### FALL SEMESTER

- **Early Registration Begins**: March 24
- **Last day to make arrangements for tuition**: August 1
- **University Opening Conference**: August 15
- **Orientation Program**: August 16-19
- **Advising and Registration for all new students**: August 19
- **President's Opening Convocation**: August 22
- **BSMS Fall Session 1 Begins**: August 25
- **Last day to Drop/Add Classes**: August 29
- **Last day to file credit/audit forms**: August 29
- **Labor Day**: September 1
- **IPEDS Census Date**: September 8
- **Scholarship Day**: September 16
- **Homecoming**: September 19-20
- **Homecoming Game**: September 20
- **Last day to file pass/fail forms**: September 26
- **BSMS Fall Session 1 Ends**: September 27
- **BSMS Fall Session 2 Begins**: September 29
- **1st major theatre production**: October 2-5
- **Mid-term exams**: October 8-14
- **Mid-term grades due in Registrar's Office**: October 16
- **Mid-term grades available on Self Service**: October 17
- **Last day to withdraw with "W"**: October 22
- **BSMS Fall Degree Award Date**: October 27
- **2nd major theatre production**: November 20
- **2nd Theatre Production**: November 22
- **Honors Day Convocation**: November 22
- **Final Exam Period**: November 25-29
- **All final grades due in Registrar's Office**: December 1

### SPRING SEMESTER

- **January Interim Term (J Term)**: January 2-16
- **BSMS Spring Session 1 Begins**: January 5
- **BSMS Spring Degree Award Date**: January 9
- **Orientation/Registration for all new students**: January 16
- **Martin Luther King Day**: January 19
- **First Day of Class**: January 20
- **Last day to make arrangements for tuition**: January 22
- **Last day to file credit/audit forms**: January 22
- **BSMS Spring Session 1 Ends**: February 7
- **BSMS Spring Session 2 Begins**: February 9
- **1st Theatre Production**: February 20
- **Anniversary of Signing of Charter, February 25, 1847**: February 25
- **Last day to file pass/fail forms**: February 27
- **Mid-term exams**: March 2-6
- **Charter Day Convocation**: March 4
- **Mid-term grades due in Registrar's Office**: March 9
- **Mid-term grades available on Self Service**: March 10
- **Spring break-no classes, offices open**: March 9-13
- **BSMS Spring Session 2 Ends**: March 14
- **BSMS Spring Session 3 Begins**: March 16
- **Academic advising/registration for fall semester for all continuing graduate, undergraduate and BSMS students**: March 23-April 17
- **1st Dance Production**: March 27-28
- **Last day to withdraw with "W"**: April 17
- **BSMS Spring Session 3 Ends**: April 18
- **BSMS Spring Session 4 Begins**: April 20
- **Student Showcase**: April 22
- **2nd major theatre production**: April 30-May 3
- **Honor's Day Convocation**: May 6
- **Last Day of Classes**: May 8
- **Final Exam period**: May 11-15
- **All final grades due in Registrar's Office**: May 17
- **Baccalaureate/Commencement/ Degree Award Date**: May 17
- **Degree Award Date Posting Deadline**: May 22
- **BSMS Spring Session 4 Ends**: May 23
- **BSMS Spring Degree Award Date**: June 8

### SUMMER TERM

- **MBA/Off Campus Sessions begin**: May 18
- **Memorial Day Holiday**: May 25
- **BSMS Summer Session 1 Begins**: May 25
- **Regular Summer Session begins**: June 1
- **MAT Summer Camp**: June 15-26
- **BSMS Summer Session 1 Ends**: June 27
- **Independence Day Holiday**: July 3 (Fri)
- **BSMS Summer Session 2 Begins**: July 6
- **MBA session ends**: July 10
- **Regular Summer Session ends**: July 24
- **Final grades due in Registrar's Office**: July 27
- **BSMS Summer Session 2 Ends**: August 8
- **Off Campus session ends**: August 14
- **Degree Award Date**: August 21
- **BSMS Summer Degree Award Date**: September 7
TABLE OF CONTENTS

Academic Calendar  Inside front cover

Guide to the Community of Learning  1
Mission, Vision and Strategic Direction  2
Community of Learning at Rockford University  2
  First-year experience  3
    New student orientation
    First-year advisors
    First-year seminar (CLWS 101)
    Residence Life for first-year students
  Graduate and community education programs  4
    The Return-to-College program
    The Master of Business Administration
      (MBA)
    The Master of Arts in Teaching (MAT)
    The Rockford University Center for Learning
      Strategies (CLS)
    English as a Second Language at Rockford
      University (ESL)
    Northern Illinois Center for Nonprofit
      Excellence (NICNE)
  Performance, lecture and art events  4
    Art Gallery
    Forum Series
    Performing arts
    Center for Ethics and Entrepreneurship
      (CEE)
Community of Living – Student Life  6
  Rockford University students  6
    Alan Hutchcroft Alternative Spring Break
      (AHASB)
    Clubs and organizations
    “The Plunge”
    Leadership development
    Programming – Things to do on campus
    Where to go on campus
  Student life at Rockford University  8
    Athletics
    Career Services
  Lang Center for Health, Wellness,
    Counseling, and Disability Services
    Counseling Services
    Disability Support Services
    Substance abuse programs
    Health Services
    Immunizations
    Insurance
    Jane Addams Center for Civic Engagement
      (JACCE)
    International Students and Scholars
      Services (ISSS)
    Parent Relations
    Residence Life
    Student Activities
    Student Success & Retention
  Support services  14
    Campus Safety & Security
    Student Administrative Services (SAS)
  Student employment

Community of Knowledge – Academic Affairs  15
  The Liberal Arts  15
  General Education  15
  Learning expectations of Rockford University
    graduates  15
  Academic divisions and departments  16
  Special programs  16
    Washington Semester
    The Washington Center for Internships and
      Academic Seminars
  Academic honor societies  17
  Accreditation  18
  Diversity Statement  19
  Nondiscrimination policy  19

The Family Educational Rights and
  Privacy Act of 1974 (FERPA)  19

Academic Policies and Regulations for
  Undergraduate Programs  22
Admission  23
  Admission and application policies  23
  Entrance requirements for first-year students  23
  Entrance requirements for transfer students  23
  Special conditions  24
    Course work from non-accredited schools
    Conditional admission
    Early admission
  Liberal Arts Honors Program admission
  International admission
  Students whose first language is not English
Enrollment  26
  Advanced standing  26
    Advanced placement (CEEB)
    College Level Examination Program (CLEP)
    College credit for high school students:
      The Early Scholars Program
    Credit by examination
    Peace Corps volunteers
  Placement policies for entering students  28
    Placement policy in reading
    Placement policy in mathematics
    Placement policy in foreign languages
  Registration for new students  29
  Registration for enrolled students  29
Financial aid  29
  The financial aid package  30
  How to apply for financial aid  30
  Financial aid policies  30
    Sources of financial aid  33
      Federal Government
      State of Illinois
      Rockford University Scholarships
Financial information  42
  Tuition and fees  42
    Full-time undergraduate students
    Part-time undergraduate and graduate
      students
Mid-semester and final grades 80
Incomplete grades 80
Administrative incomplete
Medical incomplete
Final examination policy 81
Grade appeals 82
Waiver of degree requirements 82
Academic standing 82
Academic probation 83
Leave of absence/withdrawal 83
Medical withdrawal policy and procedure
Commencement participation 84
Honors granted at commencement 84

Undergraduate Program Descriptions and Courses 85
Undergraduate Programs Offered 86
Major Requirements 88
Accounting 88
Anthropology and Sociology 90
Art 94
Art History 98
Biochemistry 99
Biology 100
Business Administration 104
Chemistry 108
Classics 111
Computer Science 112
Early Childhood Education 116
Economics 117
Elementary Education 121
English 122
French 124
German 125
History 126
Human Development 128
Humanities 131
International Studies 132
Latin 146
Management Studies (BSMS) 147
Mathematics 149
Music 152
Nursing 153
Philosophy 154
Physical Education 155
Political Science 157
Psychology 160
Romance Languages 162
Science and Math 163
Social Science 164
Spanish 165
Special Education 166
Theatre 167
Theatre Arts 171
Minor and Education Endorsement Requirements 172
Accounting 172
Ancient and Medieval Studies 172
Anthropology and Sociology 173
Art 173
Art History 173
Biology 174
Business Administration 174
Chemistry 174
Classical Civilization 174
Computer Science 175
Communication 175
Dance 176
Economics 176
Education 177
English 179
Entrepreneurship 180
Ethics 180
French 181
Gender Studies 181
German 182
Greek 182
History 183
Human Development 184
Latin 186
Latin America, Caribbean, and Iberian Studies 187
Mathematics 188
Music 188
Peace and Conflict Studies 189
Philosophy 189
Physical Education 190
Physics 191
Political Science 191
Psychology 192
Religious Studies 192
Spanish 193
Special Education 193
Theatre Arts 193
Geropsychology Certificate 194

Graduate Program Descriptions and Courses 195
Graduate Programs Offered 196
Master of Arts in Teaching 197
Master of Business Administration 205

Academic Departments and Programs 209
Undergraduate Academic Departments and Programs 210
Anthropology and Sociology 210
Art and Art History 211
Chemical and Biological Sciences 212
Economics, Business, and Accounting 214
Education 217
English 225
First-Year Seminar 226
Forum Series 226
Gender Studies 228
History 228
Honors Program in Liberal Arts and Sciences 229
Humanities 231
International Studies 231
Library Information Literacy 232
Mathematics, Computer Science, and Physics 232
Modern and Classical Languages and Religion 234
Nursing 236
Peace and Conflict Studies 238
Performing Arts 239
Philosophy 240
Physical Education 241
Political Science 242
Pre-Professional Programs 243
Psychology and Human Development 246
Return to College Program (BSMS) 248
Rockford University Center for Learning Strategies (CLS) 249
Rockford University Learning Abroad Program at Regent's American College, London, England 249
Science and Mathematics 250
Social Studies 250
Graduate Academic Departments and Programs 252
Master of Arts in Teaching 252
Master of Business Administration 253

Course Descriptions 255

Directory 361
Board of Trustees 361
Executive Council 362
Academic Deans 362
Faculty 362
GUIDE TO THE COMMUNITY OF LEARNING AT ROCKFORD UNIVERSITY

This guide to the Community of Learning will help you navigate through a variety of experiences available to you during your time at Rockford University.

We invite our students into a Community of Learning at Rockford University. That community includes not only the faculty, staff and students, but also the alumni, trustees, friends of the University and the larger community of the city of Rockford. The University invites our neighbors into our Community of Learning through special academic programs, events and partnerships.

Throughout this guide, you will find reference links to the Rockford University website. These links will quickly take you to pages within the academic web catalog, which includes more in-depth detail on facilities, policies, regulations and specific course requirements and descriptions, financial aid information and admission material.

An important feature of our website is Self-Service, which provides the learning community at Rockford University with “anytime, anywhere” access to key information services. Log on to http://www.rockford.edu/?CourseDescriptions, and you’ll be able to conduct a search of courses offered. Tips on conducting a search also are available on this page.

Welcome to the Community of Learning at Rockford University!

MISSION AND STRATEGIC DIRECTION

Mission:
Our mission is to educate men and women to lead responsible lives by means of a curriculum grounded in liberal arts learning and complemented and extended by professional and practical experience. Through the total academic and co-curricular experience, Rockford University strives to prepare students for fulfilling lives, careers, and participation in a modern and changing global society.

Strategic Direction:
Strategic planning is a tool for organizing our current work on the basis of the projections for the desired future. In other words, a strategic plan is like a road map to lead the University from where it is now to where it would like to be in five or 10 years.

The University’s current strategic plan focuses on three strategies that define long-term goals for the University through the end of the 2015 fiscal year. Each strategy is further supported by several key objectives.

• To distinguish the University through academic programs designed to expand our academic reputation.
• To distinguish the University through our commitment to the whole student experience.
• To distinguish the University through stewardship of its assets.

The University is currently reviewing its strategic priorities with plans to complete a revised strategic plan in the fall of 2014 that will serve the institution through the completion of the 2018 fiscal year.

Rockford University Learning Expectations
Knowledge – for Understanding the world
Values – for Envisioning the world
Skills – for Shaping the world

COMMUNITY OF LEARNING AT ROCKFORD UNIVERSITY

Learning does not take place in isolation, but in community. This tenet may have been one of the main principles of Jane Addams’ community at Hull-House and throughout her career. A community of faculty determines the goals for student learning, and through the curriculum, the means to achieve those goals. A community of staff professionals connects learning in the classroom with manifold additional forms of personal growth. The campus community as a whole creates the lived experience that imbues knowledge with meaning and purpose for students – as individuals and as members of communities on and beyond the campus. (Many of the means we use to promote the Rockford University Community of Learning are described in this guide.)
At Rockford University, we foster learning that connects students to faculty, staff, each other, and the local and global communities. Three centers focus our experiences in common:

- **The Jane Addams Center for Civic Engagement** draws on the heritage of our renowned alumna to explore the meaning of learning for democracy through civic engagement.

- **International Students and Scholars** builds on the University’s relationships with Kobe College in Japan and Regent’s College in London to develop the knowledge and skills to be global citizens.

- **The Rockford University Center for Learning Strategies** provides tutoring and education programs and workshops to students and community members.

All first-time University-attending students participate in programming specially designed to support their transition from high school to University and their success as University students. The academic integrity and quality of our community are supported through an academic honor code and the presence of several academic honor societies, notably, the oldest and most prestigious national honor society, Phi Beta Kappa.

Along with our focus on traditional-aged, residential undergraduate students, Rockford University has a large population of non-residential students, and is an active partner in the area through adult and graduate programs that attract interest especially in education, business and nursing. In addition, the University actively seeks creative partnerships with community organizations to enrich the life of the campus and the city through agile and flexible relationships.

**FIRST-YEAR EXPERIENCE**

**New Student Orientation**

All new students are required to attend orientation. Orientation provides students with an understanding of the expectations in and out of the classroom at the University level and sets the foundation for academic success. Social events and entertainment are planned to help students build new friendships; become acquainted with first-year advisors, orientation leaders, and many others who will provide support during your time at Rockford University.

**First-year Advisors**

The First-Year Advising Program pairs each student entering with fewer than 20 credit hours with a First-Year Advisor, a specially-trained faculty or academic staff member. Each advisor helps students formulate educational goals prior to starting classes at Rockford University and supports them in attaining those goals during that first year.

**First-year Seminar (CLWS 101)**

Through First-Year Seminar, first-year students are introduced to the nature of a liberal arts education and to the academic skills required for success at Rockford University. Small groups of students work with professors to examine significant works and to explore their relationship to the various academic disciplines and their implications for our society. Class assignments will help students develop and strengthen academic skills in expository writing, public speaking and critical thinking, hallmarks of the liberally educated person.

The First-Year Seminar is worth two semester hours and is required of all first-year students entering with fewer than 20 credit hours.

**Residence Life for First-year Students**

Living on campus can be one of the most formative experiences of your life. Resident students tell us they enjoy the independence and also learn practical skills that last a lifetime while developing lifelong friendships. Living on campus fosters a sense of community and allows you the opportunity to be fully engaged in your University experience.

While first-year students can choose from a variety of living options, Rockford University offers a housing option just for first-year students. This housing option not only affords you the opportunity to live with other first-year students who are going through similar experiences, it also provides programs and services that are geared to help new students transition into the University experience.

See “Residence Life” on page 12 for more information.
There are two important ways in which Rockford University lives out its mission as a liberal arts University that strives to prepare students for fulfilling lives, career, and participation in a modern and changing global society:

- First, we believe deeply, as we have for more than 165 years, that the best education any of us can experience must be grounded in the firm links between scholarship and engagement in the world. In fact, we would argue that education that separates scholarship from engagement, and theory from practice, is not worth pursuing. That radical claim is at the heart of our mission and vision as a University.

- Second, we also firmly believe that access to education for a lifetime is something that every citizen should expect and pursue. The graduate and community education programs at Rockford University are committed to providing education to members of the community from every walk of life. Whether you are a 10-year-old in participating in one of our Center for Learning Strategies programs or a 90-year-old coming back to audit a philosophy course, we welcome you as a fellow traveler in the lifelong journey of learning.

Our graduate and community education programs encompass the following areas:

- The Return-to-College program is for adults desiring to finish their undergraduate degree. It is comprised of the adult accelerated degree completion program: the Bachelor of Science in Management Studies (BSMS). Adults can work full-time and earn a University degree in approximately 24 months, while attending classes just one night a week. http://www.rockford.edu/?ReturntoCollege

- The Master of Business Administration (MBA) at Rockford University is not for those who want to do business as usual. Our MBA is a skill-based program emphasizing development of real-world management and leadership competencies – with special emphasis on oral and written communication skills – instead of being highly theoretical. Classes are scheduled with the full-time working adult in mind. Choose a general, management, marketing, accounting, nonprofit and public administration, finance, project management or entrepreneurship track. http://www.rockford.edu/?MBA

- The Rockford University Master of Arts in Teaching (MAT) program is designed to further students’ knowledge in one or more academic disciplines, increase understanding of the educational process, and enhance various skills involved in teaching. All MAT tracks require at least 36 semester hours; 32 hours if the thesis option is available and selected. For those seeking a Professional Educator License (PEL), we offer several tracks that meet requirements for early childhood, elementary, secondary, and special education endorsements in Illinois. Please note that state licensure requirements may change and that students must satisfy requirements in effect at the time of application for licensure, endorsements or approvals. http://www.rockford.edu/?MAT

For more detailed information about the graduate and community education programs, please visit our website.

**PERFORMANCE, LECTURE AND ART EVENTS**

“...those best results of civilization upon which depend the finer and freer aspects of living must be incorporated into our common life...if we would have democracy endure.” – Jane Addams

The speakers, artists, scholars, dedicated citizens and performers who are our guests on campus throughout the academic year are role models for our community. As 21st century thinkers and activists, they continue the tradition of Jane Addams and the scores of her fellow global citizens who believe they can and must make a difference by offering their particular perspectives, skills and talents to the world. Such cultural events also work to promote collaboration within our University community as well as seek partnerships with Rockford community organizations to bring in artists or speakers.

Events include exhibits and lectures from the art gallery, the Forum Series, and the performing arts line-up of plays and musicals. These events invite all members of the Rockford Community of Learning to share the fun of the liberal arts together.
Reflecting the variety and scope of programming, such noted speakers as Dr. James Orbinski of Doctors Without Borders, South Africa's Naomi Tutu, Pakistan's former prime minister Benazir Bhutto, and Arun Gandhi, grandson of spiritual leader Mohandas “Mahatma” Ghandi, all have visited the campus. Other offerings have included a slide lecture by world famous installation artists Christo and Jeanne-Claude, a vocal recital by Jubilant Sykes, and a lecture by Oscar Arias, Nobel Laureate and former president of Costa Rica.

**Art Gallery**
The Rockford University Art Gallery is an integral part of the art department and the community. Exhibitions are developed to augment the studio and academic curriculums. The gallery features contemporary art from across the country in a variety of media. It helps create a dialogue that characterizes contemporary art and offers students an opportunity to experience firsthand the world they are preparing to influence. Student work is exhibited annually in the gallery. The art department faculty's work is shown biannually. Students may also work as gallery guards and assist in exhibit installation. In addition to serving the campus community, the gallery strives to reach out to the greater Rockford community. Each year, the gallery presents several exhibitions as well as special events.

**Forum Series**
http://www.rockford.edu/?ForumSeries
The Rockford University Forum Series presents speakers in a variety of disciplines who have achieved success both nationally and locally, and performers of stature in the arts. The Forum Series’ central programming focus is geared toward students. Lectures and performances are concerned with intellectual, social and cultural matters of general interest to deepen and broaden students’ education at Rockford University. Participation is required for all full-time undergraduate students.

