think in pictures and building on the production and comprehension of more complex communication skills. Prerequisite: ASLA 200 with a grade of B or better.

**ASLA 250. American Sign Language IV.** (3) This course is a continuation of American Sign Language III by expanding more complex ASL sentence structures, and vocabulary building. Variety of ASL grammatical rules and features will be utilized and refined. Students will refine their communication competencies in telling short stories, narratives and dialogues. Culturally appropriate behaviors in the signing environment will be emphasized. During the course, students will take the American Sign Language Proficiency Interview (ASLPI) exam. Prerequisite: ASLA 200 with a grade of B or better.

**ASLA 300. American Sign Language V.** (3) This course is designed as the last course in the ASL series that continues to develop, improve and refine students’ receptive and expressive proficiency in ASL while expanding sign production and comprehension skills in ASL with specific emphasis in drugs, sexual, health, rehabilitation, employment, and religion vocabularies as well as on common slang and idioms used in the deaf community. The vocabulary building specific to those areas will help students deal with complex related concepts and vocabularies unique to certain settings and enable students to engage in meaningful conversations in variety of settings. Prerequisite: American Sign Language Proficiency Interview (ASLPI) Level 1 or better and ASLA 250 with a grade of B or better.
ASLA 316. Linguistics and Structure of American Sign Language. (3) This course introduces students to the linguistics of American Sign Language, including phonology, morphology, syntax and language. Structural aspects of both American Sign Language and English are compared and contrasted. Emphasis will be on the equivalency between American Sign Language and contrasted. Prerequisite: ASLA 300 with a grade of B or better.

ASLA 480. Internship. (15) This course provides students with the field opportunity to observe and participate in deafness related institutions, agencies and programs under the supervision. The internship will allow students the opportunity to apply their knowledge and skills to work with deaf clients. The internship consists of a minimum of 300 hours and the completion of the portfolio at the end of the internship. Prerequisite: ASLA 300 with a grade of B or better.

Interpreting Program

IPPR 101. Introduction to Interpreting. (3) This course provides an introduction to interpreting as an occupation with a focus on the role, function and responsibilities of an interpreter. Topics include the history and evolution of the interpreting profession, terminology used in the profession, communication systems, various interpreting models, cross-cultural mediation, employment options, pertinent laws and regulations regarding interpreting, professional ethics, and interpreter certification systems. In addition, students will begin basic processing skill-development through text analysis activities pertaining to visualization, memory, chunking/organizing information, paraphrasing and summarization, cloze skills, self-monitoring and processing time. Pre-requisite: ASLA 100 with a grade of C or better.

IPPR 208. Practical and Ethical Applications of Interpreting. (3) This course focuses on the professional and ethical development of the interpreter which will challenge student's values and morals when it comes to interpreting. Students will learn how the profession's principles and ethical behaviors were developed. There will be in-depth discussions of the NAD-RID Code of Professional Conduct; EIPA Guidelines for Professional Conduct and its application to the various situations and settings; various models for decision-making, problem-solving strategies, assignments, assessment, and environmental management; and preparation for assignments. Various interpreting scenarios presenting ethical dilemmas will be explored. Prerequisite: ASLA 150 with a grade of C or better.

IPPR 210. Interpreting I. (3) This course introduces students to interpreting principles. Students will continue to develop interpreting skills between American Sign Language and English. This course will focus on sight translation and consecutive interpreting. Students will develop the ability to produce an equivalent message from the source language into the target language, interpreting between English to ASL or ASL to English. Students will do in-class drills and activities of rehearsed and spontaneous texts and videos. The texts and videos will increase in length and complexity. At the end of the course, the student must successfully perform consecutive ASL to English and English to ASL for approximately five (5) minutes each. Prerequisites: IPPR 101 and ASLA 150 with a grade of C or better.
IPPR 212. Interpreting II. (3) This course introduces students to real-time simultaneous interpreting. Students will practice simultaneous English to ASL and ASL to English interpreting situations through rehearsed and spontaneous materials which will increase in length and complexity. Students will develop instant real time skills in critical listening, analyzing the information, constructing the interpretation, and generating the equivalent interpretation within the appropriate processing time for an effective interaction between two or more individuals. At the end of the course, the student must successfully perform simultaneous ASL to English and English to ASL for approximately eight (8) minutes each. Prerequisite: IPPR 210 and ASLA 200 with a grade of B or better.

IPPR 302. Interpreting III. (3) This course is designed introduce students to interactive interpreting skills that are frequently used in the profession. Students will focus on interactive ASL to English and English to ASL skills. Students will do message analysis of the source language and equivalent message in the target language through rehearsed and spontaneous materials which will increase in length and complexity. The emphasis will be on the fluency, clarity, speed/pace, word choices, and message equivalents in the interpreting process. At the end of the course, the student must successfully perform interactive ASL to English and English to ASL for approximately twelve (12) minutes each. Prerequisite: American Sign Language Proficiency Interview (ASLPI) Level 1 or better, IPPR 212 and ASLA 250 with a grade of B or better.

IPPR 305. Practical Skill Enhancement for Interpreters. (3) A supervised individual or small group activities designed to fine-tune, improve and/or enhance students ASL and interpreting skills. Students whose individual performance indicates the need for improvement will be addressed. Individualized attention, skills development activities and constructive critiques will be provided to develop or enhance specific skills that are necessary in the interpreting profession. The Demand-Control Schema of interpreting will be discussed. Prerequisite: IPPR 212 and ASLA 250 with a grade of B or better.

IPPR 310. Interpreting IV. (3) This course provides the continued development of interpreting skills. The students will continue to improve on ASL to English and English to ASL interpreting skills. Student will do message analysis of the source language and equivalent message in the target language through rehearsed and spontaneous materials which will increase in length and complexity. The emphasis will be on the fluency, clarity, speed/pace, word choices, and message equivalents in the interpreting process. At the end of the course, the student must successfully perform interactive ASL to English and English to ASL for approximately fifteen (15) minutes each. Prerequisite: IPPR 302 and ASLA 300 with a grade of B or better.

IPPR 316. Educational Interpreting & Certification Preparation. (3) This course introduces students to transliterating skills. Students will practice transliterating from rehearsed and
spontaneous texts and video materials which will increase in length and complexity. The emphasis will be on the fluency, clarity, speed/pace, word choices, and message equivalents in the transliterating process. In addition, the role, responsibilities, skills, certification and ethics of educational interpreters in elementary, secondary and postsecondary settings will be discussed along with various communication modalities. This course will familiarize students with various written and performance interpreter certification exams both currently available on both a local and national level. During the course, students will be required to take the written portion of a local or national interpreter certification exam of their choice. Prerequisites: IPPR 302 and ASLA 300 with a grade of B or better

**IPPR 399. Topics in Interpreting.** (3) Focuses on specialized interpreting situations such as medical, legal, education, theatrical, and deaf-blind, addressing linguistic and ethical concerns for each of the specialty areas. It will reinforce sign language skills and interpreting principles while looking at the interpreter's role and responsibility in each setting. Specialty areas vary depending on material and topics most recently studied. Prerequisite: IPPR 302 with a grade of B or better.

**IPPR 410. Interpreting V.** (3) This course introduces students to in-depth insight and knowledge into a variety of settings: religious, rehabilitation, employment, video relay service/video remote interpreting, and performing arts that require certain skills and techniques. Students will discuss frozen texts interpreting as well as terminology used in those settings. This includes exposure to specialized communication and cultural diversity when interpreting for specific populations such as deaf-blind/low vision, gender, ethnicity, and individuals with minimal language skills. In addition, there will be discussions on several certain advanced specialized interpreting settings that may require further training, knowledge, experience, certifications, and/or skills. At the end of the course, the student must successfully perform interactive ASL to English and English to ASL interpretations for approximately twenty (20) minutes each. Prerequisite: IPPR 310 and with a grade of B or better.

**IPPR 475. Internship.** (15) This course provides students with the opportunity to be guided and supervised on the field under the immediate supervision of a certified and/or licensed professional interpreter who functions as the student's mentor and the internship supervisor. The practicum consists of a minimum of 300 hours and will allow students the opportunity to apply their knowledge and skills as an interpreter. Student will be involved in activities such as observing the mentor and other interpreters at work, preparing for an assignment, interpreting under the supervision of the mentor, and meeting frequently with the mentor to discuss the practicum experience. The goal is to increase students' responsibility as interpreters in a variety of settings and situations. Additionally, students will do job-related assignments as assigned by the internship supervisor. Students are expected to work on and complete the portfolio at the end of internship. Prerequisite: Pass the written portion of an interpreter certification exam and IPPR 410 with a grade of B or better.
Checklists

ASL – Sign Language Interpreting
BACHELOR OF ARTS

General Education Courses (30 Credits):

<table>
<thead>
<tr>
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<tr>
<td>QR</td>
<td>Quantitative Reasoning</td>
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<tr>
<td>AASH</td>
<td>Applied Arts, Science, &amp; Humanities (2 courses)</td>
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<td>DGA</td>
<td>Diversity &amp; Global Awareness (2 courses)</td>
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<td>VCON 301</td>
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</tr>
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<td>VCON 302</td>
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Experiential Learning (Met by ASLA 475) *

Required American Sign Language Courses (30 Credits):

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<td>ASLA 316</td>
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Elective Courses .................................................................................................................. 18

Total Credit Hours .................................................................................................................... 120

Program Requirements:

- American Sign Language Proficiency Interview, Level 2 or better
- Pass certification written exam (BEI, NIC or EIPA)
- Cumulative 2.5 GPA
Deaf Studies: Deaf Community Services
BACHELOR OF ARTS

General Education Courses (30 Credits):

- MACM 108 First Year Seminar 3
- COMP 131 College Writing and Speaking 3
- COMP 132 Research for Writing and Speaking 3
- QR Quantitative Reasoning 3
- AASH Applied Arts, Sciences & Humanities (2 courses) 6
- DGA Diversity & Global Awareness (2 courses) 6
- VCON 301 Persons and Nature 3
- VCON 302 Religion and the State 3
- Experiential Learning (Met by ASLA 480) *

Senior Assessment

Required American Sign Language Courses (45 Credits):

- ASLA 100 American Sign Language I 3
- ASLA 102 Perspectives in Deafness: Deaf Culture 3
- ASLA 116 Fingerspelling & Numbers 3
- ASLA 150 American Sign Language II 3
- ASLA 200 American Sign Language III 3
- ASLA 202 Deaf Community Field Experience 3
- ASLA 215 Visual/Gestural Communication 3
- ASLA 250 American Sign Language IV 3
- ASLA 300 American Sign Language V 3
- ASLA 316 Linguistics and Structure of ASL 3
- ASLA 480 Internship 15*

Required Interpreting Courses (6 Credits):

- IPPR 101 Introduction to Interpreting 3
- IPPR 208 Practical and Ethical Applications of Interpreting 3

Required Education Courses (9 Credits):

- DHHE 201 Perspectives in Deafness: Foundations 3
- SPED 223 Education of Exceptional Learner 3
- SPED 360 Special Education Law and Process 3

Required Social Work Courses (9)

- SCWK 103 Introduction to Social Work & Social Welfare 3
- SCWK 200 Social & Econ Justice, Human Rights & Diversity 3
- SCWK 375 Junior Field Practicum 3

Required Psychology Courses (6)

- PSYC 101 General Psychology 3
- PSYC 242 Lifespan Psychology 3

Elective Courses ........................................................................................................... 15

Total Credit Hours ........................................................................................................ 120
Program Requirements:
- American Sign Language Proficiency Interview, Level 2 or better
- Cumulative 2.5 GPA
## Interpreting Studies
### BACHELOR OF ARTS

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**Experiential Learning** (Met by IPPR 475)  
*Senior Assessment*

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<td>IPPR 475</td>
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### Elective Courses.................................................................................................................. 18

### Total Credit Hours..................................................................................................................... 120

**Program Requirements:**
- American Sign Language Proficiency Interview, Level 2 or better
- Cumulative 2.5 GPA
- **Must be authorized by the ASLIP director**
## Deaf Studies: American Sign Language
### Associate of Arts

<table>
<thead>
<tr>
<th>General Education Courses (24 Credits):</th>
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<tr>
<td>MACM 108 First-Year Experience</td>
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<tr>
<th>Elective Courses</th>
<th>6</th>
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| Total Credit Hours | 60 |


Deaf Studies: American Sign Language Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

Requirements for the Deaf Studies: American Sign Language minor:
Total Eight Courses (24 Credits)

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<td>ASLA 300 American Sign Language V</td>
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Art

MacMurray College’s Art major strives to educate students in the development of a visual intelligence that allows them to be able to express their thoughts, ideas, and emotions through visual media. This educational process assists the students in attaining the technical and conceptual skills in the production of visual art and develops an art historical awareness that prepares them for successful and professional careers in the visual arts. In addition, we contribute to the liberal arts experience by offering visual arts exposure and enrichment to non-art majors as a means of enhancing their appreciation of the visual arts, creative problem-solving, and critical thinking.

The major offers talented students the opportunity to grow and mature as visual artists in a supportive environment that prepares them for careers in the visual arts. Graduates of our program are currently pursuing their careers in photography studios, design agencies, and galleries in Chicago and St. Louis.

Degree Requirements
Art majors are required to complete 39 hours in the major. These include five studio courses to be taken in the freshman and sophomore years: ARTS 101, 102, 105, 202, and 204. Six other courses are to be chosen from among 103, 201, 203, 205, 206, 207, 208, 302, 303, 304, 305, 306, 310, 336, 338, 351, 402, and 404, including at least two in Art History (207, 208, 310, and 338). In their senior year all majors must take 495 and 497 and create a thesis exhibition of their work.

A student may earn a B.A. or a B.S. degree in Art. The B.A. degree includes the college language requirement and is especially suited to an art history concentration. The B.S. degree does not require language and is designed for the studio artist. Areas of concentration include studio art (painting, drawing, printmaking, ceramics, sculpture, photography, and graphic design), art history, and pre-art therapy.

A minor requires 24 hours, including at least 3 hours in art history.

Class Size and Facilities
Because of our size we are able to keep our class sizes small: all studio classes are limited to 15 or less. The smaller class sizes allow students to receive the personal attention they need as they develop as creative artists and thinkers. The facilities also make studying art at MacMurray College unique. The Art program is housed in the Putnam Center for the Arts.

The facilities include
- a state-of-the-art digital art lab;
- an art history lecture room;
- seminar room for critiques;
- a drawing and painting studio equipped with easels, painting tables, student lockers, and painting storage;
- a ceramic and sculpture studio equipped with potter’s wheels, kilns, modeling tools, hand tools, and power tools;
- a fully-equipped photography darkroom for traditional as well as nontraditional black and white photography;
- private studio areas for art majors to work or study in comfort and privacy;
- the Applebee Gallery, offering professional art exhibitions each month.

Art majors exhibit their work in an annual art exhibition open to the campus and to the public. Professional art exhibitions are scheduled each month in the Applebee Art Gallery.

**Travel**
The program sponsors several trips each year to important exhibitions in this area and to major museums and art galleries in Chicago and St. Louis. Study tours abroad focusing upon the art of Europe, Central America, the Southwest, or New York City are offered in May Term.

**Courses**

**ARTS 100. Art Appreciation.** (3) A thematic approach to the study of the visual arts and how they function in various cultures and the world. Topics include “What is art?,” “Who makes art?,” “Who are artists and what roles do they play in society?,” and “How does art become part of our lives and our history?” This course will include both lecture and studio components. Intended for non-majors. No prerequisite.

**ARTS 101. Two-dimensional Design.** (3) Introduction to the fundamentals of two-dimensional design introduced through projects in a variety of media. The course is composed of several projects that will emphasize the visual and intellectual aspects of form, visual organization and awareness, analytical thinking, craftsmanship, use of media and techniques, and the application of design principles. Lab fee. No prerequisite.

**ARTS 102. Drawing I.** (3) Introduction to the media, techniques, history, and principles of drawing leading to a better understanding of drawing style and methods of drawing. Emphasis is placed on drawing from observation; perceptual awareness; analysis; and rendering of line, form, value, texture, color, and perspective. Lab fee. No prerequisite.

**ARTS 103. Ceramics I.** (3) Introduction to hand forming techniques in clay with an emphasis on the construction of ceramic vessels using coil and slab hand forming techniques as well as an introduction to throwing on the pottery wheel. Additional attention will also be paid to glazing processes, studio clay mixing, and kiln firing methods. Lab fee. No prerequisite.

**ARTS 105. Three-dimensional Design.** (3) Introduction to the investigation of design as applied to three-dimensional media forms and space using various materials and methods. Emphasis is placed on the student’s ability to invent imaginative and conceptually complex sculptures in response to a series of studio problems using hand building and simple materials. Lab fee. No prerequisite.
ARTS 115. Creative Art Workshop. (3) An introduction to the visual arts for non-art majors. This course will allow the non-art major to become familiar with the various techniques, tools, media, and methods of art making (painting, drawing, photography, and sculpture/ceramics). This course will also include an examination of the historical importance of these arts and their relevance today. No prerequisite.

ARTS 201. Graphic Design I. (3) An introduction to the fundamental elements of graphic design with an emphasis on compositional and conceptual visual communication, typography, page layout design, graphic design and production software, and prepress print production. Lab fee.

ARTS 202. Drawing II. (3) A continuation of ARTS 102, Drawing I, with further development of drawing techniques and methods for a personal and experimental approach. Abstract imagery, non-representational, and representational imagery will be explored. Lab fee. Prerequisite: ARTS 102.

ARTS 203. Ceramics II. (3) A continuation of ARTS 103, Ceramics I, with further development of ceramics construction, materials, and techniques. An advanced course with an emphasis on the development of personal style through the exploration of individual projects based upon historical and contemporary ceramic practices. Lab fee. Prerequisite: ARTS 103.

ARTS 204. Painting I. (3) An introduction to the materials, methods, techniques, and practice of oil and acrylic painting with an emphasis on pictorial organization and construction of form by color. Major interest is in development of the expressive potential of each student. Lab fee. Prerequisites: ARTS 101 and 202.

ARTS 205. Sculpture I. (3) An introduction to the basic techniques, tools, media, and methods of sculpture. Emphasis is placed on additive, subtractive, replacement, and modeling sculpture techniques and methods. Lab fee. Prerequisites: ARTS 102 and 105.

ARTS 206. Photography I. (3) An introduction to the fundamentals of black and white still photography. Emphasis is placed on the technical and aesthetic foundations of black and white photography, including camera functions, darkroom processing procedures, and presentation of work. A 35mm SLR camera with manual controls is required. Lab fee. No prerequisite.

ARTS 207. Ancient to Medieval Art. (3) History of the visual arts from the Prehistoric period through the Gothic period, with major focus on epochs of Western art history. Topics include a study of the visual arts, painting, sculpture, architecture, and related arts against the background of cultural, political, and economic development. No prerequisite.

ARTS 208. Renaissance to Modern Art. (3) History of the visual arts from the Renaissance through the Twentieth century, with major focus on epochs of Western art history. Topics include a study of the visual arts, painting, sculpture, architecture, and related arts against the background of cultural, political, and economic development. No prerequisite.
ARTS 302. Drawing III. (3) An advanced course in drawing emphasizing the development of personal style and the interpretation of the human figure through the use of a variety of media and techniques. Lab fee. Prerequisite: ARTS 202.

ARTS 303. Ceramics III. (3) An advanced course emphasizing work with clay in various traditional and contemporary techniques with an emphasis on personal expression and individual style. Lab fee. Prerequisite: ARTS 203.

ARTS 304. Painting II. (3) A continuation of ARTS 204, Painting I, with further development of painting methods, materials, and techniques. An advanced course with an emphasis on the development of personal style; an experimental approach to painting through exploration of individual projects informed by trends in contemporary painting history. Lab fee. Prerequisite: ARTS 204.

ARTS 305. Sculpture II. (3) A continuation of ARTS 205, Sculpture I, with further development of sculptural methods, materials and techniques. An advanced course with an emphasis on the development of personal style; an experimental approach to sculpture through extended exploration of individual projects informed by trends in contemporary sculpture history. Lab fee. Prerequisite: ARTS 205.

ARTS 306. Photography II. (3) A continuation of ARTS 206, Photography I. An advanced course in black and white photography and digital photography, with emphasis on image manipulation and experimental processes. A 35mm SLR camera with manual controls is required. Lab fee. Prerequisite: ARTS 206.

ARTS 310. Non-Western Art. (3) History of the arts of the Non-Western world with a major focus on the arts of China, India, Japan, Polynesia, Africa, and the American tribal societies before 1900. Topics include a study of the visual arts, painting, sculpture, architecture, and related arts against the background of cultural, political, and economic development. No prerequisite.

ARTS 336. Digital Photography. (3) An advanced photography course exploring the technical and aesthetic aspects of digital photography as a contemporary art medium. Emphasis is placed on becoming familiar with digital imaging in Adobe PhotoShop, image manipulation, and image input and output. Lab fee. Prerequisite: ARTS 306.

ARTS 338. Art Since 1945. (3) History of the visual arts from the end of World War II to present day, with a major focus on the styles and movements that have shaped the contemporary art world. Topics include the study of visual arts of the U.S. and the world, critical theory, and Postmodernism. No prerequisite.

ARTS 351. Graphic Design II. (3) A continuation of Art 201, Graphic Design I, with an emphasis on website production software and the elements of graphic design, conceptual visual communication, typography, and layout design, as it relates to website design and publishing. Prerequisite: ARTS 201.
ARTS 402. Printmaking. (3) An introduction to basic printmaking processes, materials, and techniques, including historical background and significance. Emphasis is placed on the production of multiple reproductions using monoprint, relief cut, intaglio, serigraphy, and lithography. Lab fee. Prerequisite: ARTS 304.

ARTS 404. Painting III. (3) An advanced course emphasizing painting in various traditional and contemporary techniques with an emphasis on personal expression and individual style. Lab fee. Prerequisite: ARTS 304.

ARTS 495. Senior Seminar. (3) A course designed to coordinate and clarify career goals in art for art majors and minors. Each student will work on projects and goals which are tailored to a specific career or to graduate study. In addition, students will meet together to discuss art theory, ethics, career management, the development of a portfolio, and job search procedures.

ARTS 497. Senior Thesis. (3) A continuation of ARTS 495, Senior Seminar. Senior art majors are required to take this course during their last semester. Each student will select a faculty advisor to supervise the development of a coherent body of work for a senior thesis exhibit at the end of the student’s final semester. Students will also be required to write a thesis to articulate their ideas about their work, develop a portfolio, and present both for a final faculty review.
### Checklists

#### Art Major

**General Education Courses (31 Credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
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<td>First-Year Experience</td>
<td>3</td>
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<tr>
<td>QR</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
<td></td>
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<tr>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
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<tr>
<td>Values Conflicts in Society (2 courses)</td>
<td>6</td>
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<tr>
<td>Experiential Learning</td>
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</table>

**Senior Assessment**

Required

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**Studio Art Requirements (15 Credits, to be taken during Freshman and Sophomore years):**

<table>
<thead>
<tr>
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<tbody>
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<td>ARTS 101</td>
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<td>ARTS 102</td>
<td>Drawing I</td>
<td>3</td>
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<tr>
<td>ARTS 105</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 202</td>
<td>Drawing II</td>
<td>3</td>
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<tr>
<td>ARTS 204</td>
<td>Painting I</td>
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</tbody>
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**Electives (18 Credits, choose any six, including at least two from Art History, below):**

<table>
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<tr>
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<tr>
<td>ARTS 103</td>
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<tr>
<td>ARTS 201</td>
<td>Graphic Design I</td>
<td>3</td>
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<tr>
<td>ARTS 203</td>
<td>Ceramics II</td>
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<tr>
<td>ARTS 205</td>
<td>Sculpture I</td>
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<tr>
<td>ARTS 206</td>
<td>Photography I</td>
<td>3</td>
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<tr>
<td>ARTS 302</td>
<td>Drawing III</td>
<td>3</td>
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<tr>
<td>ARTS 303</td>
<td>Ceramics III</td>
<td>3</td>
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<tr>
<td>ARTS 304</td>
<td>Painting II</td>
<td>3</td>
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<tr>
<td>ARTS 305</td>
<td>Sculpture II</td>
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<tr>
<td>ARTS 306</td>
<td>Photography II</td>
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<tr>
<td>ARTS 336</td>
<td>Digital Photography</td>
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<tr>
<td>ARTS 351</td>
<td>Graphic Design II</td>
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<tr>
<td>ARTS 402</td>
<td>Printmaking</td>
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</tr>
<tr>
<td>ARTS 404</td>
<td>Painting III</td>
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**Art History Electives (choose at least two, see above):**

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<td>Non-Western Art</td>
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</tr>
<tr>
<td>ARTS 338</td>
<td>Art Since 1945</td>
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**Senior Year Requirements (6 Credits):**

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<tbody>
<tr>
<td>ARTS 495</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 497</td>
<td>Senior Thesis</td>
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**Other Electives**

Required

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**Total Credit Hours**

Required

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Total Credit Hours: 120
Art Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

Requirements for the Art minor:
Total 24 credit hours of Art courses, including at least 3 hours of art history

Choose at least one art history course: 

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Choose additional Art courses to total 24 credit hours:

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Biology

The Biology Department offers a program which provides students with a comprehensive foundation in biology, preparing them to enter a variety of professional fields or to a graduate or health-professional program.

Major
Biology majors are required to take a set of core courses: BIOL 121, 122, 308, 317, 350, 361 and 420. In addition, majors must take CHEM 121, 122, and 331; MATH 131; PHYS 201 and 202; and a statistics course. Students are encouraged to conduct a senior thesis project. Students must maintain a 2.50 grade average overall and attain a C or better in all required math and science courses.

After their freshman year, students are encouraged to select from three tracks the one which includes courses to best meet their interests, prepare them to fulfill career goals, and provide them with a comprehensive background in biology. Any area selected should include enough credits beyond required courses in Biology to fill the 40-hour requirement. Courses are listed by number, not by recommended sequence. If a particular track does not meet a student’s needs, an alternate track may be designed in consultation with a department advisor.