Forum Series presenters and events cover a broad spectrum of scope and genre. Some recent Forum Series events have included the Tibetan lamas from Drepung Loseling Monastery and their creation of a mandala, a sacred sand painting; Holocaust survivor Zev Kedem, the compelling speaker who worked with Steven Spielberg on the movie Schindler’s List; Oscar Arias, former president of Costa Rica and winner of the Nobel Peace Prize for his work on a Central American Peace Plan, quadriplegic Olympic bronze medal rugby player Mark Zupan, film documentarian Barbara Martinez Jitner, who produced “La Frontera,” Davar Ardalan, author of “My Name is Iran,” and traditional University events like the President’s Opening Convocation and the Charter Day Convocation.

**Performing Arts**
http://www.rockford.edu/?PerformingArts
The performing arts department offers more than a dozen public performances each school year. Utilizing two performance spaces, Maddox Theatre and Cheek Theatre, a wide variety of entertaining and thought-provoking works are presented each season. Performances include Broadway musicals, dramas, comedies, musical revues, student-directed works, choral performances, recitals, dance and more.

Performing arts department events help to enrich campus life and also provide performance opportunities that are open to all Rockford University students.

**Center for Ethics and Entrepreneurship**
http://www.rockford.edu/?CEE
The Center for Ethics and Entrepreneurship (CEE) is a unique, cross-departmental project that serves as a clearinghouse for resources, speakers, and courses dealing with business ethics and entrepreneurship topics. It involves faculty from the philosophy, political science, and economics, business, and accounting departments. For more on CEE, go to www.EthicsandEntrepreneurship.org or contact CEE@rockford.edu.
COMMUNITY OF LIVING — STUDENT LIFE

Rockford University is a community that is actively curious, creative, compassionate and connected. It is a place where faculty, staff and students are committed to each other’s success, inside and outside the classroom. It’s a place where students are challenged intellectually and civically to make a difference in the world. Rockford University is home to more than 1,200 students, including nearly 1,000 students studying undergraduate courses and more than 200 students taking graduate level courses.

As stated in the Rockford University Student Handbook (http://www.rockford.edu/?StudentHandbook), “The University hopes to engender in all students concern for truth, respect for fact and joy in learning. Rockford University nurtures in students a belief in the inherent dignity and worth of each individual. It helps students discover the attitudes and conduct appropriate in a free society and essential to creating mutual trust among people, communities and nations. Rockford University proposes to all students the importance of finding significance in life in spiritual, creative and intellectual terms and the necessity of developing a set of ethical values to guide personal conduct.”

In cases whereby students do not meet the standards of integrity outlined in the Student Handbook (i.e., academic misconduct, disruptive behavior, harassment, sexual harassment and sexual misconduct, etc.), the University’s judicial system may address those actions. All students are expected to familiarize themselves with and adhere to the Student Codes (Academic Honor Code and Code of Conduct) policies, rules and regulations of the institution. Rockford University students and employees are subject to all federal and Illinois state laws.

ROCKFORD UNIVERSITY STUDENTS

More than 800 traditional, degree-seeking undergraduates attend Rockford University from approximately 20 states and 15 countries. More than 60 percent are female, 35 percent live on campus, and more than 220 compete annually in intercollegiate athletics at the NCAA Division III level.

The Rockford University community reaches far beyond the traditional boundaries of a campus. There are opportunities to participate in community-based learning experiences, study abroad opportunities, internships, off-campus employment and volunteer experiences to name a few.

Rockford University students have the opportunity to engage themselves fully into the essence of campus life. They embody the principles stated above and many of our students are involved in the following:

- Serving as leaders in student clubs/organizations and student government.
- Performing with excellence in their sport.
- Offering time to those in need by volunteering and involving themselves in the betterment of our campus and local communities.
- Contributing to the arts through outstanding theater, sculpture, painting, drawing and music.
- Supporting each other, as colleagues and friends seek to make a difference in their lives and ultimately in the world in which we all live.

Alan Hutchcroft Alternative Spring Break
http://www.rockford.edu/?AHASB

The Alan Hutchcroft Alternative Spring Break (AHASB) provides students the opportunity to participate in Habitat for Humanity’s Collegiate Challenge. This alternative to more traditional spring break activities has become an important part of the Rockford University experience, and in 2005 the trip was named in honor of the late Dr. Alan Hutchcroft, Rockford University Professor Emeritus of Chemistry. The Collegiate Challenge is a year-round alternative break program that provides opportunities for University students to spend their school break building a house in partnership with the local Habitat for Humanity affiliate. It is a tradition of Rockford University to partner with Habitat for Humanity in Starkville, Miss. As a co-curricular activity of Rockford University, AHASB is aligned with the University’s mission to prepare students for fulfilling lives, careers and participation in a modern and changing global society—students apply what has been inspired in the classroom, build leadership skills and learn the value of service to others outside the classroom.
A Collegiate Challenge trip may be the best spring break trip you will ever have. Not only do you help people in need — it’s also fun! You’ll have the chance to improve your carpentry skills, connect with new people while making a real difference in Habitat for Humanity’s work of eliminating substandard housing. This year’s trip will mark our 20th anniversary of the program. Contact the Jane Addams Center for more information.

**Clubs and Organizations**
http://www.rockford.edu/?ClubsOrgs

Many opportunities exist at Rockford University for students to be involved with various clubs and organizations:

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<thead>
<tr>
<th>Club Name</th>
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<tbody>
<tr>
<td>Alpha Helix</td>
<td>Multicultural Club</td>
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<td>Art Society</td>
<td>Music Club</td>
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<td>Business Club</td>
<td>Muslim Student Association</td>
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<td>CAB – Campus Activities Board</td>
<td>Nursing Student Organization (NSO)</td>
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<td>Dayton Hall</td>
<td>Psych Society</td>
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<td>Disc Golf</td>
<td>RAGE</td>
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<td>Embrace</td>
<td>RC Radio Club</td>
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<td>Fashion Club</td>
<td>Regent Players</td>
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<td>French Club</td>
<td>Regent Reporter</td>
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<tr>
<td>Gamer’s Association</td>
<td>SGA – Student Government Association</td>
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<td>Garden Club</td>
<td>Senior Class Club</td>
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<td>InterVarsity</td>
<td>Spanish Club</td>
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<td>Literary Club</td>
<td>TEACH</td>
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<tr>
<td>Math Club</td>
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</table>

If you have an interest outside the present organizations, there is always an opportunity to start your own student organization. Contact Student Activities for more information at studentactivities@rockford.edu or by calling 815-394-5035. Also, plan to attend our Clubs & Organizations Fair at the beginning of each semester to learn more about getting involved.

**“The Plunge”**

When it comes to “making a difference in the world by integrating learning and citizenship,” we try to make certain you have structured opportunities to explore your convictions and act on your passions. One example of such an activity is the Rockford University Plunge, a long-standing tradition where students spend a morning during new student orientation working in small groups and doing needed projects for several community agencies in the Rockford area. Look for additional opportunities sponsored by the Jane Addams Center for Civic Engagement (JACCE) throughout the academic year.

**Leadership Development**

Student life is dedicated to providing leadership development opportunities for students. Student Activities provides leadership opportunities for students to become active participants in their community. We serve the leadership needs of our students through student organizations, leadership workshops, activities and resources.

Check out these great opportunities:

- Leadership Explosion – the Annual Rockford University Leadership Conference where you can work with campus and community leaders to develop new leadership skills while gaining new ideas for your student club/organization;
- Leadership Series (ELITE) – attend several different workshops on specific leadership topics throughout the year hosted by different campus and community leaders;
- Regents Leadership Institute – year long leadership program for Presidential, Trustee, and Dean’s scholarship recipients;
- Clubs & Organizations Fair – come learn how you can get involved on and off campus by learning more about our student clubs/organizations and off campus non-profit organizations;
- Leadership Ceremony – recognizes student clubs/organizations and student leaders at the end of each spring semester for their accomplishments;
- Join a student club/organization or start a new club/organization;
- Join CAB or a student activities committee – Homecoming Committee, Family Weekend Committee, or April Weekend Committee.
Programming – Things to do on campus
Student Activities programs are for EVERYONE! Look for flyers and portal announcements about our events. We do Karaoke nights, Family Weekend, outdoor movie nights, dances, Iron Chef competitions, off-campus trips, speakers, Homecoming, comedians, hypnotists, Safe Spring Break Week, National Collegiate Alcohol Awareness Week, and LOTS more! This is a great way to get involved and have something to do at Rockford University!

Where to go on campus
Students may eat meals in either the cafeteria or the Lion’s Den, drink coffee from the coffee bar in the library, relax or study in various student lounges, study in labs and classrooms, plan student activities in Burpee, compete and play in the Seaver PE Center for recreation and athletics, act on the stages of Maddox and Cheek theatres, conduct experiments in the labs of the Starr Science Building and create art in the studios of the Clark Arts Center.

Some of the best places on campus to know about are:
- Burpee 2nd floor – home of Student Activities and RU Clubs & Organizations
- Kent Center – home of the Jane Addams Center for Civic Engagement (JACCE), Residence Life, and the office of Global Affairs
- Howard Colman Library – home of the Provost and Dean of Students
- Fisher Memorial Chapel
- Lion’s Den includes flat screen TVs, a poll table, fitness center, computer lab and the home of CAREER SERVICES.
- Art Gallery – Clark Arts
- Burpee Commons Lawn
- Cummings Lounge
- Computer Labs – Starr Science, Lion’s Den
- Seaver Center, which includes a weight room and fitness center.

Please note that many of these offices will be moving to the new Student Center upon its completion in 2015.

STUDENT LIFE AT ROCKFORD UNIVERSITY
http://www.rockford.edu/?StudentActivities

Student Life at Rockford University is the home of a variety of offices that help create your out-of-classroom experience. Following is a list of these offices and contact information. Call 815-394-5298 for more information about student life at Rockford University.

Campus Safety & Security ................................................................. 815.226.4060
Career Services ............................................................................... 815.226.4022
Dean of Students ........................................................................... 815.394.5298
Jane Addams Center for Civic Engagement ..................................... 815.394.5143
Lang Center for Health, Wellness, Counseling & Disability Services .................... 815.226.4083
Residence Life ................................................................................ 815.226.4026
Student Activities .......................................................................... 815.226.5035

Athletics
http://www.Goregents.com

The Rockford University Regents are Division III members of the National Collegiate Athletic Association (NCAA). Intercollegiate athletic teams compete as members of the Northern Athletics Collegiate Conference (NACC), of which Rockford University is a charter member. Rockford University sponsors 15 varsity sports including, baseball, football, golf, softball, volleyball, and men’s and women’s basketball, cross country, soccer, and indoor
and outdoor track. The Regents athletic program is complemented by a full-time athletic training staff and medical professionals who provide comprehensive consultative, preventative, and rehabilitative services.

Rockford University athletics provides a positive co-educational experience through athletic competition. Student-athletes not only enjoy athletic achievement, but are also enriched academically and are encouraged.

Career Services
http://www.rockford.edu/?CareerServices

Professional career center staff are available to help you determine a career best suited to your skills, abilities, values, personality, and interests. The career center staff works closely with academic advisors to link your career goals with the academic majors and courses most likely to support your aspirations. Career readiness programs are also offered so that you will be prepared when you begin your first career or change to a new one. Career readiness programs include career assessments, workshops, one-on-one resume and cover letter development, mock interviews, job search assistance, alumni networking events, and internships. Additionally, employment opportunities are available through career services including our annual Rockford University Career and Internship Fair held each spring. For more information about career services, call 815-226-4022.

Internships

Depending upon the internship, academic credit and/or a salary may be available. Internships are excellent opportunities to gain experience in a chosen field, whether at the beginning stages of a career or during a transition to an entirely new career. Contact career services for more information about available internships. Academic advisors are also available to assist students regarding internships. Note: Internships that involve academic credit will need to involve a faculty member from the program/major where the credit is awarded.

Lang Center for Health, Wellness, Counseling, and Disability Services
http://www.rockford.edu/?LangCenter

The Lang Center mission is to create a safe and supportive environment to meet the physical, mental, emotional and spiritual needs of the Rockford University community. The Center is committed to creating a learning and living environment that embraces differences in ability and supports students in achieving his or her academic potential. The Lang staff is dedicated to making a contribution to the development of students, and playing a role in teaching basic self-care based on the multiple facets of the wellness concept. The Lang Center provides nursing care, illness and injury assessment and referrals to outside providers when necessary. We also provide information regarding the state immunization requirement and the student health insurance plan. Lang Center also houses disability support services that can assist students with academic accommodations under the ADA and ADAAA. The staff is proactive in their approach to student development and implements prevention programming as needed to address the current issues and concerns of the students at Rockford University.

Counseling Services

Professional counselors provide individual counseling for students, staff and faculty. Individuals will find a comforting and safe environment where those individuals experiencing difficulty can seek professional assistance to help resolve issues that impact achievement of academic or personal goals. All visits and information are confidential within the bounds of the law. Referrals to off-campus resources such as medical facilities, psychiatric care or private practice psychologists/counselors are available when needed.

Disability Support Services

Rockford University is committed to creating a learning and living environment that supports students in achieving their academic potential. Differences in ability are valued as an integral component of a diverse student body and campus community. Disability support services facilitate accessible educational experiences for students and serves as a resource to all members of the campus community. For more information or an application, contact Lang Center for Health, Wellness, Counseling, and Disability Services at 815-226-4083.

Substance abuse programs

Rockford University seeks to educate students about the risks associated with the use of controlled substances and aids individuals seeking help for problems. Educational programs that provide current information about the use and abuse of alcohol and drugs are offered throughout the academic year. Awareness programming about date-rape and designer drugs that include protection strategies are also offered. Substance abuse assessment and referrals to established treatment programs are available through Lang’s counselors.
Health Services
Lang Center is dedicated to providing confidential services for students, staff and faculty. We provide injury and illness evaluation and treatment as well as health education. We strive to assist students in developing lifelong skills that will enable them to understand their own health care needs. The professional staff works under standing orders from a local family practice physician and the university’s orthopedic team physician. Lang staff works collaboratively with resources on campus, and provide referrals to our community resources as needed. For a complete list of all our services, please refer to the university website.

Immunizations
Lang Center is a strong advocate for immunization of diseases that affect college students, and sponsors programs to make these easily available and accessible. The health center offers the state mandated immunizations for diphtheria-tetanus, Adacel, and measles, mumps and rubella, in addition to the recommended hepatitis B and flu shots. Immunizations for bacterial meningitis and HPV can also be made available for students at cost. Lang staff also assists students with applications to pharmaceutical companies for financial assistance for these recommended vaccines. Providing proof of immunization is an Illinois state law and will impact a student’s ability to register for classes. For the immunization policy and complete compliance information (with printable forms) please refer to the university website. In addition, Lang center provides tuberculosis screenings to students to assist with compliance of the requirements of specific programs including Education and Nursing.

Insurance
In accordance with the recommendations of the American College Health Association (ACHA), Rockford University is committed to insuring the availability of basic health care to all students. To assist students in meeting health care needs, Rockford University offers two insurance plans through an independent carrier. Lang Center administers the student insurance and athletic insurance programs at Rockford University. Generally, all full time students, students living in the residence halls, nursing students and students participating in intercollegiate athletics are required to have health insurance. We participate in a mandatory with waiver insurance program. All full time students are charged the student insurance premium and MUST waive electronically during the open enrollment period to have this charge removed from the student account. Athletes must have their own primary insurance to compete in intercollegiate athletics. Rockford University provides a secondary or excess policy for athletics. For further information, waivers and complete insurance requirements and instructions please refer to the website.

Jane Addams Center for Civic Engagement (JACCE)
http://www.rockford.edu/?JACCE

Rockford University lives out its vision through civic engagement. The Jane Addams Center for Civic Engagement (JACCE) achieves this vision by pursuit of the center’s mission stated below:

To advance the ideals of Rockford University through the study and practice of citizenship, service, and lifelong learning, JACCE provides community service opportunities, community-based learning, religious life, fellowship programs, and civically engaged events for the University and the Rockford community.

Ultimately, Rockford University utilizes the JACCE to live out its vision for civic engagement. For more information about the Jane Addams Center for Civic Engagement and a complete list of its programs and services, visit the University website or call 815-394-5035.

Office of International Student and Scholar Services
The Office of International Student and Scholar Services (ISSS) was established to integrate our international programs with new initiatives to achieve the University’s and the ISSS’s mission:

Create a supportive and interactive learning environment that celebrates multiculturalism by bringing all of Rockford University’s diverse student body together, in such a way that the academic as well as extra-curricular experiences of all students are enhanced and enjoyed.

The ISSS currently provides international student support services, Study Abroad, International Service Learning, and faculty-led, short term study abroad programs.
Highlights include:

- Regent's University, London, England
- Kobe College Learning Abroad Scholarship Exchange Opportunity
- University of Skövde, Skövde, Sweden
- Universidade de Santiago de Compostela, Santiago de Compostela, Spain
- Spring Break Study Abroad in Rome, Italy
- Summer Study Abroad in Paris, France

For more information about International Students and Scholars Services (ISSS), visit the University website or call ISSS at 815-394-5112.

**Rockford University Study Abroad Program at Kobe College – Nishinomiya, Japan**

Rockford University and Kobe College have a long history as “sister colleges”. In fact, Rockford University and Kobe College have been connected from Kobe College’s founding because two graduates of Rockford Female Seminary in the late 1800s, later helped to found Kobe College.

Due to the rich and longstanding relationship of Kobe College and Rockford University, in addition to the betterment and cultural enrichment of our institutions, Kobe College provides one full-tuition scholarship each academic year to a meritorious Rockford University student to study at Kobe College. In addition, Rockford University also provides one full-tuition scholarship each academic year to a meritorious Kobe College student in any field of study at Rockford University.

Prior knowledge of the Japanese language is not required to attend Kobe College; however, students interested in studying at Kobe College must complete an application, available at the Office of International Student and Scholar Services (ISSS), located in the Lower Level of the Kent building. An applicant whose minimum GPA is 2.5 or higher may attend Kobe College for 1 or 2 semesters, provided they stand on record as at least a second semester sophomore. Selection is highly competitive and is based on a combination of academic achievement, academic plan, letters of recommendation, and demonstrated maturity and motivation for extended study abroad. Kobe College is a Women’s Institution, and as such, only female students will be accepted.

The Kobe College academic calendar is designed according to the Japanese system, which is different from the one we practice in the U.S. In Japan, the beginning of the academic year is in April and lasts through the end of July, with a one-week break around the first week in May. After a 2 month summer break ending toward the end of September, the fall semester begins and ends toward the end of January, with a 2 week break around the Christmas and New Year’s holidays. As such, students should plan accordingly with Rockford University and Kobe College and their respective professors for missed classes or examinations. The class and credential system are also different, with classes held once a week for 90 minutes and accounting for 1 or 2 credits, but this does not affect the ability to transfer class credit.

The Rockford University exchange program at Kobe College in Nishinomiya, Japan offers students a unique international focus on their normal course of study. Every Rockford University student who attends Kobe College is required to take classes which continues the orientation process and provides for immersion into the culture in a structured academic format. These classes are the following:

- **Cu226 Introduction to Japanese Culture** 2 Hrs.
- **Cu227 Current Issues in Japan** 2 Hra.

**Rockford University Exchange With Universidade de Santiago de Compostela - Santiago de Compostela, Spain**

The Universidade de Santiago de Compostela (USC) is a public university located in Santiago de Compostela, Galicia, Spain. With roots in education going back 500 years, the university has blossomed into an institution offering a wide variety of courses of study in Health Sciences, Physical Sciences, Social Sciences, Technical applications, and Humanities. The campus covers a staggering 320 acres and is ranked as one of the most prestigious universities in Spain. The beautiful campus houses hundreds of pristine and historic buildings, as well as 5 public and private residence halls available to students, staff, and affiliates of the University, all containing their own legal system and single and double rooms.
The University's location is in the northeastern part of the country, and is convenient for sight-seeing as the city is surrounded by historic religious buildings and monuments, not to mention close to the ocean, mountains, and Portugal, as well as the rest of Europe for travelling. This region is especially important for its scenery and traditions. For its location in the city, the University generates a continuous wave of cultural activity and is convenient for external entertainment and shopping resources. Walking around the city, students can enjoy the friendly atmosphere that the townspeople generate, as well as admire medieval architecture and country houses.

For exchange programs, students may take courses at USC which are equivalent to those offered at Rockford University and USC considers these students to be “visiting students.” Though the University offers courses in Spanish Language, RU students should be fairly confident in their Spanish abilities.

Students interested in an exchange program through the Universidade Santiago de Compostela should apply through the International Student and Scholar Services Office located in the lower level of Kent building.

**Rockford University Exchange Program With University of Skövde – Skövde, Sweden**

Study abroad in the enriching environment that Sweden can provide! Known for its iconic fashion and home design companies, generous welfare system, beautiful landscape and noted educational systems, Sweden is a country which inspires innovation and simplicity.

The University of Skövde is located in Skövde, Sweden, a city of about 50,000 in population and located about one hour by train from the city of Gothenburg and two hours by train from Stockholm, and is nestled between two large lakes in Sweden. The University’s location provides students with a convenient social atmosphere, as there are resources for entertainment, nature, restaurants and shopping within close reach from the University. With a beautiful parkland campus, the University of Skövde has many achievements. Ranked among the top Universities in Sweden and 2nd in the nation for ‘overall learning,’ Skövde is dedicated to producing successful students. The University is also rated number one in performance feedback, IT-support, and living cost.

With approximately 11,000 students, The University of Skövde has three schools: the School of Humanities and Informatics, the School of Technology and Society, and the School of Life Sciences. Courses are available in English for exchange students pursuing Master’s degrees. The University also offers about 100 single courses taught in English, and offers Swedish language courses for exchange students, as well as Swedish society and culture orientation courses.

Students should take care to plan their course schedule with Skövde with their advisers at Rockford University, and should strongly secure housing accommodations before arriving in Skövde, as the University has very limited accommodations and the application process if quite strict on deadlines. There are also alternative accommodations within 15 minutes of the University.

Students interested in an exchange program with the University of Skövde should apply through the International Student and Scholar Services Office located in the lower level of Kent building.

**Parent Relations**

http://www.rockford.edu/?ResLifeParent

Parents may have lots of questions regarding their son's or daughter's University experience. Parent Relations is a resource to provide tools for parents to aid in transitions to University life, and enhance both the parent and student's experience at Rockford University. For more information, call 815-394-5298.

**Residence Life**

http://www.rockford.edu/?ResLife

We are pleased to welcome you to residential living at Rockford University. Residential living provides students with unlimited opportunities to live and grow during University outside of the classroom. Interacting with peers, assuming responsibility for individual and community standards, and creating a living space that is your own are all benefits of living on-campus.

Between studying, getting involved in student organizations, participating in community service and volunteering, you may not spend much time in their rooms. But when you’re in your room, you’ll have everything you need for comfortable surroundings.
Each residence hall provides a community learning-living environment that is as unique as the students that live there. Here are some features common to our residence halls:

- Wireless access in every room
- Spacious rooms (singles, doubles, and suites)
- Convenient kitchenettes
- Lounges with televisions and Direct TV
- Opportunities to make new friends from all over the world

Rockford University offers an option of small house style living or larger complex style living for residents. Regardless of the option a student chooses, all housing options include a variety of room layouts including double rooms, single rooms, and suites.

Small houses promote a living environment that is conducive to learning, while providing the intimate feel of small community living. An RA, or Resident Assistant, lives in each of the small houses to assist with community development and governance. In addition, a full-time residence hall director lives in the Kent Center and oversees the small houses. All small houses have recently been renovated and now include air conditioning.

Living in the Cummings Complex offers the best of both worlds. Four residence halls are connected to each other while still separate enough to maintain their own identity and an environment that is conducive to learning. For example, Lathrop Hall is designated for students wishing to live in the Global Village. Like the small houses, each hall has a Resident Assistant (RA) and a full-time residence hall director lives in the complex and oversees these four residence halls.

No smoking is allowed in any of the buildings on campus; however, designated smoking areas are available near the residence halls. Also, students who are 21 years of age or older are able to consume alcohol in designated areas. A complete list of residential life policies and expectations can be found at http://www.rockford.edu/?ResLifePolicies.

For more information regarding residence life at Rockford University, call 815-226-4026.

**Student Activities**
http://www.rockford.edu/?StudentActivities

At Rockford University, you’ll have more than enough opportunities to get involved in the campus community. Make your voice heard in student government, take an active role on the Campus Activities Board, or join one of our many clubs and organizations. We offer so many different opportunities to get you involved that it’s nearly impossible for you to be bored!

It’s your right (and responsibility) to be as active as you possibly can and student activities at Rockford University can help. To find out more or to get involved at any point during the year, stop in the Student Activities Office in Burpee, check out the Club and Organization Fairs at the start of each semester, attend one of our many leadership workshops throughout the semester, or visit us on our website. For more information about student activities, call 815-394-5035 or “like us” on facebook: https://www.facebook.com/RockfordUniversityStudentActivities?ref_type=bookmark

**Student Success & Retention**
The Student Success & Retention office is here to assist all students in their success at Rockford University. The staff is available to meet with students who are experiencing difficulties in their academic work to assist them in their academic progress, connect them to the appropriate resources (such as tutors, writing center, math/science lab, faculty/staff) for their continued success throughout the semester/year.

Student Success & Retention Initiatives track academic success of all students, monitor academic alerts received by all students, work closely with first-year advisors and all faculty, collaborate with offices across campus to determine best practices for proactive interventions, provide connections to resources available on campus and assist in their transition to Rockford University.
Student Success/Retention Programs include:

- **Individual Student Meetings**
  Student Success provides one on one meeting with students to help in evaluating and correcting academic challenges. Students at any level are encouraged to seek academic consulting to develop skills that can improve areas of their lives such a time management, note taking, study skills and test taking. These meetings can be a single event or a periodic check in. Students will meet to discuss their academic and related concerns and then work to create an action plan for the semester.

- **Faculty Staff Mentoring**
  The Faculty Staff Mentoring Program supports students in their transition to university through an informal mentoring program. New first year students are assigned a mentor. The mentors help to strengthen and sustain students and help make college an exciting, fulfilling and successful experience.

- **Rock Solid Regents**
  The ROCK SOLID REGENT program recognizes students for their academic excellence and contributions to university and the community. Students are nominated by their faculty and featured on the Portal and the Regent Weekly.

For more information about the Office for Student Success and Retention, call 815-226-4004.

**SUPPORT SERVICES**

**Campus Safety & Security**
http://www.rockford.edu/?CampusSecurity

The Rockford University campus safety & security department is committed to providing a safe and secure environment for every member of our campus community. The crime rate at Rockford University is low because we encourage our students, faculty and staff to exercise safety precautions on campus as if they were in a large city. As a caring community, we strive to be proactive and take measures to reduce the likelihood that an incident will occur. Contact them at 815-226-4000.

**Student Administrative Services (SAS)**
http://www.rockford.edu/?SAS

The SAS office is Rockford University's one-stop shop for assistance with financial aid, registration, student accounts and student employment questions and concerns. SAS representatives are cross-trained to assist you; specialists in each area are also available. SAS is located on the first floor of Nelson Hall, 815-226-4062.

**Student employment**
http://www.rockford.edu/?StudentEmployment

Assistance is available with on- and off-campus employment. Positions can be secured as part of financial aid packages or to provide hands-on experiences in a particular field of study. Contact the human resources office at 815-226-4002 for more information, or visit them on the University website.
COMMUNITY OF KNOWLEDGE — ACADEMIC AFFAIRS

THE LIBERAL ARTS
The curriculum and the academic experiences at Rockford University are founded on the liberal arts and extend into the professions so that all majors are expansive, integrative and inclusive. As future Rockford University graduates you will contribute to the world as knowledgeable, ethical and productive citizens with the necessary resources to be active, effective and reflective: knowledge for understanding the world, values for envisioning the world, and skills for shaping the world. We know that the liberal arts are the most practical form of education one can acquire, because they give us the power to learn, grow, and make choices throughout our lives. The liberal arts prepare you for your first and subsequent careers. We define liberal arts learning not by naming specific traditional disciplines, but by the breadth of knowledge that is available to all students. Whatever one’s major, from accounting to the social sciences, students at Rockford University learn to connect different forms of learning to each other and to ask questions from both within and outside individual disciplines. At Rockford University we provide the resources to develop academic, social, civic and personal educational experiences in the liberal arts and academic disciplines of the University. Our liberal arts education will give you the knowledge and skills require values to be ethical; knowledge and values require skills to be effective; and values and skills without knowledge are at best empty, and at worst, destructive.

GENERAL EDUCATION
General education structures the development of knowledge, values, and skills on which higher learning in all disciplines depends and that mark the achievement of higher learning no matter the discipline.

An essential component is a universal, upper-division requirement in rhetoric and argumentative writing, and oral communication. This experience builds on earlier work in basic communication skills, raises the standard expected of all Rockford University students and prepares them for the senior seminar required in all majors.

These experiences combine with several others to form the general education program for all students: a first-year seminar, common first-year experiences, required participation in the Forum Series of public lectures and performances, opportunities for applied or community-based learning experiences, and a set of course requirements distributed across academic disciplines. Taken together, the Rockford University general education program provides students the foundation for fulfilling lives and effective participation in their professions and the civic life of their communities.

LEARNING EXPECTATIONS OF ROCKFORD UNIVERSITY GRADUATES
Rockford University graduates contribute to the world as knowledgeable, ethical and productive citizens with the necessary resources to be active, effective and reflective: knowledge for understanding the world, values for envisioning the world, and skills for shaping the world. These resources are developed through academic, social, civic and personal educational experiences in the liberal arts and academic disciplines of the University. Knowledge and skills require values to be ethical; knowledge and values require skills to be effective; and values and skills without knowledge are at best empty, and at worst, destructive.

Knowledge for understanding the world
Knowledge is foundational for developing skills and values. A rigorous liberal arts education provides opportunities for acquiring both general and discipline-specific knowledge. Such knowledge enables graduates to understand the world as it exists and how it came to be, and to envision how it might be. Graduates acquire knowledge of individuals, the social world, and the natural world.

- **Knowledge of individuals.** Understand the strengths, aspirations, aptitudes and limitations of self and other individuals; the explicit and implicit aspects of identity; and the functioning of individuals in context. Develop self-knowledge to set and achieve life goals.

- **Knowledge of the social world.** Understand the history, culture, structure and function of U.S. and other world societies, and how societies affect individuals and groups through their institutions, principles, traditions and values.

- **Knowledge of the natural world.** Understand the structures and principles of the natural world recognizing its beauty, complexity, richness and value.
Values for envisioning the world
Values are explored, debated and formed at Rockford University. Graduates are educated to make ethically informed choices as individuals and citizens within a democratic society and the world community. Values for ethical decision-making are learned throughout the University experience, which emphasizes creative and experiential learning. Values for a better world include those relating to self, others, society and nature.

- **Valuing individuals.** Discern the consequences of personal behavior for one’s self and on others; practice civility, courage, curiosity, honesty, independence, integrity, objectivity, open-mindedness and perseverance. Develop the aesthetic, intellectual, professional and social realms of one’s life.

- **Valuing society.** Value and exercise one’s civic rights and obligations in the community, nation and world. Critically and creatively assess one’s own and others’ cultures and societies; strive to shape public policies and work for justice.

- **Valuing nature.** Acknowledge humanity as a part of nature, understanding the value of scientific and aesthetic inquiry for the quality of the natural world.

Skills for shaping the world
The liberal arts at Rockford University embody a set of skills and habits of mind. These skills and habits include thoughtful analysis, precise communication and creative and effective application. Living in complex and diverse situations requires making connections among knowledge, values and behavior.

- **Individual skills.** Listen, read, speak, and write effectively and professionally; use basic mathematical concepts and operations; think creatively and logically, analytically and synthetically; and evaluate appropriately. Applying these skills for decision-making may involve using technology.

- **Social skills.** Creatively use information from multiple disciplines, perspectives and technologies; work collaboratively; and communicate effectively in groups to understand, manage and solve complex issues, situations, and problems.

- **Scientific skills.** Devise, test, and verify hypotheses and evaluate results for their effects; gather data and evidence systematically using appropriate technology; and correctly apply scientific methods to problems in the natural and social worlds.

In summary, the Rockford University experience leads to a life of active learning, personal development, professional growth, and informed citizenship.

**ACADEMIC COLLEGES AND DEPARTMENTS**
The Rockford University faculty and curriculum are organized into three colleges.

- **The College of Arts and Humanities** includes the departments of art and art history; English; history; modern and classical languages and religion; performing arts; and philosophy.

- **The College of Science, Mathematics and Nursing** includes the departments of chemical and biological sciences; mathematics, computer science, and physics; nursing; and psychology.

- **The College of Social Sciences, Commerce, and Education** includes the departments of anthropology and sociology; economics, business and accounting; education; physical education; and political science.

**SPECIAL PROGRAMS**
**Washington Semester**
As juniors or seniors, students may be able to spend a semester in specialized study of American government and public policy at the American University in Washington, D.C. Detailed information on program opportunities and requirements as well as applications are available from the program advisor, Dr. Jules Gleicher, 815-226-4029; e-mail: jgleicher@rockford.edu.
The Washington Center for Internships and Academic Seminars
Through Rockford University’s affiliation with the Washington Center for Internships and Academic Seminars, students can secure internships at any of the thousands of organizations – governmental, for-profit and nonprofit – with which the center maintains ties. The University grants the credit and reviews the student’s work to determine the final course grade, while the center provides placement, supervision, academic courses and housing, all at a reasonable cost. All majors may apply. More information is available through Rockford University’s liaison with the center, Dr. Catherine Forslund, 815-394-5211, e-mail: cforslund@rockford.edu.

ACADEMIC HONOR SOCIETIES

Chi Alpha Sigma
This athletics honor society recognizes junior and senior varsity student-athletes with 3.4 or higher cumulative grade point average.

Omicron Delta Epsilon
The Rockford University chapter of Omicron Delta Epsilon, an international economics honorary society, was installed in 1975. The society is dedicated to recognizing outstanding scholastic achievement in economics, and encouraging closer ties between students and faculty within the discipline.

Phi Alpha Theta
Phi Alpha Theta International Honor Society in History installed a chapter at Rockford University in 1987. The society is dedicated to the recognition of outstanding achievement in history. Membership requires at least 12 semester hours of history with a grade point average greater than 3.0, and a minimum 3.0 grade point average overall. More information is available from the chapter’s advisor, Dr. Catherine Forslund, e-mail cforslund@rockford.edu or at http://www.rockford.edu/?PhiAlphaTheta

Phi Beta Kappa
The Eta of Illinois chapter of Phi Beta Kappa (PBK), a national scholastic honor society, was installed at Rockford University in 1953. It is one of only 11 PBK chapters in the state of Illinois. Election to PBK is the highest academic honor an undergraduate student can receive. Each year during the spring semester, faculty and staff members of PBK review the work of those students eligible for consideration. Election into the society is based on grade point average, good character, and course work demonstrating a clear commitment to the liberal arts. In order to be a member, a student must have taken courses in the areas of literature, history or classical civilization, natural sciences and mathematics, philosophy or social sciences, foreign language, and history or theory of an art form. Senior candidates for all degrees who meet the above criteria and have been in residence at the university for at least four semesters are eligible for election. For details, see the university website at http://www.rockford.edu/?PhiBetaKappa.

Phi Sigma Iota
The Beta Epsilon chapter of Phi Sigma Iota, a national honorary foreign language society, was installed at Rockford University in 1991. Membership is open to students of modern and classical languages and literature who meet the criteria of the national constitution and local bylaws.

Psi Chi
Psi Chi is the international honor society in psychology. The purpose of Psi Chi is to encourage, stimulate and maintain excellence in scholarship and advance the science of psychology.
http://www.rockford.edu/?page=PsiChi

Sigma Beta Delta
Sigma Beta Delta is a national honor society in business, management, and administration. The purpose of Sigma Beta Delta is to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. Business students of the junior, senior, or master’s class ranked in the upper 20 percent of the class are eligible to be invited to membership by the faculty officers.

Sigma Theta Tau
The mission of the Honor Society of Nursing, Sigma Theta Tau International is to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwide.
Sigma Xi
Sigma Xi is the honor society of research scientists and engineers. It is an international, multidisciplinary society whose programs and activities promote the health of the scientific enterprise, reward excellence in scientific research and encourage a sense of companionship and cooperation among scientists in all fields.

ACCREDITATION
Rockford University is a private, independent, coeducational university providing courses of study leading to baccalaureate and master's degrees. The academic programs of students are based on a foundation of learning in the liberal arts and sciences. The university emphasizes excellence in teaching, and has a strong commitment to scholarly activity, creative expression and community service. The educational program is characterized by a concern for the needs of all students, and reflects the basic human rights and responsibilities of a democratic society.

Rockford University is a charter member of the North Central Association of Colleges and Schools. Accreditation was reviewed in 2009 and is renewed annually. The university also is a member of the Association of American Colleges, the Federation of Independent Illinois Colleges and Universities, the College Entrance Examination Board, the College Scholarship Service, the American Council on Education, and the Council of Independent Colleges. The Rockford University nursing program is accredited by the National League for Nursing, the teacher licensure program by the Illinois State Board of Education, and the business administration program by the International Assembly for Collegiate Business Education.

The Higher Learning Commission
North Central Association of Colleges and Schools
30 North LaSalle St, Ste. 2400Chicago IL 60602-2504
800-621-7440
www.ncahigherlearningcommission.org

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA  30326
404-975-5000
www.acenursing.org

American Chemical Society
1155 Sixteenth St. NW
Washington, DC  20036
Phone:  800-227-5558
Fax:  202-776-8258
E-mail: webmaster@acs.org; www.acs.org

Illinois State Board of Education Preparation and Evaluation
100 N. First St.
Springfield, IL 62777-0001
217-782-4321
www.isbe.net

International Assembly for Collegiate Business Education
P.O. Box 25217
Overland Park, KS 66225
913-631-3009
E-mail: iacbe@grapevine.net
DIVERSITY STATEMENT
Rockford University believes diversity in the student body, faculty and staff is an important component in providing a quality education. Diversity enriches the educational experience by encouraging dialogues among people with different experiences, beliefs and perspectives. It promotes personal growth and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking. By helping to build communities whose members are judged by the quality of their character and their contributions, diversity strengthens communities and the workplace.

NON-DISCRIMINATION NOTICE
Rockford University affirms its support for, and non-discrimination against, all qualified persons regardless of race, ethnicity, color, creed, national origin, sex, disability, sexual orientation, age, family relationship, or status as a veteran in its programs and activities. In accordance with Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, and its implementing regulations at 34 C.F.R. § 106, it is also the policy of Rockford University not to discriminate on the basis of sex in its educational programs, activities or employment practices. Inquiries related to the above policy, including any questions concerning Title IX of the Education Amendments of 1972 which includes discrimination on the basis of sex, or questions related to Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability, should be directed to:

Senior Title IX Coordinator:
Brad Knotts
Dean of Students and Title IX Coordinator / Harassment Officer
Student Harassment Officer
5050 East State Street
Rockford, Illinois 61108
(815) 226-3398
TitleIXCoordinator@rockford.edu

Deputy Title IX Coordinators:
Faculty Harassment Officer
5050 East State Street
Rockford, Illinois 61108

Director of Safety and Security
5050 East State Street
Rockford, Illinois 61108
(815) 226-4107

Title IX HR Liaison:
Director of Human Resources
5050 East State Street
Rockford, Illinois 61108
(815) 394-4376

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

What is FERPA?
The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student education records. The Act provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are the recipients of federal aid administered by the Secretary of Education, including Rockford University.