- **Pre-Health/Cell/Molecular Biology** (molecular and biochemical processes of life)
  - BIOL 209 and 333
  - CHEM 332
  - At least 3 hours from the following: BIOL 120, 312, 320, 321

- **Environmental Biology/Ecology** (interactions of organisms with the biotic and abiotic environment)
  - At least 15 hours from the following: BIOL 112, 209, 211, 220, 241, 312, and 333

- **Pre-physical Therapy** (preparation for admission to Physical Therapy graduate schools)
  - BIOL 120, 320, 321
  - SPORT 408, 409
  - BIOL 209, PSYC 101, 242, and 305 are also recommended.

Career Experience
To enhance the scope of their education and meet the requirement of the General Education program, students are required to enroll in at least one course of career experience/internship and encouraged to participate in a Study Tour. The Biology Department and the Career Services Office will assist the student in locating a suitable position.
Biology Minor
A Biology minor requires a minimum of 20 hours in departmental courses, to include BIOL 121, 122, 308, and 361. The remaining courses may be selected from any other department course listings at the 200 level or above. Students must maintain a 2.50 GPA overall and pass all Biology courses with a C or better.

Honors Program
To be eligible for Honors in Biology, students must attain at least a 3.4 grade point average in biology courses by the end of their junior year. In addition, students must complete a written thesis project which includes original research. In order to undertake such a project, eligible students must submit a thesis proposal which is accepted by a thesis advisor who will assist them in the design of the project.

In certain cases, students may be able to undertake a thesis project with a second advisor from another institution, such as a hospital or government or nonprofit organization. In such cases, a Biology Department faculty member will serve as primary thesis advisor.

Courses

BIOL 109. Human Biology. (3) The study of the biology of the human organism, with emphasis on physiology and pathology, including nutrition, reproduction, and substance abuse. Additional topics include bioethics, human ecology, genetics, and evolution. Three class hours per week. No prerequisite. Not to be taken for credit in the Biology major Health track. Students cannot get credit for both BIOL 109 and 110. Offered every other spring.

BIOL 110. Human Biology. (4) The study of the biology of the human organism, with emphasis on physiology and pathology, including nutrition, reproduction, and substance abuse. Additional topics include bioethics, human ecology, genetics, and evolution. Three class hours and two laboratory hours per week. No prerequisite. Not to be taken for credit in the Biology major Health track. Students cannot get credit for both BIOL 109 and 110. Offered every other spring.

BIOL 112. Animal Behavior. (4) Why do animals do what they do? This course provides an overview of the scientific study of animal behavior, including discussions of current scientific literature. Lab exercises will provide experience using quantitative research tools and techniques employed in laboratory and field settings. These exercises will emphasize how simple studies integrate behavioral methods with hypothesis testing, experimental design, data analysis, and presentation of findings. Three class hours and two laboratory hours per week. No prerequisite.

BIOL 120. Medical Terminology. (3) This course is designed to develop skills for understanding and effectively applying medical terminology. It will emphasize facts, concepts, and technical vocabulary pertaining to both health and illness. Three class hours per week. Prerequisite: one semester of biology. Offered every fall.
BIOL 121. General Biology I. (4) Introductory course that covers fundamental concepts of cell composition, metabolic processes, and introductory genetics. Three class hours and three laboratory hours per week. Prerequisite: high school biology or consent of instructor. Offered every fall.

BIOL 122. General Biology II. (4) Second introductory course for students needing two semesters of biology. Covers evolutionary and ecological principles and processes and the diversity and complexity of living organisms. Three class hours and three laboratory hours per week. Prerequisite: BIOL 121 or permission of instructor. Offered every spring.

BIOL 209. Microbiology. (4) Survey of the physiology, morphology, and ecology of bacteria and viruses. Emphasis is on medical microbiology. Three class hours and three laboratory hours per week. No prerequisite.

BIOL 211. Global Environmental Issues. (3) This course will cover a variety of current environmental challenges facing people around the world. Students will learn the basics of environmental biology, the threats to natural systems, and possible solutions to those threats. Emphasis will be placed on how religion, culture, and politics influence our relationship with the environment and how decisions are made about how to utilize, preserve, and/or extract resources from the natural world. Three class hours per week. No prerequisite.

BIOL 220. Plants in Society. (4) This course uses a multidisciplinary approach to examine the important relationship between plants and people. Students will take part in an in-depth examination of past and present roles of plants in human society. Lectures cover the historical development of human migration and agricultural practices, ethnobotany, conservation, and plant diversity on both a local and global scale. The role of biotechnology in food production and pharmaceuticals is also investigated. Classes will include a combination of lectures, laboratories, field trips, and student-led seminars throughout the course. Three class hours and two laboratory hours per week.

BIOL 241. Contemporary Issues in Biology. (3) This course examines how biology relates to our everyday lives. Emphasis will be placed on understanding the basic biology and recognizing areas of controversy within public health, research, environmental biology, and population biology. Three class hours per week. No prerequisite.

BIOL 308. Genetics. (4) The principles of heredity with an emphasis on molecular genetics. Topics include implications of genetic engineering, human genetics, gene expression, and its control. Three class hours and three laboratory hours per week. Prerequisite: BIOL 121. Offered every spring.

BIOL 312. Zoology. (4) Explores the form, function, behavior and ecology of animals in an evolutionary context. Starting with sponges, different phyla are examined with respect to their
external and internal features. Three class hours and three laboratory hours per week. Prerequisite: two semesters of biology.

BIOL 317. Cell and Molecular Biology. (3) An in-depth study of cellular processes from a molecular point of view. Three class hours per week. Prerequisite: BIOL 308. Offered every ODD year in fall.

BIOL 320. Human Anatomy and Physiology I. (4) The study of human organ system structure and function. Representative diseases/disorders are selected for each unit with pathophysiological processes stressed. Topics covered are cytology and histology, plus the integumentary, skeletal, muscular, nervous, and sensory systems. Three class hours and two laboratory hours per week. Prerequisite: one semester of biology or chemistry. Offered every fall.

BIOL 321. Human Anatomy and Physiology II. (4) The study of human organ system structure and function. Representative diseases/disorders are selected for each unit with pathophysiological processes stressed. The systems covered are endocrine, immune, cardiovascular, respiratory, urinary, digestive, and reproductive. Three class hours and two laboratory hours per week. Prerequisite: BIOL 320. Offered every spring.

BIOL 333. Biochemistry. (4) The basic concepts which give rise to the vast diversity of biochemical processes in living organisms. Topics include basic enzymology, anabolism and catabolism of carbohydrates, fats, proteins and nucleic acids, generation of energy, and selected topics from physiological biochemistry. Three class hours and three laboratory hours per week. May be taken for biology or chemistry credit (see CHEM 333). Prerequisites: CHEM 331 and two semesters of biology. A second semester of organic chemistry is strongly recommended.

BIOL 347. Independent Study. (2-4) A project to be conducted with faculty supervision. Prerequisite: permission of individual instructor. Offered on demand.

BIOL 350. Biology Research Methods. (3) This course offers students a comprehensive understanding of research design, data collection and analysis, and presentation of scientific findings. Students will develop and complete scientific investigations, analyze their data using statistics, and create poster presentations of their results. Three class hours per week. Prerequisite: PSYC 221 or BUSA 367.

BIOL 361. Ecology and Evolutionary Biology. (4) This course provides an in-depth analysis of ecological concepts and evolutionary theory. Lecture topics will include natural selection, phylogenetics, coevolution, species interactions, and ecosystem ecology. Laboratory activities will focus on methodology for ecological sampling, population dynamics, and ecosystem ecology. Three class hours and three laboratory hours per week. Prerequisites: BIOL 121 and 122.

BIOL 420. Topics in Science. (2) A comprehensive examination and analysis of selected biological topics. Involves the use of primary literature and seminar presentations. Two class hours.
per week. Prerequisites: senior standing in Biology and course in statistics (BUSA 367 or PSYC 221). Offered every spring.

**BIOL 479. Undergraduate Science Mentor.** (2-3) The goal of this course is to provide the student one-on-one mentoring with a faculty member in Biology in order to provide the student with individualized guidance in science theory and/or advanced laboratory/field skills. Practical application to peer mentorship is a crucial aspect of this course meant to strengthen science fundamentals and leadership skills essential for careers in the biomedical, physical and laboratory sciences, and field biology, as well as in teaching. Two credits for lecture or laboratory-only participation, or three credits for lecture and laboratory course participation. Prerequisite: permission of instructor.

**BIOL 497. Senior Thesis in Science.** (2-4) Development, execution, and presentation of biological research project under supervision of faculty. Prerequisites: junior or senior standing and permission of specific thesis instructor. Offered on demand.
Checklists

**Biology Bachelor’s Degree**

**Cell/Molecular/Pre-Health Professional Biology Track**

- Dental
- Medicine
- Optometry
- Pharmacy
- Physician Assistant
- Podiatry
- Veterinary Science

### General Education Courses (31 Credits):

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### Required BIOLOGY Courses (24 Credits):

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<tbody>
<tr>
<td>BIOL 121 and 122</td>
<td>General Biology I and II</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 308</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 317</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Biological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 361</td>
<td>Ecology &amp; Evolutionary Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Topics in Science</td>
<td>2</td>
</tr>
</tbody>
</table>

### Required Science & Math Courses (24 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121 and 122</td>
<td>General Chemistry I and II</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 131</td>
<td>College Algebra and Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201 and 202</td>
<td>General Physics I and II</td>
<td>8</td>
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</table>

### Additional required courses for track (12 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIOL 209</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 333</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
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</table>

### Also Recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 312 (pre-vet)</td>
<td>Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
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</tbody>
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### Additional Electives .............................................................................. 29

**Total Credit Hours.............................................................................. 120**
Biology Bachelor’s Degree  
Ecology/Environmental Biology Track

**General Education Courses (31 Credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 221</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Values Conflicts in Society (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning</td>
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**Required BIOLOGY Courses (24 Credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 121 and 122</td>
<td>General Biology I and II</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 308</td>
<td>Genetics</td>
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<td>BIOL 317</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Biological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 351</td>
<td>Ecology &amp; Evolutionary Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Topics in Science</td>
<td>2</td>
</tr>
</tbody>
</table>

**Required Science & Math Courses (24 Credits):**

<table>
<thead>
<tr>
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</tr>
<tr>
<td>PHYS 201 and 202</td>
<td>General Physics I and II</td>
<td>8</td>
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</tbody>
</table>

At least 15 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 112</td>
<td>Animal Behavior</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 209</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>Global Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 220</td>
<td>Plants &amp; Society</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 241</td>
<td>Current Issues in Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 333</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

**Additional Electives** ............................................................. 26

**Total Credit Hours** ................................................................. 120
# Biology Bachelor’s Degree
## Pre-physical Therapy Track

### General Education Courses (31 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
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</tr>
<tr>
<td>PSYC 221</td>
<td>Elementary Statistics</td>
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</tr>
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<td>COMP 131</td>
<td>College Writing and Speaking</td>
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<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
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<tr>
<td></td>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Values Conflicts in Society (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
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<td>1</td>
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</tbody>
</table>

### Required BIOLOGY Courses (24 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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<td>BIOL 121 and 122</td>
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<tr>
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<td>BIOL 317</td>
<td>Cell and Molecular Biology</td>
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<tr>
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</tr>
<tr>
<td>BIOL 361</td>
<td>Ecology &amp; Evolutionary Biology</td>
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</tr>
<tr>
<td>BIOL 420</td>
<td>Topics in Science</td>
<td>2</td>
</tr>
</tbody>
</table>

### Required Science & Math Courses (24 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>PHYS 201 and 202</td>
<td>General Physics I and II</td>
<td>8</td>
</tr>
</tbody>
</table>

### Additional required courses for track (17 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>SPRT 408</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 409</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Also recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 209</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 242</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Electives .................................................................................................................. 24

### Total Credit Hours .......................................................................................................................... 120
Biology Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.5 is required for courses in the minor.

Requirements for the Biology minor:
Minimum 20 credits in Biology courses at 200 level or above

Students must pass all Biology courses with a C or better.

Four required Biology courses (16 credits):
- BIOL 121 General Biology I ........................................4
- BIOL 122 General Biology II ........................................4
- BIOL 308 Genetics ....................................................4
- BIOL 361 Ecology and Evolutionary Biology .................4

Choose an additional course or courses (total at least 4 credits) from:
- BIOL 209 Microbiology ..............................................4
- BIOL 220 Plants and Society .......................................4
- BIOL 312 Zoology ...................................................4
- BIOL 317 Cell and Molecular Biology .........................3
- BIOL 320 Human Anatomy & Physiology I ...............4
- BIOL 321 Human Anatomy & Physiology II ...............4
- BIOL 333 Biochemistry ............................................4
- BIOL 420 Topics in Science .......................................2
Business Administration

For more information about program offerings, degree requirements, and career opportunities in Business, Accounting, and Sport Management, see the Business Division section of the catalog.

Major
Business Administration majors are required to successfully complete a common group of business core courses: ACCT 221 and 222; BUSA 221, 223, 301, 316, and 400; ECON 210 and 220; FINC 345; MATH 131; MGMT 317; and MARK 330. In addition, the major in Business Administration also requires that students complete four 300-level courses from the following areas: Accounting, Economics, Finance, Management, or Marketing.

Minor
For those students majoring in an area other than Accounting or Business Administration but interested in gaining a better understanding of business, the Business Division offers a minor in Business Administration. This minor requires successful completion of the following courses: ACCT 221 and 222; ECON 210 and 220; FINC 345; MGMT 317; and MARK 330.

Courses

BUSA 211. Technology and Society. (3) This course provides a critical examination of the complex interrelationship between society and technology. The course makes students aware of the pervasiveness of technology in our everyday lives, creating and encouraging an understanding of how technology interacts with and is embodied in society. Technology is both the driving force behind societal change as well as the output of our technological imagination. It is this dichotomy that will be examined in this course. Students will learn about how digital tools have led to the development of a high-tech society characterized by customization, individualism, and privatization. The course covers topics such as innovation in the technology sector, Facebook, online surveillance, digital inequality, and immaterial labor. No prerequisite.

BUSA 221. Statistics for Business. (3) Analysis of statistical theories and techniques and their applications for decision making in the social sciences. No prerequisite.

BUSA 223. Business Communication. (3) This course explores the theory and practice of a variety of business communication situations including group communication, interviewing, resume writing, business presentations, and others. Prerequisites: RHET 132 or permission of instructor.

BUSA 301. Cultural Environment of International Business. (3) The impact of cultural differences and diverse world views on the practice of business in multicultural and international business environments. Students will examine the nature of culture and their own cultural perspectives in relation to a variety of business contexts. No prerequisite.
BUSA 316. Business Law. (3) A study of the field of law as it applies to business transactions, including commercial code, torts, agency and employment negotiable instruments, partnerships, corporations, and security. No prerequisite.

BUSA 400. Business Strategy. (3) An integration and application of previous courses through the study of problems in policy formulation and implementation. The cases and topics discussed in the course will place emphasis on strategic planning. Open only to seniors majoring in Business.
Checklists

Business Administration Bachelor’s Degree

<table>
<thead>
<tr>
<th>General Education Courses (31 Credits):</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108 First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125 Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131 College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132 Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>Values Conflicts in Society (2 courses)</td>
<td>6</td>
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<tr>
<td>Experiential Learning</td>
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<table>
<thead>
<tr>
<th>Business Core Requirements (40 Credits):</th>
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<tbody>
<tr>
<td>MATH 131 College Algebra &amp; Trigonometry</td>
<td>4</td>
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<tr>
<td>ECON 210 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 220 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 221 Principles of Financial Accounting</td>
<td>3</td>
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<tr>
<td>ACCT 222 Principles of Managerial Accounting</td>
<td>3</td>
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<tr>
<td>BUSA 223 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 301 Cultural Environment of International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 316 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 317 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MARK 330 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>FINC 345 Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 221 Statistics for Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 400 Business Strategy</td>
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</table>

Four 300-level courses from ACCT, ECON, FINC, MARK, or MGMT ..........12

Other Elective Courses (including more from the above)...................37

Total Credit Hours........................................................................120
Business Administration Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

Requirements for the Business Administration minor:
Total seven courses (21 credit hours)

The Business Administration minor is not available to students majoring in Accounting.

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 221</td>
<td>Principles of Financial Accounting...3</td>
</tr>
<tr>
<td>ACCT 222</td>
<td>Principles of Managerial Accounting...3</td>
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<tr>
<td>ECON 210</td>
<td>Principles of Macroeconomics.........3</td>
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<tr>
<td>ECON 220</td>
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<tr>
<td>FINC 345</td>
<td>Business Finance......................3</td>
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<tr>
<td>MGMT 317</td>
<td>Principles of Management...............3</td>
</tr>
<tr>
<td>MARK 330</td>
<td>Principles of Marketing...............3</td>
</tr>
</tbody>
</table>
The undergraduate Business Analytics degree at MacMurray College provides a blend of math, statistics, computer science, business, and science courses to address complex issues, develop solutions for real-world problems, and develop a deeper understanding of human activity. The last ten years have yielded an explosion in the availability of data extracted from traces of human behavior, including smart phones, search engine queries, internet transactions, consumer behavior, or social media. These very large datasets are an incredible resource for businesses, enabling them to test new hypotheses and study phenomena on a previously unprecedented scale.

The undergraduate Business Analytics major at MacMurray College will teach students how to record, organize, analyze, and interpret data through the usage of statistics and various research methods. Learning how to gather, organize, analyze, and interpret data can be an important skill in a wide variety of careers, such as in business, health administration, social or natural science-related research, marketing, advertising, and public policy.

Students can be expected to achieve the following learning outcomes:

- Define and explain the key concepts and models relevant to data science.
- Design, implement, and evaluate the experimental design, data collection, mining, analysis, and the presentation and communication of information derived from large datasets to broad audiences.
- Knowledge of how to apply analytic techniques, including statistical and data mining approaches, to large public and private data sets to extract meaningful insights.
- Acquisition of hands-on experience with relevant software tools, languages, and data file construction to solve practical problems in data analytics.
- Develop team skills to ethically research, develop, and evaluate analytic solutions to improve individual and project outcomes.

**Major Requirements**

Business Analytics majors are required to successfully complete ACCT 221 and 222; BUSA 223, 301, 316, and 400; ECON 210 and 220; FINC 345; MGMT 317; MARK 330; MATH 131 and 135; and PSYC 221 and 222. Majors will also complete DATA 208, 211, 218, 228, 238, 358, and 393.

**Courses**

**DATA 208. Foundations of Data Analytics.** (3) The emergence of new data sources is transforming the role of the data analyst from one who simply reports information to one who is charged with making sense of the available data and distilling from it the salient aspects for the given audience. In this course, students will examine the concepts of data analysis and how it informs the business process. Emphasis will be placed on the development of sound research questions; the identification and verification of data sources; the retrieval, cleaning, and
manipulation of data; and the process for identifying the data elements that are relevant for a given audience. An overview of the regulatory organizations that govern the release of data will also be reviewed.

**DATA 211. Introduction to Logic.** (3) A study of the techniques of critical thinking with the aim of making logic a tool for data analytics and reasoning in everyday life. Emphasis will be on distinguishing between arguments and non-arguments, distinguishing between deductive and inductive arguments, evaluating arguments in terms of their soundness and validity, identifying common formal and informal fallacies, and translating ordinary language statements into various systems of logic. No prerequisite; open to all students. Cross-listed with PHIL 211.

**DATA 218. Fundamentals of Data Mining.** (3) A large portion of data analytics focuses on identifying meaningful patterns in data. Using a case studies approach, students will examine effective strategies that blend both hypothesis testing and data-driven discovery methods to identify meaningful data patterns and apply that knowledge to common business problems. Emphasis will be placed on data-mining tasks such as classification, clustering, and sequential pattern discovery. Prerequisite: DATA 208.

**DATA 228. Advanced Statistics: Regression Analysis and Predictive Analytics.** (3) This is a second course in statistics that builds upon knowledge gained in PSYC 221. Students will learn to build statistical models and implement regression analysis in real-world problems from engineering, sociology, psychology, science, and business. Topics include multiple regression models (including first-order, second-order, and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will gain experience not only in the mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, selecting inferential techniques to answer a particular question, interpreting results, and diagnosing problems. Prerequisites: MATH 121 and 131 and PSYC 221 with a grade of C or better.

**DATA 238. Introduction to Statistical Analysis System.** (3) The SAS programming suite of products is commonly used throughout the industry for making sense of the vast amount of data that is available today and for turning that data into actionable items for an organization. Through the creation of SAS programs of varying complexity, students will solve common data analysis problems and learn the general programming conventions of SAS along with the data management and reporting utilities of the basic SAS product. This course will also provide students with an overview of the wide array of SAS data analytics products and their use within various industries. Prerequisites: MATH 121 and PSYC 221 with a grade of C or better.

**DATA 348. Sports Analytics and Data Visualization.** (3) Introduction to data collection and analytic techniques through the study of sports. The class will discuss theory, development, and application of analytics in sports. General topics include data mining, data cleaning, and visualization of large data sets. Students will have the opportunity to conduct analyses of their own design. Prerequisites: MATH 121 and 121 and PSYC 221 with a grade of C or better.
DATA 358. Introduction to Geographic Information Systems. (3) This course is designed to introduce the student into the exciting new world of mapping software. Mapping software has found many uses throughout government, universities, and business, as well as in the public policy arena. Students will learn how to work with different kinds of data sets and how to incorporate them into customized maps for analysis and presentation.
Checklists

Business Analytics Major

General Education Courses (31 Credits): Credits:
MACM 108 First-Year Experience .................................................. 3
QR Quantitative Reasoning .......................................................... 3*
(Met with DATA 208)
COMP 131 College Writing and Speaking ....................................... 3
COMP 132 Research for Writing and Speaking ................................. 3
Applied Arts, Science, and Humanities ........................................... 6
(1 met by PSYC 101, need 1)
Diversity and Global Awareness (2 courses) .................................. 6
Values Conflicts in Society (2 courses) ........................................... 6
Experiential Learning ................................................................. 1

Core Data Analytics Courses (15 Credits):
DATA 208 Intro to Data Analytics .................................................. QR*
DATA 211 Logic (cross-listed with PHIL 211) ................................. 3
DATA 218 Fundamental Data Mining .............................................. 3
DATA 228 Predictive Analytics ...................................................... 3
DATA 238 Intro to R .................................................................. 3
DATA 358 Intro to GIS ................................................................. 3

Additional Required Courses (48 Credits):
PSYC 101 General Psychology ..................................................... AA
PSYC 221 Elementary Statistics .................................................... 3
PSYC 222 Research Methods ....................................................... 4
MATH 131 College Algebra & Trigonometry .................................... 4
MATH 135 Calculus .................................................................. 4
ECON 210 Principles of Macroeconomics ..................................... 3
ECON 220 Principles of Microeconomics ..................................... 3
ACCT 221 Principles of Financial Accounting .............................. 3
ACCT 222 Principles of Managerial Accounting ............................ 3
BUSA 223 Business Communication ........................................... 3
BUSA 301 Cultural Environment of International Business .......... 3
BUSA 316 Business Law ............................................................. 3
BUSA 400 Business Strategy ....................................................... 3
MGMT 317 Principles of Management ......................................... 3
MARK 330 Principles of Marketing .............................................. 3
FINC 345 Business Finance ......................................................... 3

Other Elective Courses (including more from the above) .................. 26
Total Credit Hours ..................................................................... 120
Business Division

The Business Division faculty offer programs and courses designed to meet the educational needs of students planning careers in Accounting, Business Administration, and Sport Management, as well as the general informational needs of those individuals seeking a better understanding of the nature and operation of the economy, business, and sports. Successful completion of one of the major programs will provide the foundation necessary for a professional career or graduate study. Students may pursue either the Bachelor of Arts or the Bachelor of Science. A major in Accounting or Business Administration requires the completion of prescribed courses in accounting, business administration, economics, finance, management, and marketing. A major in Sport Management requires the completion of prescribed courses in accounting, biology, economics, management, physical education, sport management, and psychology.

For more detailed information and course descriptions, see the following areas of the catalog.

- Accounting
- Business Administration
- Economics
- Finance
- Management
- Marketing
- Sport Management
- Human Resource Management (courses available online only)

Experiential Learning / Career Experience

From official catalog - Graduation Requirements: “Supervised experience off campus is not only a way of putting into practice what has been studied in the classroom but also exposes students to practical questions and issues which cannot be simulated in the classroom.”

Students will work with their advisors and the Career Services Office to arrange an internship or career-experience opportunity in a field related to their major. Faculty advisors (faculty members in Business & Sport Management), working with the Director of Career Services, will oversee the supervision of the students during the experience. During the school year supervision will take place in conjunction with a Career Experience class (BUSA 393/493), a Sport Management Practicum (SPRT 275/375) or other opportunity such as the Voluntary Income Tax Assistance (VITA) program for qualified Accounting Majors (ACCT 375). Positions vary from a few hours per week to full time.

Past students have held positions in professional sport organizations, government agencies, charitable organizations, financial institutions, businesses, and accounting firms. Some are in the Jacksonville area and some are near the students’ homes or in other metropolitan areas. Per official graduation requirements students may also gain credit for Experiential Learning by participating in a service learning project or study abroad opportunity. Please see the catalog regarding official graduation requirements for more up-to-date information.
Minor in Chemistry
The Chemistry Department offers a minor in Chemistry. It requires four 300-level courses in the department, including Chemistry 313, 331, and 332. The remainder of the student’s program is developed in conference with a member of the department and the student’s advisor in the major.

All of the chemistry courses are taught with a required laboratory. The laboratories are equipped with modern instrumentation including electronic balances, high performance liquid chromatograph, gas chromatograph, spectrophotometers (ultraviolet, visible, and infrared), computer interfacing for experiments, pH meters, combustion bomb, and refractometers. A computer laboratory is also located within the Chemistry Department.

Courses

CHEM 121, 122. General Chemistry. (4, 4) Introductory survey of chemistry. Atomic and molecular structure, chemical bonding and energy, the physical states, reaction rates, and chemical equilibrium. A systematic survey of the elements. For science majors. Prerequisites: familiarity with basic algebra is expected and high school chemistry or permission of instructor. A grade of C or better in CHEM 121 is a prerequisite for 122.