Information on student rights is outlined in the FERPA Notification to Students. Although Rockford University does not publish a Student Directory, it does define "directory information" in keeping with the requirements of FERPA. For more information about what directory information is and what is included in Rockford University’s definition, read the section below regarding Directory Information.
Notification to Students of Rights under Family Educational Rights and Privacy Act of 1974 (FERPA)

FERPA provides students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.**
   Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The University official responsible for the record will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student’s education records that the student believes is inaccurate.**
   Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.

   If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**
   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including Security personnel and Wellness Center staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Rockford University to comply with the requirement of FERPA.**
   The name and address of the Office that administers FERPA are:
   
   Family Policy Compliance Office  
   U.S. Department of Education  
   400 Maryland Avenue, SW  
   Washington, DC 20202-5920

**Directory Information**

The Family Educational Rights and Privacy Act of 1974 (FERPA), a federal law, requires that Rockford University, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information for your education records. However, Rockford University may disclose appropriately designated “directory information” without written consent, unless you have advised Rockford University to the contrary in accordance with University procedures. Designating certain information as “directory information” allows the University to include this type of information from your education records in certain publications, without violating your right to privacy. Examples include but are not limited to:

- A playbill, showing your role in a drama production;
- Dean’s List or other recognition lists;
- Commencement program;
- Sports program, such as for basketball, showing weight and height of team members.
Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Rockford University has designated the following information as directory information:

- Student's name
- Address (home, local, e-mail)
- Telephone listings
- Degrees, honors, and awards received
- Date of birth
- Major field of study
- Dates of attendance
- Current Enrollment Status
- The most recent educational agency or institution attended
- Class level
- Anticipated graduation date
- Participation in officially recognized activities and sports
- Athletic rosters (Name, weight and height)
- Photograph/Video for University and other publications

If you do not want Rockford University to disclose directory information from your education records without prior written consent, you must contact Student Administrative Services (SAS) as soon as possible to discuss this option. Please consider very carefully the consequences of the decision to withhold directory information. Such requests are binding for all information to all non-institutional persons or organizations other than for educational purposes for the duration of your enrollment at Rockford University. This includes the omission of your name from any list of student names published by Rockford University, including the Dean's List and the Commencement program.

Rockford University will honor your request to withhold directory information but cannot assume responsibility to contact you for subsequent permission to release your information. Regardless of the effect upon you, Rockford University assumes no liability as a result of honoring your instructions that such information be withheld.

Prior written consent from students is needed before records can be disclosed to third parties unless they are exempted from the law. Exemptions include:

- school officials (any person who is a trustee, officer, agent or employee of Rockford University including students serving on university committees where legitimate “need to know” exists) to use information contained in the students’ educational records to complete an assigned task that is an employment responsibility for the requestor or is properly assigned subject matter for the requestor’s employment or committee responsibility;
- requests in accordance with a lawful subpoena or court order;
- representatives of agencies or organizations from which students have received financial assistance;
- to others specifically exempted from prior consent requirement of the act (including certain federal and state officials, organizations conducting student surveys on behalf of the University, accrediting organizations, etc.);
- requests for "directory information";
- parents of dependent students (as determined by the Financial Aid Office according to IRS regulations);
- United States Office of Immigration and Naturalization Service (for international students only);
- emergencies where the information is necessary to protect health and safety of the student or others.
ACADEMIC POLICIES AND REGULATIONS FOR UNDERGRADUATE PROGRAMS

ADMISSION

ADMISSION AND APPLICATION POLICIES
To apply for admission, please follow these steps:

• Obtain an application, complete it and return it to the Office of Admission or apply online at www.rockford.edu.
• Submit official high school transcripts to the Office of Admission. Transfer students must submit official transcripts from all colleges previously attended.
• Send your official ACT or SAT results to the Office of Admission (first-year students required/transfer students upon request).

Admission to Rockford University is based on an evaluation of the above credentials, and is contingent upon the satisfactory completion of academic work in progress. Rockford University is on a rolling admission plan; however, the final deadline for applications is August 1 for the fall term, and 10 days prior to the start of classes for the spring term. Applicants will be notified of admission decisions within two weeks after their admission files are complete. Prospective students who elect to enroll are asked to pay a $100 tuition deposit. A $100 housing deposit is required of residential students. A deposit represents the student’s intent to study at Rockford University, and allows students to register for classes. Tuition deposits for the fall semester are refundable until May 1. Tuition deposits for the spring semester are refundable until December 15.

Withholding information pertinent to an applicant’s ability to adjust to either the academic or social life of the University, including but not limited to suspension or expulsion from high school or college and/or criminal convictions, constitutes grounds for withdrawal without refund or notice.

ENTRANCE REQUIREMENTS FOR FIRST-YEAR STUDENTS
Prospective students who want to pursue a Rockford University degree are expected to have completed a college-preparatory program of 15 units at an accredited secondary school. Home school students also should meet the unit requirements listed below.

A proper foundation for success in college will generally include the following:

• Four years of English
• Three years of mathematics (introductory through advanced algebra, geometry and trigonometry)
• Three years of social sciences (emphasizing history and government)
• Three years of laboratory science
• Two years of electives chosen from music, art and/or foreign language

Prospective students intending to major in scientific disciplines should take additional high school courses in science and mathematics. Prospective students interested in humanities and social studies areas should have additional course work in literature, foreign languages and history. First-year students who intend to pursue a Bachelor of Science in nursing degree should take both biology and chemistry at the high school level.

ENTRANCE REQUIREMENTS FOR TRANSFER STUDENTS
In order to be considered for transfer admission, prospective students must have completed at least 12 credit hours of college-level work (at the 100-level or higher). Students transferring from other colleges must be in good academic standing in order to be considered for standard admission. High school transcripts and standardized test scores (ACT/SAT) also may be requested.

Transferring Credit Before Matriculation
Students may transfer credit from colleges accredited by regional accrediting associations as recognized by the Council for Higher Education Accreditation, such as the North Central Association of Colleges and Schools. Students may enter Rockford University at the beginning of any semester (or during the summer session). The college participates in the Illinois Articulation Initiative (IAI). For more information, contact the Office of Admission or read about the IAI at www.iTransfer.org. Students who have completed an Associate of Arts, an Associate of Science, or Bachelor’s degree from a regionally accredited college located in the United States prior to matriculation are deemed to have met all lower-division general education requirements for graduation from Rockford University, and thus are required to complete only one upper division general education requirement, Rhetoric 351.
Transferring credit hours for a Rockford University degree program is subject to these regulations:

- Official transcripts of all previous collegiate study must be submitted. All course work (outside of a compact agreement) with grades of “C” or better (grades of “C–” are not accepted) from regionally accredited colleges and universities will be evaluated and, if applicable to a bachelor’s degree, applied to the student’s degree plans. All course work will be accepted at the same level (i.e., 100, 200, etc.) at which it was taken. Coursework graded a “P” is only transferrable if “C” is considered Pass under the previous institution’s grading system.
- Students who have completed an Associate of Arts or Associate of Science degree from a regionally accredited college located in the United States prior to matriculation receive automatic junior class standing when they transfer to Rockford University.
- The applicability of transferred credits to the completion of major or minor requirements is decided by the appropriate academic department chair.
- Credits accepted from the other colleges and universities will be shown on Rockford University transcripts.
- Transfer credit will be taken off the records of students who complete courses at Rockford University for which they previously received transfer credit. Students may receive transfer credit for a course only once.
- Students’ grade point averages do not transfer, but they will be used to determine final honors at graduation.

To be eligible for a Rockford University degree, students must complete the following:

- A minimum of 60 semester hours at a four-year institution.
- At least 30 of the last 36 semester hours at Rockford University.
- At least 30 semester hours at the 300-level and above
- At least 15 semester hours, including senior seminar, in the major field at Rockford University.

Note: Some programs may require students to complete more semester hours at Rockford University than the minimums listed above. In addition to the above, students must meet all other Rockford University degree requirements. A complete list of degree requirements can be found under the Bachelor’s Degree Programs section of the catalog.

SPECIAL CONDITIONS

Course Work From Non-accredited Schools
Course work completed at non-accredited colleges or universities will be evaluated when individuals apply for admission. The evaluation will determine which courses will apply to Rockford University general education, major and minor requirements. When students complete a minimum of 12 semester hours of course work at Rockford University with a grade of “C” or better (grades of “C–” are not acceptable) in all courses attempted, the approved course work from the non-accredited institution(s) will be accepted and applied to students’ Rockford University degrees or majors.

Students may also validate course work from non-accredited institutions for a specified numbers of hours by acceptable scores on tests recognized by the university for such purposes. (See College Level Examination Program.)

Conditional Admission
Conditional admission may be granted to students who do not meet the minimum admission requirements, provided there is strong evidence of academic ability and motivation to succeed at Rockford University.

First-year student applicants will be asked to submit two letters of recommendation and a personal statement before a final admission decision is made.

Transfer applicants will be asked to submit two letters of recommendation and a personal statement. High school transcripts and/or ACT/SAT results also may be requested before a final admission decision is made.

Prospective students being considered for conditional admission must submit all necessary documents no later than three weeks before the first day of classes in any given semester.
Early Admission
Prospective students who have completed six semesters of secondary school with a cumulative GPA of at least 3.0 (on a 4.0 scale) may be considered for early admission. Applicants for early admission must complete personal interviews on campus and should provide two letters of recommendation from individuals able to give an objective view of their potential. Standardized test scores (ACT/SAT) will be considered as well. Rockford University looks for evidence of unusual maturity and stability plus outstanding academic qualifications in candidates for early admission.

Liberal Arts Honors Program Admission
For first-year and continuing students: 27 ACT or SAT equivalent and a cumulative high school or college GPA of 3.50 or higher (on a 4.0 scale). For new transfer students: a cumulative college GPA of 3.50 or higher (on a 4.0 scale). Students who do not quite meet the above requirements and feel they deserve special consideration to enter the program are encouraged to contact the director of HLAS.

In order to complete the HLAS program successfully, students must complete all HLAS core courses with a cumulative GPA of 3.0 with no grade below a “B” in any single HLAS course. Students must also earn a cumulative GPA of 3.0 in all Rockford University course work.

International Admission
Rockford University recruits international students. Admissibility is determined after an applicant has submitted the following materials for review to the appropriate Office of Admission.

- Completed international application for admission
- $50 USD application fee
- All high school and/or college transcripts. All foreign transcripts must be accompanied by a U.S. Educational Equivalency Evaluation from an NACES member evaluator
- Appropriate TOEFL, IELTS, SAT, ACT or GMAT scores
  - Appropriate TOEFL scores (all scores reflect Internet-based test)
    - ≥79: Normal admission (≥213 computer-based, ≥550 paper-based)
    - 77 – 78: Conditional Admission (210 computer-based, 547 paper-based)
  - Appropriate IELTS (Academic Version) scores
    - ≥ 6.0 band score: Normal Admission
    - 5.5 band score: Conditional Admission
  - Appropriate ACT scores
    - ≥19 (No sub-scores less than 17): Normal admission
  - Appropriate SAT scores
    - ≥890 (Critical Reasoning & Math only): Normal admission
- Recommendations and personal essay
  - Two letters for an undergraduate applicant
  - Three letters for a graduate applicant
- Proof of financial support
  - Notarized affidavit of support/availability of funds from sponsor or student
  - Official letter from bank official confirming existence of bank account and funds to be used for settlement of educational expenses
  - Official copy of bank statement showing current balance of account referenced in the bank official’s letter

Students whose first language is not English
The University encourages applications from a diverse population and recognizes that for some prospective students English is not the first language. Through the admission evaluation process, the University may determine that, although students are academically prepared for college course work, their knowledge of and skills in written and spoken English are not sufficient for participation in college level classes.

Applicants who may be included in this group are foreign nationals and other non-native speakers, as well as immigrants who have citizenship or legal resident status. In such cases, non-native English speaking international applicants to Rockford University will be granted provisional admission to Rockford University pending verification of the following:

- The student meets the specified grade point average requirement for admission (undergraduate admission requires a 2.65/4.0 or greater for first-year applicant; 2.3/4.0 or greater for a transfer applicant).
The student provides proof through a notarized affidavit of support and official bank statements that they can afford to pay for a year of tuition after any and all merit-based financial aid has been factored in.

The student has submitted all additional materials outlined above to the school.

The student’s TOEFL score is below the accepted score of a 77 (Internet-based test), the IELTS (academic version) score is below the accepted 5.5 band score, or the student cannot provide Rockford University with a TOEFL score for unique reasons.

Declaration of a major.

As a provisional admit, the student would be required to begin their studies at the appropriate level of Rockford University’s ESL program. The student would be provided with an I-20 tying their ESL studies into a four year degree program. The student’s provisional status will be removed and they will matriculate into accredited course work after the following stipulations have been met:

- The student has successfully completed their required studies in the English as a Second Language program at Rockford University;
- The student has provided the school with an official and appropriate TOEFL or IELTS score.

IELTS is jointly owned by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations.

**ENROLLMENT**

**ADVANCED STANDING**

**Advanced placement (CEEB)**

Rockford University grants placement and/or credit for the College Entrance Examination Board (CEEB) advanced placement examination. The CEEB grading scale is as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>extremely well-qualified</td>
</tr>
<tr>
<td>4</td>
<td>well qualified</td>
</tr>
<tr>
<td>3</td>
<td>qualified</td>
</tr>
<tr>
<td>2</td>
<td>possibly qualified</td>
</tr>
<tr>
<td>1</td>
<td>no recommendation</td>
</tr>
</tbody>
</table>

Students who receive a score of 4 or 5 will be granted Rockford University credit. Advanced placement and the number of credits awarded are determined by individual departments. Ordinarily, students scoring a 3 will receive no credit, but may receive advanced placement. No credit or placement is given for a 1 or 2.

Credit or exemption in specific disciplines based on advanced placement examinations will be awarded as follows:

- **C** Credit Granted Automatically
- **DA** Departmental Approval required for credit
- **E** Possible Exemption, Consult Instructor

Students who earn sufficient credits (30 semester hours) through advanced placement exams will be granted sophomore standing.

<table>
<thead>
<tr>
<th>Adv. Placement Course Name</th>
<th>Minimum Scores</th>
<th>Rockford University Course Equivalents</th>
<th>Credit Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4–5 C</td>
<td>ART 245</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>3 E, 4–5 C</td>
<td>BIOL 101</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4–5 C</td>
<td>4 = CHEM 105</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 = CHEM 105-106</td>
<td>6</td>
</tr>
<tr>
<td>(Consult instructor about lab; additional credit may be awarded.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Sci. A</td>
<td>3 E, 4–5 C</td>
<td>CSCI 110</td>
<td>3</td>
</tr>
<tr>
<td>Computer Sci. AB</td>
<td>3 E, 4–5 C</td>
<td>CSCI 260-261</td>
<td>4</td>
</tr>
<tr>
<td>Economics Macro</td>
<td>4–5 C</td>
<td>ECON 102</td>
<td>4</td>
</tr>
<tr>
<td>Economics Micro</td>
<td>4–5 C</td>
<td>ECON 101</td>
<td>4</td>
</tr>
<tr>
<td>Adv. Placement Course Name</td>
<td>Minimum Scores</td>
<td>Rockford University Course Equivalents</td>
<td>Credit Awards</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------</td>
<td>---------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>4–5 C</td>
<td>RHET 101</td>
<td>4</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>4–5 C</td>
<td>ENGL 150</td>
<td>3</td>
</tr>
<tr>
<td>European History</td>
<td>4–5 C</td>
<td>HIST 103</td>
<td>3</td>
</tr>
<tr>
<td>French Language</td>
<td>4–5 DA</td>
<td>4 = FREN 208</td>
<td>2</td>
</tr>
<tr>
<td>French Literature</td>
<td>4–5 DA</td>
<td>5 = FREN 304</td>
<td>3</td>
</tr>
<tr>
<td>German Language</td>
<td>4–5 DA</td>
<td>4 = GER 208</td>
<td>2</td>
</tr>
<tr>
<td>German Literature</td>
<td>4–5 DA</td>
<td>5 = GER 303</td>
<td>3</td>
</tr>
<tr>
<td>Gov. &amp; Politics</td>
<td>3 E, 4–5 C</td>
<td>3 E - May take any course for which POLS 102 is a prerequisite</td>
<td></td>
</tr>
<tr>
<td>Math: Calculus AB</td>
<td>3 E, 4–5 C</td>
<td>MATH 130, Calc I</td>
<td>4</td>
</tr>
<tr>
<td>Math: Calculus BC</td>
<td>3 E, 4–5 C</td>
<td>MATH 130, 231, Calc I/II</td>
<td>8</td>
</tr>
<tr>
<td>Music: Listening and Literature</td>
<td>4–5 C</td>
<td>MUSC 111</td>
<td>3</td>
</tr>
<tr>
<td>Music: Theory</td>
<td>4–5 C</td>
<td>MUSC 102</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>4–5 C</td>
<td>4 C = PHYS 105</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 C = PHYS 105, 106</td>
<td>8</td>
</tr>
<tr>
<td>Psychology</td>
<td>4–5 C</td>
<td>PSYC 100</td>
<td>4</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4–5 DA</td>
<td>4 = SPAN 208</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 = SPAN 311</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>4–5 DA</td>
<td>Consult department chair</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>4–5 C</td>
<td>MATH 223</td>
<td>3</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4–5 C</td>
<td>HIST 110</td>
<td>3</td>
</tr>
<tr>
<td>World History</td>
<td>4–5 C</td>
<td>HIST 199</td>
<td>3</td>
</tr>
</tbody>
</table>

**College Level Examination Program (CLEP)**

CLEP exams may be used to demonstrate an understanding of the content and experience equivalent to the first year of college (general examinations) or specific courses (subject examinations). For a score of 500 or higher on a general examination, students will be granted six semester hours of credit at the 100-level. Four of these hours can be applied to the appropriate distribution requirement. For a score of 50 or higher on a subject examination, students will receive equivalent course credit of three or four semester hours. Students may earn no more than 30 semester hours with the general examination, and no more than 64 hours through a combination of the general and subject exams. The essay sections of CLEP exams are mandatory, with exceptions permitted for transfer students who received CLEP credit at another accredited school. CLEP credit will be treated the same as transfer credit, and the same requirement regarding major hours and 300-400 level courses applies to students receiving CLEP credit.

Rockford University will use subject exams at the 40th percentile as an alternative method of validating first-year student and sophomore-level transfer credit from unaccredited schools.

**College credit for high school students: The Early Scholars Program**

Students who have completed their sophomore year in high school may be eligible to register for college-level courses at the university. Please note that the intent of this program is to supplement a student’s high school curriculum, not replace it. Furthermore, acceptance into the Early Scholars Program is not full admission to the undergraduate program at Rockford University, and all standard admission criteria must be followed for that type of admission. Students interested in the Early Scholars Program should complete a Rockford University Admission Application, submit high school transcripts and standardized test scores (ACT/SAT), and present two letters of recommendation from their high school principal, guidance counselor or teacher. After review of the application credentials, admission to the program may be authorized by the chief admission officer for undergraduate admission.
Credit by examination
Following approval by the appropriate department chair, students may petition the registrar to take examinations for exemption or credit in any course except the senior seminar. Credit by examination forms are available in the Office of Student Administrative Services (SAS). The University will charge a fee of $20 per exam or course, as appropriate. If credit is to be granted, students will be assessed the current per credit tuition charge.