CHEM 131. Organic and Biological Chemistry for Nonmajors. (4) Introductory survey of organic and biological chemistry for non-science majors. Structures and properties of organic molecules and biochemical systems. This course does not satisfy the prerequisite for any courses requiring CHEM 122. Prerequisite: high school chemistry with a grade of C or better taken in the last five years or permission of instructor.

CHEM 313. Quantitative Analysis. (4) Volumetric and gravimetric analysis, including both theoretical and laboratory applications, introduction to instrumental analysis, and detailed analysis of unknowns. Prerequisites: CHEM 122 and MATH 131 or the equivalent.

CHEM 331, 332. Organic Chemistry. (4, 4) Introduction to organic chemistry. Nomenclature, chemical and physical properties of the functional groups, and relation of reaction mechanism and structure to chemical and physical behavior. Prerequisite: CHEM 122 or equivalent. A grade of C or better in CHEM 331 is a prerequisite for 332.

CHEM 333. Biochemistry. (4) The basic concepts which give rise to the vast diversity of biochemical processes in living organisms. Topics include basic enzymology, anabolism and catabolism of carbohydrates, fats, proteins and nucleic acids, generation of energy, and selected topics from physiological biochemistry. Three class hours and three laboratory hours per week. May be taken for biology or chemistry credit (see BIOL 333). Prerequisites: CHEM 331 and two semesters of biology. A second semester of organic chemistry is strongly recommended.
CHEM 479. Undergraduate Science Mentor. (2 or 3) The goal of this course is to provide the student one-on-one mentoring with a faculty member in chemistry in order to provide the student with individualized guidance in science theory and/or advanced laboratory/field skills. Practical application to peer mentorship is a crucial aspect of this course meant to strengthen science fundamentals and leadership skills essential for careers in the biomedical, physical and laboratory sciences, and field biology, as well as in teaching. Two credits for lecture- or laboratory-only participation, or three credits for lecture and laboratory course participation. Prerequisite: permission of instructor.
Checklists

Chemistry Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.5 is required for courses in the minor.

Requirements for the Chemistry minor:

Six required Chemistry courses (24 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 313</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Biological Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>
Coaching

For more information about program offerings, degree requirements, and career opportunities in Business, Accounting, and Sport Management, see the Business Division section of the catalog.

Minor
For those students interested in gaining a better understanding of coaching, the Business Division offers a minor in Coaching. This minor requires successful completion of the following courses: BIOL 110 and 320; SPRT 103 or 104, 340, 382, and 408 or 409.
Checklists

Coaching Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

Requirements for the Coaching minor:
Total Six Courses (20 Credits)

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either: BIOL 105</td>
<td>4</td>
</tr>
<tr>
<td>or: BIOL 110</td>
<td></td>
</tr>
<tr>
<td>BIOL 320</td>
<td>4</td>
</tr>
<tr>
<td>Either: SPRT 103</td>
<td>3</td>
</tr>
<tr>
<td>or: SPRT 104</td>
<td></td>
</tr>
<tr>
<td>SPRT 340</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 382</td>
<td>3</td>
</tr>
<tr>
<td>Either: SPRT 408</td>
<td>3</td>
</tr>
<tr>
<td>or: SPRT 409</td>
<td></td>
</tr>
</tbody>
</table>

Either: BIOL 105 Contemporary Biology

or: BIOL 110 Human Biology

BIOL 320 Human Anatomy & Physiology I

Either: SPRT 103 Health Promotion Concepts & Practices

or: SPRT 104 Introduction to Physical Education

SPRT 340 Theory of Coaching

SPRT 382 Care and Prevention of Injuries

Either: SPRT 408 Kinesiology

or: SPRT 409 Exercise Physiology
Computer Science

Computer Science courses are offered as electives and as service courses required in other majors.

Courses

CPSC 110. Introduction to Word Processing Applications. (1) An introduction to the use of computer-based word processing software, concepts, and terminology. Topics include creating, editing, formatting, storing, and printing documents. Additional topics include tables, styles, templates, columns, automating work, merging, and drawing tools.

CPSC 111. Introduction to Spreadsheet Applications. (1) An introduction to the use of the electronic spreadsheet, concepts, and terminology. Topics include creating spreadsheets, use of formulas, and formatting. Additional topics include functions, moving data, creating charts and maps, inserting clip art, and writing macros.

CPSC 112. Introduction to Presentation Software. (1) An introduction to the use of presentation software, concepts, and terminology. Topics include preparing, editing, and formatting presentations; importing and exporting data; creating a slide show; and using animation.

CPSC 113. Introduction to Database Applications. (1) An introduction to the use of data management systems, concepts, and terminology. Topics include creating, deleting, storing, retrieving, and organizing large amounts of information; creating relationships between tables; and creating forms, reports, and charts. Additional topics include performing queries and filtering data.
Criminal Justice

Checklists
- Criminal Justice major (Bachelor’s degree)
  [Link](http://www.mac.edu/oncampus_programs/checklists/criminal_justice_bachelor.pdf)
- Criminal Justice major (Associate degree)
  [Link](http://www.mac.edu/oncampus_programs/checklists/criminal_justice_associate.pdf)

Students majoring in Criminal Justice for either the Bachelor of Arts or the Bachelor of Science degree will complete the following required courses: CRIM 101, 128, 143, 201, 202, 232, 244, 250, 318, and 325, with grades of C or better.

Additional credit hours will be selected in consultation with each student’s advisor from Criminal Justice, Homeland Security, or complementary classes. Where possible, a second major or a minor should be developed in an area dictated by the interests of the student.

A student who receives a D or F grade in any Criminal Justice course may repeat the course only once. If a student withdraws from a Criminal Justice course with a current grade below C, the withdrawal will be noted in the department as WF (withdrawal while failing). The subsequent attempt of the course will be counted by the department as a repeat.

Departmental Honors
A student with a cumulative grade point average of at least 3.5 in Criminal Justice classes and 3.25 overall at the end of the junior year is eligible to enroll in CRIM 495 and write a proposal for a thesis. If the student gets an A in that course, he or she may enroll in CRIM 497 and write the thesis. The student who then earns an A in that course will graduate with Honors in Criminal Justice.

Courses

CRIM 101. Introduction to Criminal Justice. (3) The evolution of the system of criminal justice in the United States; differing approaches to law enforcement; and the process of criminal justice from intake to dismissal through its main agencies: police, courts, corrections, probation, and parole. Current problems, experiments, and reforms in criminal justice. Planning for a career in criminal justice.

CRIM 128. Juvenile Justice. (3) An analysis of the factors causing juvenile delinquency; theory and practice of delinquency prevention and intervention; the juvenile justice system involving arrest, prosecution, and rehabilitation of juvenile delinquents; and juvenile codes. No prerequisite.

CRIM 143. Writing in Criminal Justice. (3) Study and practice of written reporting as required in criminal justice. Strong emphasis on the mechanics of report writing, including accurate choice of words, spelling, grammar, syntax, style, punctuation, editing, and proofreading. Prerequisite: Criminal Justice major.
CRIM 201. Criminal Law. (3) Purpose and scope of criminal law, the definition of criminal conduct, the classification and definition of specific offenses, defenses to criminal liability, complicity and vicarious liability, and inchoate offenses. Prerequisite: CRIM 101 or HSEC 101 with a grade of C or better or permission of instructor.

CRIM 202. Criminal Procedure. (3) A detailed analysis of due process of law from the initial investigation to the ultimate disposition of the case, including search and seizure, interrogation, hearings, motions, pleas and trial procedures, the role of the principal trial participants, basic rules of evidence, sentencing, and the appellate process. Prerequisite: CRIM 201 with a grade of C or better or permission of instructor.

CRIM 203. Cyber Crimes I. (3) Provide the student knowledge regarding the types of computer crimes that exist and the motives behind those crimes. The course will afford an understanding of the variety of methods and techniques commonly used to commit computer crimes. Course content will focus on the laws that are in place to assist law enforcement with investigating and prosecuting perpetrators in computer crimes as well as the impact on victims and society.

CRIM 204. Cyber Crimes II. (3) Provide the student knowledge regarding the types of computer crimes that exist such as “hacktivism,” cyberterrorism, cyberbullying, and child pornography and other sex offenses. The course will also address the criminological theories behind cybercrimes. In addition, the course will afford an understanding of the variety of laws and resources available to police and engage the student in practical investigative exercises.

CRIM 211, 212. Forensic Science I and II. (3, 3) Principles and techniques of collecting, preserving, and analyzing evidence; using photography, medical pathology, toxicology, serology, ballistics, graphology, polygraph tests, voice prints, and other aids for the analysis of evidence such as physical damage, hair, blood, semen, drugs, weapons, documents, and oral statements; and the operation of crime laboratories and the use of evidence in court. Forensic Science I is not a prerequisite to Forensic Science II.

CRIM 232. Criminology. (3) The nature and causation of crime. The nature of criminal behavior, theories, and research. Prerequisite: SCWK 101 or permission of instructor.

CRIM 244. Victimology. (3) This course focuses upon crime and the justice system from the victims’ perspective. Students will study and gain an understanding of the legal, social, psychological, and economic perspectives, approaches, and consequences of victimization from an individual, institutional, and legal point of view. The course will examine the levels, dynamics, and major correlates and consequences of primary and secondary criminal victimization and the appropriateness of a variety of formal and informal responses aimed at preventing and/or remedying them. Emphasis throughout the course will be upon developing students’ skill at systematically clarifying the definition of those problems and proposed or existing responses, as well as understanding and applying criteria and methods by which alternative responses might be evaluated. Prerequisite: CRIM 101.
CRIM 250. Internship I. (3) Supervised field experience in criminal justice. Working with their advisors and the Career Services Office, students arrange an internship in criminal justice. The students will then work in the field during the semester, meeting in the classroom to report on related reading and the field experience. Prerequisites: second semester sophomore or above and minimum 2.00 grade point average. Must have permission of instructor prior to registration. Cross listed with HSEC 250.

CRIM 251. Internship II. (3) Supervised field experience in criminal justice and homeland security. Working with advisors and the Career Services Office, students arrange internship in his/her career field. The students will then be provided “real-world” experience in the field during the semester. The classroom portion will consist of discussion and preparation for the written test students will take upon entry into the career of their choice. Prerequisites: CRIM/HSEC 250. Cross listed with HSEC 251.

CRIM 252. Internship: Student Safety Aide. (1) This Internship will afford students the ability to be a part of ensuring a safe campus environment at MacMurray College while exposing them to the practical application of their academic experience in the Criminal Justice and Homeland Security Program. As a Student Safety Aide, students will interact with faculty, staff, students, and campus guests. Student Safety Aides perform in a supporting role to campus security, serve at sporting events, and other campus activities, to include providing campus escorts when requested. Participants will be required to complete designated online Incident Command System training courses offered by the Federal Emergency Management Agency, successfully complete first aide/CPR training, and participate in the annual campus safety project. Prerequisites: Completion of 60 credit hours; online completion of NIMS/ICS courses IS-100.b, IS-700.b, and IS-800.b; minimum 2.5 GPA. This does not take place of an internship within the department. Cross listed with HSEC 252.

CRIM 300. Corrections. (3) An overview of corrections including rationales for punishment, the history of corrections, alternate means of correction, and contemporary issues in corrections. Class will include visits to correctional institutions. Prerequisite: Criminal Justice major with 18 hours of courses in the major or permission of the instructor.

CRIM 305. Community Corrections. (3) This course explores the history, functions, purposes, and operations of community-based corrections programs and how they are linked to the larger criminal justice system. Particular emphasis will be placed on the development of community corrections as an alternative and supplement to incarceration. No prerequisite.

CRIM 314. Security. (3) An overview of security including the history and future of security, career opportunities in security, specialized security fields, risk management, crime prevention, and technological services. Prerequisite: CRIM 101 with a grade of C or better, or permission of instructor.
CRIM 318. Constitutional Law and Criminal Justice. (3) Significant cases, principles, and trends in the interpretation of the United States Constitution. The class emphasizes those sections of the Constitution most directly related to the Criminal Justice system. Prerequisites: CRIM 101, 201, and 202 with grades of C or better or permission of instructor.

CRIM 320. Policing. (3) Study and practice of some of the commonly performed duties of police. Included are crime prevention and detection, patrol tactics, criminal and traffic enforcement, accident investigation, arrest and apprehension procedures, and trial court testimony. This course is designed to give the student an understanding of the importance that each of the above components have on the success of a police agency. Prerequisites: CRIM 101, 201, and 202 with grades of C or better or permission of instructor.

CRIM 325. Criminal Investigations. (3) This course is designed to introduce students to the unique aspects of criminal investigation. Students will explore investigative theory, the collection and preservation of evidence including the legal aspects, sources of information, concepts of interviewing and interrogation, the use of forensic sciences, and trial preparation. Emphasis will be placed on investigative techniques employed, identification of motives and modus operandi, and the use of informants. Learning how to gather information through interviews and interrogation and applying legal concepts to solving crime will be important focuses of the course. The course will also examine concepts and methods of investigation of specific forms of crime (for example, homicide, sexual assault, arson, and robbery). Prerequisite: CRIM 101 with a grade of C or better.

CRIM 330. Administration and Organization of Criminal Justice Agencies. (3) Examines police administration from multiple perspectives: a systems perspective (emphasizing the interrelatedness among units and organizations); a traditional, structural perspective (administrative principles, management functions, and the importance of written guidelines); a human behavioral perspective (the human element in organizations); and a strategic management perspective (communications and information systems, performance evaluation, strategies and tactics, and prevailing and promising approaches to increasing effectiveness of police agencies). Prerequisites: CRIM 101, 201, and 202.

*CJ 390. Special Topics in Criminal Justice (for online students). (3) Topics address recently identified current events, trends, skills, knowledge, and/or attitudes and behaviors pertinent to criminal justice and relevant to the professional development of the student. This course may be repeated if topics and learning outcomes vary.

CRIM 495. Seminar in Criminal Justice. (3) A comprehensive analysis of a major problem, leading to a senior thesis proposal. Prerequisite: cumulative grade point average of at least 3.50 in Criminal Justice classes and 3.25 overall.

CRIM 497. Senior Thesis. (3) Prerequisite: grade of A in CRIM 495.
Checklists

Criminal Justice Bachelor’s Degree

General Education Courses (33 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>QR</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 101</td>
<td>Applied Arts, Science, and Humanities</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Diversity and Global Awareness</td>
<td>6</td>
</tr>
<tr>
<td>SCWK 250</td>
<td>Values Conflicts in Society</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning (Met by CRIM 250)</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Criminal Justice Courses (27 Credits with a grade of C or better):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 128</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 143</td>
<td>Writing in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 201</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 202</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 232</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 244</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 318</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 325</td>
<td>Criminal Investigations</td>
<td>3</td>
</tr>
</tbody>
</table>

Criminal Justice Electives (18 Credits, choose six courses):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 203</td>
<td>Cyber Crimes I</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 204</td>
<td>Cyber Crimes II</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 211</td>
<td>Forensic Science I</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 212</td>
<td>Forensic Science II</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 251</td>
<td>Internship II</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 252</td>
<td>Student Safety Aide Internship</td>
<td>1</td>
</tr>
<tr>
<td>CRIM 300</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 305</td>
<td>Community Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 314</td>
<td>Security</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 320</td>
<td>Policing</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 330</td>
<td>Administration</td>
<td>3</td>
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<tr>
<td>CJ 390</td>
<td>Special Topics in Criminal Justice (for online students)</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 495</td>
<td>Seminar in Criminal Justice</td>
<td>3</td>
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<tr>
<td>CRIM 497</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 101</td>
<td>Introduction to Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 102</td>
<td>Domestic and International Terrorism</td>
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</tr>
<tr>
<td>HSEC 202</td>
<td>Tradecraft and Weaponry of Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 203</td>
<td>Transportation Networks &amp; Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 210</td>
<td>Mass Violence and Government Response</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 300</td>
<td>Role of Intelligence in Homeland Security</td>
<td>3</td>
</tr>
</tbody>
</table>
HSEC 301  US Healthcare System & Homeland Security .................. 3
HSEC 302  Management of Critical Incidents ............................ 3
HSEC 303  Homeland Security Strategy and Policy ..................... 3

Complementary Courses (42 credits):
Choose from the following: CJT Electives above, ASLA 100, ASLA 102, BIOL 109,
BIOL 110, BUSA 316, CPSC 110, 111, 112, and/or 113; FINC 199, HIST 104, MGMT
317, MGMT 325, MGMT 340, PHIL 211, PHIL 220, PHIL 226, POLS 203, POLS 115,
PSYC 244, PSYC 251, PSYC 305, PSYC 311, PSYC 321, RELG 219, RELG 238,
RELG 240, SCWK 201, SCWK 235, SCWK 285, SCWK 300, SCWK 309, SCWK 311,
SPRT 255, SPRT 382

Total Credit Hours ..................................................................... 120
Criminal Justice Associate Degree

General Education Courses (24 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
</tr>
<tr>
<td>Applied Arts, Science, &amp; Humanities (PSYC 101 &amp; SCWK 101)</td>
<td>6</td>
</tr>
<tr>
<td>DGA</td>
<td>(2 courses) Diversity &amp; Global Awareness</td>
</tr>
</tbody>
</table>

Required Criminal Justice Courses (9 Credits with a grade C or better):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CRIM 101</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CRIM 143</td>
<td>Writing in Criminal Justice</td>
</tr>
<tr>
<td>CRIM 201</td>
<td>Criminal Law</td>
</tr>
</tbody>
</table>

Criminal Justice Elective (3 Credits, choose one – CRIM 250 recommended):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 128</td>
<td>Juvenile Justice</td>
</tr>
<tr>
<td>CRIM 203</td>
<td>Cyber Crimes I</td>
</tr>
<tr>
<td>CRIM 204</td>
<td>Cyber Crimes II</td>
</tr>
<tr>
<td>CRIM 202</td>
<td>Criminal Procedure</td>
</tr>
<tr>
<td>CRIM 211</td>
<td>Forensic Science I</td>
</tr>
<tr>
<td>CRIM 212</td>
<td>Forensic Science II</td>
</tr>
<tr>
<td>CRIM 232</td>
<td>Criminology</td>
</tr>
<tr>
<td>CRIM 244</td>
<td>Victimology</td>
</tr>
<tr>
<td>CRIM 250</td>
<td>Criminal Justice Intern (strongly recommended)</td>
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<tr>
<td>CRIM 251</td>
<td>Internship II</td>
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<tr>
<td>CRIM 252</td>
<td>Student Safety Aide Internship</td>
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<td>CRIM 300</td>
<td>Corrections</td>
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<td>CRIM 305</td>
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<td>CRIM 314</td>
<td>Security</td>
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<td>CRIM 320</td>
<td>Policing</td>
</tr>
<tr>
<td>CRIM 325</td>
<td>Criminal Investigations</td>
</tr>
<tr>
<td>CRIM 330</td>
<td>Administration of Criminal Justice Agencies</td>
</tr>
<tr>
<td>CJ 390</td>
<td>Special Topics in Criminal Justice (for online students)</td>
</tr>
</tbody>
</table>

Complementary Courses (24 credits):

Selected in consultation with advisor:

Choose from Criminal Justice courses listed above, courses in Homeland Security, or other complementary electives as outlined in the Bachelor’s degree.

Total Credit Hours: .................................................................60
Economics

For more information about program offerings, degree requirements, and career opportunities in Business, Accounting, and Sport Management, see the Business Division section of the catalog.

Courses

ECON 210. Principles of Macroeconomics. (3) Studies the economy as a whole dealing with economic data, behavior, and theory at the aggregate level of the economy. Examines income, employment, prices, and other variables in terms of their measurement, determination, and policy implications. No prerequisite.

ECON 220. Principles of Microeconomics. (3) Studies demand, supply, price formation, and production decisions. Examines the individual and interrelated behavior of consumers, firms, and industries. No prerequisite.

ECON 305. Money and Banking. (3) Basic principles of banking, monetary, and international financial systems, with particular emphasis on monetary theory and policy. Prerequisite: ECON 210.
"Reflective Educators Transform Lives"

The Education Division is committed to preparing graduates for fulfilling and productive professional teaching careers, effective leadership roles, and lives of continued learning and service.

The Illinois State Board of Education (ISBE) accredits the Division’s programs. The Division follows the guidelines established by ISBE and the Council for Accreditation of Educator Preparation (CAEP).

The unique strength of the education program is its integration with the College's general education program. Both curricula are designed to develop students who can think critically, write, and speak clearly and concisely; who understand the diverse values and traditions of the world and the content knowledge of their chosen discipline; and who use the skills and content of their education to transform themselves, their students, and their world. The goal is to produce educators who become reflective agents of change.

The Division has a set of performance indicators to evaluate the candidates and the Program and a set of dispositions that each candidate is expected to display. The performance indicators are assessment and evidence research, learning and practice, professional leadership and conduct, collaboration and communication, and knowledge of content. The dispositions are effective collaboration and communication, reflective decisions based upon critical analysis and synthesis of information, models of learning as a lifelong process, and ethical professionals with high expectations of themselves, their colleagues, and their students as well as sensitivity to individual differences and diversity.

**Teacher Education Program Approval**

The Illinois State Teacher Certification Board has approved the following teacher education programs.

- Deaf or Hard of Hearing (PK-21)
- Elementary Education (1-6)
- English Language Arts (9-12)
- Foreign Language-Spanish (PK-12)
- Learning Behavior Specialist I
- Learning Behavior Specialist I (PK-21)
- Physical Education (K-12)
We currently are offering the following programs:

- Deaf or Hard of Hearing (PK-21)
- Special Education (Learning Behavior Specialist I)
- Special Education (Learning Behavior Specialist I (PK-21))

Successful completion of an approved program and the edTPA will entitle a student to apply for an Illinois teaching license in that area.

All teacher licensure programs have five benchmark periods for the assessment and evaluation of student progress by members of the Division. Candidates who do not meet the required expectations at the designated benchmarks will not be permitted to proceed further in their programs. The performance expectations and the benchmarks for the MacMurray education candidates are outlined below.

1. Completion of Freshman Year
   - Maintain a cumulative grade point average of 2.50 and C or better in all education courses.
     - Students must earn a minimum of a C in all education courses. Any course below a C will disqualify a candidate from receiving a teaching certificate. Courses may be repeated until a C or better is obtained.
   - Completion of EDUC 202.
   - Completion of MATH 125 and COMP 131, 132.
   - Submit DCFS Mandated Reporter Form CANT22.
   - Obtain a passing score on the TAP 400 or ACT/SAT waiver (with writing).
     - Students must pass the TAP 400 or ACT/SAT waiver be considered for admittance to the department.

2. Completion of Sophomore Year
   - Maintain a cumulative grade point average of 2.50 and C or better in all education courses.
   - Completion of one field experience (Grade of B or better).
   - Completion of EDUC 225 and EDUC 237.
   - Submit a formal application to the Division of Education.
     - Letter of Intent sent to advisor and Division Chair.
     - Submission of three (3) disposition rubrics from faculty members with a rating of 3.0 or better in each category.
     - Students may apply for formal admission into the Education Division when they have completed all enrollment requirements. (Pass TAP400 or ACT
Waiver, Complete one Field Experience with B or Better, 2.5 Cumulative GPA, C or better in all education courses, 3 disposition rubrics from faculty with 3.0 or better in each category, completion of formal application,

- Students transferring with 60 hours must meet all benchmarks and course requirements within one semester of admittance to MacMurray College.

3. Pre-Candidate Teaching
   - Submit a formal application as candidate for Clinical Practice.
     - Submission of three (3) additional disposition rubrics from faculty members with a rating of 3.0 or better in each category.
     - Letter of intent sent to advisor and division chair.
   - Maintain a cumulative grade point average of 2.50 with a C or better in all education courses.
   - Completion of MacMurray general education requirements.
   - Passage of the Content Area Test required by the State of Illinois for certification (Special Education majors also require passage of General Curriculum Test).
   - Continued successful field experiences (Grade of B or better).
   - Application for Division and application for student teaching cannot be done during the same semester.
   - Police background check submitted through our Clinical Placement Coordinator.

4. Completion of Program
   - Cumulative grade point average of 2.50 and C or better in all education courses.
   - Successful completion of Clinical Practice Experience (Grade of B or better).
   - Demonstration of mastery of knowledge, skills, and dispositions across teacher performance expectations areas.

5. Additional Requirement for Teacher Certification
   - Pass the edTPA.

Students admitted to the Division are responsible for understanding and meeting these criteria for academic progress, outlined further in the current edition of the Education Division Student Handbook.

Requirements for teacher licensure in different states vary widely. Students are responsible for informing themselves about requirements for licensure in the states in which they wish to teach. While students may qualify for licensure in several states, no commitment is made for licensure in states other than Illinois.

Field experiences, practicum, and clinical practice (student teaching) use community and area institutions. Transportation to and from these sites is the responsibility of the student. Additional requirements include, but are not necessarily limited to, the maintenance of malpractice insurance and Class C CPR certification (adult, infant, and child), current immunizations, and compliance with division health regulations. These and other policies, including appeals of student assessments and disciplinary procedures, are explained in the Education Division Student Handbook and The Maggie (student handbook). All education majors are expected to be familiar with the policies in
these publications. Copies of the Education Division Student Handbook are available at the Education Division office and online at the division of Education website.

**Courses**

**Education Foundation Courses**

**EDUC 202. Introduction to Teaching.** (1) Introductory course to identify requirements and expectations of the division and to introduce students to the fields of education. Co-taught by members of the division. Required of all education majors. No prerequisite. Graded Pass/Fail.

**EDUC 225. History and Philosophy of Education.** (3) Introduces students to the field of education. In addition, a major emphasis will be placed on the historical and philosophical roots of American education along with an in-depth investigation of contemporary issues that are unique to American schooling. No prerequisite.

**EDUC 237. Technology in Teaching.** (3) Emphasizes an understanding of various methods and materials for incorporating technology into the classroom. Much of this understanding will be gained through hands-on experience in developing and presenting lesson and teaching strategies using a multimedia approach. The course objectives will include proficiency in basic computer terminology, operations, concepts, data manipulation, understanding of professional and ethical issues, application to subject areas, problem solving, collaborative planning and teaching, product development, and literacy skills. No prerequisite.

**Elementary Education Courses**

**ELED 232. Principles of Elementary Education.** (3) Fundamental issues, curriculum, and techniques in today's elementary schools. Includes a field experience component (10 hours).

**ELED 304. Fundamentals of Teaching Social Studies/Science.** (3) Basic principles, techniques, and materials for teaching social studies and science in the elementary schools. Prerequisites: ELED 232 and junior standing.

**ELED 308. Reading Methods.** (3) Concentrates on the content of reading and the various methods of teaching reading, including whole language. Also includes teaching strategies, diagnostic tools, and interpretation and analysis of testing results. Other topics include the development of language as a prerequisite to reading, diagnosis of reading disabilities, designing a remediation plan, and implementation and evaluation of outcomes. Prerequisites: ELED 232 and 307.

**ELED 383. Reading Laboratory.** (3) The student will practice diagnostic and prescriptive teaching in reading through individualized instruction with public school students. Prerequisite: ELED 308.
Secondary Education Course

SCED 311. Principles and Methods of Secondary Education. (3) Designed to give teacher candidates the opportunity to analyze and incorporate strategies for effectively meeting the classroom needs of students in grades 6-12. Class-related readings and activities will underscore the major roles of the secondary teacher. Prerequisites: EDUC 225 and PSYC 201 and 242. Offered every fall.

Deaf and Hard of Hearing Teacher Education Major

MacMurray's Deaf Education Program is the oldest in Illinois. Its unique curriculum combines a rigorous liberal arts core program with a comprehensive professional training program. The curriculum has been accredited by the Teacher Certification Board of the State of Illinois and the North Central Association of Colleges and Schools.

Successful completion of this program results in a Bachelor of Arts degree and entitles students to apply for an Illinois teaching license (P-21) to teach students who are deaf or hard of hearing. Students intending to teach outside Illinois should secure a list of requirements for that state so their course selection at MacMurray may be modified.

In addition to the college general education requirements, the following courses are required for the major: four semesters of American Sign Language, and ASLA 102. Students will also take a total of 15 credit hours of clinical practice (student teaching) in elementary (DHHE 494) and secondary (DHHE 495) education. Other required courses include SPED 223, 323, 326, and 360; EDUC 202, 225, and 237; ELED 232; SCED 311; PSYC 201 and 242; and HIST 104, 201, or 202. Additionally, students must take one biology class and one physical science class, at least one of which includes a lab experience. The four semesters of American Sign Language fulfill the language requirement for the B.A. degree.

MacMurray works closely with the Illinois School for the Deaf (ISD), located less than two miles from MacMurray's campus. In addition to field experience, MacMurray has a cooperative volunteer program with ISD that provides college students with a variety of opportunities to interact with students who are deaf or hard of hearing. ISD has preschool, elementary, junior high school, high school, and vocational programs. ISD also has an instructional media center and a diagnostic clinic.

Transfer students who come to MacMurray with an A.A. or A.S. degree should plan on spending three years completing the very intensive DHH major. Some transfer students may complete the program in two years if they meet certain prerequisites, attend summer school, and carry heavier academic loads.
Courses
DHHE 201. Perspectives in Deafness: Foundations. (3) The audiological, psychological, and developmental aspects of varying degrees of hearing loss. Topics include audiology, anatomy and physiology of the hearing mechanism, historical and philosophical foundations of deaf education, educational placement options, varying communication modalities, assistive devices, and social cognitive aspects of deafness. No prerequisite.

DHHE 232. Guided Observation and Field Experiences with Deaf Students. (3) DHH majors will be placed in an educational setting where they will observe in an elementary or secondary program. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisites: ASLA 100 and 150, DHHE 201, and SPED 223.

DHHE 234. English and American Sign Language Phonetics. (3) Identification and transcription of the phonemes of English and American Sign Language (ASL) through use of the International Phonetic Alphabet, Thorndike Diacritical Markings, Northampton Spellings, and American Sign Language Alphabet (or ASL-phabet). Students will develop foundational knowledge of phonological decoding and how it contributes to best practices in reading instruction. They will describe how linguistic phonemes (regardless of modality) and related alphabetic knowledge lead to reading comprehension and fluency. Prerequisite: DHHE 201.


DHHE 377. Introduction to Speech, Speechreading, and Auditory Training. (3) Relationship of amplified speech to receptive and expressive language; concepts and pedagogical practices in developing speech through auditory, visual, and tactile modalities; development of programs for maximum use of residual hearing in students who are deaf or hard of hearing. Prerequisites: DHHE 234 and 240.

DHHE 383. Teaching English as a Second and Low Access Language to Deaf Students (with Practicum). (3) Methods of teaching language to deaf students at different educational levels. Students will have the opportunity to apply theory and to practice techniques based on current trends and research. Guided observation and practicum. Prerequisite: senior standing in the division.

DHHE 384. Teaching Spoken Language to Deaf Students in Itinerant and Typical Classroom Settings with Guided Practicum. (3) Students will evaluate children's speech and language performance during in-class guided observations. On the basis of these evaluation outcomes, students will utilize guided observation data to plan effective lessons for students who are deaf or hard of hearing, including aspects of speech production (voice, articulation, rhythm, speechreading skills, and auditory development) as related to academic performance. Students will also learn the multiple roles and responsibilities of the itinerant teacher including but not limited to, family-centered service coordination, diagnostic test administration as it relates to IFSP/IEP development,
conflict resolution and collaboration/conference techniques with school personnel and families. Prerequisites: DHHE 234 and 377 and acceptance as a DHH major in the Education Division.

DHHE 390. Integrating Effective Reading, Translation, and Academic Instructional Strategies for Deaf Students. (3) Methods and techniques of teaching reading, math, social studies, and science to students who are deaf or hard of hearing. Preparation, design, and analysis of materials for individualized and group instruction at the elementary and secondary levels. Students will achieve competency in methodology and techniques. Guided observation and practicum. Prerequisite: senior standing or permission of program coordinator.

DHHE 494, 495. Clinical Practice: Elementary and Secondary. (7, 8) Clinical practice (student teaching) in classes for students who are deaf or hard of hearing in approved schools under qualified educators. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisites: senior standing, completion of all course and non-course requirements, and permission of instructor.
Deaf and Hard of Hearing Teacher Education  
Bachelor’s Degree

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Values Conflicts in Society (2 courses)</td>
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</tr>
<tr>
<td></td>
<td>Experiential Learning (Met by Clinical Practice – see below)</td>
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**General Education Courses (30 Credits):**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUC 202</td>
<td>Introduction to Teaching</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 225</td>
<td>History and Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 237</td>
<td>Technology in Teaching</td>
<td>3</td>
</tr>
<tr>
<td>SPED 223</td>
<td>Education of the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>SPED 323</td>
<td>Diagnostics and Instruction in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 326</td>
<td>Math Content &amp; Methodology for the Diverse Learner</td>
<td>3</td>
</tr>
<tr>
<td>SPED 360</td>
<td>Special Education Law and Process</td>
<td>3</td>
</tr>
<tr>
<td>ELED 232</td>
<td>Principles of Elementary Education</td>
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</tr>
<tr>
<td>SCED 311</td>
<td>Principles and Methods of Secondary Education</td>
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**Required Education Courses (25 Credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>DHHE 201</td>
<td>Perspectives in Deafness: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 232</td>
<td>Guided Observation and Field Experiences (minimum grade of B)</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 234</td>
<td>English and ASL Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 240</td>
<td>Introduction to Audiology</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 377</td>
<td>Introduction to Speech and Speechreading</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 383</td>
<td>Teaching English to Deaf Students (with Practicum)</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 384</td>
<td>Teaching Spoken Language with Practicum</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 390</td>
<td>Reading, Translation and Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 494</td>
<td>Clinical Practice: Elementary</td>
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<tr>
<td>DHHE 495</td>
<td>Clinical Practice: Secondary</td>
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**American Sign Language Courses (15 Credits):**

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<tbody>
<tr>
<td>ASLA 100</td>
<td>American Sign Language I</td>
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</tr>
<tr>
<td>ASLA 150</td>
<td>American Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>ASLA 200</td>
<td>American Sign Language III</td>
<td>3</td>
</tr>
<tr>
<td>ASLA 250</td>
<td>American Sign Language IV</td>
<td>3</td>
</tr>
<tr>
<td>ASLA 316</td>
<td>Linguistics and Structure of American Sign Language</td>
<td>3</td>
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**Deaf and Hard of Hearing Teacher Education Courses (39 Credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHHE 201</td>
<td>Perspectives in Deafness: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 232</td>
<td>Guided Observation and Field Experiences (minimum grade of B)</td>
<td>3</td>
</tr>
<tr>
<td>DHHE 234</td>
<td>English and ASL Phonetics</td>
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<td>DHHE 494</td>
<td>Clinical Practice: Elementary</td>
<td>7</td>
</tr>
<tr>
<td>DHHE 495</td>
<td>Clinical Practice: Secondary</td>
<td>8</td>
</tr>
</tbody>
</table>
Other Required Courses (16 or 17 Credits):

- PSYC 201 General Psychology ................................................................. 3
- PSYC 242 Lifespan Development .............................................................. 3
- HIST 201/202/104 (choose one) ............................................................... 3
- BIOL 109/110/115/116/121/122 (choose one) ......................................... 3 or 4
- PHSC 301 Physical Science ....................................................................... 4

Total Credit Hours .......................................................................................... 125-6

Non-Course DHH Program Requirements:

- 2.0 GPA Overall 2.0 GPA end of freshman year
- 2.5 GPA Maintain a 2.5 GPA throughout college career
- FE Complete DHHE 232 with B or better
- Div App Application to the Education Division & Acceptance
- ICTS TAP 400 Pass ICTS Test of Academic Proficiency
- IL Test 163 Pass Special Education General Curriculum Test
- IL Test 151 Pass Deaf and Hard of Hearing Content Test
- CP App Application to Clinical Practice & Acceptance
- edTPA Pass edTPA prior to licensure
**Special Education Major**

In addition to the College general education requirements, the following courses are required for the major: SPED 223, 244, 310, 318, 323, 326, 333, 335, 340, 344, 350, 354, and 360. Students must earn grades of B or higher in SPED 340 and 350 before taking further upper-level education courses.

Students will also take a total of 15 credit hours of clinical practice (student teaching) at the elementary or secondary (SPED 481) level. Other required courses are EDUC 202, 225, and 237; ELED 232, 304, 308, and 383; SCED 311; PSYC 201 and 242; and HIST 104, 201, or 202. Additionally, students must take one biology class and one physical science class, at least one of which includes a lab experience.

**Courses**

**SPED 223. Teaching in a Diverse Society: Education of the Exceptional Learner.** (3) Introduces the educator to the needs and abilities of exceptional students, those with disabilities and those who are considered gifted. Emphasizes growth and development, etiology, learning, and behavioral characteristics of students who demonstrate a need for additional educational services in order to achieve their full potential. The historical, philosophical, and legal foundations underlying instructional programs and services to accommodate learners with diverse needs in the school and community are examined. Techniques for instruction, behavioral management and intervention, special education services, continuum of services, and current issues and trends in the field are analyzed. Prerequisite: EDUC 202.

**SPED 244. Learning Characteristics of Individuals with Diverse Needs and Abilities.** (3) Prepares the professional educator to approach the study of exceptionalities and individuals with exceptionalities in a systematic and reflective manner. Integrates historical foundations, theories, philosophies, and practices geared toward the education of individuals with diverse needs and abilities in a variety of multicultural settings. Prepares individuals to effectively meet educational, physical, social, and behavioral needs, as well as other learning difficulties encountered by learners with disabilities. Prerequisite: SPED 223.

**SPED 310. Educational Design and Management in Diverse Classroom Settings.** (3) This course is designed to develop the skills to structure a safe learning environment, establish healthy and culturally appropriate teacher-student relationships, encourage self-motivation for learning, and build successful classroom communities. Students develop a relevant classroom management plan that includes rules, procedures, expected behaviors, and uses problem solving strategies to resolve behavior problems. It introduces students to the tools necessary to conduct functional assessments and the tools to create functional based behavioral intervention plans. Prerequisites: EDUC 225 and SPED 223.

**SPED 318. Collaboration and Conference Techniques for Special Educators in Schools, with Families, and in the Community.** (3) Prepares the educator to analyze through foundational text, case studies, and community interaction the issues, research, implementation approaches, and
recommended practices for employing collaborative models to support the learning of students with diverse needs and abilities. Strategies that facilitate the development of interactive teams, effective communication, conferencing with parents and other professionals, problem-solving strategies, co-teaching, and consultation will be explored. Prerequisite: SPED 223.

**SPED 323. Diagnostics and Instruction in Special Education.** (3) Introduces the educator to foundations of traditional and contemporary assessment approaches for the special needs population. Professional assessment standards, confidentiality, and bias are explored. Emphasis on technical skills and interpretation of individual and group test results, various methods of data recording, and report writing. Performance based, authentic, and portfolio assessments examined. Emphasis placed on current program monitoring and responsiveness to interventions. Current issues in the field are explored. Prerequisite: SPED 223. When offered online, permission of instructor also required.

**SPED 326. Math Content and Methodology for the Diverse Learner, P-21.** (3) Examination of the pedagogical mathematics content for P-12 students provides a foundation for understanding and implementing mathematics curricula in the pre-kindergarten through twelfth grade based on the Common Core State Standards (CCSS). Included are diagnostic and prescriptive teaching methods, materials, and evaluation of mathematics for diverse learners on all levels pre-school through grade 12. A field experience is required, preparing the preservice teacher for implementation of mathematics lesson plans which align to the CCSS. Prerequisite: MATH 121 with a C or better and SPED 223.

**SPED 333. Medical and Health Issues and Technology in the Classroom.** (3) Provides students with the knowledge and skills they need to provide an effective, safe, and accepting learning environment for children with a variety of health care needs. The course will include strategies for making individual student accommodations, coordinating specialized health care in the school, and recognizing student health problems. Medical terminology will be integrated throughout the course. Students will visit classes with children who have medical and health issues in order to observe the health care needs and special situations encountered by teachers. Prerequisite: SPED 223 and junior standing.

**SPED 335. Transition in School, Work, and Community.** (3) Prepares the special educators to develop the knowledge and skills needed to best prepare individuals with disabilities for their roles in their education, community, and adult life. Students will pursue this through current professional journals and literature and through field experience observational visits to community service providers and sites. Students will demonstrate competencies in such areas as knowledge of current legislation related to transition, understanding and identifying theoretical perspectives and conceptual models, collaboration, transitional planning, advocacy, quality of life issues, service provider options, family perspectives and issues, person-centered planning, vocational and career education, early intervention, self-determination, and best practices and current research-based approaches. Students will approach special education as a whole-life and whole-person field. Prerequisite: SPED 223.
SPED 340. Field Experience in Special Education. (3) Prepares the future special educator to observe instruction that implements appropriate curriculum content, adaptations and modifications, behavior management, and classroom technology. Provides the opportunity to reflect on classroom interactions and deepen understanding of the role of key stakeholders within the classroom setting. The student's performance in the classroom will demonstrate knowledge and skills from previous coursework. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisite: consent of instructor.

SPED 344. Methods of Instruction for Learners with Diverse Needs and Abilities. (3) Methods of educating children and youth who demonstrate learning problems related to a diagnosis of disabilities and the need for special education. Includes teaching methods and strategies, making classroom and individual student accommodations, and review of commercial and teacher-made materials and pre-teaching experience in educational settings for students with learning disabilities. Prerequisites: SPED 244 and consent of the instructor.

SPED 350. Advanced Field Experience in Special Education. (3) Provides the student with direct experience in the classroom and in the education of learners with diverse needs and abilities. Provides the opportunity for observation in the school setting and interactions with professionals currently in the field. The student is responsible for the instructional needs of both small and large group activities and one-to-one educational experiences. Prepares the future special educator to design instruction that implements appropriate curriculum content, adaptations and modifications, behavior management, and classroom technology and to demonstrate the competencies of the Council for Exceptional Children for effective instructors of students with disabilities. Provides the opportunity to reflect on classroom interactions and deepen understanding of the role of key stakeholders within the classroom setting. The student's performance in the classroom will demonstrate knowledge and skills from previous coursework. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisite: consent of instructor.

SPED 354. A Collaborative Approach to Curricular and Instructional Adaptations. (3) This course is designed to develop necessary skills of future special educators and future general educators to enable them to productively adapt curriculum and instruction to optimize the potential of all students with disabilities. Students will be introduced to the current best practices and research-based methodologies of curricular adaptations, including accommodations and modifications. Using a developmental sequence approach to diverse learners and their needs, students develop a broad view of interventions and innovative practices as they relate to curricular methods, materials, and media in a variety of learning environments. Students will demonstrate a critical approach to instruction as it impacts the life-long process of learning. This class incorporates collaboration, ethical practices, state standards, learning strategies, and individualized education as they apply to the academic, physical, emotional, cognitive, and behavioral needs of learners with diverse needs and abilities. Prerequisites: EDUC 225 and SPED 223.
SPED 360. Special Education Law and Process. (3) This class introduces the student to the laws, regulations, and key court cases that impact students with disabilities. It also introduces the student to the critical role of the special educator in the development, implementation, and evaluation of the individualized education program. Prerequisite: SPED 223.

SPED 390. Seminar in Special Education. (3) A study of the legal and ethical aspects of special education and services for individuals with disabilities. Translates theory into practice through student research and reflection about issues concerning learners with diverse needs and abilities in a variety of multicultural settings. Special educators must engage in a continuous process of critical and reflective analysis assessing current issues in the field such as, but not limited to, student programming and cultural perspectives, collaborative designs, philosophical differences, professional development, coordination and integration of theory and pedagogical practices, curriculum standards and instructional strategies, and ethical and professional practice. Prerequisite: junior standing in the division.

SPED 481. Clinical Practice in Special Education. (15) Provides the student with direct experience in the classroom. The student is responsible for assessing, planning, and implementing the instructional interventions for learners with diverse needs and abilities, monitoring and documenting student progress, as well as managing the day-to-day operational procedures for the classroom, eventually assuming all the duties of the mentoring teacher for the entire academic day. The student-teacher designs and implements both an interdisciplinary instructional unit plan and a case study incorporating a functional behavioral assessment and a behavioral intervention plan. Prepares the future special educator to design instruction that implements appropriate Common Core curriculum content, adaptations and modifications, behavior management, and classroom technology and to demonstrate the competencies of the Council for Exceptional Children for effective instructors of students with disabilities. The student's performance in the classroom will demonstrate knowledge and skills from previous coursework. Students who do not receive a grade of B or higher must repeat the course and cannot continue to take upper-level education courses until they do so. Prerequisite: senior standing, acceptance into the division, and completion of required coursework.
## Special Education Bachelor’s Degree

### General Education Courses (30 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

- Applied Arts, Science, and Humanities (2 courses) ........................................ 6
- Diversity and Global Awareness (2 courses) .................................................... 6
- Values Conflicts in Society (2 courses) ......................................................... 6

- Experiential Learning (Met by Clinical Practice – see below) ......................... *
- Senior Assessment .................................................................................................. Required

### Required Education Courses (22 Credits):

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 202</td>
<td>Introduction to Teaching</td>
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</tr>
<tr>
<td>EDUC 225</td>
<td>History and Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 237</td>
<td>Technology in Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ELED 232</td>
<td>Principles and Methods of Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 304</td>
<td>Teaching Social Studies and Science</td>
<td>3</td>
</tr>
<tr>
<td>ELED 308</td>
<td>Reading Methods</td>
<td>3</td>
</tr>
<tr>
<td>ELED 383</td>
<td>Reading Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>SCED 311</td>
<td>Principles and Methods of Secondary Education</td>
<td>3</td>
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### Required Special Education Courses (54 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPED 223</td>
<td>Education of the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>SPED 244</td>
<td>Learning Characteristics Individuals Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 310</td>
<td>Ed. Design and Mgmt. in Diverse Classroom Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPED 318</td>
<td>Collaboration and Conference Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SPED 323</td>
<td>Diagnostics and Instruction in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 326</td>
<td>Math Content &amp; Methodology for Div Learner P-21</td>
<td>3</td>
</tr>
<tr>
<td>SPED 333</td>
<td>Medical and Health Issues and Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPED 335</td>
<td>Transition in School, Work and Community</td>
<td>3</td>
</tr>
<tr>
<td>SPED 340</td>
<td>Field Experience in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 344</td>
<td>Methods of Instruction Learners Diverse Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 350</td>
<td>Advanced Field Experience in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 354</td>
<td>Collaborative Approach to Adaptations</td>
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<td>SPED 360</td>
<td>Special Education Law and Process</td>
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<tr>
<td>SPED 481</td>
<td>Clinical Practice</td>
<td>15*</td>
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### Other Required Courses (16 or 17 Credits):

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 101/102/104 (choose one)</td>
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<td></td>
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<tr>
<td>PSYC 101</td>
<td>General Psychology</td>
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<tr>
<td>PSYC 242</td>
<td>Lifespan Development</td>
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<tr>
<td>BIOL 109/110/115/116/121/122 (choose one)</td>
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<tr>
<td>PHSC 301</td>
<td>Physical Science</td>
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Total Credit Hours

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<thead>
<tr>
<th>Requirement</th>
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<tr>
<td><strong>Non-Course Special Education Program Requirements:</strong></td>
<td></td>
</tr>
<tr>
<td>2.0 GPA</td>
<td>Overall 2.0 GPA end of freshman year</td>
</tr>
<tr>
<td>2.5 GPA</td>
<td>Maintain a 2.5 GPA throughout college career</td>
</tr>
<tr>
<td>FE</td>
<td>Complete SPED 340 &amp; 350 with B or better</td>
</tr>
<tr>
<td>Div App</td>
<td>Application to the Education Division &amp; Acceptance</td>
</tr>
<tr>
<td>ICTS TAP 400</td>
<td>Pass ICTS Test of Academic Proficiency</td>
</tr>
<tr>
<td>IL Test 155</td>
<td>Pass Learning Behavior Specialist I Test</td>
</tr>
<tr>
<td>IL Test 163</td>
<td>Pass Special Education General Curriculum Test</td>
</tr>
<tr>
<td>CP App</td>
<td>Application to Clinical Practice &amp; Acceptance</td>
</tr>
<tr>
<td>edTPA</td>
<td>Pass edTPA prior to licensure</td>
</tr>
</tbody>
</table>
English and Theatre

Courses

English

ENGL 203. Introduction to Poetry and Short Fiction. (3) A study of the nature, types, and forms of poetry and short fiction, including both traditional and contemporary examples of each. No prerequisite.

ENGL 204. Novels around the World. (3) Exemplary novels as reflection of society and values in cultures around the world.

ENGL 206. Zombie Apocalypse. (3) This course will trace zombie genealogy from its earliest introduction in horror movies including Bela Lugosi’s performance in White Zombie (1932) and George A. Romero’s post-war Night of the Living Dead (1968), to present day apocalyptic zombie wars featured in novels and poems and other literature including Max Brook’s Zombie Survival Guide and excerpts from classic works including T.S. Eliot’s The Waste Land, George Orwell’s 1984, Haitian voodoo zombie lore, African cannibalism accounts, and Center for Disease Control guidelines for surviving a zombie apocalypse. From fictional depictions of zombies with their expressionless eyes, staggering bodies, and carnivorous desires, we will move beyond zombies as mere monsters, re-examining zombie lore through the lens of present day apocalyptic scenarios concerning old disease resurgence, drug addiction effects, increasing wars, violence, and exploring chances for human survival when resources are few and laws are non-existent. In a modern culture dominated by virtual reality and questions about “identity,” students will engage in philosophical and ethical discussions about what it means to be fully alive, or human, in an increasingly desensitized society and how individuals would respond if faced with a real-life zombie apocalypse. (COMP 131 prerequisite)

ENGL 209. Bad Girls in Literature: Speaking Up and Acting Out. (3) The girl next door, tomboys, good girls, bad girls – these familiar stereotypes point toward ways that females have been characterized and classified in literature and a variety of American cultures. But what defines a “bad girl?” This course will examine that term by exploring texts about females by women. How have conceptions of gender and race changed throughout U.S. history? How do different cultures define girls and women and their roles and value? What can cultural/historical contexts explain about the labeling of girls and women? What role does sexuality play in the labeling of females in a patriarchy? How does a writer convey values through characterizations, settings, and other tools of the craft? A series of critical reading and writing assignments will explore these questions.

ENGL 233. Medieval Life. (3) What was it like to live and believe in England in the Middle Ages (450-1500 A.D.)? How did the people who actually lived then and there deal with love, sex, religion, and monsters? Find the answers in their stories, poems, and plays translated into modern English about knights and ladies, warriors and lovers, pious Christians, and scoundrels. Beowulf fights the monster Grendel and a dragon. King Arthur enjoys Camelot while Queen
Guinevere sneaks off with Sir Lancelot. The liberated Wife of Bath makes her happy way through five husbands and misogynist preaching, and much more.

**ENGL 250. Creative Writing.** (3) A course in writing fiction, poetry, drama, or the personal essay. Prerequisite: COMP 131.

**ENGL 252. Poetry Writing.** (3) In this course, we will both read and write poetry. The class will introduce students to poetry from around the world. Students will discover the power and diversity of the written and spoken word. They will develop a vocabulary of literary terms and analytical skills to examine published poems as well as to critique their peers’ poetry and their own. Writing and revising their original work throughout the semester, students will produce a portfolio of their own poems by the end of the semester.

**ENGL 309. Vampires and Vixens in Gothic Literature and Film.** (3) Vampires and Vixens, explores the beginnings of the traditional gothic in England, noting the origins of the vampire, then the resurgence Gothic literature in America, and finally examine the explosion of both vampires and gothic themes in popular culture. What is the appeal of the vampire that keeps society revisiting them in a technologically-fueled, modernized world? (COMP 132 prerequisite).

**ENGL 371. American Lives: Surviving and Striving in the Margins.** (3) A course in contemporary autobiographies. Students will read the stories of gay, lesbian, and transgender teens who become homeless when their families kick them out. They will follow a Jesuit priest as he helps Los Angeles youths struggling to escape gang life. Readings will be supplemented by documentary films and guest speakers.
Finance

For more information about program offerings, degree requirements, and career opportunities in Business, Accounting, and Sport Management, see the Business Division section of the catalog.

Minor

For those students interested in gaining a better understanding of finance, the Business Division offers a minor in Finance. This minor requires successful completion of the following courses: ACCT 221 and 222; ECON 210 and 305; and FINC 345, 346, and 358.