Peace Corps volunteers
Rockford University grants 15 hours of academic credit for successful completion of the training program and a satisfactory tour of duty in the Peace Corps. These students may petition the chair of the modern languages department to have the foreign language requirement waived for the Bachelor of Arts degree.

Placement policies for entering students
University admission examinations (SAT or ACT) or department placement examinations are used to determine the level of courses in which students should be placed. These examinations are given to ensure that students are placed in courses for which they have the appropriate background.

Placement policy in reading
Prior to and during orientation, entering freshmen and entering transfer students who either are bringing in less than 12 credit hours of accepted college-level coursework or who are being admitted conditionally without appropriate college admission test scores are required to take a reading examination at the Rockford University Center for Learning Strategies (CLS). Students who score at or above the 32nd percentile have met the reading requirement for graduation. Those whose score is below the 32nd percentile must enroll in RLC 040 - Reading Skills, during their first semester at Rockford University and must complete the course successfully to be eligible for graduation.

Students whose test scores place them in RLC 040, and students enrolled in RLC 039 - Reading Skills for the International Student, may not enroll in the First-Year Student Seminar during their first term at the University, even if they pass the reading exam after the semester has begun.

Transfer students who are non-native speakers of English shall be exempt from taking the Michigan Test for reading placement if they meet one of the following conditions:

- Earn a score of 53 or better on the TOEFL Reading Comprehension and Vocabulary Section or a score of 45 out of 60 on the similar section of the Michigan Test.
- Study for at least one academic year at a school in which the language of instruction is English and earn a GPA of 3.5 or better (on a 4.0 scale).

Students who do not take the reading exam or who do not enroll in the reading course if it is required, may not enroll in more than 12 credit hours and may not take independent study or tutorial courses until the reading deficiency has been eliminated. Students who are enrolled in the reading course are limited to a semester course load of 16 hours (including the RLC 040 or RLC 039).

Students who have completed a bachelor’s degree at another accredited college and who want to pursue a second bachelor’s degree at Rockford University shall be exempt from the reading exam required of all new students.

Placement policy in mathematics
Placement by SAT Math scores, ACT Math scores, or Math Placement Exam (COMPASS) is required prior to enrolling in all math courses at Rockford University. All incoming students who present SAT or ACT scores with their application will be placed in the appropriate level. The Math Placement Exam will be administered free of charge to all other matriculated students. The requirement will be waived only for those students who have satisfactorily completed a college course deemed by the Chair of the Mathematics, Computer Science and Physics (MCSP) to be equivalent to MATH 130, Calculus with Analytic Geometry I.

Any student feeling that she/he has been placed incorrectly is encouraged to take the Math Placement Exam or discuss the matter with the Chair of the Mathematics, Computer Science and Physics Department.
According to their scores on the SAT, ACT or the Math Placement Exam (COMPASS), students are placed in math courses as follows:

<table>
<thead>
<tr>
<th>SAT Math</th>
<th>ACT Math</th>
<th>Placement Exam</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>670--800</td>
<td>30--36</td>
<td>5</td>
<td>May take MATH 101, 106-9, 116, 117, 120, 130, 223, and 224, if needed. Consult the Chair of the MCSP Department for proper placement.</td>
</tr>
<tr>
<td>380--470</td>
<td>16--19</td>
<td>2</td>
<td>May take MATH 101, 106-9, 116, 117, 120.</td>
</tr>
<tr>
<td>0--370</td>
<td>0--15</td>
<td>1</td>
<td>May not take any math course without completing RLC 050 or other remedial work.</td>
</tr>
</tbody>
</table>

**Placement policy in foreign languages**

Students with prior experience in French, German, Greek, Latin or Spanish must take the placement exam before continuing their studies. This ensures that students are placed in the proper class level.

Students seeking a B.A. must achieve intermediate proficiency in a foreign language. This can be achieved by completing twelve credits of language at RU if the student starts at the 101 level. If a student's test scores indicate he or she is between the beginner and intermediate level, he or she must work toward completing an intermediate class at RU (SPAN 203 or 204, FREN 203, GER 203, LATN 204 or GRK 204). A student who scores above the intermediate level on the test may be exempted from the requirement but is strongly encouraged to take a language course at an advanced level.

Native speakers of a foreign language who have completed their secondary education in a school where that language is the primary language of instruction are exempt from the foreign language requirement.

**REGISTRATION FOR NEW STUDENTS**

First-year and transfer students are eligible to pre-register after they have paid tuition deposits to the University. Students with tuition deposits on file will be sent pre-registration information when pre-registration begins in late spring for the fall semester, and in early December for the spring semester. Faculty advisors will be available to plan students' academic programs for the semester. During this process, students and advisors will sketch out a tentative degree program and the advisors will answer students' questions. At orientation, new students meet with their faculty advisors in person and finalize their course schedules for the forthcoming semester.

All new students, including transfer students, must have completed registration by the first day of their respective orientations. Exceptional cases will be considered by the Admission/Retention Committee in consultation with the chief admission officer.

New students must complete all required paperwork for financial aid and make payment arrangements with SAS prior to the beginning of the semester in order to complete the official registration process.

**REGISTRATION FOR ENROLLED STUDENTS**

Enrolled students pre-register in the fall semester for the spring and summer terms, and in spring semester for the fall term. Students select courses in consultation with their advisors.

Prior to the start of the semester, students must complete all required paperwork for financial aid and make payment arrangements with SAS before they can complete the official registration process.

**FINANCIAL AID**

Rockford University strives to provide a comprehensive program of scholarships, grants, loans and employment so that all qualified students can enjoy the benefits of a Rockford University education. Financial assistance is based on two criteria: financial need and individual student academic achievement.

Financial need is defined by regulation as the difference between the cost of attending Rockford University (tuition, room and board, books, supplies, personal expenses and transportation) and the amount of money
students’ families are able to contribute toward educational expenses. This family contribution is calculated from information provided on the Free Application for Federal Student Aid (FAFSA).

To be eligible for financial aid (which includes state and federal loans), a student must be enrolled in a minimum of six hours.

THE FINANCIAL AID PACKAGE

Typical financial aid awards are composed of scholarships, grants, loans and employment. Scholarships and grants constitute gifts and are not repaid. Educational loans are repayable over a period of years at low interest rates after students graduate, drop below half-time, or leave University. Students also may have part-time jobs on campus and receive paychecks every two weeks.

Students receiving financial aid are required to make satisfactory academic progress toward a degree to remain eligible for financial assistance. Lack of satisfactory academic progress may result in the loss of financial aid. Written explanations on financial aid policies are mailed with the award notification.

HOW TO APPLY FOR FINANCIAL AID

Students planning to enroll for six credit hours or more per semester in a degree program should take the following steps to apply for financial aid at Rockford University:

• Complete and submit an Application for Admission to Rockford University.
• Submit an official high school transcript, transcripts from any Universities attended, and test scores (either ACT or SAT) to the admission office.
• As soon after January 1 as possible, complete and file the Free Application for Federal Student Aid (FAFSA). Please be sure to list the Rockford University code (#001748) on the FAFSA so that the financial aid office will receive the results. Students should complete the FAFSA online at www.FAFSA.ed.gov.
• Applicants will receive a Student Aid Report (SAR) at their home address or personal e-mail account. The SAR must be reviewed for accuracy and corrections must be submitted where applicable.
• Rockford University’s priority deadline is March 1.

FINANCIAL AID POLICIES

Satisfactory academic progress (SAP) standards for financial aid eligibility (undergraduate students)

Rockford University is required by federal regulation to apply both qualitative and quantitative standards in measuring academic progress for financial aid purposes. These standards apply to all students who receive institutional, state, and Title IV funds administered by Rockford University. Federal Title IV programs include Federal PELL Grants, Federal Supplemental Educational Opportunity Grants, Federal Direct Stafford Loans, Federal Direct PLUS Loans, Federal Perkins Loans, Federal Work-Study.

Rockford University has established the following criteria in compliance with federal regulations published on October 6, 1993, Federal Register Part 668.16 and in the Higher Education Amendments of 1986:

I. Qualitative standards of academic progress

Undergraduate students

Financial aid recipients are governed by the academic performance standards of Rockford University. In order to retain financial aid eligibility the student must maintain a cumulative grade point average of:

• 1.8 for 0–29 hours completed
• 1.9 for 30–59 hours completed
• 2.0 for 60+ hours completed

Graduate students

Graduate students must maintain a minimum cumulative GPA of 3.0 in order to be eligible for federal financial aid each semester.

II. Quantitative standards of academic progress

Undergraduate students

Financial aid recipients are expected to complete a degree in the following time frame:

• Full-time 12 semesters/ 6 years
• Three quarter-time 18 semesters/ 9 years
• Half-time 24 semesters/ 12 years
Financial aid recipients must earn 70 percent of hours attempted.

In order to complete degree requirements within the maximum allowable time frame listed above, undergraduates must complete 11 semester hours each semester (if full-time), seven semester hours each semester (if three quarter-time) or five and one-half semester hours each semester (if half-time).

**Graduate students**
To complete a master's degree at Rockford University, students must complete a minimum of 32 semester hours. Full-time enrollment at the graduate level is at least nine semester hours each semester. Half-time enrollment at the graduate level is at least five semester hours each semester.

**III. Schedule for receiving financial aid**
**Undergraduate students**
In these schedules, years refer to academic years completed and hours refer to the absolute minimum number of semester hours that must be completed in the corresponding year to maintain financial aid eligibility.

<table>
<thead>
<tr>
<th>Full-time students</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>1     2     3     4     5     6</td>
</tr>
<tr>
<td></td>
<td>22    44    66    88    110   132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Half-time students</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>1     2     3     4     5     6</td>
</tr>
<tr>
<td></td>
<td>11    22    33    44    55    66</td>
</tr>
<tr>
<td></td>
<td>7     8     9     10    11    12</td>
</tr>
<tr>
<td></td>
<td>77    88    99    110   121   132</td>
</tr>
</tbody>
</table>

**Graduate students**
In these schedules, years refer to academic years completed and hours refer to the absolute minimum number of semester hours that must be completed in the corresponding year to maintain financial aid eligibility.

<table>
<thead>
<tr>
<th>Full-time students</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>1     2     3</td>
</tr>
<tr>
<td></td>
<td>13    27    36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Half-time students</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>1     2     3     4     5</td>
</tr>
<tr>
<td></td>
<td>8     16    24    32    36</td>
</tr>
</tbody>
</table>

**IV. Failure to meet the satisfactory academic progress (SAP) standards**
The following actions will be taken for those students who fail to meet any of the above standards:

A. **In the first term, students who are not in compliance will be placed on financial aid probation for one semester.** The student administrative services office will send notification to those who are not in compliance and remind them of the obligations. Eligibility can be reinstated if students complete the designated percentage of attempted semester hours during the probationary period and/or the correct GPA.

B. If students are not in compliance after the probationary period, eligibility for all federal, state and institutional aid will be withdrawn. Notification will be sent to students advising them of their suspension. Financial aid will not be reinstated unless student appeals are granted or students request reinstatement after meeting all standards of academic progress.

**V. Appeal procedure**
To appeal the financial aid suspension, a student must, within the timeframe noted in the suspension letter, submit to the student administrative services (SAS) office a signed and dated letter of appeal explaining why he/she should not be suspended. A student may appeal for emergency condition (i.e. health, family, catastrophe, etc.). Documentation verifying the situation may be requested.

The Financial Aid Appeals Committee will consider the appeal and render a decision, which the director of financial aid will convey in writing to the student. The decision of the Financial Aid Appeals Committee is final.
VI. Financial aid refund policy: Return of Title IV financial aid funds

The Higher Education Amendments of 1998 changed the formula for calculating the amount of aid a student and University can retain when the student totally withdraws from **ALL** classes. Students who withdraw from all classes prior to completing more than 60 percent of an enrollment term will have their eligibility for aid recalculated based on the percent of the term (semester) completed. For example, a student who withdraws completing only 30 percent of the semester will have “earned” only 30 percent of any Title IV aid received. The University and/or the student must return the remaining 70 percent to the proper aid program. The Rockford University SAS office encourages you to read the following policy carefully. If you are considering withdrawing from all classes PRIOR to completing 60 percent of the semester, you should contact the SAS office to see how your financial aid award will be affected.

The policy applies to all students who withdraw, drop out or are dismissed from Rockford University, and receive financial aid from Title IV funds.

The term “Title IV Funds” refers to the Federal Financial Aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Federal Direct Education Loans (Subsidized and Unsubsidized, PLUS loans), Federal PELL Grants, Federal Supplemental Educational Opportunity Grant (FSEOG), Perkins Loan.

A student’s withdrawal date is the date the student begins the withdrawal process or officially notifies the University of intent to withdraw **OR** the midpoint of the term (semester) for a student who leaves without notifying the institution **OR** the student’s last date of attendance at a documented academically related activity.

Refunds on institutional charges, including tuition and fees, will be calculated using the refund policy published in the “Financial Information” section of this catalog as determined by the Rockford University business office.

Title IV aid is earned on a prorated manner, on a per day basis, up to and including the 60 percent point in the semester. Title IV aid and all other aid is considered to be 100 percent earned after that point in time.

The percentage of Title IV aid earned shall be calculated as follows:

\[
\text{Number of days completed by student} \times \frac{\text{Percent of semester completed}}{\text{Total number of days in semester}} = \text{Amount earned}
\]

*The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days.*

The percentage of Title IV aid unearned (i.e., to be returned to the appropriate aid program) shall be 100 percent minus the percent earned.

Unearned aid shall be returned first by Rockford University from the student’s account calculated as follows:

\[
\text{Total institutional charges} \times \frac{\text{Percent of unearned aid}}{100} = \text{Amount returned to programs}
\]

Unearned Title IV aid shall be returned to the programs in the following order:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Federal Perkins Loans
4. Federal PLUS Loans
5. Federal PELL Grant
6. Federal SEOG

Exception: Only program(s) from which a student received funds are entitled to a refund.

When the total amount of unearned aid is greater than the amount returned by Rockford University from the student’s account, the student is responsible for returning unearned aid to the appropriate program as follows:

1. Unsubsidized Direct Loan*
2. Subsidized Direct Loan
3. Federal Perkins Loans
4. Federal PLUS Loans*
5. Federal PELL Grant**
6. Federal SEOG**

*Loan amounts are returned in accordance with the terms of the promissory note signed by the student/parent.

**Amounts to be returned by the student to federal grant programs will receive a 50 percent discount.
**Sources of Financial Aid**

**Federal Government**

**Federal Pell Grant**
The U.S. Department of Education determines eligibility for this need-based grant from the FAFSA form.

**Federal Supplemental Educational Opportunity Grant**
This federal grant is based on financial need as determined from the FAFSA. Priority is given to the “neediest” Pell Grant recipients.

**Federal Work-Study**
Students must demonstrate financial need in order to be eligible for the Federal Work-Study program. Employment in Rockford University’s student employment program is not guaranteed. Students may not exceed the awarded amount but there is also no guarantee that the entire amount will be earned. Students will receive a check every two weeks for the hours that have been worked. The amount of the award determines the number of hours a student may work. These funds are not subtracted from the student’s tuition bill.

**Federal Perkins Loans**
This need-based loan program (formerly National Direct Student Loan) can provide an annual maximum of $5,500. Applicants must demonstrate financial need. Recipients will repay their Perkins Loan over a period of up to 10 years at a 5 percent annual interest rate, beginning nine months after they graduate or drop below half-time status. This loan has certain forgiveness options at repayment.

**Federal Subsidized Direct Loan**
Students may borrow up to $3,500 as first-year students, up to $4,500 as sophomores, up to $5,500 as juniors and seniors. Repayment begins six months after students graduate or drop below half-time status. Recipients will have up to 10 years to repay the loan. Federal Direct Stafford Loans are currently a variable-fixed rate based on the 10-year treasury bill plus a percentage add-on of 2.05 percent for both subsidized and unsubsidized loans. The rates were set off of the May 7th rate, so loans with a 1st disb. after July 1, 2014 would be 4.66 percent for both subsidized and unsubsidized loans.

**Federal Direct Parent Loan for Undergraduate Students (PLUS)**
Parents of dependent students enrolled at least half-time may borrow up to the full cost of education minus any other financial assistance. Repayment begins immediately. The rates for the Parent Plus loan are at a variable-fixed rate based on the 10-year treasury bill plus a percentage add-on of 4.6 percent. The rates were set off of the May 7th rate, so loans with a 1st disb. after July 1, 2014 would be 7.21 percent (capped at 10.5 percent).

**Additional Unsubsidized Federal Direct Loans**
Independent students may borrow up to $6,000 per year as first-year students and sophomores and up to $7,000 as juniors and seniors. Graduate students can borrow up to $20,500 per year. Repayment schedules are currently the same as subsidized Direct Loans. Dependent students may borrow up to $2,000 in unsubsidized Direct Loans. The rates for unsubsidized direct loans are set at a variable-fixed rate based on the 10-year treasury bill plus a percentage add-on of 2.05 percent for undergraduates and 3.6 percent for graduates. Currently, the rates were set off of the May 7th rate, so the loans w/a 1st disb. after July 1, 2014 would be 4.66 percent for undergraduates (capped at 8.25 percent) and 6.21 percent for graduates (capped at 9.5 percent).

**State of Illinois**
Students must be Illinois residents and attend an approved Illinois institution of postsecondary education to be eligible for the following three programs:

**Illinois State Monetary Award Program (MAP)**
This need-based grant is determined by the state of Illinois after students file the Free Application for Federal Student Aid (FAFSA). Failure to file the FAFSA prior to the MAP deadline (as set by the State of Illinois) will result in the loss of funds.

**Minority Teachers of Illinois Scholarship Program**
This scholarship is available to Asian American, Black, Hispanic or Native American minority students enrolled as sophomores, juniors or seniors in a teacher education program. Applicants must have a cumulative GPA of at least 2.5.
Rockford University Scholarships available to entering students
Entering full-time Rockford University students are eligible for the following scholarships applied toward tuition:

**Alumni Grant**
Full-time students who are dependents of Rockford University graduates are eligible for grants of $1,000 as residential students or $500 as commuting students.

**Presidential Scholarships**
The Rockford University Presidential Scholarship is the highest honor given to entering students of Rockford University. To be eligible for the scholarship, applicants must agree to live on campus and be involved in one or more of our many co-curricular activities and participate in the Regent Leadership Institute. For consideration, complete applications must be submitted by the established deadline and meet the following criteria:

First-Year Students
- 3.65 minimum GPA
- 29 minimum ACT/SAT equivalent

Transfer Students
- 3.65 minimum GPA
- 30 completed University credits
- 29 minimum ACT/SAT equivalent

To retain the scholarship, recipients are required to live and take meals on campus, participate in one or more of the University’s co-curricular activities, participate in the Regent Leadership Institute and maintain a 3.50 GPA for both term and cumulative scores.

**Trustee Scholarship**
The Rockford University Trustee Scholarship is one of the highest honors given to new students. Trustee Scholarships are awarded each fall to new first-year and new transfer students who attend full time. Recipients of the scholarship are required to live on campus, be involved in one or more of our many co-curricular activities and participate in the Regent Leadership Institute. For consideration, a completed application must be submitted by the established deadline and meet the following criteria:

First-Year Students
- 3.50 minimum GPA
- 27 minimum ACT/SAT equivalent

Transfer Students
- 3.50 minimum GPA
- 30 completed University credits

To retain the scholarship, recipients are required to live and take meals on campus, participate in one or more of the University’s co-curricular activities, participate in the Regent Leadership Institute and maintain a 3.25 GPA for both term and cumulative scores.