Courses

FINC 199. Personal Finance. (3) How to survive financially and obtain the maximum benefit from your income. The course will lead students to create a short and long term financial plan for living within a budget and anticipating retirement. It will review basics on managing money and credit, interest rates, personal loans, investing, home purchasing and financing, and obtaining the right insurance for auto, home, life, and health. No prerequisite.

FINC 345. Business Finance. (3) Fundamental theories and principles of finance common to all legal forms of business organizations, with emphasis on financial policies of the corporate enterprise. Topics include financial analysis, measurement of risk and return, capital budgeting, cost of capital, working capital management, leverage, and capital structure optimization. Prerequisite: ACCT 221.

FINC 346. Investments (3) An introduction to the securities market. An examination of the major financial instruments and the markets in which they are bought and sold. Emphasis upon formulation of investment policy by both the individual and the business organization. Prerequisite: FINC 345.

FINC 358. Intermediate Financial Management. (3) Selected topics in managing the investment, financing, and working capital activities of a business. The course also provides in-depth analysis of financial statements and case studies which cover a wide range of financial problems. Prerequisites: BUSA 367 and FINC 345. BUSA 221 may be taken concurrently.

FINC 399. Topics in Finance. (3) An examination of selected topics in finance. Topics include international finance, international trade, international economics, capital budgeting, international financial management, or portfolio management. Prerequisite: FINC 345.
Checklists

Finance Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

Requirements for the Finance minor:
Total seven courses (21 credits)

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 221  Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 222  Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 305 Money and Banking</td>
<td>---------</td>
</tr>
<tr>
<td>FINC 345 Business Finance</td>
<td>---------</td>
</tr>
<tr>
<td>FINC 346 Investments</td>
<td>3</td>
</tr>
<tr>
<td>FINC 358 Intermediate Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>
History and Political Science

Courses

History

HIST 103. History of the Ancient and Medieval World. (3) A survey course covering from the beginning of civilization through the Middle Ages, with special attention to the origin and development of political, social, economic, religious, intellectual, and aesthetic activities in Europe, Asia, Africa, and the Americas. No prerequisite.

HIST 104. History of the Modern World. (3) Emphasis upon the great movements of history, with special attention to the origin and development of political, social, economic, religious, intellectual, and aesthetic activities in Europe, Asia, Africa, and the Americas. No prerequisite.

HIST 201. American History to 1865. (3) A survey course beginning with the Indian-European encounter and ending with the conclusion of the Civil War. Special attention is paid to the political, economic, societal, and cultural development of the United States. No prerequisite.


HIST 303. The 1960s and the Counterculture Movement. (3) This course is an exploration of the counterculture movement in the United States during the 1960s in its diverse forms, including the environmental, feminist, and civil rights movements; manifestations of youth and popular culture; and protests against the Vietnam War. Attention will be paid to how the counterculture movement helped lead to the polarization of contemporary American society. Prerequisite: COMP 132.

HIST 309. American Identities. (3) This course will be an exploration of some of the founding statements and interpretations of American identity and how different figures from across American history including those from traditionally marginalized groups including women, African Americans, and Native Americans have searched for a way to express themselves, criticize the dominant culture of their time, and define their own identities in relation to these statements. Prerequisite: COMP 132.

HIST 315. From the Telegraph to the Internet. (3) This course is an exploration of the relationship between various forms of media and a mass, consumer-politicized society from the advent of electronic communication with the telegraph and telephone to the present. The course will focus on important transitions in the forms of media – from the radio to television to film and the Internet, the contributions of media to society, and how media has influenced and been influenced by important events. Prerequisite: COMP 132.
HIST 320. Revolution, War, Modernity. (3) This course will explore several major “isms”-industrialism, Romanticism, conservatism, liberalism, nationalism, imperialism, and modernism-of the long nineteenth century, stretching from the Dual Revolutions (Industrial and French) of the late eighteenth century to the cataclysm of World War One. In doing so, it will lead to a greater understanding of the roots of many of the political, cultural, and social debates with which the contemporary world is grappling. Prerequisite: COMP 132.

Political Science
POLS 203. American Politics. (3) A survey of the main concepts, theories, institutions, and actors in the American political system, including an analysis of the Constitution. No prerequisite.
Homeland Security

The Homeland Security Degree Program offers courses designed to prepare students for a wide range of careers in the field of homeland security. Job growth in homeland security in both the public and private sectors is expected to be robust and the need for homeland security professionals will continue to grow.

First semester freshmen who have declared a major in Homeland Security, or students who are considering a major in Homeland Security, will first enroll in HSEC 101, Introduction to Homeland Security. This course provides an overview of areas studied in Homeland Security: domestic and international terrorism, weapons of mass destruction, transportation networks, intelligence, the role of the healthcare system, critical infrastructure, and homeland security strategy and policy. The course also allows students to learn about jobs in the field of Homeland Security and allows them to begin thinking about planning their career.

Throughout the rest of the program, the study of various aspects of homeland security continues, as does the emphasis on career planning. Students will have the opportunity to complete internships affording them the opportunity to observe homeland security professionals as they work in the field. Internships are an excellent means of focusing career goals and making contacts. A student graduating from MacMurray in Homeland Security will have the knowledge he or she needs to succeed in Homeland Security, plus the information needed to find a position.

In addition to the general education courses required of all MacMurray students, those majoring in Homeland Security for either the Bachelor of Arts or the Bachelor of Science degree will complete 30 hours of required courses: HSEC 101, 102, 202, 203, 300, 301, 302, 303, and CRIM 201, 202, and 318. Students are required to complete all of these courses with grades of C or better.

An additional 18 credit hours of Homeland Security and Criminal Justice electives are required, to be selected in consultation with each student’s advisor, from Homeland Security, Criminal Justice or complementary electives. An internship (HSEC 250) is required. Where possible, a second major or a minor should be developed in an area dictated by the interests of the student.

A student who receives a D or F grade in any Homeland Security course may repeat the course only once. If a student withdraws from a Homeland Security course with a current grade below C, the withdrawal will be noted in the department as WF (withdrawal while failing). The subsequent attempt of the course will be counted by the department as a repeat.

Homeland Security Minor
Students minoring in Homeland Security will complete a minimum of six courses in the department. Required courses include HSEC 101, 102, 202; CRIM 101; and two courses from the following: HSEC 203, 250, 300, 301, 302, and 303. At least one of these elective courses must be at the 300 level.
Courses

HSEC 101. Introduction to Homeland Security. (3) This course provides students with an overview of homeland security in the United States including homeland security policy, legal issues, and the organizational structure of the Department of Homeland Security. The course will explore terrorism, the all-hazards emergency management approach to homeland security, as well as safety and security issues, mitigation prevention and preparedness, and response and recovery practices. No prerequisite.

HSEC 102. Domestic and International Terrorism. (3) This course examines domestic and international terrorism by looking at the historical roots of terrorism in the United States and abroad and its ramifications for homeland security in the United States. Major issues such as the theories, history, strategies, and motivations of terrorism are examined. The course will also explore terrorist tradecraft and the challenges homeland security professionals will face now and in the future. No prerequisite.

HSEC 202. Tradecraft and Weaponry of Terrorism. (3) This course introduces students to various types of techniques and weapons utilized by terrorists. Students will be introduced to how terrorist groups operate, terrorist strategies, how targets are selected, and how such groups prepare for attacks. The course will address all terrorist weaponry, including weapons of mass destruction such as chemical, biological, radiological, nuclear, and explosives. Students will be introduced to basic principles of weapons of mass destruction and the recognition, identification, decontamination, and treatment protocols associated with response to these types of incidents. The use of personal protective equipment as well as the toxicology and physical and chemical properties associated with such weapons will also be explored. Prerequisite: HSEC 101 or permission of instructor.

HSEC 203. Transportation Networks and Homeland Security. (3) This course provides students with knowledge of ground, air, and waterway transportation networks and of the security issues associated with protecting these systems. The course will introduce students to the concept of Total Security Management (TSM) and methods used to secure fixed assets, assets in transit, and human capital. Business continuity planning and risk and vulnerability assessment will also be discussed. Prerequisite: HSEC 101 or permission of instructor.

HSEC 210. Mass Violence and Government Response. (3) This course examines the phenomenon of mass violence in the world, with emphasis on incidents that have occurred in the United States. The course will focus on what has come to be termed “active shooter” events and explores the history and evolution of these incidents. The course looks at persons who commit these acts and the phases of the active shooter, and requires students to identify differences and commonalities of the events. The application of the phases of disaster management will be applied, and students must identify which of the phases will have the most and least impact on the active
shooter. The importance of the planning and response of police, school officials, and employers will be explored. No prerequisite.

**HSEC 250. Internship I.** (3) Supervised field experience in homeland security. Working with their advisor and the Career Services Office, students arrange an internship in homeland security. The students will then work in the field during the semester, meeting in the classroom to report on related reading and the field experience. Prerequisites: second semester sophomore or above and minimum 2.00 grade point average. Must have permission of instructor prior to registration. Cross listed with CRIM 250.

**HSEC 251. Internship II.** (3) Supervised field experience in criminal justice and homeland security. Working with advisors and the Career Services Office, students arrange and internship in his/her career field. The students will then be provided “real-world” experience in the field during the semester. The classroom portion will consist of discussion and preparation for the written test students will take upon entry into the career of their choice. Prerequisites: CRIM/HSEC 250. Cross listed with CRIM 251.

**HSEC 252. Internship: Student Safety Aide.** (1) This Internship will afford students the ability to be a part of ensuring a safe campus environment at MacMurray College while exposing them to the practical application of their academic experience in the Criminal Justice and Homeland Security Program. As a Student Safety Aide, students will interact with faculty, staff, students, and campus guests. Student Safety Aides perform in a supporting role to campus security, serve at sporting events, and other campus activities, to include providing campus escorts when requested. Participants will be required to complete designated online Incident Command System training courses offered by the Federal Emergency Management Agency, successfully complete first aide/CPR training, and participate in the annual campus safety project. Prerequisites: Completion of 60 credit hours; online completion of NIMS/ICS courses IS-100.b, IS-700.b, and IS-800.b; minimum 2.5 GPA. This does not take place of an internship within the department. Cross listed with CRIM 252.

**HSEC 300. The Role of Intelligence in Homeland Security.** (3) This course explores the importance of intelligence in homeland security. The history of intelligence, the agencies comprising the intelligence community, methods of intelligence gathering, the intelligence cycle, and intelligence products will be examined. The role of the intelligence community in providing, risk assessments, warnings, and determining vulnerabilities for U.S. policy makers will also be examined. Prerequisites: HSEC 101 and 201.

**HSEC 301. The U.S. Healthcare System and Homeland Security.** (3) This course examines the role of the U.S. Healthcare System in disaster management and homeland security. The course looks at the role and responsibilities of public health agencies and the structure and organization of health management in response to disasters. The importance of disaster planning; environmental and health issues; mental health strategies; public health’s response to biological, nuclear, and chemical terrorism; and public health considerations in recovery and reconstruction will be explored. Prerequisites: HSEC 101 and 102 or permission of instructor.
HSEC 302. Management of Critical Incidents. (3) This course introduces students to the emerging science of critical incident decision making which is a systemized body of knowledge covering the principles and doctrines associated with managing emergency responses. Management of Critical Incidents provides students with the skill sets necessary for effective decision making in crisis situations. Students are exposed to the proper selection of responses and resolutions, operations planning and management, logistics, communications, and the essential approach of unified command as required with the National Incident Management System (NIMS) and the Incident Command System (ICS). Prerequisites: HSEC 101 or permission of instructor.

HSEC 303. Homeland Security Strategy and Policy. (3) This course examines the National Incident Management System (NIMS), the National Response Framework (NRF), the National Strategy for Homeland Security (NSHS), the protection of civil liberties, international law, and other strategies for securing the U.S. homeland. The impact of these policies on civil liberties, trade, and commerce will also be examined. Prerequisites: HSEC 101 and CRIM 101.
### Checklists

#### Homeland Security Bachelor’s Degree

**General Education Courses (33 Credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>QR</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 250</td>
<td>Role of Intelligence in Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 302</td>
<td>Management of Critical Incidents</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 303</td>
<td>Homeland Security Strategies and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 201</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 202</td>
<td>Criminal Procedure</td>
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<tr>
<td>CRIM 318</td>
<td>Constitutional Law</td>
<td>3</td>
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**Required HSEC/CRIM Courses (grade C or better) (33 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HSEC 101</td>
<td>Introduction to Homeland Security</td>
</tr>
<tr>
<td>HSEC 102</td>
<td>Domestic and International Terrorism</td>
</tr>
<tr>
<td>HSEC 202</td>
<td>Tradecraft and Weaponry of Terrorism</td>
</tr>
<tr>
<td>HSEC 203</td>
<td>Transportation Networks and Homeland Security</td>
</tr>
<tr>
<td>HSEC 300</td>
<td>Role of Intelligence in Homeland Security</td>
</tr>
<tr>
<td>HSEC 301</td>
<td>US Healthcare System and Homeland Security</td>
</tr>
<tr>
<td>HSEC 302</td>
<td>Management of Critical Incidents</td>
</tr>
<tr>
<td>HSEC 303</td>
<td>Homeland Security Strategies and Policy</td>
</tr>
<tr>
<td>CRIM 201</td>
<td>Criminal Law</td>
</tr>
<tr>
<td>CRIM 202</td>
<td>Criminal Procedure</td>
</tr>
<tr>
<td>CRIM 318</td>
<td>Constitutional Law</td>
</tr>
</tbody>
</table>

**Homeland Security and Criminal Justice Electives (18 Credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSEC 210</td>
<td>Mass Violence and Government Response</td>
</tr>
<tr>
<td>HSEC 251</td>
<td>Internship II</td>
</tr>
<tr>
<td>HSEC 252</td>
<td>Student Safety Aide Internship</td>
</tr>
<tr>
<td>CRIM 101</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CRIM 128</td>
<td>Juvenile Justice</td>
</tr>
<tr>
<td>CRIM 143</td>
<td>Writing in Criminal Justice</td>
</tr>
<tr>
<td>CRIM 203</td>
<td>Cyber Crimes I</td>
</tr>
<tr>
<td>CRIM 204</td>
<td>Cyber Crimes II</td>
</tr>
<tr>
<td>CRIM 211</td>
<td>Forensic Science I</td>
</tr>
<tr>
<td>CRIM 212</td>
<td>Forensic Science II</td>
</tr>
<tr>
<td>CRIM 232</td>
<td>Criminology</td>
</tr>
<tr>
<td>CRIM 244</td>
<td>Victimology</td>
</tr>
<tr>
<td>CRIM 300</td>
<td>Corrections</td>
</tr>
<tr>
<td>CRIM 305</td>
<td>Community Corrections</td>
</tr>
<tr>
<td>CRIM 314</td>
<td>Security</td>
</tr>
<tr>
<td>CRIM 320</td>
<td>Policing</td>
</tr>
<tr>
<td>CRIM 325</td>
<td>Criminal Investigations</td>
</tr>
<tr>
<td>CRIM 330</td>
<td>Administration</td>
</tr>
<tr>
<td>CJ 390</td>
<td>Special Topics in Criminal Justice (for online students)</td>
</tr>
</tbody>
</table>

**Complementary Courses (36 credits):**

Choose from the following: CJT Electives above, ASLA 100, ASLA102, BIOL 109, BIOL 110,
BUSA 316, CPSC 110, 111, 112, and/or 113; FINC 199, HIST 104, MGMT 317, MGMT 325, MGMT 340, PHIL 211, PHIL 220, PHIL 226, POLS 203, POLS 115, PSYC 244, PSYC 251, PSYC 305, PSYC 311, PSYC 321, RELG 219, RELG 238, RELG 240, SCWK 201, SCWK 235, SCWK 285, SCWK 300, SCWK 309, SCWK 311, SPRT 255, SPRT 382

Total Credit Hours ........................................................................................................ 120
Homeland Security Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

Requirements for the Homeland Security minor:
Total 6 courses (18 credits)

Required Homeland Security and Criminal Justice courses (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSEC 101</td>
<td>Introduction to Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 102</td>
<td>Domestic and International Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 202</td>
<td>Tradecraft and Weaponry of Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 201</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Also choose one of these (3 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSEC 300</td>
<td>The Role of Intelligence in Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 301</td>
<td>The U.S. Healthcare System and Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 302</td>
<td>Management of Critical Incidents</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 303</td>
<td>Homeland Security Strategies and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one more course (3 credits) from the above or from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSEC 203</td>
<td>Transportation Networks and Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 210</td>
<td>Mass Violence and Government Response</td>
<td>3</td>
</tr>
<tr>
<td>HSEC 250</td>
<td>Homeland Security Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
Human Resource Management

For more information about program offerings, degree requirements, and career opportunities in Business, Accounting, and Sport Management, see the Business Division section of the catalog. (Please note that all HRM concentration courses are only offered online.)

Courses

**HRM 307. Labor Relations.** (3) This course will focus on labor relations in both the private and public sectors of the United States. The collective bargaining process will be examined and used in a variety of case studies.

**HRM 347. Employment Law.** (3) A study of employment law with applications to individuals and businesses.

**HRM 367. Understanding Organizations.** (3) This course explores structures, processes, and theories for understanding organizational performance.

**HRM 387. Training and Development.** (3) The course studies the development and delivery of training and management development programs in a business setting.

**HRM 407. Compensation and Benefits.** (3) Basic principles of compensation and benefits, with particular emphasis on pay models and strategy.

**MGMT 320. Human Resource Management.** (3) The personnel and status relationships existing in a typical firm. Topics covered include selection and staffing, placement, training and development, performance evaluation, compensation and benefits, and labor relations. Prerequisite: MGMT 317.
Management

For more information about program offerings, degree requirements, and career opportunities in Business, Accounting, and Sport Management, see the Business Division section of the catalog.

Minor

For those students interested in gaining a better understanding of management, the Business Division offers a minor in Management. This minor requires successful completion of the following courses: BUSA 223 and 316; ECON 210; and MGMT 317, 320, 325, and 399.

Courses

MGMT 317. Principles of Management. (3) Policies, decision making, objectives, functions, form of organization, facilities, and techniques as they are applied in successful business management.

MGMT 320. Human Resource Management. (3) The personnel and status relationships existing in a typical firm. Topics covered include selection and staffing, placement, training and development, performance evaluation, compensation and benefits, and labor relations. Prerequisite: MGMT 317.

MGMT 325. Leadership Styles in Business. (3) The styles of leadership in the world of business. Topics covered include leadership theories, development of leadership and decision making skills, and gender differences in leadership. Prerequisite: MGMT 317.

MGMT 340. Management and Business Ethics. (3) Explores moral problems that are often raised for people working in the professions. The class will begin by examining moral theory and the logical reasoning of moral decision making. Issues to be studied may include due process, race, gender, professional codes of ethics, confidentiality, loyalty, truth-telling, corruption, just use of force, and the role of leaders. Cross-listed with PHIL 226.

MGMT 399. Topics in Management. (3) An examination of selected topics in management. Topics include business organizations, international management, and history of management. Prerequisite: MGMT 317.
Checklists

Management Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

Requirements for the Management minor:
Total seven courses (21 credits)

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSA 223 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 316 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 317 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 320 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 325 Leadership Styles in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 399 Topics in Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Marketing

For more information about program offerings, degree requirements, and career opportunities in Business, Accounting, and Sport Management, see the Business Division section of the catalog.

As a marketing major, students will be exposed to the principles of marketing and the field’s best practices to design campaigns that encompass traditional and new media platforms. With a solid grounding in business, including courses in accounting, economics, business law, and management, students will apply the theory in those areas to specific marketing problems.

Majors receive instruction in marketing research and consumer behavior, advertising and the use of social media, providing a wide base of practical knowledge. Professional work experience is a large part of a career-directed MacMurray education, so many business students take internships in area businesses or at the state or national levels.

Majors have a wide variety of career options, including work at advertising or public relations firms or those departments in other businesses. Because marketing is such a varied and comprehensive field, graduates can also find themselves working in a number of other business operations, such as sales and customer relations departments or doing promotional and public relations efforts by non-profit organizations or government agencies.

**Major Requirements**
Marketing majors are required to complete successfully a common group of business core courses: ACCT 221 and 222; BUSA 223, 301, 316, 367, and 400; ECON 210 and 220; FINC 345; and MGMT 317. In addition, majors must complete MARK 330, 335, 337, 345, 360, 370, and 399.

**Minor**
For those students interested in gaining a better understanding of marketing, the Business Division offers a minor in Marketing. This minor requires successful completion of the following courses: ECON 210 and MARK 330, 335, 337, 345, and 399.

**Courses**

**MARK 330. Principles of Marketing.** (3) Marketing in the economy, nature and scope of marketing, the consumer and marketing, determinants of buyer behavior, the product, the price system, distribution structure, promotional activities, and evaluation of the marketing effort. No prerequisite.

**MARK 335. Marketing Research.** (3) Studies the systematic and objective process of gathering, recording, and analyzing data to aid in making marketing decisions. Prerequisites: BUSA 367 and MARK 330.
MARK 337. Consumer Behavior. (3) Studies in the application of the behavioral sciences to understand human behavior in the market place. Prerequisite: MARK 330.

MARK 345. Advertising. (3) Principles and techniques of advertising. Specific topics include planning and execution of advertising campaigns, the social and economic role of advertising, the creative process, and customer research. Prerequisite: MARK 330 or SPRT 231.

MARK 360. Marketing Communications. (3) An examination of three elements of the promotional mix. Topic areas include personal selling, sales promotion, and public relations. Prerequisite: MARK 330.

MARK 370. Social Media Marketing. (3) The course will examine the field of social media marketing. The course will require the completion of a social media marketing plan. Topics covered will include blogs, podcasts, social networks, and discussion boards. Prerequisite: MARK 330.

MARK 399. Topics in Marketing. (3) An examination of selected topics in the field of marketing. Topics include consumer behavior, international marketing, and marketing management. Prerequisite: MARK 330.
# Checklists

## Marketing Bachelor’s Degree

### General Education Courses (31 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Values Conflicts in Society (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning</td>
<td>1</td>
</tr>
</tbody>
</table>

### Core Marketing Courses (21 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARK 330</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARK 335</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MARK 337</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MARK 345</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MARK 360</td>
<td>Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>MARK 370</td>
<td>Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARK 399</td>
<td>Topics in Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Business Courses (37 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 131</td>
<td>College Algebra &amp; Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 220</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 221</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 222</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 223</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 301</td>
<td>Cultural Environment of International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 316</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 317</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>FINC 345</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 221</td>
<td>Statistics for Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 400</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Other Elective Courses (including more from the above) ...........31

#### Total Credit Hours .......................................................... 120
Marketing Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

Requirements for the Marketing minor:
Total six courses (18 credits)

<table>
<thead>
<tr>
<th>Required courses:</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 220 Priniciples of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MARK 330 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARK 335 Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MARK 337 Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MARK 345 Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MARK 399 Topics in Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>
Mathematics and Physics

Courses

Mathematics

MATH 125. Quantitative Reasoning. (3) Course based on applying simple mathematics to real world problems. Topics are chosen from, but not limited to, logic, personal finance, quantitative literacy, probability, voting, and problem solving with algebraic, geometric, graphical, and approximate methods.

MATH 131. College Algebra and Trigonometry. (4) The system of real numbers; functions; trigonometric, exponential, and logarithmic functions; equations; systems of equations; permutations; combinations; the binomial theorem; and probability. Prerequisite: one and one-half years of high school algebra and one year of high school plane geometry or permission of the instructor.


MATH 221. Statistics. (3) Analysis of statistical theories and techniques and their applied use in professional settings. This course introduces students to descriptive and inferential statistical procedures and probability. At the end of this course students will be able to demonstrate an understanding of basic statistical procedures and probability, analyze data using descriptive, inferential, and elementary probability procedures and explain conclusions about data using statistical methods. No prerequisites.

MATH 226. Mathematics for Elementary Teachers. (3) Content mathematics course for elementary-level teacher candidates that focuses on set theory, arithmetic, number theory, geometry, probability, data analysis, measurement, and basic algebra. No prerequisite.

Physical Science

PHSC 301. Physical Science. (4) Fundamental concepts selected from the areas of physics, astronomy, geology, and chemistry. 2 hour laboratory course.

Physics

PHYS 201, 202. General Physics. (4, 4) For biology and related majors. A non-calculus survey of classical and modern physics. First semester: mechanics, heat, thermodynamics and sound. Second semester: wave propagation electricity, magnetism, light, and a brief summary of modern physics. Laboratory course. Prerequisite: MATH 131 or the equivalent. 201 is a prerequisite for 202, or permission of the instructor.
PHYS 479. Undergraduate Science Mentor. (2 or 3) The goal of this course is to provide the student one-on-one mentoring with a faculty member in physics in order to provide the student with individualized guidance in science theory and/or advanced laboratory/field skills. Practical application to peer mentorship is a crucial aspect of this course meant to strengthen science fundamentals and leadership skills essential for careers in the biomedical, physical and laboratory sciences, and field biology, as well as in teaching. Two credits for lecture or laboratory-only participation, or three credits for lecture and laboratory course participation. Prerequisite: permission of instructor.
Music

The Music Department is housed in the Annie Merner Chapel, with other performance and classroom spaces located in the William H. Springer Center, which includes Thoresen Recital Hall. Annie Merner Chapel, seating 900, is the site of many concerts and recitals and is equipped with a nine-foot Steinway grand piano and a four-manual Aeolian-Skinner organ. Thoresen Recital Hall, seating 90, is the site of smaller events and houses a Bösendorfer grand piano. The department also possesses a two-manual harpsichord, built by Steven Sorli and modeled on a 1745 Dulcken. Each residence hall is equipped with a piano. Recording and video-taping facilities are available for individual and group use.

Performance opportunities are an important part of the Music Department. The MacMurray Choir performs two concerts every semester, tours various places in the United States in the spring, and provides music for many college events, such as memorials and commencement ceremonies. Applied students are invited to perform on some choir concerts; they may also perform on student recitals as scheduling allows. Individual recital opportunities are available.

COURSES

MUSE 223. The Sound of Rock and Roll. (3). Course treats rock and roll as a serious art form. Tracing its development from the time African slaves were first brought to America, through the 19th and 20th centuries, into the 1950s and the formal naming Rock and Roll, and into the 1980s-current.