**Dean’s Scholarship**
The Rockford University Dean’s Scholarship is one of the highest honors given to new students. Dean’s Scholarships are awarded each fall to new first-year and new transfer students who attend full time. Recipients of the scholarship are required to be involved in one or more of our many co-curricular activities and participate in the Regent Leadership Institute. For consideration, a completed application must be submitted by the established deadline and meet the following criteria:

First-Year Students
- 3.35 minimum GPA
- 25 minimum ACT/SAT equivalent

Transfer Students
- 3.35 minimum GPA
- 12 completed University credits
To retain the scholarship, recipients are required to live participate in one or more of the University’s co-curricular activities, participate in the Regent Leadership Institute and maintain a 3.10 GPA for both term and cumulative scores.

**Merit Award and Regent Award**
Awards given each fall and spring to new first-year and new transfer students who attend full time. Amounts of the individual awards are determined at the point of admission and are based on a student’s academic credentials, co-curricular activities and choice of residency. Students must maintain satisfactory academic progress each semester to continue to receive these awards.

**Aid for Part-Time Students**
The part-time student grant provides $150 per credit hour up to $900 per semester to part-time students in good academic standing, and that meet the following criteria:

- The part-time grant voucher must be completed every semester and is due to Student Administrative Services within 10 days of the start of each semester (the voucher can be obtained by contacting SAS).
- Payment in full or an approved payment plan must be received along with the voucher.

Students who are receiving any form of financial assistance, including, but not limited to grant, scholarship, discounted tuition, loans and tuition remission or employer reimbursement, are not eligible.

**Scholarships available to entering students**
Entering full-time Rockford University students are eligible for the following scholarships applied toward tuition:

*James T., Seth B., and Seth G. Atwood Scholarship* provides annual income to be awarded to qualified entering students who are sons or daughters of employees of Atwood Vacuum Machine Co. and/or its subsidiaries. The scholarships are renewable annually if the students make satisfactory academic progress and there is continued financial need. If there are no qualified students of corporation employees, the funds may be awarded to other qualified students.

*Barber Colman Management Fund Scholarship* was established in 1987 through the Community Foundation of Northern Illinois to provide funds from an endowment directed to Rockford University for scholarships to assist the University with increases in enrollment. Funds are to be awarded to new, incoming students with a cumulative GPA of 3.0 to 4.0 who will reside on campus and demonstrate financial need. Scholarships are renewable if the student maintains a 3.0 GPA, continues to reside on campus, and demonstrates financial need.

*Mary V. Braginton Merit Scholarship* was established in 1977 in honor of Dr. Mary V. Braginton, a former professor of classical studies. The fund provides scholarships to first-year or transfer students capable of advanced study in the Classics Department. The award may be renewed for one year but, at the discretion of the Classics Department, may be extended for more than two years.

*Family Educational Opportunity Entitlement Grant* is a $500 grant for dependent, full-time students enrolling at Rockford University who have another dependent, sibling or parent pursuing a degree as a full-time student at Rockford University.

*Hart Alden Fisher Endowed Scholarship in Math & Science* was established in 2011 by Hart Alden Fisher, Class of 1962. It is awarded to a male student who is a United States citizen, has demonstrated financial need by filing a FAFSA, professes to be of the Christian faith, and is enrolled as a full-time undergraduate traditional program student pursuing a degree in the disciplines of Math or Science.

*Helen L. Grant Loan* was established by Helen L. Grant, Class of 1926, to provide no-interest loans to financially needy students at Rockford University. Applicants must complete the FAFSA to determine eligibility, and must have a GPA of 2.2 or higher.

*Gertrude Lund Hognander Endowed Scholarship for Leadership in Music and the Performing Arts,* established in 2004, was named for alumna Gertrude Lund Hognander, Class of 1937, and provides funds for a full-time student of any year who participates in music or the performing arts programs at Rockford University, demonstrates personal initiative, leadership and teamwork, and is an engaged and positive contributor to one’s school, community and/or performing arts group.
International Student Scholarships – Qualified full-time international students are eligible for scholarships ranging up to $10,400 to be applied to tuition and fees.

Dr. Diane Jenkins Endowed Scholarship was established in 1997 through gifts from Dr. Diane and Mr. Robert Jenkins. The scholarship is given to a student planning to major in education who has graduated from a high school in Winnebago, Boone or Ogle counties, and who has the required academic credentials and financial need. It may be renewed if the recipient maintains a 3.0 GPA, and is active in the “4 Ts” - (Tomorrow’s Teachers Together Today) student organization.

Maxine Burritt Knight and Carlton W. Knight Endowed Scholarship was established in 2005 through an estate gift of Carlton and Maxine Knight (Class of 1934), and provides funds to entering female students who graduated in the top 25 percent of their class from a Rockford public high school. They must demonstrate financial need and have a proven record of significant participation in community service, while having taken part in studying three of the following six disciplines: biology, history, economics, French, Latin, and writing. Preference will be given to those who intend to become a school teacher.

Julianne Kriens Memorial Scholarship was established in 2010 through the Julieanne Kriens Memorial Foundation, to provide funds to an incoming student under the age of 20 at the start of the first semester of the academic year in which they receive the scholarship, who will be a full-time, traditional program student, who demonstrates an exemplary written record of an ongoing commitment to community service, and who enters with and/or carries a cumulative GPA of 3.0 or higher. Preference is given to students pursuing a degree in a business-related field.

Frances Frisbie Miller Endowed Presidential Scholarship was established in 1998 in memory of Frances Frisbie Miller, Class of 1937, through a gift from her son, L.A. Frisbie Miller. This endowed fund partially supports awards given to Presidential Scholarship recipients at Rockford University.

Dr. Janice Sikorski Pfeffer Endowed Scholarship was established in 2000 through gifts from Dr. Marc A. Pfeffer, Class of 1969, Dr. Eugene Braunwald, Bristol-Myers Squibb, and other memorial gifts to honor the memory of Dr. Janice Sikorski Pfeffer, Class of 1969. The scholarship annually supports an incoming female first-year student majoring in science or math who intends to pursue a career in medicine or medical research. The student must have a GPA of 3.5 or higher to be considered. This scholarship can be renewed annually if the student’s major remains in math or science, and she maintains a 3.5 GPA.

Rockford University Grant is based on financial need as determined by filing the FAFSA.

Gordon Smith/Aqua Aerobic Systems, Inc. Scholarship for Music or Theater Majors was established in memory of G. Gordon Smith, a former member of the Rockford University Board of Trustees and an advocate of the arts, through a generous contribution from Aqua-Aerobic Systems, Inc. It is awarded to a first-year student who intends to major in music, musical theater performance or theater. Employees of Aqua-Aerobic Systems and their immediate family members will be considered for the scholarship first. In the event that no qualified applicant is identified, other qualified applicants will be considered for the scholarship. The scholarship must be used to meet tuition expenses and the recipient must reside on-campus. The scholarship may be renewed if the recipient maintains a 3.0 cumulative GPA, is active in the Regent Players (the student theater organization) and participated in at least one theater production per year.

Edna May Taylor Endowed Presidential Scholarship was established in 1998 by Edna May Taylor, Class of 1933. This endowed fund partially supports awards given to Presidential Scholarship recipients at Rockford University.

Signa Mary Wahlquist Endowed Scholarship in Math & Science was established in 2011 by Hart Alden Fisher, Class of 1962, in memory of his mother. It is awarded to a female student who is a United States citizen, has demonstrated financial need by filing a FAFSA, professes to be of the Christian faith, and is enrolled as a full-time undergraduate traditional program student pursuing a degree in the disciplines of Math or Science.
Harriet Burpee Whitehead Endowed Presidential Scholarship was established in 1998 with a gift from Ruth Whitehead Nicholas, Class of 1947, and her husband, Dan, along with John and Beverly Whitehead, in memory of Ruth and John’s mother, Harriet Burpee Whitehead, Class of 1919. This endowed fund partially supports awards given to Presidential Scholarship recipients at Rockford University.

Williams-Manny Scholarship in Business was established in 2009 by The Williams-Manny Charitable Trust to assist an incoming freshman with a history of community volunteerism demonstrating a high level of financial based on filing the FAFSA. To qualify, the student must be majoring or minoring in business, and have at least a 3.0 high school GPA.

R. Ray and Nola Wood Endowed Eagle Scout Scholarship was established in 1999 by R. Ray and Nola Wood to assist talented and determined young men in completing their college degree and succeed in life. To qualify for the scholarship, the Eagle Scout must apply to and be accepted by Rockford University. Recipients who are in good academic standing at the end of an academic year may receive the scholarship the following year (up to a maximum of four years).

Rockford University Scholarships Available to Continuing Students
The following scholarships are funded by individuals, organizations and corporations that provide monetary assistance for students at Rockford University. Preference for these scholarships (unless otherwise indicated) is given to full-time students who have completed at least one year of study at Rockford University. There are a few scholarships which require an application to be completed in order to be considered; however, most scholarships do not require an application. Students are required to complete a FAFSA with a March 1 priority deadline. Not all scholarships are available yearly, but all are reviewed annually by student administrative services. Many are presented at the annual Scholarship Day event.

Steven K. Alberts Memorial Scholarship in Criminal Justice was named in memory of Steven K. Alberts, Class of 1975, who was killed in the line of duty while a member of the Los Angeles Police Department. Established through individual and corporate gifts, the scholarship is awarded to part-time students who are majoring in anthropology/sociology with a criminal justice emphasis or pursuing the Master of Business Administration degree with emphasis in criminal justice. Scholarships are awarded on the basis of merit and need.

Bonnie Lynn Keith Albracht Memorial Scholarship was established in 1990 by her parents in memory of their daughter, a summer school student at Rockford University during the early 1960s. Funds from this endowment provide tuition assistance to up to two juniors or seniors majoring in the helping professions who have demonstrated financial need.

Jane Ashcraft Alexander Memorial Scholarship was established in 1990 by a gift from her family to honor this 1928 alumna of Rockford University. Two scholarships are awarded annually to students from any academic area, enrolled in the traditional academic programs, with preference given to those involved in community service projects. Application required for consideration.

Marshall A. and Dorothy Frederick Anderson Memorial Scholarship was established in 1995 by Marshall A. Anderson in honor of his wife, Class of 1935. This scholarship is awarded annually to two female students who have completed their freshman and sophomore years at Rockford University, are entering their junior or senior years, and are concentrating their studies in the areas of science and mathematics. The scholarship is renewable and the recipients shall be chosen on the basis of academic ability.

James T., Seth B., and Seth G. Atwood Scholarship provides annual income to be awarded to qualified entering students who are sons or daughters of employees of Atwood Vacuum Machine Co. and/or its subsidiaries. The scholarships are renewable annually if the students make satisfactory academic progress and there is continued financial need. If there are no qualified students of corporation employees, the funds may be awarded to other qualified students.

Stephen and Dorothy Baits Endowed Scholarship was established in 1997 by a gift from Stephen, Class of 1993H, and Dorothy Voss Baits, Class of 1951, and is awarded annually to a deserving Rockford University student.
Stephen and Dorothy Baits Graduate Scholarship was established in 1997 by a gift from Stephen, Class of 1993H, and Dorothy Voss Baits, Class of 1951, and is awarded annually to students pursuing the MAT degree in Reading from Rockford University. The objectives of the award are to provide tutoring for a community youth experiencing serious difficulty in reading and to promote exceptional performance among students in the MAT in Reading program.

Barber Colman Management Fund Scholarship was established in 1987 through the Community Foundation of Northern Illinois to provide funds from an endowment directed to Rockford University for scholarships to assist the University with increases in enrollment. Funds are to be awarded to new, incoming students with a cumulative GPA of 3.0 to 4.0 who will reside on campus and demonstrate financial need. Scholarships are renewable if the student maintains a 3.0 GPA, continues to reside on campus, and demonstrates financial need.

Ruth K. and Charles M. Burgess Scholarship was established in 1985 from the trust of Ruth K. Burgess and provides scholarships to female students with demonstrated financial need.

Paul E. Campbell Endowed Scholarship was established in 1981 from the trust of Paul E. Campbell and provides scholarships to students with demonstrated financial need.

Margaret Schuh DesPland Scholarship was established in 1998 by Mrs. Aimee McGirt in memory of her mother, Margaret L.C. Schuh DesPland (1899-1987), a Rockford University art major and artist. This scholarship is awarded to a female art major at the beginning of her senior year based on outstanding talent, dedication, and promise, as demonstrated in a portfolio review at the end of the junior year.

Helene R. Dillon Memorial Scholarship was established in 1991 by the Dillon Foundation in memory of Helene R. Dillon (Class of 1933), whose support to Rockford University included hosting student and faculty functions, seminars and retreats, providing scholarships, underwriting the publishing costs of “The History of Rockford University” in 1980 and serving as a Trustee. Mrs. Dillon received the Talcott Cross award from Rockford University in 1971. These scholarships are awarded to worthy Rockford University students.

Maude Eastwood Scholarship was established in 1980 from the estate of Maude Eastwood to assist worthy female students with demonstrated financial need.

Emerson-Lathrop Memorial Scholarship was established with a portion of the income from the Mary Emerson Lathrop bequest of 1952, and provides scholarships to students with demonstrated financial need.

Margaret E. Everett Music Scholarship was established in 1994 from the estate of Margaret E. Everett, Class of 1919, to provide music scholarships to students with demonstrated financial need.

Hart Alden Fisher Endowed Scholarship in Math & Science was established in 2011 by Hart Alden Fisher, Class of 1962. It is awarded to a male student who is a United States citizen, has demonstrated financial need by filing a FAFSA, professes to be of the Christian faith, and is enrolled as a full-time undergraduate traditional program student pursuing a degree in the disciplines of Math or Science.

Larry Forman Biology Memorial Scholarship was established through gifts given in memory of Larry Forman, professor of biology at Rockford University from 1969 until his death in 2003, and provides scholarships to students majoring in biology at Rockford University.

Leslie H. Geddes Rockford Downtown Rotary Club Scholarship in Criminal Justice was established in 1993 and, based on annual renewal, provides funds for outstanding full-time or part-time students pursuing a career in the criminal justice field.

Leigh and Jean Miller Gibbs Endowed Scholarship provides scholarships to students enrolled in traditional programs at Rockford University, who have a 3.0 or higher GPA and with demonstrated financial need.

Beatrice Johnson Hannah Scholarship was established in memory of this former professor of French and comparative literature, and provides scholarships for students from France.
John and Helen L. Haverstock Piano or Fine Arts Scholarship was established in 2001 through the John and Helen L. (Wilson) Haverstock Trust in memory of Jessie Ann Wilson and Alexander M. Wilson, mother and father of Helen L. Haverstock, Class of 1945. This scholarship is given to worthy students studying piano or majoring in fine arts.

John and Helen L. Haverstock History Scholarship was established in 2001 through the John and Helen L. (Wilson) Haverstock Trust in memory of James M. Wilson and Dorothy A. Wilson, uncle and aunt of Helen L. Haverstock, Class of 1945. This scholarship is given to worthy students majoring in history.

Robert and Sheryl Head Endowed Scholarship was established in 2009 to honor current Rockford University President, Dr. Robert L. Head, and his wife, Sheryl, and provides scholarships to students majoring in art, business or nursing, enrolled in traditional programs at Rockford University, who have a 3.0 or higher GPA, and have demonstrated financial need.

Swan Hillman Scholarship was established in 1965 by Rockford Screw Products Corp. in memory of its founding president, one of Rockford’s industrial pioneers. The funds are allocated to secondary school graduates from Boone and Winnebago counties who demonstrate high promise and leadership abilities.

Gertrude Lund Hognander Endowed Scholarship for Leadership in Music and the Performing Arts, established in 2004, was named for alumna Gertrude Lund Hognander, Class of 1937, and provides funds for a full-time student of any year who participates in music or the performing arts programs at Rockford University, demonstrates personal initiative, leadership and teamwork, and is an engaged and positive contributor to one’s school, community and/or performing arts group.

Alan Hutchcroft Endowed Scholarship for Chemistry/Biochemistry was established in 2001 from the Bergmann Benjamin Moore Perpetual Charitable Trust. It is awarded to candidates chosen by the chemistry department from among students who meet the University’s honors admission standards (top 10 percent of class, 3.5 GPA, ACT of 27 or higher or SAT of 1200 or higher), and who have an expressed interest in a chemistry or biochemistry major. Three scholarships - at the sophomore, junior and senior levels - will be awarded each year.

Jeremy Ingalls Memorial Scholarship was established in 2013 by Colleen Kitzmiller Holmbeck, Class of 1956, and her husband, John. The scholarship is given to an outstanding student with junior standing who is majoring in English.

Arlene Jackson Pre-Social Work Scholarship was established in 1998 by the Pre-Social Work Advisory Board as a memorial to Arlene Jackson, the first instructor in social work at Rockford University. The scholarship is given to a student who has formally declared a pre-social work major, and is selected by the Scholarship Committee of the Pre-Social Work Advisory Board. Application required for consideration.

Dr. Diane Jenkins Endowed Scholarship was established in 1997 through gifts from Dr. Diane and Mr. Robert Jenkins. The scholarship is given to a student planning to major in education who has graduated from a high school in Winnebago, Boone or Ogle counties, and who has the required academic credentials and financial need. It may be renewed if the recipient maintains a 3.0 GPA, and is active in the “4 Ts” - (Tomorrow’s Teachers Together Today) student organization.

A. Frances Johnson Physics Scholarship was established in 1993 by the estate of Florence W. Schenck to grant scholarships to deserving students of physics.

Shirley Jones-Bailey Endowed Scholarship was established in 2000 by LaVerne Krueger, Class of 1944, in honor of her student, Shirley Jones-Bailey, and offers financial support to students interested in the fields of fine arts, business and education. Recipients must have a GPA of at least 2.50 (on a 4.0 scale). Application required for consideration.

Julianne Kriens Memorial Scholarship was established in 2010 through the Juliane Kriens Memorial Foundation, to provide funds to an incoming student under the age of 20 at the start of the first semester of the academic year in which they receive the scholarship, who will be a full-time, traditional program student, who demonstrates an exemplary written record of an ongoing commitment to community service, and who enters with and/or carries a cumulative GPA of 3.0 or higher. Preference is given to students pursuing a degree in a business-related field.
Carl D. Loescher Memorial Scholarship for Nursing was established to honor his father by Mr. Dan G. Loescher, in 2011. The recipient must be a full-time undergraduate junior or senior, must have declared nursing as their major, must maintain a 3.0 GPA, and must be an active participant in Rockford University’s Nursing Student Organization. In the event there are many qualified candidates, the student possessing a record of volunteer service will be selected.

George H. Mayr Scholarship was established in 1961 to provide scholarships to students with demonstrated financial need.

Carol E. McDonald Education Scholarship was established in 2002 by Mark McDonald in memory of his wife, Carol Egdahl McDonald. Carol received her B.S. in education from Rockford University in 1970, and her MAT in 1981. The scholarship is given to an education major who will be a senior the following fall and is chosen on the basis of merit by the Education Department.

James F. and Mary White McIntosh Scholarship was established in 1982. The income from this fund provides scholarship money to students of Celtic origin who attended at least eight years of their schooling in the Rockford school system.

Edward W. and Virginia Mill Memorial Scholarship was established in memory of Dr. Edward Mill, chair of the political science department from 1955-1959, and is awarded on the basis of academic performance and financial need to a junior or senior majoring in political science.

Mary Louise Miller Endowed Scholarship was established in 1994 by Mary Louise Miller, Class of 1930, to help other women achieve their Rockford University education. The recipient must be a US citizen, maintain a “C” average, enrolled full-time in a traditional undergraduate program, and majoring in music (piano performance) or science (if there are no piano performance music majors).

Sandra Knouft Molander Scholarship in Science was established through gifts from Sandra Knouft Molander, Class of 1962, her daughter, Belinda J. Henschel, and each of Ms. Henschel’s employers, Unitrin, Inc. and Kemper Corporation. The female recipient may not be a freshman, must maintain a 2.8 GPA while a full-time undergraduate traditional program student, and must demonstrate financial need by filing the FAFSA. The recipient must also be pursuing a degree in the Sciences and actively, enthusiastically involved on campus.

Robert W. Nauert Scholarship was established in 1984 in memory of Robert W. Nauert who, in 1926, founded the Pioneer Life Insurance Co. with headquarters in Rockford. The scholarship is given to a qualified and deserving student.

Lucille Boyle Newton Scholarship was established in 1987 by G.B. Newton in memory of his wife, Lucille Boyle Newton, Class of 1921, who taught and performed music after graduation. The fund provides scholarship assistance for qualified and deserving students studying music at Rockford University.

Jean L. Stewart Olson Endowed Scholarship was established in 1999 by Jean L. Stewart Olson, Class of 1938. This scholarship is given to a deserving student attending Rockford University.

Donald E. and Eldora M. Ozanne – Lewis Lemon Memorial Scholarship was established in 1995 in recognition of the Ozanne Family’s belief in the importance of a liberal arts education. Scholarship funding will be awarded annually to sophomore students who have maintained a 2.75 or higher GPA and who are either majoring in a foreign language or majoring in English or political science with a minor in a foreign language.

Anna Ruhl Page Scholarship provides scholarships to students majoring in science at Rockford University and is chosen on the basis of merit by the Science Department.

Eric H. and Ruby V. Peterson Endowed Scholarship was established by bequest in 1971 to provide scholarships to students with demonstrated financial need.

George Carr Purdy Scholarship was established in 1989 from the estate of Charlotte Purdy Lang and is given to students who show scholastic aptitude, academic achievement, and financial need.
Maurice and Jeanette Rogers Scholarship was established in 1961 by the Funderburg Foundation in honor of Dr. and Mrs. Maurice P. Rogers and provides scholarships to deserving students, with preference to those interested in medicine or science.

Jane Sherwin Schwartz Endowed Scholarship is awarded to a junior or senior at Rockford University, with preference given to students majoring in foreign language study, though students majoring in English, art, music history or any other of the humanities will be considered. Qualifications include an established GPA of 3.0 or higher and demonstrated financial need.

Anna Peck Sill Scholarships are awarded to students with GPAs of at least 3.5, who have been in residence at the University for less than four semesters and who have earned at least a 3.5 GPA elsewhere.

Ruth Linstrum Smith Scholarship was established by Margaret L. Bates, Class of 1945, in memory of Ruth Linstrum Smith, Class of 1944, to a student majoring in sociology or art.

The Socratic Society Scholarship was established in 1998 by the Alumni Association Board from the reunion gifts in honor of the Socratic Society of Rockford University. It is presented to a sophomore or junior Rockford University student who has completed at least one year of core courses of the Liberal Arts Honors program and best represents the liberal arts ideal – thus promoting scholastic achievement and furthering the interests of Rockford University.

John D. Spence Community Service Scholarship is named in honor of a popular Vice President of Development. The scholarship is based on a student’s exceptional service to the community while maintaining excellent academic performance.

Elaine D. Stambaugh Endowed Scholarship supports a sophomore, junior or senior with demonstrated financial need majoring in one of the humanities who has a proven record of seeking education in formal and informal ways, while showing they have served their community and been good stewards of the earth.

Eugene and Applin Starr Endowed Memorial Scholarship was established in 1977 to deserving students with demonstrated financial need.

Sally Ann E. and Lynn H. Stiles Scholarship is given to a female Rockford University student who is seeking a degree while actively maintaining a family with children.

Adele Smith Strong Endowed Scholarship was established in 1956 by a bequest of Marguerite Strong Buzby, Class of 1906, and provides scholarships to female students.

Signa Mary Wahlquist Endowed Scholarship in Math & Science was established in 2011 by Hart Alden Fisher, Class of 1962, in memory of his mother. It is awarded to a female student who is a United States citizen, has demonstrated financial need by filing a FAFSA, professes to be of the Christian faith, and is enrolled as a full-time undergraduate traditional program student pursuing a degree in the disciplines of Math or Science.

Justine Walhout Scholarship in Chemistry was established through a fund created by the Chemistry Department of Rockford University and honors Professor Emerita Dr. Justine Walhout, who retired from the University in 1996. The scholarship is given to sophomore and junior chemistry or biochemistry majors making satisfactory progress toward their degrees.

Eli B. and Harriet B. Williams Memorial Scholarship was established by a bequest of Hobart W. Williams as a memorial to his parents, Eli B. and Harriet B. Williams. The scholarships are given to students of limited means to help them realize their ambitions for a college education. Preference is given to students who have completed at least one year at Rockford University.

Beatrice Jones Winkler Scholarship was established in 1987 and honors Beatrice Jones Winkler, Class of 1940. The scholarship is given to a qualified and deserving student with preference given to a student who resides outside of Rockford.
R. Ray and Nola Wood Endowed Eagle Scout Scholarship was established in 1999 by R. Ray and Nola Wood to assist talented and determined young men in completing their college degree and succeed in life. To qualify for the scholarship, the Eagle Scout must apply to and be accepted by Rockford University. Recipients who are in good academic standing at the end of an academic year may receive the scholarship the following year (up to a maximum of four years).

Maggie and Gerald J. Yoder Nursing Scholarship, established in 2011 by Wealtha Helland, Associate Professor of Nursing at Rockford University, is in honor of her parents Maggie and Gerald J. Yoder. The recipient will be an upper class student chosen from a list compiled by the Rockford University Nursing faculty, who demonstrates need by filing the FAFSA.

FINANCIAL INFORMATION

TUITION AND FEES

Full-time Undergraduate Students
Full-time enrollment includes 12 - 18 semester hours of credit or audit course work (day, evening, or combination thereof) during standard fall or spring semesters. Note: A student enrolling in more than 18 credit hours in a standard fall or spring semester will be charged $735 tuition for each credit hour beyond 18 in addition to the regular full-time tuition.

Tuition*...................................................................................................... $27,400
Tuition for non-standard interim terms/sessions** ............$735 per credit hour
Summer Classes..................................................................................$535 per credit hour
Part-time registration fee for standard and
non-standard interim terms/sessions....................................................... $50

**Tuition for non-standard interim terms/sessions is charged independently from standard fall, spring or summer terms.

A non-refundable tuition deposit of $100 is required when a student accepts admission to Rockford University.

*Tuition and fees for the 2014-2015 academic year are subject to change.

Student health insurance costs
All full-time and/or residential students, students in the nursing program and students participating in intercollegiate athletics are required to have health insurance. Rockford University participates in a “mandatory with waiver” system. Students will be charged the health insurance fee, and the fee waived when proof of insurance is received. Insurance waivers are done electronically at www.sas-mn.com. Contact the Lang Center for further information at 815-226-4083.

Insurance:......................................................................................est. $2,000 annually
Insurance costs and procedures for the 2014-2015 academic year are subject to change. Complete information can be found on our website or the insurance carrier at www.sas-mn.com.

For questions concerning International Health Insurance requirements, contact the Lang Center or the Office of International Students and Scholars Services, 815-394-5112.

Room and board
Residence hall room fees for students attending the full 2014-2015 academic year:
Double Room .......................................................... $4,190
Suite ..................................................................................... $4,510
Single Room (subject to availability) ........................................ $5,770
Super Single Room (subject to availability) ................................. $6,800
Double as Single (subject to availability) ..................................... $6,800

Residence hall board (University meal plan) fees for students attending the full 2014-2015 academic year:
19 meal plan....................................................................................... $3,520
15 meal plan................................................................. $3,370
175 block plan ........................................................................... $3,310
All resident students must sign up for one of the meal plans. All first-year students must sign up for the 19-meal plan. The 19 and 15 meal plan options are based on the number of breakfasts, lunches or dinners a student is entitled to in a seven-day period. The 175 block plan is based on 175 meals available during a complete semester. All unused meals and plan points are forfeited at the end of each semester.

Part-time Undergraduate & Graduate Students
Part-time students are those enrolled for fewer than 12 credit hours, including tutorials or independent study (see Miscellaneous Fees below) and courses audited.

Undergraduate tuition per credit hour ................................................................. $735
Undergraduate tuition per credit hour for interim term/session ........................ $735
Graduate tuition per credit hour ........................................................................ $710
Graduate tuition per credit hour for interim term/session ............................... $710
Graduate and undergraduate non-refundable registration fee for standard and non-standard semester/term/session ........................................ $50

Aid for part-time students
The part-time student grant provides $150 per credit hour up to $900 per semester to part-time students in good academic standing, and that meet the following criteria:

- The part-time grant voucher must be completed every semester and is due to Student Administrative Services within 10 days of the start of each semester (the voucher can be obtained by contacting SAS or visiting the financial aid page of the Rockford University website).
- Payment in full or an approved payment plan must be received along with the voucher. Only limited payment plans are available for Summer term due to the length of the term. Contact SAS to inquire about payment plans and their availability.
- The part-time grants do not apply to students in the adult accelerated program or for otherwise discounted terms.

Undergraduate students who are receiving any form of financial assistance, including, but not limited to grant, scholarship, discounted tuition, loans and tuition remission or employer reimbursement, are not eligible.

Adult Accelerated Undergraduate Programs (BSMS)
Tuition for adult accelerated undergraduate programs is cohort based. The per credit hour tuition for courses in an accelerated program for New cohorts beginning in Fall 2014 is $420.

Other fees
Special Instruction Fees
These special instructional fees are charged in addition to the appropriate tuition and are non-refundable unless the student withdraws prior to the first day of class (except for private music lessons).

Student Activity Fee (per year students joining us in January will be charge $65) .................. $130
Private music lessons (12 half-hour sessions/per credit hour) ....................................... $200
Music practice room rental, if not registered for private music lessons (per semester) ...... $ 25
Student teaching (400-level) supervisory fee .............................................................. $300
Student teaching (500-level) supervisory fee .............................................................. $300
Independent study fee (per credit hour) ................................................................... $ 35
Tutorial fee (per credit hour) ...................................................................................... $ 70

Note: Fees for independent study, tutorials, private music lessons and student teaching supervision are charged where applicable in addition to the appropriate tuition.

Miscellaneous Fees
These non-refundable miscellaneous fees are applicable to all students in the appropriate categories:

New student undergraduate application fee ........................................................... $ 35
Junior Year Abroad, U.N. Semester and Washington Semester application fee ........ $ 25
Late registration fee (after standard period) ......................................................... $100
Transfer credit acceptance fee (per course) ......................................................... $ 20
CEEB Placement Exams fees ............................................................................ Publisher’s cost
Rockford University credit by exam (per exam or course)
   Undergraduates ........................................................................................................ $ 50
   Graduates .............................................................................................................. $150
Graduation application fee (cap & gown not included)

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>$ 50</td>
</tr>
<tr>
<td>Graduates</td>
<td>$115</td>
</tr>
<tr>
<td>Credential processing (per set)</td>
<td>$ 3</td>
</tr>
<tr>
<td>Copy of official transcript</td>
<td>$ 5</td>
</tr>
<tr>
<td>Replacing student identification card</td>
<td>$ 30</td>
</tr>
<tr>
<td>Diploma replacement</td>
<td>$ 35</td>
</tr>
</tbody>
</table>

Audit Fees
Permission to audit a course will not be granted if auditors would displace students who are taking the course for credit. The following fee schedule applies:

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>No additional cost</td>
</tr>
<tr>
<td>Part-time students</td>
<td>$50 per credit hour</td>
</tr>
<tr>
<td>Community audit</td>
<td>$50 per credit hour</td>
</tr>
<tr>
<td>Alumni and senior citizens (55 and up)</td>
<td>$50 per course</td>
</tr>
</tbody>
</table>

Note: Students must pay all applicable registration and course (studio, laboratory, etc.) fees.

Late Registration
Students are expected to register at the times and places announced by the registrar. Registration is not considered complete until students’ accounts show all charges have been paid or arrangements for payment have been made.

Students who have not paid or not made satisfactory arrangements for payment may be dropped from classes by the SAS office and the student will remain responsible for any amount outstanding. Students may appeal any outstanding balance to the Assistant Vice President for Student Administrative Services (SAS). Students who register after the scheduled registration period may be required to pay a $100 fee for the registration process.

Payment of Fees
Rockford University students are billed each semester in advance. The billing for the fall semester will normally be prepared and mailed July 1 and is due August 1. The billing for the spring semester will normally be prepared December 1 and is due January 1. Students’ registrations are not complete until their accounts have been paid or payment has been fully arranged. It is the student’s responsibility to drop courses prior to the end of the drop/add period. Any registrations remaining past the add/drop period will not be considered for a tuition refund. A number of payment plans including a monthly payment option, employer tuition assistance, loans, MasterCard, VISA or Discover are available through consultation with the SAS office. It is the responsibility of all Rockford University students to maintain current contact information including name, mailing address and telephone number with the SAS office.

Checks should be made payable to Rockford University and addressed to the address below:
Office of Student Administrative Services
Rockford University
5050 E. State St.
Rockford, IL 61108-2393

Financial clearance is required for class attendance and residency at Rockford University, and participation in Rockford University activities. No grades, diploma, certificate or transcript will be granted to students who have indebtedness to Rockford University.

Time Payment Plans
Rockford University attempts to provide for all students financial aid packages sufficient to meet their entire financial need. However, for those students who remain personally responsible for paying a portion of their Rockford University costs, the following option is available:

- Rockford University offers a payment plan that allows students/families to pay their balance in installments during the semester. There are no interest charges; however, a $50 per semester enrollment fee and the first full payment must accompany a signed contract. Monthly installments can be paid by VISA, MasterCard or Discover cards or by cash or personal check.

Monthly payments that fall 10 days past due will be assessed a late fee of 1.5 percent. Account balances after the due date that are not covered by scheduled loan disbursements, employer tuition assistance or veterans benefits will be assessed a late fee of 1.5 percent of the balance until paid in full.
**Employee/employer reimbursement**

Students who are receiving employer assistance are required to submit an Employer Reimbursement form to the SAS office each semester prior to the first class period of the semester. Forms are available at [www.rockford.edu](http://www.rockford.edu) under resources/SAS/Financial Aid/Financial Aid forms. **Students are responsible for full payment of accounts.**

**Refund Policies**

Students can receive full refunds of prepaid tuition, fees, and room-and-board costs (less the non-refundable deposits) if they present written notice of withdrawal at the SAS office before the last drop date. Refer to academic calendars (http://www.rockford.edu/?PaymentOfFees). Students who withdraw after classes begin receive refunds based on the following schedule.

*Important*: Students receiving financial aid should confer with the SAS office to determine how their aid packages will be affected before they change their status. Students who withdraw from all classes after the last day to withdraw with a refund will be subject to removal of Title IV aid based on results from the U.S. Department of Education.

**Tuition refunds for fall, 2014** will be made on this basis:
- Through Aug 29, 2014 ................................................. 100% of tuition
- **After Aug 29, 2014** .................................................. **No refund**

**Tuition refunds for spring, 2015** will be made on this basis:
- Through Jan 30, 2015 ................................................. 100% of tuition
- **After Jan 30, 2015** .................................................. **No refund**

**Refund policies for summer, 2015** are as follows:
- If you withdraw before 3rd class date......................... 100% refund
- **If you withdraw on or after 3rd class date** ............. **No refund**

Appropriate refunds will be made by check within 45 days of receipt of a request for refund.

Board (meal) and room charges will not be refunded after the last date to drop. No refunds will be made for temporary absence during the regular school year. For information concerning board and room refund policies, contact the SAS office.

Special instructional fees will not be refunded unless students withdraw before the first day of class. No refund will be made of the deposits or the $50 registration fee.

Refunds will not be distributed until a student’s account reflects a credit balance (all financial aid has been fully disbursed). Subsequent to the add/drop period, students having a credit remaining will have the option of leaving the credit on account or receiving a check for the total credit. A “Request for Refund” form must be completed at the SAS office.

The University reserves the right to dismiss any student whose conduct is not satisfactory in any area of University life (under procedures stated in the Rockford University Student Handbook). No refund of tuition, room, board or fees is made in such cases.

Students may appeal any refund policy decision to the Assistant Vice President for Student Administrative Services.
ACADEMIC REGULATIONS FOR UNDERGRADUATE PROGRAMS

ACADEMIC HONOR CODE

The Academic Honor Code, enacted more than a century ago, is a code of personal responsibility accepted by the students of Rockford College (now University), which demands absolute integrity in all academic relationships. It attempts to prevent students from gaining an unfair advantage in classes and to guarantee students that they will have an equal opportunity with others in completing requirements for any course.

It is important for students to realize that the primary responsibility for making the Honor Code work is in their hands. Although a faculty member may initiate an action against a student who is suspected of violating the Honor Code, the main responsibility for enforcing the Honor Code rests with the students.

A student's matriculation at Rockford University implies understanding and mandates acceptance of the Academic Honor Code. No formal written agreement is required, and this acceptance is binding.

In most instances, students take examinations without the supervision of a faculty member. If the faculty member remains in the room during an examination, it is solely for the convenience of students who may wish to ask questions.

It is understood that any assignments students present to instructors are their own work and that they will not permit their work to be copied by others. The materials, methods, and permissible extent of collaboration vary from course to course; consequently, instructors are expected to provide explanations in all courses, and students should be guided by these interpretations. Adherence to the principles of academic honesty does not mean that students may not help one another, as long as the help is constructive; it does mean that they should not do others' work for them.

If students or faculty members observe what they believe to be violations of the Academic Honor Code, it is their responsibility to confront the alleged violator(s) immediately. The faculty member (or professor of record) should attempt to resolve the incident and report the incident and outcomes to the Dean of Students. If both parties (the professor of record and alleged student) are unable to mutually agree on a resolution, the matter should be referred to the Dean of Students for student conduct adjudication. If the alleged violator is referred by the faculty member to meet with the Dean of Students to discuss the situation and does not do so after a reasonable amount of time (usually about 24 hours), it is the responsibility of the students or faculty member observing the suspected violations to report them to the Dean of Students. Additional information regarding reporting allegations can be found at the conclusion of this section.

The Academic Honor Code applies to plagiarism, cheating, and the academic regulations of Computer Labs and Library services. Academic dishonesty shall include but not be limited to:

1. cheating, plagiarism, or other forms of academic dishonesty (as defined by the Department of English of Rockford University, immediately following);
2. plagiarism theft, destruction, or severe mutilation of University academic material which leads to denying their use to other members of the University constituency;
3. any form of cheating on examinations, including but not limited to:
   a. use of "crib" (defined as any device for carrying answers into an examination);
   b. oral transmission of information either given or received during an exam period;
   c. reading the answers of others;
   d. hiding pertinent information at another location to study during ostensible fountain or washroom breaks;
   e. intent observation of others' work for hints on materials or technique during a laboratory test without the consent of the instructor;
   f. obtaining part or whole copies of the exam without consent of the instructor;
   g. buying or procuring previous exams given in the course without the consent of the instructor;
4. presentation of material which has been prepared by another person or organization as one's own material;
5. fraudulent processing of one's attendance at required University functions (e.g. Forum Series);
6. furnishing false information to any University official, faculty member or office;
7. forgery, alteration, or misuse of any University document, record, or instrument of identification;
8. tampering with the election on any University-recognized student organization.