Applied Music

Piano and voice. Students may elect private instruction on piano or voice and receive one half-hour of lesson time per week per one hour of academic credit each semester. Six hours of practice per week per credit hour is strongly encouraged. There is an extra fee for applied music courses.

All students studying applied music must take an applied music examination at the end of each semester. Four credits of the same applied music satisfy the college’s Fine Arts breadth requirement.

MUSA 162. APPLIED MUSIC: PIANO. (1, 2)

MUSA 166. APPLIED MUSIC: VOICE. (1, 2)
Music Ensembles

Choir students may earn one hour of academic credit (MUSA 002) or activity credit (MUSE 002) for each semester of participation.

Students are encouraged to participate in choir for an entire academic year. Four semesters of choir (for academic credit) satisfy the college’s Fine Arts breadth requirement.

*MacMurray Choir.* Performs fall and spring concerts, provides music for the Lessons and Carols Christmas service, goes on a spring tour, and performs for other occasions on and off campus. The choir rehearses three times weekly.

Choir members may enroll in either MUSA 002 (a maximum of four times) or MUSE 002.

**MUSA 002. CONCERT CHOIR.** (1). Grade and credit count toward graduation. Students may earn one credit per semester for MUSA 002, up to a maximum of four credits. Four credits of MUSA 002 will satisfy the Fine Arts breadth requirement.

**MUSE 002. MACMURRAY CHOIR.** (1). Graded Credit/No Credit (Pass/Fail). The course appears on the transcript but does not count in the semester course load or as hours toward graduation.
Nursing

MacMurray's program of study leading to a baccalaureate degree in nursing is approved by the Illinois Department of Professional and Financial Regulation and accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, D.C. 20036. Graduates of the program are prepared to take the national examination for licensure as a registered nurse (NCLEX-RN) and are prepared for ongoing graduate study for advanced nursing roles.

The Nursing Program was fully approved by the Committee of Nurse Examiners of the State of Illinois on August 3, 1979. The first class began later in August 1979. The first clinical courses were offered in the 1981-82 academic year and the first students graduated in May 1983.

Mission

The MacMurray College Division of Nursing is among the few professional nursing education programs in central Illinois providing baccalaureate nursing education within a liberal arts institution. Students enter the program from diverse geographic and social backgrounds, bringing their unique contributions to the study of nursing.

The MacMurray College Nursing Program prepares graduates for professional nursing practice, graduate education, and ongoing career development within a nursing curriculum which is supported by an integrated liberal arts core. This integration promotes sound interpretation of new knowledge, clear articulation of thoughts, interdisciplinary connections, and discrimination in making judgments about factors that influence the human condition. Baccalaureate nursing education at MacMurray College prepares students to enter the nursing profession with the knowledge, values, and competencies necessary to provide safe, high quality nursing care for diverse groups in a variety of settings. Consistent with the mission and goals of MacMurray College, the Division of Nursing stresses excellence in teaching, service, and scholarship among its faculty.

Graduates of the MacMurray Nursing Program will be competent professional nurses who are prepared to
1. assume responsibility for supporting the profession by demonstrating concern for the welfare of others, engaging in self-reflection, maintaining lifelong learning, and engaging in moral, ethical, and legal behaviors;
2. use clinical reasoning, intellectual curiosity, insight, and creativity in making and evaluating clinical judgments to improve care and quality outcomes and use data to monitor outcomes of care to improve quality;
3. communicate effectively with diverse groups using a variety of modes and strategies;
4. use the nursing process in providing patient/family-centered care to meet the health needs of individuals, families, and communities;
5. design and manage healthcare in collaboration with patients, families, and other members of the healthcare team;
6. discuss the implications of healthcare policies and systems on safety and quality;
7. use technology to communicate, manage knowledge, mitigate error, and support decision making;
8. integrate best current evidence with clinical expertise and patient/family values for delivery of optimum health;
9. apply knowledge from the liberal arts and sciences in planning and delivering nursing care.

Nursing Admission Process

All students begin application to the Nursing Program by applying to MacMurray College. Official copies of high school and college transcripts as well as test scores (ACT and/or SAT) should be forwarded from the appropriate institution. A student applying for advanced placement as a licensed practical nurse (LPN) or registered nurse (RN) must also provide a copy of current nursing licensure to the College Registrar and the Nursing Program. Certified nurse assistants (CNA) must provide a copy of current certification to the College Registrar and the Nursing Program to receive three hours of academic credit for their certification. Admission to the Nursing Program is on a space-available basis and specific deadlines are in place for freshman entry and transfer entry students.
Nursing Admission Requirements

- Freshman Entry
  - Admission to MacMurray
  - Minimum 2.75 high school GPA
  - ACT 20 or SAT 1020 or greater
  - Introductory chemistry course with a grade of C or better within past 5 years
  - Ability to meet the essential performance standards for nursing practice (see below)

- Transfer Entry
  - GPA of 2.75 or greater
  - ACT 20 or SAT 1020 or greater
  - Microbiology and Organic Chemistry with grades of C or better in each course
  - Ability to meet the essential performance standards for nursing (see below)

Essential Performance Standards for Nursing

Applicants to the MacMurray College Nursing Program must possess sufficient physical, motor, intellectual, emotional, social, and communication skills necessary to safely and effectively care for their patients when providing direct or indirect care. The following list provides examples of activities nurses must regularly perform. This list is not all inclusive.

- Mobility
  - Bend, stoop, squat, and turn in small work spaces
  - Move about independently and quickly
  - Remain at patient's side for a prolonged period of time for purposes of monitoring and frequent assessment
  - Perform CPR which requires strength and adequate lung expansion
  - Assist in lifting and moving patients and patient care materials such as beds, chairs, etc.

- Manual Dexterity
• Manipulate equipment, materials, and small objects
• Open and close medication containers
• Prepare medications and administer orally or by injection
• Perform sterile procedures and other skilled procedures

• Sensory
  o Respond to communication from patients with or without direct view of the patient's face
  o Respond to monitor alarms, emergency signals, overhead pages, call bells from patients, and calls for help in a rapid and effective manner
  o Accurately hear through a stethoscope to discriminate sounds
  o Identify absence of or changes in respirations
  o Identify changes in skin color, temperature, or moisture
  o Accurately process printed and computerized information
  o Read fine print on supplies and medications
  o Accurately hear on the telephone

• Emotional Stability
  o Adapt rapidly to environmental changes and multiple task demands
  o Provide emotional support to patients
  o Maintain adequate concentration and attention in patient care settings
  o Perform under stress produced by both academic study and the necessity of performing nursing care in the clinical setting
  o Maintain behavioral decorum in stressful situations

• Critical Thinking
  o Comprehend verbal and written information
  o Measure, calculate, reason, analyze, and synthesize data
  o Identify cause and effect relationships
  o Organize and retain information in basic knowledge and skills areas
  o Sequence information in a logical manner so that it can be understood by others
  o Transfer knowledge from one situation to another

• Interpersonal/Communication Skills
  o Communicate clearly and effectively in English
  o Engage in interactions with clients, families, and others from a variety of social, emotional, cultural, and intellectual backgrounds
Interpret patient responses, initiate client education, and document and interpret orders

Establish and maintain effective working relationships with coworkers, faculty, and student colleagues

Report critical patient information to other caregivers in person, on the telephone, and via written media

Applicants or students who have difficulties with one or more of these skills should contact the Director of Disability Services to determine whether reasonable accommodations can be made.

**Placement Information**

Students who are admitted to the Nursing Program as freshmen have a place secured in the appropriate nursing class provided they maintain grades of C or better in all nursing prerequisite courses and meet the GPA requirements of the College.

Transfer placement is on a space-available basis and based on evaluation of official transcripts by the Assistant Director of One-Stop Student Services in conjunction with the Division Chair of Nursing. Students who have taken previous nursing courses at another institution but failed to complete the program of study are required to complete all MacMurray College nursing courses.

Microbiology and Organic Chemistry must be completed by May prior to entering nursing courses.

All natural science requirements in nursing must be completed by the end of the sophomore year in order to enter NURS 310 and NURS 330 the following fall.

Students must be willing to comply with the Nursing Program's health and safety requirements including immunizations, TB testing, background checks, and drug screening.

LPNs receive at least 16 hours of academic credit for LPN licensure itself (MACM 108, NURS 205, NURS 210, NURS 211, and BIOL 120). Additional credits may be awarded for general education courses and/or other science courses based upon review of official transcripts from a regionally accredited college or university.
CNAs receive up to 3 hours of academic credit for certification. This three credits counts towards the free electives built within the program.

RNs graduating from an approved ADN program are granted junior standing in the RN to BSN program which is delivered exclusively in a distance education format. Graduates of an approved diploma program are evaluated on an individual basis.

**Advising**

Nursing faculty serve as academic advisors to all nursing students.

**Progression/Retention/Dismissal in the Nursing Program**

Students are subject to the policies stated in the Division of Nursing Student Handbook. In summary, progression through the Nursing Program is sequential. Students who receive a D or F in a nursing course will not be allowed to progress until successful completion of the work in question. For all clinical courses, the clinical component is Pass/Fail. Failure in the clinical practicum will result in failure of the course.

To remain in the nursing program, students must meet the following criteria.

1. Earn a grade of C or above in all required social and natural science courses and in all nursing courses.
2. Maintain a cumulative grade point average of 2.00 or above in the general education courses.
3. Nursing students may only repeat one nursing or nursing support course. A student who receives an unsatisfactory grade in a nursing or nursing support course may only repeat that course once. Withdrawal from a nursing or nursing support course with a "WF" or a clinical evaluation of "Unsatisfactory" will be counted as a repeated course.
4. Previous students who have withdrawn in good standing but not been enrolled for more than two years must petition the Division of Nursing to re-enter the Nursing Program. Nursing coursework completed more than two years prior to readmission will be reviewed on a course-by-course basis and students may be required to take proficiency exams and/or retake selected courses. Readmission is not guaranteed.
5. Students may be dismissed for unsafe clinical practice or unprofessional behavior, regardless of the student's academic standing.

6. Senior students must achieve a department-designated score on a standardized exit exam and, if needed, complete remediation before they are approved by the division chair to take the NCLEX-RN.

Program of Study

Nursing majors are required to complete all components of the College's general education program. In addition, the following nursing support courses are required.

- Natural and Social Sciences (31 hours)
  - Biology (15 hours): BIOL 120, 209, 320, 321
  - Chemistry (4 hours): CHEM 131
  - Psychology (6 hours): PSYC 101, 242
  - Statistics (3 hours): BUSA 367 or PSYC 221
  - Social Work (3 hours): SCWK 101 or 300

- Nursing (58 hours): NURS 205, 210, 211, 214, 310, 311, 330, 311, 331, 401, 410, 411, 415, 418, 432, 450

Electives: The minimum hours required for graduation are 120. The number of elective hours will vary with the individual's program options. Minors in Psychology and American Sign Language are available for qualified students but will require extra hours of coursework.

Other Requirements

Clinical

Clinical experiences take place in community and regional health institutions. Transportation to and from the practicum sites is the responsibility of the student. Additional requirements include, but are not necessarily limited to, the maintenance of liability insurance and healthcare provider CPR certification (adult, infant, child, AED), criminal background checks, drug screenings, purchase of uniforms and lab supplies, and compliance with departmental health regulations as stated below. Liability insurance, lab supplies, and uniforms are purchased through a student lab fee. Clinical agencies may also require further criminal background checks and drug testing.
Background check and drug screenings must be completed through a provider approved by the Division of Nursing.

Health

1. Proof of recent physical examination.
2. Proof of immunity to rubeola (measles) and rubella (German measles).
4. Results from a two-step TB skin test (renewed annually).

Documentation of compliance with all clinical practicum requirements must be provided to the Division of Nursing before the first nursing course. Renewal of annual requirements must be completed before the beginning of each subsequent fall semester.

During the fall semester, all students must receive an influenza vaccine (required by clinical agencies).

Clinical Experiences

Hospitals and community health care agencies provide learning sites for clinical practicums. Hospitals providing experiences for students are Passavant Area Hospital in Jacksonville and Memorial Medical Center and St. John's Hospital in Springfield. Experiences in community agencies include county health departments, home health care agencies, nursing homes, community health clinics, and alcohol and substance abuse treatment centers.

Graduation with Honors in Nursing

Students participating in the nursing honors program must achieve a cumulative grade point average of 3.50 or above at the conclusion of the January-term of their senior year and demonstrate interest in nursing through participating in volunteer work in the community and/or involvement in the MacMurray College Student Nurses Association or other campus activities.
Courses

**NURS 205. Introduction to the Nursing Profession.** (1) This course introduces students to their privileged roles as members of the nursing profession. Exploration of critical thinking and clinical judgment processes is used to promote self-awareness and facilitate nursing role development. The course incorporates assessment of learning styles as a means to facilitate learner outcomes. Students are exposed to the standards of the profession including its values, ethical principles, and legal responsibilities. Students examine the relationships between personal values and professional values, exploring their own assumptions and approaches to judging situations. No clinical. Prerequisite: admission to the Nursing Program and completion of at least 24 credit hours of nursing prerequisite courses and/or general education requirements, including BIOL 209 and CHEM 131.

**NURS 210. Nursing Knowledge and Competencies I.** (4) Introduces students to the fundamental nursing knowledge and competencies necessary to practice nursing. Competencies addressed will include fundamental aspects of caring, communication, the nursing process, and technical nursing skills. This course will integrate the knowledge of critical thinking, clinical judgment, and standards of the nursing profession (values, ethics, legal responsibilities) introduced in NURS 105. Lab course. Prerequisites: admission to the Nursing Program and completion of at least 24 credit hours of nursing prerequisite courses and/or general education requirements, including BIOL 209 and CHEM 131.

**NURS 211. Nursing Knowledge and Competencies II.** (5) This course continues to build on the knowledge and competencies learned in NURS 210, with increasing opportunities to transfer classroom knowledge to the clinical setting. Students learn the scientific principles underlying technical nursing skills which include medication administration, medical and surgical asepsis, wound care, cardiopulmonary interventions, gastrointestinal functioning, genitourinary functioning, pre- and post-operative care, and end-of-life care. Laboratory and clinical experiences provide the opportunity to apply the psychomotor aspects of these skills. Students function as providers of care in adult health care settings. Clinical course. Prerequisites: NURS 205 and 210.

**NURS 214. Health Assessment.** (3) Introduces student to the holistic assessment of an individual. In this course, students learn normal assessment findings expected for individuals
across the lifespan. This provides a basis for recognizing findings that require additional assessment and monitoring. Students are introduced to physical and psychosocial assessment skills as well as the major influences of development, environment, culture, religion, socioeconomic status, and family. Emphasis is placed on the importance of assessment as the first step of the nursing process. Lab course. Prerequisites: NURS 205 and 210.

**NURS 310. Pathophysiology and Pharmacology I.** (3) Provides the core knowledge necessary to understand the physiological and pharmacological aspects of illness and disease. Addresses the scientific principles and rationales necessary to recognize the relationships between pathology, pharmacology, and nursing care. No clinical. Prerequisites: NURS 211 and 214 and all natural science requirements.

**NURS 311. Pathophysiology and Pharmacology II.** (3) Provides the core knowledge necessary to understand the physiological and pharmacological aspects of illness and disease. Addresses the scientific principles and rationales necessary to recognize the relationships between pathology, pharmacology, and nursing care. No clinical. Prerequisites: NURS 310 and 330.

**NURS 330. Illness and Disease Management I.** (6) Focuses on the core knowledge and competencies necessary to design and provide care for adults with illness and disease. Students focus on providing individualized, evidence-based nursing care directed toward achieving quality outcomes. Clinical experiences take place in acute care settings. Clinical course. Prerequisites: NURS 211 and 214 and all natural science requirements.

**NURS 331. Illness and Disease Management II.** (6) Focuses on the core knowledge and competencies necessary to design and provide nursing care for adults with complex illness and disease. Students focus on providing individualized, evidence-based nursing care directed toward achieving quality outcomes. Clinical experiences take place in rapidly changing acute-care settings. Students engage in reflection on their clinical reasoning skills and clinical judgments. Clinical course. Prerequisites: NURS 310 and 330.

**NURS 401. Evidence-based Nursing Practice.** (3) Emphasizes the utilization of current research findings as a means to improve nursing outcomes. Theoretical foundations of the research process are explored. Beginning skills are developed in critiquing nursing research and conducting research reviews. The use of information technology as a tool for finding and
disseminating evidence for nursing practice is explored. No clinical. Prerequisites: senior standing, BUSA 367 or PSYC 221.

**NURS 410. Vulnerable Populations I.** (4) Emphasizes public health principles with childbearing/childrearing families and communities. Clinical experiences provide students with the opportunity to design, manage, and coordinate nursing care for families and vulnerable populations. Students will focus on using evidence-based nursing care to achieve health outcomes for populations. Clinical course. Prerequisites: senior standing and PSYC 242.

**NURS 411. Vulnerable Populations II.** (3) Focuses on the elderly population's self-management of common chronic illnesses and the associated goal of independent living. Students are required to reflect on their own beliefs regarding the elderly population, explore current evidence-based practice regarding self-management of chronic illness in the elderly, and develop a management plan for clients in an independent-living facility. Clinical experiences involve home visits to elderly clients living with chronic illnesses in the community. Clinical course. Prerequisite: senior standing.

**NURS 415. Illness and Disease Management in Childbearing and Childrearing Families.** (4) Focuses on core knowledge and core competencies necessary to coordinate and manage nursing care for pregnant women with complications and children experiencing illness and disease. Collaboration with others is emphasized to achieve quality outcomes. Clinical course. Prerequisite: senior standing.

**NURS 418. Mental Illness and Disease Management.** (5) This course focuses on illness and disease management for persons with mental health and psychiatric disorders. It is designed to provide a holistic perspective in the provision of care to individuals, families, and communities. Clinical experiences provide students with the opportunity to design, manage, and coordinate nursing care for individuals and families with mental health needs. Students will focus on using evidence-based nursing care to achieve health outcomes for clients. Clinical course. Prerequisite: senior standing.

**NURS 432. Nursing Synthesis.** (2) This course involves reflection on and synthesis of the student's learning achievements throughout their nursing education. Students reflect on achievement of the nursing program outcomes and synthesize their achievements using a
portfolio. In addition, students engage in weekly NCLEX-RN review sessions in order to prepare for the NCLEX-RN. Prerequisite: senior standing.

**NURS 450. Leadership and Professionalism in Nursing.** (6) A wide variety of trends, concepts, and issues that are central to the profession of nursing are discussed. The transition from novice to competent professional nurse is addressed with emphasis on lifelong professional growth. Organizational, leadership, and management principles and theories are explored as students coordinate, delegate, and supervise care for teams of patients. Methods of evaluating the quality and effectiveness of nursing care are addressed. Three class hours and nine clinical hours per week. Prerequisite: senior standing.
### Checklists

#### NURSING MAJOR

<table>
<thead>
<tr>
<th>General Education Courses (30 Credits):</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108 First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125 Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131 College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132 Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>Values Conflicts in Society</td>
<td>6</td>
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<tr>
<td>Experiential Learning</td>
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(Met by PSYC 101 and SCWK 201)

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<thead>
<tr>
<th>Required Natural and Social Science Courses (25 Credits):</th>
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</tr>
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<tbody>
<tr>
<td>BIOL 120 Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 209 Microbiology</td>
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</tr>
<tr>
<td>BIOL 320 Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 321 Human Anatomy and Physiology II</td>
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</tr>
<tr>
<td>CHEM 131 Organic and Biological Chemistry for Non-majors</td>
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</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
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<tr>
<td>PSYC 242 Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 101 Introduction to Sociology</td>
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</table>

(Met by NURS 330)

<table>
<thead>
<tr>
<th>Required Nursing Courses (58 Credits):</th>
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<tbody>
<tr>
<td>NURS 205 Introduction to the Nursing Profession</td>
<td>1</td>
</tr>
<tr>
<td>NURS 210 Nursing Knowledge and Competencies I</td>
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<tr>
<td>NURS 211 Nursing Knowledge and Competencies II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 214 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 310 Pathophysiology and Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 311 Pathophysiology and Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 330 Illness and Disease Management I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 331 Illness and Disease Management II</td>
<td>6</td>
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<tr>
<td>NURS 401 Evidence-Based Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 410 Vulnerable Populations I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 411 Vulnerable Populations II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 415 Illness and Disease Management in Childbearing and Childrearing Families</td>
<td>4</td>
</tr>
<tr>
<td>NURS 418 Mental Illness and Disease Management</td>
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<tr>
<td>NURS 432 Nursing Synthesis</td>
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</tr>
<tr>
<td>NURS 450 Leadership and Professionalism in Nursing</td>
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</tr>
</tbody>
</table>

Elective Course(s) ............................................................. 9 credits

TOTAL Credit Hours.................................................................... 122
Nursing (RN to BSN Program)

MacMurray’s program of study leading to a baccalaureate degree in nursing is approved by the Illinois Department of Professional and Financial Regulation and accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, D.C. 20036.

The Nursing Program was fully approved by the Committee of Nurse Examiners of the State of Illinois on August 3, 1979. The first class began later in August 1979. The first clinical courses were offered in the 1981-82 academic year and the first students graduated in May 1983.

Mission
The MacMurray College Division of Nursing is among the few professional nursing education programs in central Illinois providing baccalaureate nursing education within a liberal arts institution. Students enter the program from diverse geographic and social backgrounds, bringing their unique contributions to the study of nursing.

The MacMurray College Nursing Program prepares graduates for professional nursing practice, graduate education, and ongoing career development within a nursing curriculum which is supported by an integrated liberal arts core. This integration promotes sound interpretation of new knowledge, clear articulation of thoughts, interdisciplinary connections, and discrimination in making judgments about factors that influence the human condition. Baccalaureate nursing education at MacMurray College prepares students to enter the nursing profession with the knowledge, values, and competencies necessary to provide safe, high quality nursing care for diverse groups in a variety of settings. Consistent with the mission and goals of MacMurray College, the Division of Nursing stresses excellence in teaching, service, and scholarship among its faculty.

Graduates of the MacMurray Nursing Program will be competent professional nurses who are prepared to:

1. assume responsibility for supporting the profession by demonstrating concern for the welfare of others, engaging in self-reflection, maintaining lifelong learning, and engaging in moral, ethical, and legal behaviors;
2. use clinical reasoning, intellectual curiosity, insight, and creativity in making and evaluating clinical judgments to improve care and quality outcomes and use data to monitor outcomes of care to improve quality;
3. communicate effectively with diverse groups using a variety of modes and strategies;
4. use the nursing process in providing patient/family-centered care to meet the health needs of individuals, families, and communities;
5. design and manage healthcare in collaboration with patients, families, and other members of the healthcare team;
6. discuss the implications of healthcare policies and systems on safety and quality;
7. use technology to communicate, manage knowledge, mitigate error, and support decision making;
8. integrate best current evidence with clinical expertise and patient/family values for delivery of optimum health;
9. apply knowledge from the liberal arts and sciences in planning and delivering nursing care.

RN to BSN Admission Requirements
Students interested in enrolling in the RN to BSN Online Program must meet the following requisites:

- Cumulative transfer GPA of 2.50/4.00 or higher with grades of C or higher in all nursing and nursing support courses;
- Copy of unencumbered license as a registered nurse (RN) in Illinois which must remain current throughout the duration of the program;
- Copy of a government-issued phono ID (driver’s license or passport)
- Graduated from an accredited institution with an Associate Degree in Nursing or Diploma in Nursing;
- Provide two (2) professional letters of recommendation, preferably on company letterhead.

Advising
All RN to BSN students are advised by the Director of Online Programs and the RN to BSN Coordinator.

Courses

**NURS 321. Applied Healthcare Statistics.** (3) This course introduces students to descriptive and inferential statistical procedures and probability with emphases on designs for medical research. At the end of this course students will be able to apply statistical procedures and probability in linear regressions, scrutinize research reports using statistical methodologies, and create and apply statistics to answer questions in the nursing and healthcare fields.

**NURS 349. Role Transitions in Nursing.** (3) This course addresses role development and socialization, with students identifying various role conflicts that can occur in the transition to baccalaureate education. Students are oriented to online learning and begin development of a learning portfolio that validates their current achievements and growth throughout the program.

**NURS 350. Health Assessment & Promotion Across the Lifespan.** (3) Health promotion and disease prevention principles are addressed as students expand their knowledge of holistic assessment. Teaching and learning principles are reviewed with emphasis on delivery patient-centered teaching that reflects developmental stage, age, culture, and health literacy considerations.
NURS 355. Informatics in Nursing and Healthcare. (3) This course is designed to introduce students to the history of healthcare informatics and the use of electronic technologies in nursing practice, administration, education, and research. Students explore models and theories that support nursing informatics and examine the use of information technology in support of decisions that promote safety and quality in patient-centered care. Emphasis is on current issues, the future of nursing informatics, and the ethical and legal issues relating to the use of information technology, communication networks, and patient care technology.

NURS 356. Ethics for Healthcare Professionals. (3) This course focuses on using philosophical tools to illuminate, analyze, and evaluate the ethical practices in the domain of health care. The course aims to improve your ability to recognize, think through, assess, and articulate your moral views as a healthcare professional, as well as to understand, contribute to, and critique the views of other healthcare professionals, patients, and loved ones.

NURS 402. Evidence-based Nursing Care. (3) This course introduces evidence-based practice and the research process in the development of nursing knowledge and practice. Emphasis is on the critical appraisal and synthesis of published research to improve nursing outcomes. The use of information technology as a tool for finding and disseminating evidence for nursing practice is explored.

NURS 412. Family & Community Nursing. (3) In this course, students apply family and population-focused nursing principles to address the needs of families and communities. Epidemiological principles, public health principles, environmental health, and global health issues are also included in this course. Students use the nursing process to address an area of need they identify in a family, group, or community.

NURS 425. Transcultural Nursing. (3) This course introduces transcultural concepts and theoretical knowledge necessary to provide culturally competent care. Emphasis is on exploring the health attitudes, beliefs, and practices of culturally diverse populations and how these perceptions affect the delivery of culturally competent nursing care.

NURS 440. Health Care Policy, Finance, & Regulatory Environments. (3) Students explore the impact of sociocultural, economic, legal, and political factors influencing health care delivery and practice. Health care financing, policies, and regulatory standards are discussed in relation to their effects on patient care quality, healthcare disparities, and resource management. The history of nursing provides a framework for discussing contemporary concepts of empowerment, power, and politics.

NURS 443. Issues in Nursing Leadership. (3) Emphasis is placed on functioning effectively and collaboratively as a member of the health care team. The course addresses collaboration, communication, decision-making, and initiatives to promote high-quality, cost-effective nursing care in complex organizational systems. National quality standards are examined, and the student collaborates with the interdisciplinary team to design and initiate efforts to improve the quality of health care delivery.
## Schedule

<table>
<thead>
<tr>
<th>FALL START</th>
<th>SPRING START</th>
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<tbody>
<tr>
<td><strong>Fall Academic Session 1</strong></td>
<td><strong>Spring Academic Session 1</strong></td>
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<tr>
<td>- NURS 349 – Role Transitions in Nursing</td>
<td>- NURS 349 – Role Transitions in Nursing</td>
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<tr>
<td>- NURS 350 – Health Assessment and Promotion across the Lifespan</td>
<td>- NURS 350 – Health Assessment and Promotion across the Lifespan</td>
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<tr>
<td><strong>Fall Academic Session 2</strong></td>
<td><strong>Spring Academic Session 2</strong></td>
</tr>
<tr>
<td>- NURS 355 – Informatics in Nursing and Healthcare</td>
<td>- NURS 356 – Ethics for Healthcare Professionals</td>
</tr>
<tr>
<td>- NURS 440 – Healthcare Policy, Finance, &amp; Regulatory Environments</td>
<td>- NURS 412 – Family and Community Nursing</td>
</tr>
<tr>
<td><strong>Spring Academic Session 1</strong></td>
<td><strong>Summer Academic Session</strong></td>
</tr>
<tr>
<td>- NURS 402 – Evidence-based Nursing Care</td>
<td>- NURS 443 – Issues in Nursing Leadership</td>
</tr>
<tr>
<td><strong>Spring Academic Session 2</strong></td>
<td><strong>Fall Academic Session 1</strong></td>
</tr>
<tr>
<td>- NURS 412 – Family and Community Nursing</td>
<td>- NURS 402 – Evidence-based Nursing Care</td>
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<tr>
<td><strong>Summer Academic Session</strong></td>
<td><strong>Fall Academic Session 2</strong></td>
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<tr>
<td>- NURS 425 – Transcultural Nursing</td>
<td>- NURS 355 – Informatics in Nursing and Healthcare</td>
</tr>
<tr>
<td>- NURS 443 – Issues in Nursing Leadership</td>
<td>- NURS 440 – Healthcare Policy, Finance, &amp; Regulatory Environments</td>
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</tbody>
</table>

Part-time schedules are also
**Checklists**

**Nursing Bachelor’s Degree (RN to BSN)**

**Required RN to BSN Courses (30 Credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NURS 321</td>
<td>Applied Healthcare Statistics</td>
</tr>
<tr>
<td>NURS 349</td>
<td>Role Transitions in Nursing</td>
</tr>
<tr>
<td>NURS 350</td>
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<tr>
<td>NURS 440</td>
<td>Healthcare Policy, Finance, and Regulatory Environments</td>
</tr>
<tr>
<td>NURS 443</td>
<td>Issues in Nursing Leadership</td>
</tr>
</tbody>
</table>

**Total Credit Hours** .............................................................................................................. 30
Philosophy and Religion

Courses

Philosophy

PHIL 103. Introduction to Philosophy. (3) A survey of basic problems in philosophy: the nature of reality, the reaches of human knowledge, the quest for identity, the relation of mind and body, freedom and necessity, definitions of truth, and various conceptions of the good life.

PHIL 134. From Plato to Jackie Robinson. (3) This course studies the relationship between social and political philosophy and the sport of baseball. Using baseball as a lens, we will look at the underrepresented groups or groups that were and are intentionally marginalized in baseball such as: women, African-Americans, international players, LGBT players, and religious groups.

PHIL 211. Introduction to Logic. (3) A study of the techniques of critical thinking with the aim of making logic a tool for data analytics and reasoning in everyday life. Emphasis will be on distinguishing between arguments and non-arguments, distinguishing between deductive and inductive arguments, evaluating arguments in terms of their soundness and validity, identifying common formal and informal fallacies, and translating ordinary language statements into various systems of logic. No prerequisite; open to all students. Cross-listed with DATA 211.

PHIL 220. Contemporary Ethical Problems. (3) An introduction to ethical methodology and its practical application to contemporary problems. Current issues to be explored may include pornography, sexual ethics, affirmative action, criminal justice, abortion, and the environment.

PHIL 222. Business Ethics. (3) Explores the moral problems that are often raised for people working in the professions. This class will begin by examining moral theory and the logical reasoning of moral decision making. Issues to be studied may include due process, race, gender, professional codes of ethics, confidentiality, loyalty, corruption, just use of force, and contemporary issues in the business world.

PHIL 226. Leadership Ethics. (3) This course will introduce students to the ethical dilemmas that face leaders and will prepare students to create and sustain themselves as ethical decision makers.

PHIL 312. Social and Political Philosophy. (3) Humans are social beings and work and live in political communities, yet we have different values, moral rules, and views on how resources are distributed. We argue about how to organize, who should lead us, equality, when or if we should fight each other, issues of race and gender, and the limits of religion. These are the concerns of social and political philosophy. This course will serve as an introduction to social and political philosophy looking at these issues and others through the work of such intellectual giants as Plato, Aristotle, St. Augustine, Mill, Hobbes, Marx, Hume, Rawls, De Beauvoir, and a slate of more contemporary figures concerned with social justice in pluralistic globalized societies.
PHIL 310. Philosophy of Law. (3) An examination of fundamental issues in the philosophy of law, including the origin, evolution, and current status of law in the West. Issues to be explored will include the relationship between morality and the law, theories of punishment and reform, theories of justice, and the obligation to obey the law or dissent from the law.

PHIL 315. Philosophy of Religion. (3) A critical examination of the philosophical arguments offered for the existence of God, the occurrence of miracles, the status of religious experience, faith and reason, the relationship between God and morality, the Problem of Evil, the conflicting claims of the world’s religions, and the existence of an afterlife.

Religion
RELG 203. Interpreting Christian Traditions. (3) Who wrote the Bible? What do Christians believe about heaven, hell, and Satan? What is the difference between Roman Catholics and Protestants? The answer to these and many other questions will be explored as we study the basic beliefs, rituals, and social formations of Christianity from New Testament times to the modern era. The class will examine both the development of Christian doctrines within their historical contexts as well as the institutional structure and spiritual formation of a variety of Christian groups.

RELG 219. Introduction to World Religions. (3) An examination of several of the world’s major religious traditions. The course will study the various components that comprise religious systems as well as the diverse ways religious groups express themselves on the current global stage. Religions to be studied may include Hinduism, Buddhism, Judaism, Christianity, and Islam.

RELG 238. Religion in America. (3) A survey of major religious groups and movements within the American context. Special emphasis will be given to the diversity of religious experience in America. Topics to be discussed may also include the relationship between church and state, religious freedom, institutional revivalism, and evangelicalism.

RELG 240. New Religious Movements in America. (3) An in-depth look at several homemade varieties of religion. The course will study the historical context in which new religious activity occurred as well as the ideas, experiences, and significant individuals unique to each religious movement. Topics may include Mormonism, Christian Science, Pentecostalism, Christian Identity Movement (white supremacists), and Scientology.
Pre-Professional Programs

In the Health Sciences

MacMurray's health-related pre-professional programs are designed for students seeking admission to graduate study at a dental, medical, occupational or physical therapy, or veterinary school. In general, those schools are looking for students with BA or BS degrees, excellent grades, and high scores on their admission tests (MCAT, GRE, etc.). In addition to a solid foundation in the biological, chemical, and physical sciences, students must show evidence of a broad education (including humanities and social sciences) and demonstrate a commitment to their chosen careers.

These programs are not majors in themselves. Students enroll in a major related to their future profession and are advised by their faculty advisor in that major.

Pre-dentistry
The curriculum required for entrance into dental school is the same as that required for medical school (see below). Students interested in pre-dentistry usually major in biology (health track). Students are strongly encouraged to have a solid foundation in organic chemistry and biochemistry. Internships and career experiences with local dentists or dental service providers are available.

Acceptance to dental school tends to be slightly less competitive than acceptance to medical school. The process for application to dental school is similar to that for medical school. Students take the Dental Admission Test (DAT) in the spring of their junior year. Students may find it helpful to take a drawing class, since part of the DAT involves perceptual ability.

Pre-medicine
Pre-medicine students may major in biology (health track), preferably with courses in chemistry. Students in other majors should complete general chemistry and organic chemistry and a year each of biology and physics. Other recommended courses include biochemistry, mathematics, psychology (physiological psychology, sensation, and perception), anatomy and physiology, and microbiology.

Although medical schools require a strong foundation in the sciences, they also look for a broad liberal arts education with highly developed skills in communication, preparation in the humanities and social sciences, and a commitment to community service. Therefore it is possible to be accepted into medical school with any major as long as the science requirements have been fulfilled. Pre-medicine students can choose among a variety of internships including those with local physicians, hospitals, and medical schools.

Factors taken into account by medical school admissions committees include grade point average, score on the Medical College Admission Test, and record of campus involvement. Generally, the
successful medical school applicant has a cumulative grade point average of 3.75 or better and no less than 3.50.

**Pre-occupational Therapy**
Occupational therapists help those with physical, developmental, and mental disabilities to develop and maintain daily living and work skills. They work in offices of health practitioners, nursing care facilities, hospitals, and schools. Pre-occupational therapy prepares for admission to a master's degree program in occupational therapy. Students interested in pre-occupational therapy typically major in biology (health track) or psychology, although other majors are possible.

Undergraduate requirements for graduate programs in occupational therapy are variable, so the choice of courses at MacMurray will depend in part on the choice of school for occupational therapy. The faculty advisor in the student's major can assist the student in these choices.

**Pre-pharmacy**
In addition to the pharmacist's traditional role of preparing and dispensing medicines, the dynamic changes in health care will mean that pharmacists will be taking on new responsibilities that will offer greater opportunities. The wide range of workplaces and working conditions for pharmacists offers jobs that satisfy all preferences from set hours at a corner pharmacy to owning your own business. MacMurray College's Biology Program (pre-health track) can prepare you for graduate school as a pharmacist where you would study for a doctorate of pharmacy.

Through rigorous courses in such disciplines as biochemistry, cell and molecular biology, and human anatomy and physiology, you are exposed to the knowledge you need to enter the graduate school of your choice.

Admission to pharmacy school is competitive, and students need a minimum 3.50 grade point average, must do well on the Pharmacy College Admission Test, and have work experience while they are an undergraduate. A variety of internships are available with pharmacies and hospitals in the area.

**Pre-physical Therapy**
Physical therapists work in many health care settings, such as neonatal intensive care units, schools, sports medicine clinics, rehabilitation centers, industrial clinics, and private offices. Pre-physical therapy prepares for admission to a master's degree program in physical therapy.

Pre-physical therapy is more interdisciplinary than many concentrations involving courses in mathematics, physics, and psychology as well as those in the life sciences. Students interested in pre-physical therapy usually major in biology (physical therapy track) then complete additional courses required for entrance into the professional school of their choice; but it is possible to major in other areas such as psychology.

Courses suggested in addition to the biology major are chemistry (general chemistry, biochemistry), psychology (general psychology, developmental psychology, abnormal
psychology, physiological psychology, sensation and perception), and introduction to sociology. Medical terminology also is recommended, as students without this course will probably be required to pass a proficiency exam in this subject early in the first semester of their graduate program. Applicants to physical therapy graduate schools should have a grade point average of at least 3.50.

Internships are available at a number of area facilities.

**Pre-veterinary Medicine**
Students interested in pre-veterinary medicine should major in biology (health track). It is recommended that students also complete one year of organic chemistry and MATH 131.

Although requiring a strong foundation in the sciences, veterinary schools also look for well-developed communication skills and preparation in the humanities and social sciences. The College offers a wide variety of internship programs including those with local veterinarians, veterinary hospitals, and zoos.

Competition for a place in veterinary school is perhaps more intense than for other professional schools. Factors taken into consideration by admissions committees include college grade point average, score on the Graduate Record Exam (General), career experience with a veterinary practice, and involvement in extracurricular activities. For admission into veterinary school, applicants should have a grade point average of at least 3.50 to 3.75.

Internships are available at a number of area facilities.

**Other Pre-professional Programs**

**Pre-law**
Pre-law students select a major that will maximize the student's possibilities for being admitted to law school and prepare them for the area of the law in which they are most interested.

Law school admissions committees are looking for students with excellent grades in any rigorous major. A student interested in environmental law may choose to major in biology. A student interested in tax law may choose accounting. Courses in areas such as history, philosophy, and English are attractive to law schools because of their emphasis on writing and analysis.

**Pre-seminary**
MacMurray offers a four-year pre-professional program for those preparing for graduate-level work in a theological school or seminary. Students will work closely with their advisor in choosing a major and the required and recommended courses that will best prepare them for success in a theological school.

Required courses for the pre-seminary program are
- PHIL 315, Philosophy of Religion;
• RELG 203, Interpreting Christian Traditions;
• RELG 238, Religion in America;
• BUSA 223, Business Communication.

In addition, these courses are recommended:
• two history courses 300 level or above;
• two psychology courses (not Statistics or Research Methods).
Psychology

Checklists
- Psychology Major
  - http://www.mac.edu/oncampus_programs/checklists/psychology.pdf
- Psychology Minor
- Pre-Occupational Therapy with Psychology Major
  - 

FACULTY: S. Ghoncheh, M. Wiediger

Psychology at MacMurray College
Psychology is the scientific study of behavior and mental illness. The undergraduate psychology degree at MacMurray College will prepare students for a wide range of future opportunities. It is a great choice for those who love to help others while solving practical and/or theoretical problems.

The undergraduate psychology degree at MacMurray College will provide students with the education, knowledge, and experience to help people resolve complex emotional issues, develop solutions for real-world problems, and develop a deeper understanding of the human mind and behavior by conducting research. It will prepare students to make real differences in other people’s lives and help people overcome adversity, increase their well-being, and realize their full potential.

The undergraduate psychology degree at MacMurray College will teach students how to record, organize, analyze, and interpret data through the usage of statistics and various research methods. Learning how to gather, organize, analyze and interpret data can be an important skill in a wide variety of careers, such as in education, administration, science-related research, marketing, advertising, etc.

Preparation for Graduate School
The undergraduate psychology degree at MacMurray College can serve as the basis and the background for a wide range of graduate studies, such as psychology, counseling, social work, law, medicine, nursing, criminal justice, etc.

The undergraduate psychology degree at MacMurray College offers a wide range of psychology courses, and covers all the major schools of thought in psychology. Requirements for the major correspond to the basic course requirements for entrance into graduate school.

Career Opportunities in Psychology
The U.S. Bureau of Labor Statistics expects that opportunities in psychology will continue to grow over the next decade. Students who earn a degree in psychology have access to a wide
range of career opportunities, in areas such as Art Therapy, Child Psychology, Clinical Psychology, Community Psychology, Developmental Psychology, Domestic Violence Services, Forensic Psychology, Geriatric Psychology, Health Psychology, Industrial and Organizational Psychology, Life Coaching, Marriage and Family Therapy, Mental Health Counseling, Military Counseling, Music Therapy, Neuropsychology, Rehabilitation Counseling, School Psychology, Social Psychology, Social Work, Sociology, Sports Psychology, and Substance Abuse Counseling. In addition to learning about themselves, psychology will help students understand why people do what they do. This would be a very marketable skill in a wide variety of job settings.

**Majoring in Psychology**

The bachelor’s degree program in Psychology at MacMurray College introduces the students to the fundamentals of scientific psychology, providing a firm basis of psychological knowledge and research experience.

Students majoring in psychology for the bachelor’s degree will complete a minimum of 41 hours in the department. Required courses include Psychology 101, 221, 222, 242 and 495; and eight courses from the following: Psychology 202, 229, 243, 244, 245, 246, 250, 251, 253, 305, 311, 321, 322, 325, 326, 327, 328, 331, 335, 357, 388, 389, 395 and 475. Those students who select a concentration will be required to take four concentration-specific courses and four intermediary courses. Those who do not select a concentration will have to take at least eight intermediary courses from the ones stated above. At least three of these eight elective courses must be at the 300 level.

The department strongly recommends that Psychology 221 and 222 be taken in sequence.

Additional courses may be selected in consultation with the advisor. Students are encouraged to explore relationships between psychology and other disciplines by taking courses in different fields (e.g., social work, American Sign Language, biology, criminal justice), and to consider developing a second major or minor in one of these areas.

Students are offered three options: Clinical Psychology concentration, Experimental Psychology concentration, and general psychology (no concentration). Students who wish to continue within the field of psychology, earn a master’s degree or doctorate in psychology, and select a profession within psychology, should select one of the two concentrations. Students who simply wish to have an undergraduate degree in psychology and may either wish to seek a profession after graduation or apply to a different major for their graduate degree should select the third option, which would be general psychology with no concentration.

Students majoring in psychology must maintain a 2.0 GPA overall and attain a C or better in all Psychology courses.

**Minoring in Psychology**

Students minoring in Psychology will complete a minimum of six courses in the department. Required courses include Psychology 101, 221, and at least four courses from the following:
Psychology 202, 222, 229, 242, 243, 244, 245, 246, 250, 251, 253, 305, 311, 321, 322, 325, 326, 327, 328, 331, 335, 357, 388, 389, and 395. At least two of these four elective courses must be at the 300 level. Students cannot have both a major and a minor in the same subject. A minimum grade point average of 2.0 is required for courses in the minor.

Courses

**PSYC 101. GENERAL PSYCHOLOGY.** (3) This course is an introduction to the scientific study of human behavior and mental processes. Topics may include learning, thinking, memory, sensation, perception, abnormal behavior and treatments, etc.

**PSYC 202. CRISIS INTERVENTIONS.** (3) This course explores methods and models for dealing with people experiencing a life crisis. This course will examine various types of crisis experiences and apply crisis intervention methods to their resolution. Students will be expected to complete 10 hours of volunteer service in an agency that provides crisis services. Prerequisite: SCWK 101. (Cross-listed with SCWK 202)

**PSYC 221. ELEMENTARY STATISTICS.** (3) The use and interpretation of basic descriptive and inferential statistics. Emphasis upon application of statistical methods to problems of the behavioral and social sciences. Prerequisite: PSYC 101 and Math 121 or permission of instructor.

**PSYC 222. PSYCHOLOGICAL RESEARCH METHODS.** (4) Use of experimental methodology for the study of bases of behavior. Scientific method, methods of data collection and analysis, experimental design and hypothesis testing. Prerequisites: PSYC 101 and PSYC 221. (Cross-listed with SCWK 345)

**PSYC 229. INTRODUCTION TO GERENTOLOGY.** (3) An overview of all aspects of the aging process, provision of services for the elderly, family relations, and the dynamics of death and dying. No prerequisite. (Cross-listed with SCWK 229.)

**PSYC 242. LIFESPAN DEVELOPMENT.** (3) This course adopts a bio-psycho-social approach to the study of human growth and development from infancy through old age and provides a general introduction to theories, methods, and content of the field. The emphasis is on normal patterns of development. Social and cultural influences on development are also considered. Prerequisite: PSYC 101.

**PSYC 243. BEHAVIOR MODIFICATION.** (3) An introduction to the principles of behavior modification and their application. Emphasis is given to the development of basic skills, an understanding of ethical issues, and an appreciation of the social implications of behavior modification. Prerequisite: PSYC 101.

**PSYC 244. ADOLESCENT PSYCHOLOGY.** (3) This course will focus on adolescent development, needs, and problems. Topics to be covered include biological, cognitive, social,
emotional, and personality development; the contexts for development including families, peers, schools, and culture; adolescent problems involving drugs, juvenile delinquency, stress, health, depression, and suicide. Prerequisite: PSYC 101.

PSYC 245. EDUCATIONAL PSYCHOLOGY. (3) An examination of the teaching process from a psychological perspective. Topics to be covered include basic learning and motivational processes, human development, measurement and evaluation procedures, and classroom management. Prerequisite: PSYC 101.

PSYC 246. HUMAN SEXUALITY. (3) This course surveys the major areas of human sexuality. Social and cultural influences on human sexual behaviors are also considered. Prerequisite: PSYC 101.

PSYC 250. SPECIAL TOPICS IN PSYCHOLOGY. (3) This course offers a concentrated study of a special topic in the field of psychology. The subject matter of the course will vary depending on department approval, faculty members’ resources and availability, and students’ interest. Prerequisite: PSYC 101.

PSYC 251. PSYCHOLOGY OF CRIMINAL MIND. (3) The focus of this course will be to provide students with a unique orientation to the study of criminals and criminal behavior, which shares some affinity with the fields of deviance, abnormal psychology, criminology, forensic psychology, and victimology. This class will explore biological, environmental, sociological, and especially psychological factors that impact criminals and their behavior. Students will also be exposed to some of the principles and methods used in the profiling of criminals and violent crimes. Prerequisite: PSYC 101.

PSYC 253. MULTICULTURAL PSYCHOLOGY. (3) This course is intended to introduce and familiarize students with the concept of multicultural psychology. Students will be exposed to a broad range of psychological topics associated with multicultural issues and explore the meaning and value of such concepts as culture, ethnicity, bias, and cultural competence. Topics covered in the class include differences in worldviews, culturally relevant styles of communication, acculturation issues, racial identity, power and privilege, health disparities, and multicultural competencies. Prerequisite: PSYC 101.

PSYC 305. ABNORMAL PSYCHOLOGY. (3) This course surveys psychological disorders from a scientific and empirical perspective. The primary focus is the description of the major categories of psychological disorders and the current system for identifying these disorders. Theories concerning the causes and treatment of psychological disorders are also described. Prerequisite: PSYC 101.

PSYC 311. SUBSTANCE USE AND ABUSE: THEORY, PRACTICE, AND PREVENTION. (3) Understanding alcohol and drug abuse from biological, sociological, psychological, and cultural perspectives. Students will examine the causes and consequences of alcohol/drug abuse, diagnostic issues, intervention, treatment, aftercare, and prevention, as well as their own personal values and attitudes toward alcohol/drug use. The impact of alcohol/drug
abuse on families, special groups (e.g., women, elderly, and minority populations) and the larger societal context will be addressed. Students will also be introduced to psychotropic medications and their therapeutic uses, side effects, and potential risk. No prerequisite. (Cross-listed with SCWK 311)

**PSYC 321. SOCIAL PSYCHOLOGY.** (3) Analysis of the psychological processes in relation to social situations and interpersonal behavior. How language, perception, learning, thinking, motivation, traits, and attitudes determine and result from social interaction and group processes. Prerequisite: PSYC 101.

**PSYC 322. LEARNING.** (3) An examination of theories and research in both animal and human learning. Topics include classical and instrumental conditioning, verbal learning, remembering, forgetting, and problem solving. Prerequisite: PSYC 101.

**PSYC 325. PHYSIOLOGICAL PSYCHOLOGY.** (3) This course is a study of the biological basis of human behavior including structure and function of the nervous system. Prerequisite: PSYC 101.

**PSYC 326. SENSATION AND PERCEPTION.** (3) The biological foundations of sensory system functioning with special consideration of the integrating properties of the CNS. Such topics as visual illusions, auditory information processing (including language), and spatial orientation are included. Laboratory demonstrations periodically. Prerequisite: PSYC 101.

**PSYC 327. MEMORY AND COGNITION.** (3) A survey of the theory and research in the study of human memory and cognitive processes including attention, language, and problem solving. Prerequisite: PSYC 101.

**PSYC 328. HEALTH PSYCHOLOGY.** (3) This class will introduce students to one of the important areas of psychology field, i.e. Health Psychology. Students will study health behaviors and explore the difference between health-promoting and health-comprising behaviors. Students will learn about stress, coping, resilience, and social support. Topics covered will include management of pain and discomfort, management of chronic illness, heart disease, hypertension, stroke, and Type II Diabetes. Other topics that can be included and discussed in the course are: using Health Services; patients, providers, and treatments; and psychological issues in advancing and terminal illness. The future of health psychology will be reviewed. Prerequisite: PSYC 101.

**PSYC 331. PSYCHOLOGICAL MEASUREMENT.** (3) Survey of psychological tests that are in use, especially in the clinical-counseling field. Prerequisite: PSYC 101.

**PSYC 335. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY.** (3) An examination of the theory and research of personnel processes in industry including selection, motivation, evaluation, supervision, work conditions, and job satisfaction. Prerequisite: PSYC 101.

**PSYC 357. THEORIES OF PERSONALITY.** (3) This course is designed as an in-depth study of the major personality theorists such as Freud, Jung, Adler, Erikson, Rogers, Maslow, Bandura,
May, Cattell, Allport, Beck, Ellis, etc. Some of the theories that will be covered are psychoanalytic, life-scan, traits theories, humanistic, behavioristic, cognitive, cognitive-behavioral, and existential. Prerequisite: PSYC 101 and PSYC 305 or permission of the instructor.

**PSYC 388. INDIVIDUAL AND GROUP THERAPY.** (3) This course is designed to introduce students to the various theoretical perspectives in the area of counseling and psychotherapy and intervention strategies and skills. Lectures and readings address various techniques and theories of therapy. Experimental learning activities and therapy exercises promote interpersonal effectiveness in interactions with individuals and groups. Prerequisite: PSYC 101 and 357 and senior standing.

**PSYC 389. APPLIED PSYCHOLOGY.** (3) This course is an introduction to applied psychology. Students develop an understanding of how psychological theories are applied to real world situations, including uses of psychology in interpersonal relationships, sports, education, work, etc. Students will learn how practical applications emerge out of theory and research. This course provides exposure to major theoretical perspectives in applied psychology and scientifically based methods and findings. Prerequisite: PSYC 101 and junior or senior standing.

**PSYC 395. RESEARCH PARTICIPATION.** (3) Students taking this course extend and synthesize their understanding of the empirical science of psychology. This course requires participation in a research project, which may be done independently by the student or as a co-investigator of a faculty member’s research. It covers advanced topics including the practical application of research designs and statistical analysis, and is designed as preparation for graduate-level work. Students will demonstrate competence through designing experiments, reading and critiquing scientific journal articles, managing subject pools, writing programs, analyzing data, and/or presenting research at a conference. Skill development includes acquiring competency in the use of psychological and statistical software (SPSS, STATISTICA, E-Prime, etc.). Prerequisite: PSYC 101, 221 or an equivalent statistics course, 222 or an equivalent research methods course, junior or senior standing, permission of instructor.

**PSYC 475. CLINICAL PRACTICUM.** (4) The course is designed to provide undergraduate Psychology majors at MacMurray College with an opportunity to integrate theoretical concepts learned in the classroom, especially in the previous three required courses (PSYC 305, 357, and 388), to actual field experiences while acquiring first-hand experience and developing beginning competency skills. While out on the field, students will be directly supervised and guided by experienced mental health professionals who are working in the field. Prerequisite: PSYC 101, PSYC 388 and senior standing.

**PSYC 495. SENIOR SEMINAR.** (3) Current issues in the field of psychology are researched and presented in a seminar setting using class discussion and debate. Students practice the writing, oral communication, and critical thinking skills necessary to succeed in graduate school and in their future careers. Prerequisite: PSYC 101, senior standing, and Psychology major or minor, or permission of the instructor.
# PSYCHOLOGY MAJOR

**General Education Courses (30 Credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 221</td>
<td>Elementary Statistics (QR)</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
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<tr>
<td></td>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
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<td></td>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
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<tr>
<td></td>
<td>Values &amp; Conflicts (2 courses; 301 &amp; 302)</td>
<td>6</td>
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<tr>
<td></td>
<td>Experiential Learning</td>
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* [Met with PSYC 475, PSYC 493, PSYC CE]

**Required Psychology Courses (19 Credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SCWK 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>BIOL 109</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 222</td>
<td>Psychological Research Methods (SCWK 345)</td>
<td>4</td>
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<tr>
<td>PSYC 242</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 495</td>
<td>Senior Seminar</td>
<td>3</td>
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**Choose one of the following two tracks:**

**(1) Clinical Psychology Concentration (13 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 305</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 357</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 388</td>
<td>Individual and Group Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 475</td>
<td>Clinical Practicum</td>
<td>4</td>
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**(2) Experimental Psychology Concentration (13 Credits)**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 321</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 322</td>
<td>Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 395</td>
<td>Research Participation</td>
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</tr>
<tr>
<td>PSYC 493</td>
<td>Practicum in Experimental Psychology</td>
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**Psychology Intermediary Courses (12 Credits, choose any four):**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 202</td>
<td>Crisis Intervention (SCWK 202)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 229</td>
<td>Introduction to Gerontology (SCWK 229)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 243</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 244</td>
<td>Adolescent Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 245</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 246</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Special Topics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Psychology of the Criminal Mind</td>
<td>3</td>
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<tr>
<td>PSYC 253</td>
<td>Multicultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 311</td>
<td>Substance Use and Abuse (SCWK 311)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 325</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 326</td>
<td>Sensation and Perception</td>
<td>3</td>
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<tr>
<td>PSYC 327</td>
<td>Memory and Cognition</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>PSYC 328</td>
<td>Health Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 331</td>
<td>Psychological Measurement</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 335</td>
<td>Industrial and Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 389</td>
<td>Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSCY 395</td>
<td>Research Participation</td>
<td>3</td>
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</tbody>
</table>

Other Elective Courses (including more from the above) ............... **46 credits**

**TOTAL Credit Hours** ........................................................................... **120**
PSYCHOLOGY MINOR

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for the required course.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject. A minimum grade point average of 2.0 is required for courses in the minor.

The requirement for a minor in psychology requires a total of 6 courses or 18 credits:

Two Required Courses (6 Credits):
- PSYC 101 General Psychology ........................................3
- PSYC 221 Elementary Statistics........................................3

Four Electives (12 credits) (at least two at the 300 level):

Choose from:
- PSYC 202 Crisis Intervention (SCWK 202) ......................3
- PSYC 222 Psychological Research Methods (SCWK 345) ...4
- PSYC 229 Introduction to Gerontology (SCWK229) ........3
- PSYC 242 Lifespan Development.....................................3
- PSYC 243 Behavior Modification.....................................3
- PSYC 244 Adolescent Psychology.................................3
- PSYC 245 Educational Psychology.................................3
- PSYC 246 Human Sexuality............................................3
- PSYC 250 Special Topics in Psychology..........................3
- PSYC 251 Psychology of Criminal Mind..........................3
- PSYC 253 Multicultural Psychology...............................3
- PSYC 305 Abnormal Psychology....................................3
- PSYC 311 Substance Use and Abuse (SCWK 311)............3
- PSYC 321 Social Psychology...........................................3
- PSYC 322 Learning......................................................3
- PSYC 325 Physiological Psychology...............................3
- PSYC 326 Sensation and Perception...............................3
- PSYC 327 Memory and Cognition..................................3
- PSYC 328 Health Psychology.........................................3
- PSYC 331 Psychological Measurement............................3
- PSYC 335 Industrial and Organizational Psychology .......3
- PSYC 357 Theories of Personality...................................3
- PSYC 388 Individual and Group Therapy........................3
- PSYC 389 Applied Psychology.......................................3
- PSYC 395 Research Participation..................................3
- PSYC 475 Clinical Practicum.........................................4
- PSYC 495 Senior Seminar............................................3
Social Work Program website
http://www.macmurraysocialwork.com/

Checklists
- Social Work major
  http://www.mac.edu/oncampus_programs/checklists/social_work.pdf

Social Work Program Mission
The MacMurray College Social Work Program is dedicated to the professional development and educational growth of students working to obtain the Bachelor in Social Work degree. The program prepares graduates for professional employment in a variety of practice settings and locations, including small towns and rural communities, and for the successful pursuit of graduate social work education. Students are educated to apply generalist professional knowledge, values, and skills toward the promotion of social and economic justice, service to others for the resolution of human problems, and improvement in the quality of life for all people.

Academic Program
The MacMurray Social Work Program prepares students for these challenges by combining a talented faculty, a rigorous course of study, and outstanding field practicum opportunities with the many advantages of a small college environment. Students completing the program earn and Bachelor of Social Work (BSW) degree.

Generalist social work practice is grounded in the profession’s core values and ethics with an emphasis on human diversity, the ecological systems perspective, and changing social conditions. The education of students in generalist practice knowledge and skills prepare students for professional practice founded on a solid base of knowledge that is grounded in theory and in the development of practice competencies. This includes an appreciation of the rich history of the profession and incorporation of the profession’s core values of social justice, individual dignity and worth, and service before self. The characteristics of commitment to excellence, practice competencies, integrity, responsibility, and intellectual curiosity strengthen the students’ preparation for practice.

Students’ professional program of study is integrated with a strong liberal arts general education and embraces the College’s three core values: Knowledge, Faith, and Service. The curriculum reinforces these core values while emphasizing themes of professionalism, integrity, beneficence, social justice, citizenship, and scholarship. The synthesis of liberal arts and professional education prepares students to apply the generalist method and humanitarian values toward the promotion of mutual well-being and the solution of human problems within a holistic context.

History and Accreditation
The Social Work Program is housed in the School of Professional Studies of MacMurray College. It is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE). The program has been continually accredited since 1995. Accreditation ensures that the program meets or exceeds the curriculum standards, quality of instruction, faculty qualifications, integrity, and level of professional competencies required by the Commission.

Additional Opportunities
Students may enhance their qualifications with a minor in a related area such as psychology or Deaf Studies.

Social Work majors earning the Bachelor of Social Work degree must complete the following courses: PSYC 101, 221, 242, 305; SCWK 101; HIST 202; and BIOL 109. Students complete 46 hours of required academic work in the major (SCWK 103, 250, 275, 300, 304, 312, 314, 316, 345, 375, 495), including 12 credit hours in field practicum (SCWK 475).

Academic Requirements
1. Admission to MacMurray.
2. Minimum 2.50 cumulative college grade point average at MacMurray.
3. A grade of C or better in all prerequisite and required social work courses.
4. Conformity with social work professional behavior.
5. Fulfillment of all practicum requirements.

Courses

SCWK 101. Introduction to Sociology. (3) An introduction to the general principles of sociology and its subfields, including an investigation into the development of culture and subcultures, the effects of groups and institutions on personal behavior, and structure and process in social interaction. Formerly SOCG 201.

SCWK 103. Introduction to Social Work and Social Welfare. (3) This course is open to Social Work majors and students interested in learning more about careers in social work. Students explore the values, knowledge, skills, and practice settings of the social work profession. The course introduces students to the generalist method of social work practice with an emphasis on human development and behavior in the context of the person-in-environment perspective and human diversity. There is a 30 hour Service Learning requirement for this course.

SCWK 200. Social and Economic Justice, Human Rights, and Diversity. (3) Students will explore the local and global interconnections of oppression, theories of justice, and strategies to promote human and civil rights. The course will take into account how social and economic justice practices can be applied to organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice. Exploration of personal values and attitudes regarding diverse groups will be encouraged, including race; gender; religion; and lesbian, gay, bisexual, and transgender issues. Prerequisites: SCWK 101 or permission of instructor.
SCWK 202. Crisis Intervention. (3) This course explores methods and models for dealing with people experiencing a life crisis. This course will examine various types of crisis experiences and apply crisis intervention methods to their resolution. Prerequisite: SCWK 101. Cross-listed with PSYC 202.

SCWK 229. Introduction to Gerontology. (3) An overview of all aspects of the aging process, provision of services for the elderly, family relations, and the dynamics of death and dying. No prerequisite. Cross-listed with PSYC 229.

SCWK 235. Cross-Cultural Communication. (3) This course is an interdisciplinary class that will examine the way people from different cultures think, speak, and behave based on their value systems, world perspectives, and traditions. The course will increase awareness and understanding of cultures, social norms, and interpersonal communication in a cross-cultural context. Students will learn how to apply the information to address humanitarian issues including ethnic and socioeconomic disparities, to conduct business with cross-cultural competency, and to work with a global population with a sensitivity to their cultural norms.

SCWK 250. Human Behavior and the Social Environment. (3) Students explore human development and behavior in the context of the person-in-environment perspective and human diversity. The course is an overview of theoretical perspectives applied to understanding the biopsychosocial development of the person from infancy to old age within context of diverse family, group, community, organizational, and cultural systems. Prerequisites: PSYC 101 and SCWK 103 (or concurrent).

SCWK 275. Professional Social Work. (3) Students will learn about professional social work in the framework of the 21st century. Students will explore and integrate professional social work values and ethics into current generalist practice contexts and scenarios. Students will also strengthen professional social work skills in the areas of academic writing, professional documentation, competent social skills preparation, and professional use of social media. Prerequisites: SCWK 103 and 250 or permission of the instructor.

SCWK 285. Modern Slavery. (3) This course will examine different forms of modern slavery, including sex and labor trafficking, bonded and forced labor, and child labor. It will examine how modern slaves are recruited, modes of transportation, and common forms of exploitation. In this course we will identify patterns of traffickers and trends in the industry. We will also examine the economics of the trade, applicable international laws and policies, and current strategies focused on prevention and response.

SCWK 304. Social Welfare Policies and Services. (3) Students will learn the processes involved in the development of public policy and how those decisions affect service delivery and client consumption of services. Students will learn the history and current structures of social policies and how to analyze, formulate, and advocate for policies that advance social well-being. Prerequisites: SCWK 103 and 300.
SCWK 309. Child Welfare Services. (3) Designed to provide a student with an overview of child welfare services from a historical, theoretical and practice perspective and to help each student develop basic competencies for entry into the field of child welfare. Each service is considered from point of view of etiology, rationale of services, the provision of services, and how the consumer and other stakeholders view the service. Services are examined from the perspectives of diverse populations. Students, within the generalist perspective, will learn how to assess, plan, implement, evaluate, terminate, and follow-up with diverse children and families in need of services, as well as how to develop resources, make referrals, and ensure child safety. Prerequisites: Social Work 103 and 250.

SCWK 311. Substance Use and Abuse: Theory, Practice, and Prevention. (3) Understanding alcohol and drug abuse from biological, sociological, psychological, and cultural perspectives. Students will examine the causes and consequences of alcohol/drug abuse, diagnostic issues, intervention, treatment, aftercare, and prevention, as well as their own personal values and attitudes toward alcohol/drug use. The impact of alcohol/drug abuse on families, special groups (e.g., women, elderly, and minority populations) and the larger societal context will be addressed. Students will also be introduced to psychotropic medications and their therapeutic uses, side effects, and potential risk. No prerequisite. Cross-listed with PSYC 311.

SCWK 312. Practice I: Working with Individuals. (3) Using the generalist approach, students learn and practice the values, knowledge, and skills of interviewing and the data gathering necessary for effective treatment planning, goal setting, and problem solving. Students practice assessment and learn to develop detailed intervention plans and write contracts. The student will learn how to evaluate the effectiveness of the interventions, how to revise the plan, and how and when to terminate with the client. The course emphasizes, through case examples, the application of the generalist method to diverse populations. Prerequisites: SCWK 103 and 250.

SCWK 314. Practice II: Working with Groups and Family. (3) Within the context of the generalist approach, students will learn and put into practice the values, knowledge, and skills of forming both treatment and task groups with all segments of society. Students learn to assess group dynamics and develop interventions, which may include individual, group, family, and community change. Students learn to evaluate change within group members, in the group, and in the larger environment. Students will learn to evaluate the implementation of the plan, modify interventions as needed, and terminate when appropriate. Group skills with diverse populations are interwoven throughout the course. Prerequisite: SCWK 312.

SCWK 316. Practice III: Working with Communities and Organizations. (3) Within the context of the generalist method, students learn the values, skills, and knowledge required for practice within organizations and communities. Students will conduct community needs assessments, assess nonprofit organizations, and help organizations and communities develop plans for change, including implementation, monitoring, and evaluation. Students learn to identify and work effectively with the political forces within organizations and communities. No prerequisite.
SCWK 326. International Social Work. (3) Students will gain an understanding of international social work and social welfare on a global scale. Through the lens of a person-in-environment perspective, students will gain an awareness of international social challenges, such as globalization, social justice and human rights, poverty, child welfare, ecological problems, disease, migration, education, and religion and spirituality challenges. This course synthesizes theories of international social work practice with micro and macro social work skills to create a unique learning opportunity about a specific international location. Prerequisite: SCWK 300 and either SCWK 250 or PSYC 242, or permission of instructor.

SCWK 330. Social Work Practice with Children. (3) Dynamics, services, and intervention methods in children’s issues including parent-child conflict, family problems, child development, abuse and neglect, teenage pregnancy, drug abuse, and other specific childhood issues, such as ageism, are explored. Prerequisite: SCWK 101.

SCWK 345. Research Methods in Social Sciences. (4) An introduction to research methods in the social sciences. Topics include evidence-based practice, ethics in human subjects research, construction of literature reviews, research design and methodology, formulation of hypotheses and testing, construction of measurement instruments, administration of survey questionnaires, data collection and analysis, interpretation of results, and report writing. Students develop and conduct a research project throughout the semester. Prerequisites: PSYC 221 or other Statistics course. Cross-listed with PSYC 222.

SCWK 350. Rural Social Work: Caring for the Rural Community. (3) Explores the social, cultural, and technological characteristics of living in rural America. The course emphasizes the application of social work values and methods in providing human services in rural environments. Topics include rural poverty, rural people and special populations, strengths and problems of rural communities, and rural communities in transition. No prerequisite.

SCWK 375. Junior Field Practicum. (3) Supervised field instruction and practice in a social work direct service setting. This course requires 120 hours in the practicum setting and participation in the one-hour weekly seminar class (15 hours). This course gives students the opportunity to integrate classroom theory and social work practice, and will assist in preparing the students for SCWK 475. This course provides instruction and practice in a variety of social work settings with individuals, groups, and families. Prerequisites: SCWK 103 and 275, or permission of the instructor.

SCWK 475. Senior Field Practicum. (12) Supervised field instruction and practice in a social work direct service setting. This course requires 200 hours in the practicum setting and participation in the weekly seminar class in field instruction. Field instruction gives students the opportunity to integrate classroom theory and social work practice. This course provides instruction and practice in a variety of social work methods with individuals, groups, and families. Prerequisites: SCWK 312 and 314.

SCWK 495. Professional Seminar in Social Work. (3) The Senior Seminar course focuses on the development of a professional portfolio and examination of the student’s grasp of the 9
professional social work competencies. The course is designed as an online course using online environments for the semester for communication and portfolio development while students are in practica. Students are taught online web development, how to use tools in both synchronous and asynchronous environments, and ultimately critically assess and reflect on their whole academic and professional development in the process of creating an emergent professional identity. The overall goal is to think ethically, critically, and reflectively in all areas of social work practice.
Checklists

SOCIAL WORK MAJOR 2018-2019

General Education Courses (30 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108</td>
<td>First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 221</td>
<td>Elementary Statistics (QR)</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131</td>
<td>College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132</td>
<td>Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Values &amp; Conflicts (2 courses; 301 &amp; 302)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning [Met by SCWK 475 Field Pr. – see below]..*</td>
<td></td>
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Required Additional Courses (18 Credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 109</td>
<td>Human Biology</td>
<td>3</td>
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<tr>
<td>PSYC 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 242</td>
<td>Lifespan Development Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Abnormal Psychology</td>
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</tr>
<tr>
<td>HIST 202</td>
<td>American History from 1865</td>
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Required Social Work Courses (46 Credits):

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SCWK 103</td>
<td>Introduction to Social Work and Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 200</td>
<td>Social &amp; Economic Justice, Human Rights, Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 250</td>
<td>Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 275</td>
<td>Professional Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 304</td>
<td>Social Welfare Policies and Services</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 312</td>
<td>Practice I: Working with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 314</td>
<td>Practice II: Working with Groups and Family</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 316</td>
<td>Practice III: Communities and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 345</td>
<td>Research Methods in Social Work</td>
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</tr>
<tr>
<td>SCWK 375</td>
<td>Junior Field Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 475</td>
<td>Senior Field Practicum</td>
<td>12*</td>
</tr>
<tr>
<td>SCWK 495</td>
<td>Professional (Senior) Seminar in Social Work</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (26 credits or approx. 9 courses)

Social Work elective options, when offered:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 202</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 229</td>
<td>Introduction to Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 309</td>
<td>Child Welfare Services</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 311</td>
<td>Substance Use and Abuse: Theory, Practice, Prev</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 330</td>
<td>SW Practice with Children</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 347</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

Other courses across the College with agreement of your Faculty Advisor

TOTAL Credit Hours........................................................................... 120
Sport Management

For more information about program offerings, degree requirements, and career opportunities in Business, Accounting, and Sport Management, see the Business Division section of the catalog.

Checklists
- Sport Management Major
  http://www.mac.edu/oncampus_programs/checklists/sport_management.pdf
- Sport Management Minor
  http://www.mac.edu/oncampus_programs/checklists/sport_management_minor.pdf

Major
Sport Management majors are required to successfully complete these courses: ARTS 201; SPRT 101, 102, 103, 104, 231, 275, 360, 370, 372; ACCT 221 and 222; BIOL 110; BUSA 223; ECON 210; MGMT 317; and PSYC 201.

Minor
For those students majoring in an area other than Sport Management but interested in gaining a better understanding of sport management, the Business Division offers a minor in Sport Management. This minor requires successful completion of the following courses: Sport Management 101, 231, 263, 360, 370, and 372.

Courses

SPRT 101. Introduction to Sport Management. (3) An introduction to general management theory and principles with direct application to the Sport Management field. A case study approach will be used to integrate theory and practical application addressing the three primary segments — consumer, spectator, and participant. No prerequisite.

SPRT 102. Sociology of American Sport. (3) Deals with issues such as corporate sport, big time college sport, sexism, racism, and drugs and violence in sport. Examines how society is influenced by sport and how sport is influenced by society. No prerequisite.

SPRT 103. Health Promotion Concepts and Practices. (3) Survey course covering various aspects of physical, psychological, and social well being. Attempts to create greater appreciation and understanding of a wellness-oriented lifestyle, which should contribute to more intelligent health-related behavior. Content areas include physical fitness, nutrition and weight management, chemical substance use and abuse, stress management, disease prevention and control, human sexuality, aging, and death and dying.

SPRT 104. Introduction to Physical Education. (3) Philosophy, objectives, and principles of physical education; consideration of how the discipline of physical education relates to the fields
of elementary and secondary education, recreation, coaching, special education, and health. Prerequisite: Sport Management major or permission of instructor.

**SPRT 231. Sport Marketing.** (3) The principles and techniques of sports marketing. Major thrust of course will focus on the establishment of a corporate program and the growing use of sports marketing by business. Prerequisites: SPRT 101 and 102 and RHET 132.

**SPRT 255. Fitness and Health Concepts.** (3) This course covers topics such as the importance of warming up and how dynamic and static stretching both have benefits and limitations. It teaches a variety of stretches of different disciplines and shows how flexibility aids in athletic performance. Strength training using free weights, machines, and body weight will also be explored. Additional topics such as nutrition, supplements and sport-specific training will also be covered.

**SPRT 263 Intramural and Recreation Administration (3)** Course will focus on organizational patterns, issues, management, financing, planning, and designing intramural and recreation programs. Prerequisite: Sophomore standing

**SPRT 275. Field Practicum.** (3) Observation, participation, and/or in-service training in the sport management field. A faculty member will supervise the student’s practical experience, supplementary reading, and written work. Prerequisites: sophomore standing, SPRT 101 and 102, and permission of faculty supervisor.

**SPRT 340. Theory of Coaching.** (3) This course provides the foundation for those who coach sports at any level. Emphasis will be placed on the difference in levels of competitive sports, the personal roles coaches should exhibit, the professional roles expected, and the organizational influences on the world of coaching. Prerequisites: SPRT 101 and 102.

**SPRT 360. Facility and Event Management.** (3) A review, analysis, and critical study of the principles, terminology, and standards for planning, construction, use, and maintenance of facilities for programs in sport management and physical education-related disciplines. Prerequisites: SPRT 101 and 102 and ACCT 221 and 222.

**SPRT 370. Public Relations for Sport Organizations.** (3) A comprehensive study of the principles, problems, and promotions for planning and implementing public relations programs in sport organizations. Prerequisite: SPRT 231.

**SPRT 372. Legal Issues of Sports and Recreation.** (3) The study of the application of various legal doctrines to a broad range of sports-related activities. It will include a focus on some of the legal issues which arise in sport business as well as discussion of some of those which occur in professional sports arenas. Prerequisites: Junior standing and SPRT 360.

**SPRT 375. Field Practicum.** (3) Observation, participation, and/or in-service training with an entity in the sport management field. A faculty member and an entity employee cooperatively supervise the student’s practical experience, supplementary reading, and written work. Prerequisite: SPRT 275 and permission of faculty supervisor.
SPRT 382. Care and Prevention of Injuries. (3) Theory and methods in the care and prevention of athletic-related injuries. Prerequisite: BIOL 320 or permission of instructor.

SPRT 408. Kinesiology. (3) Fundamental movements in terms of anatomical and mechanical analysis. Prerequisite: BIOL 320.

SPRT 409. Exercise Physiology. (3) Physiological adaptation to exercise. Opportunity to observe physiologic responses in lab setting. Prerequisite: BIOL 320.
**Checklists**

**Sport Management Bachelor’s Degree**

<table>
<thead>
<tr>
<th>General Education Courses (32 Credits):</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACM 108 First-Year Experience</td>
<td>3</td>
</tr>
<tr>
<td>MATH 125 Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>COMP 131 College Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMP 132 Research for Writing and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Applied Arts, Science, and Humanities (2 courses)</td>
<td>7*</td>
</tr>
<tr>
<td>(met by PSYC 101, BIOL 110)</td>
<td></td>
</tr>
<tr>
<td>Diversity and Global Awareness (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>Values Conflicts in Society (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>1</td>
</tr>
</tbody>
</table>

| Sport Management Core Courses (27 Credits):                                                           |          |
| SPRT 101 Introduction to Sport Management                                                             | 3        |
| SPRT 102 Sociology of North American Sport                                                            | 3        |
| SPRT 103 Health Promotion Concepts and Practices                                                      | 3        |
| SPRT 104 Introduction to Physical Education                                                           | 3        |
| SPRT 231 Sport Marketing                                                                             | 3        |
| SPRT 275 Field Practicum                                                                             | 3        |
| SPRT 360 Facility and Event Management                                                               | 3        |
| SPRT 370 Public Relations for Sports                                                                 | 3        |
| SPRT 372 Legal Issues of Sports and Recreation                                                       | 3        |

| Business Required Courses (15 Credits):                                                               |          |
| ACCT 221 Principles of Financial Accounting                                                          | 3        |
| ACCT 222 Principles of Managerial Accounting                                                         | 3        |
| BUSA 223 Business Communications                                                                    | 3        |
| ECON 210 Principles of Macroeconomics                                                               | 3        |
| MGMT 317 Principles of Management                                                                  | 3        |

| Other Required Courses (3 Credits):                                                                  |          |
| ARTS 201 Graphic Design I                                                                            | 3        |
| BIOL 110 Human Biology                                                                              | *        |
| PSYC 101 General Psychology                                                                          | *        |

| Elective Courses                                                                                     | 43       |
| Total Credit Hours                                                                                   | 120      |
Sport Management Minor

A bachelor’s degree requires 120 hours, including General Education and a major. Refer to the major checklist for those required courses.

In the 120 hours, a student may include one or more minors. All minors are available to all students, regardless of major, except that a student cannot have both a major and a minor in the same subject.

A minimum grade point average of 2.0 is required for courses in the minor.

Requirements for the Sport Management minor:
Total six courses (18 credit hours)

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRT 101</td>
<td>Introduction to Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 231</td>
<td>Sport Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 263</td>
<td>Intramural and Recreation Administration</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 360</td>
<td>Facility and Event Management</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 370</td>
<td>Public Relations for Sport Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 372</td>
<td>Legal Issues of Sports and Recreation</td>
<td>3</td>
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</table>