On Plagiarism, Use of Quotations, and Related Matters of Academic Honesty

Colleges and universities have always been plagued by the fact that students from the freshman to the graduate school level reveal an incomplete understanding of certain very basic matters connected with the writing of research papers. This explanation is given to the students of Rockford University in order to clarify some of these points and to forestall claims of innocence based on ignorance of the matter mentioned in the title above.
What is Plagiarism?
To plagiarize is to steal and present as one's own the ideas or words of another. If students deliberately copy the exact words of a clause, sentence, or paragraph written by another without enclosing these words in quotation marks and citing their source (in a footnote or in some other appropriate manner), they are guilty of plagiarism. It goes without saying that plagiarism is a thoroughly blameworthy action for University students or any other scholars.

A frequent problem arises with students who change some of the words, or perhaps even rearranges the sequence of the clauses in the material they are using. So proceeding, they may feel that they have done a legitimate job of paraphrasing. But have they? What is permissible and what is not?

What is Paraphrasing?
To paraphrase is to restate the meaning of a passage or work in other words. In general, the procedure for paraphrasing is this: Students should read the material to be paraphrased as often as they need in order to grasp the substance of the writer's idea. Then, without referring to the source, they should write their own statement of the idea. Finally, they should check their version against that of the source in order to be sure that: 1. they have not unconsciously reproduced the author's words, and 2. they have accurately represented the thought of the source. Then they should cite the source. THE MERE FACT THAT THEY HAVE NOT QUOTED DOES NOT ABSOLVE THEM FROM GIVING CREDIT FOR THE IDEA. The following examples will clarify the matter further. The first is an exact quotation properly footnoted:

"By the summer of 1929, prices had soared far above the stormy levels of the preceding winter into the blue and cloudless empyrean. All the old markers by which the price of a promising common stock could be measured had long since been passed; if a stock once valued at 100 went to 300, what earth was to prevent it from sailing to 400? And why not ride with it for fifty or a hundred points, with Easy Street at the end of the journey?"


Of course, it would be plagiarism to copy all or part of this quotation without using quotation marks and without citing the source. It would also be plagiarism to "doctor" the original passage as in the following "paraphrase":

The summer of 1929 saw prices soaring into the blue and cloudless firmament--high above the turbulent levels of the preceding winter. All the old markers which could be used for measuring the price of a promising common stock had been passed long ago. If a stock which had been valued at 100 rose to 300, what in the world could stop it from going on up to 400? Why not stay with it for another fifty or hundred points, with Easy Street at the end of the ride?

Obviously, the author of this second example did nothing but modify a few clauses and break one sentence in two. Compare it with the first example, the passage quoted directly from Allen's book, and you will see what one obvious example of plagiarism looks like. Suppose a student writer had footnoted this second example and had even stated that it represented a close paraphrase; would it then be acceptable? The answer is NO! Technically, it would not be plagiarizing, but the procedure would represent very poor scholarship. How then, would one properly paraphrase Mr. Allen's paragraph? The following is one out of many possible examples:

The rising temperatures in the summer of 1929 had their counterpart in the stock market. Indeed, stock prices reached unprecedented levels. By all standards of measurement, stocks were greatly overvalued, but they were still rising and it appeared to many that they would continue to rise. Many could not resist the temptation to buy in the hope of making fabulous profits.


The author of this last paragraph paraphrased the ideas and intent of Mr. Allen's paragraph without plagiarizing. The words and phrases were entirely the author's own, yet the author was careful to give Mr. Allen credit by citing his book in the footnote.

Quotations
Good scholarship requires the limited and discriminating use of quotations. Students should use quotations when there exists a need to reproduce precisely the author's position or to show that the writer's phrasing was so vivid or felicitous that students could not improve upon it. These are the major reasons for quoting. In general, do not quote without a very good reason, and do not quote very much.
The Proper Use of Paraphrasing and Quotation in Scholarship
A piece of writing based on research need not, in order to be considered scholarly, consist of a series of paraphrases and quotations. Good scholars, in fact, while they may build on the work of others, do their own thinking. Anyone can paraphrase. Students who are learning to use their native wit will show in their writing that they can analyze, interpret, and evaluate the source materials which they encounter. They will be able to make use of facts and ideas of others in a piece of writing, which is still uniquely the product of their own thought.

Related Matters
Obviously, it is a violation of the most fundamental rules of academic honesty for students to hand in as their own work what has been done for them by another individual or by a company such as the companies that sell papers, research reports, etc., on many campuses. Also, the rules of academic honesty require that students never destroy or make unauthorized use of information or data stored in a computer or other educational machine. Students should also refrain from using the same works for two or more courses without securing in advance the permission of their instructors.

Students are expected to be honest and forthright in their academic studies. Students who commit or assist in committing dishonest acts are subject to sanctions as described in this code. Faculty and students are responsible for knowing the different forms of academic dishonesty as well as for being aware of procedures to address allegations of misconduct.

It is important that each of us share the responsibility for maintaining a reputable University committed to academic excellence. Faculty are encouraged to promote academic honesty among students by including a statement in the course syllabus and by discussing issues such as cheating and plagiarism. Similarly, students should protect themselves by thoroughly studying and preparing for tests and assignments and by discouraging dishonesty among other students.

Procedures for Faculty to report allegations of academic misconduct
If a faculty member (or professor of record) has reason to suspect that one of his/her students has engaged in academic dishonesty, the faculty member may take one of the following steps:
1. Confront the student regarding the matter and attempt to resolve the situation directly with the student. However, the student may request that the matter be referred directly to the Dean of Students for resolution, in which case the faculty member must do so; or
2. Refer the matter directly to the Dean of Students within five school days of the occurrence.

If the student and the faculty member reach a mutual decision, written notification must be given to the Dean of Students regarding the infraction and the resolution/outcome.

If the faculty member attempts to handle the matter and is unable to agree on a mutually acceptable resolution, the faculty member must refer the matter to the Dean of Students within 10 school days of the occurrence.

Please note: In cases of academic misconduct, the Student Conduct Board and/or Dean of Students may only recommend to the faculty member (professor of record) a reduced or failing grade for the assignment or course. The faculty member (professor of record) makes final decisions regarding all academic grades. Students have the right to appeal the grade via the grade appeal process that appears in the academic catalog.

Procedures for Students to report allegations of academic misconduct
If a student observes what has been described as academic dishonesty, the observing student must report the violation to the professor of the class in which the alleged violation occurred as soon as possible or within five school days of the incident.

The faculty (professor of record) will meet with the accused student. If the professor is unable to reach a mutual decision with the student accused of violating the honor code, either the faculty member or the student who observed the alleged violation needs to bring the matter to the attention of the Dean of Students.

Although the observing student does not need to confront the alleged student at the time the violation occurs, the identity of the accuser must become known before a hearing can be scheduled.

Please note: In cases of academic misconduct, the Student Conduct Board and/or Dean of Students may only recommend to the faculty member (professor of record) a reduced or failing grade for the assignment or course. The faculty member (professor of record) makes final decisions regarding all academic grades. Students have the right to appeal the grade via the grade appeal process that appears in the academic catalog.
CLASSIFICATION OF STUDENTS
Rockford University admits students on a full-time or part-time basis for bachelor and/or master degree programs.

Undergraduate students who want to pursue bachelor’s degrees apply to the admission office, which will determine acceptance. A high school diploma or equivalent is required, except for students admitted under the Early Scholars Program. Students not enrolled in degree programs register for courses with the graduate studies office for graduate level-courses and with student administrative services for undergraduate-level courses. No more than 30 hours of Rockford University course work completed as a non-degree seeking student may be counted toward a Rockford University degree for undergraduate degree programs.

Matriculated undergraduate students, for purposes of academic standards and financial aid, are classified by credit hours completed as follows.

- Students with 29.5 credit hours or less are classified as first-year [freshmen];
- Students with 30 to 59.5 credit hours as sophomores;
- Students with 60 to 89.5 credit hours as juniors;
- Seniors must have completed at least 90 credit hours.

Student administrative services determines students’ official status and classification after the second Friday of the fall and spring semesters. This classification is used until the next official classification date, regardless of changes in enrollment, and applies to all policies contingent on such information.

STUDENT RECORDS
The academic record of every undergraduate student is on file in SAS. Faculty members do not have direct access to these files, but information from the files may be provided to faculty by SAS.

ADVISING SYSTEM
All entering students are assigned faculty advisors who help them plan a program of study. First-year students are assigned to members of the First-Year Advising Team. Transfer students are assigned, if possible, to advisors in their major field of study.

Faculty advisors will assist students in selecting appropriate courses and in exploring major fields, graduate study and career opportunities. Advisors will also monitor students’ progress toward completing general education requirements and major and/or minor field requirements. Although advisors assist students with academic planning, students are responsible for determining their own goals and for completion of all degree requirements that were in effect at the time of their initial enrollment.

Students who decline to accept appropriate academic advice from their advisors may be required to sign a form waiving their advisors' responsibility for students' academic programs. This form is available in student administrative services.

COURSE LOAD
A normal program of courses for undergraduates consists of 15 - 16 hours (or up to eight hours in the summer session). Undergraduate students must take a minimum of 12 hours to retain their full-time status. Half-time status for undergraduates is considered to be a credit load of six hours.

No first-year or first-semester transfer student may carry more than 17.5 hours. International students must be full-time students and must take a minimum of 12 hours each semester. Students with GPAs above 2.5 at Rockford University may obtain permission to carry 18.5 hours or more during fall and spring semesters (or nine hours or more in the summer session). Rockford University charges extra tuition for each hour above 18 hours during the fall and spring semesters.

First-year students and sophomores on the Dean’s List are permitted to select 200- or 300-level courses if they have met course prerequisites. First-year students on the Dean’s List may take 300-level courses with written permission from the instructor.

Students who are required to take CLS courses or remedial work in mathematics may need to take courses in the summer to complete their degrees in four years. Students may choose to take lighter course loads each semester and complete a degree in more than four years. Students admitted with limits on their programs of study (e.g., conditional admits) may take no more than 16 hours (including the two-hour reading course, if placed in this course by examination).
Students should review course descriptions and specific major field requirements with their advisors. Questions about various programs should be directed to the appropriate department and program chairs.

**SPECIAL EDUCATIONAL EXPERIENCES**

**Community-based learning**
Community-based learning and community service are part of the more than 160 year tradition of volunteerism at Rockford University. Community-based learning is a method and philosophy of experiential learning through which participants in community service meet community needs while developing their abilities for critical thinking and group problem-solving, their commitments and values, and the skills they need for effective citizenship. Community-based learning is an experience that supplements the basic classroom learning experience. Courses with a community-based learning component are offered in many departments each semester.

**Internships**
Several departments offer opportunities to combine practical experience with classroom training through academic internships that students can utilize to earn credit toward graduation. To apply for elective internships, students must have completed 45 credit hours (at least 15 hours at Rockford University for transfer students) with a minimum cumulative GPA of 2.5. Students must engage in internship activity a minimum of three hours per week for each internship credit taken. Students may earn up to eight credit hours in an internship, but internship credit may not exceed 15 percent of students' total credits.

Students who transfer to Rockford University to enroll in a foreign study program which includes an internship must have completed a minimum of 45 credit hours with a 2.5 cumulative GPA at their home institutions.

**Independent study**
Rockford University faculty members support independent study to encourage qualified students to pursue learning actively throughout life. The format of independent study, outlined in a written application developed with the supervising instructor, may vary from student to student.

To be eligible, students must have finished a full semester (or its equivalent) of study at Rockford University, one third of the hours toward general education requirements, and have an overall GPA of 2.5, with 3.0 in the field of study. An additional fee is charged for independent study.

**Special studies courses**
Special studies courses, offered periodically in various departments, provide opportunities for students to study with faculty members pursuing research in their areas of special interest, and to explore areas outside the regular curriculum. A listing of special studies courses is provided each term with the regular schedule of classes.

**Tutorial courses**
At the discretion of the department chair and the instructor involved, and with the approval of the chief academic officer, students who need major field courses that are listed in the catalog, but are not currently offered, may arrange to take the courses as tutorials. Tutorials cover the same material and have the same number of credits as regular course offerings. An examination is given in tutorial courses, and an additional fee will be charged.

**CHANGES IN STUDENT PROGRAMS**

**Adding, dropping and/or withdrawing courses**
Students may add courses until the second Friday of the fall or spring semesters as indicated on the academic calendar. To add courses in the second week, students must have written approval from both the advisor and the course instructor. Students may not add any courses, except modular courses, after the second Friday of the fall and spring semesters as indicated on the academic calendar. Classes that begin other than the first day of the semester can be added until the first day of class.

Students may drop courses without academic or financial penalty with the exception of non-refundable fees up to the second Friday of the fall or spring semesters. Students who withdraw from courses after the second Friday of the fall or spring semesters, but prior to 21 calendar days before the last day of classes will receive grades of "W" and will be financially responsible for the class. Students may not withdraw from courses after this deadline.

Students should consult the current Academic Calendar to confirm the specific dates for the current semester.

Students should consult with Student Administrative Services if they have questions regarding how the add, drop or withdraw process will impact their financial aid.
Program changes in half-semester and summer courses (8 weeks)

- The deadline to drop a half-semester or 8-week summer course without academic or financial penalty with the exception of non-refundable fees is before the start of the 3rd class date.
- Students who withdraw from half-semester or 8-week summer courses after the start of the 3rd class date will receive a grade of “W” and will be financially responsible for the class.
- The latest time to withdraw from half-semester or 8–week summer classes is by the end of the seventh week of class.

Program changes in modular courses (one-week, two-week courses and BSMS)

- The deadline to add modular courses is 4 p.m. of the first class day.
- The deadline to drop modular courses without transcript notation is 4 p.m. of the day after the first class day.
- The latest time to withdraw from modular courses is 4 p.m. on the day before the course ends.

AUDITING

Students are encouraged to visit classes and lectures with the permission of the instructor. Students may audit any course with the approval of the advisor and the course instructor, provided that they, as auditors, do not displace students enrolled for credit. The registrar will record “audit” on student transcripts when, in the judgment of course instructors, students have met minimal requirements.

To change from audit to credit status, students must inform student administrative services by the second Friday of the fall or spring semesters OR before the start of the 3rd class date for summer classes. Students must pay all the usual fees, complete all work and pass all examinations.

Students may also receive credit for a course either by auditing the course, waiting a semester then taking the final exam during the time regularly scheduled for such exams each semester or by taking a special exam for credit.

Part-time students pay reduced tuition for auditing classes. Special alumni and senior citizens programs also are available for auditing undergraduate courses in the fall and spring semesters.

UNDERGRADUATES IN GRADUATE COURSES

Ordinarily, students must complete all requirements for a bachelor’s degree before enrolling in graduate-level courses at Rockford University. However, with the approval of the major advisor and the relevant graduate program director, students may enroll in up to six hours of graduate work in the final semester of the senior year if they have no more than eight credit hours to complete for their bachelor’s degree, and if they have earned a GPA of at least 3.0 (“B”) for the preceding three semesters. Students may not use graduate credits to complete undergraduate requirements.

Students who are seniors at another college within six hours of a bachelor’s degree may be permitted to enroll in graduate courses at Rockford University if their grade point averages are at least 3.25 (on a 4.0 scale). They must have taken the Graduate Record Examination or Graduate Management Admissions Test, and must have met all other criteria for admission to graduate study. Graduate credit will be held in escrow until they receive their bachelor’s degrees.

REPEATING COURSES

A student may repeat a course only once. The exception to this policy is the lower division rhetoric sequence, which comprises Rhetoric 101 and 102. Because a student must earn a grade of “C” or above to pass Rhetoric 101 and 102, and because these courses are required to earn an undergraduate degree from Rockford University, these courses may be repeated until the student earns a passing grade of “C” or above.

Only the course credit hours and, provided the repeated course is taken at Rockford University or as part of an approved Rockford University program, the grade earned for taking the course the second time will count toward graduation. Both courses, if taken at Rockford University or as part of an approved Rockford University program and grades will be recorded on a student’s transcript.

All students must inform the registrar when they are repeating courses.

Note: In order to maintain full-time financial aid eligibility, students who repeat courses in which they earned a passing grade (“D” or above) must be enrolled in 12 credits beyond the repeated credits.
COURSE NUMBERING
The course number indicates the level of academic maturity expected of students enrolled in the course. Non-credit special courses have numbers of 099 or lower. Courses numbered 100 through 199 are introductory courses open to all. Courses numbered 200 through 299 are open to sophomores and higher; 300 through 399 to juniors and higher; and 400 through 499 to seniors. (See course prerequisites for exceptions.)

Courses numbered 500 through 599 are offered for graduate credit to students with bachelor’s degrees and the designated prerequisites. Courses numbered 600 through 699 are open only to students admitted to one of the graduate degree programs.

PREREQUISITES
Students should not select courses for which they have not completed the prerequisites stated in the catalog. Exceptions may be granted in writing only by the appropriate instructor or department chair.

COURSE CANCELLATION
The college reserves the right to withdraw any course that fails to meet minimum enrollment criteria.

COURSE SYLLABUS
In each class students should receive a course syllabus that provides information on the objectives, methods, standards, assignments, and attendance plus grading policies for that course.

ATTENDANCE POLICY
Faculty members determine attendance policies for their classes. They should explain their attendance policy on the first day of each class, and should include the attendance policy in the course syllabus.

Course instructors may notify the SAS of students who are absent excessively. SAS will inform those students that additional absences may result in their being dropped from the course. If the students cut the class again, the instructor notifies SAS, which informs the students that they have been removed from the course. (Grades of “W” will be assigned if students are dropped before the term’s published withdrawal date; if students are dropped after the withdrawal deadline, grades of “F” will be assigned.)

GRADING PRACTICES
Rockford University uses a 4.0 grading system, with specific numeric values assigned to each grade for calculating grade point averages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Passing</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
</tr>
<tr>
<td>W</td>
<td>0.0</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>0.0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IM</td>
<td>0.0</td>
<td>Medical Incomplete</td>
</tr>
<tr>
<td>MW</td>
<td>0.0</td>
<td>Medical Withdrawal</td>
</tr>
<tr>
<td>NG</td>
<td>0.0</td>
<td>No Grade—(used for lab and clinical classes attached to lectures; the lecture grade covers both parts of the class)</td>
</tr>
</tbody>
</table>

Note: Not all faculty members award plus and minus grades. The course syllabus provided at the beginning of the course will indicate the grading used in the course.
MID-SEMESTER AND FINAL GRADES
Faculty members must report mid-semester letter grades for all students. Pass ("P") or fail ("F") may be given in any course that does not lend itself to a letter grade at mid-semester. Generally, mid-semester and final grades must be reported 48 hours after each examination. In some cases, grades (notably those for exams given on the last day of the examination schedule and for seniors) may be requested in less than 48 hours.

Students may check their mid-semester and final grades through Self-Service, where grades will appear as soon as the faculty members submit them.

PASS/FAIL
Juniors and seniors may select one elective course each semester (not in the major field, minor field, or graduation requirement) to take on a pass/fail basis. Students must decide within the first six weeks (30 class days) of the course if they will take the course for a grade or for pass/fail. A grade of "Fail" is given to students whose letter grade in the course would have been "F." (Grades of "P" are not calculated in the grade point average; however, grades of "F" are calculated in that average.)

Students wishing to apply for Pass/Fail status must complete a form available from the SAS office.

Any instructor, in consultation with the Academic Standards Committee and the chief academic officer, may eliminate a specific course from the pass/fail option.

INCOMPLETE GRADES
Administrative Incomplete
The chief academic officer may, in exceptional circumstances, approve an administrative incomplete ("I") if students have carried a subject with a passing grade until near the end of the semester but are unable, because of unusual and substantial cause beyond their control, to take the final examination or to complete some limited work. Students must complete an application form and have it signed by the instructor, department chair or college dean, and the chief academic officer. The completed form will be sent to SAS, and the student will receive a grade of "I." This form can be obtained in SAS or on the portal.

Failure to appear for a final examination or to complete term work in the time allowed is not automatic justification for an incomplete. Unless proper justification is shown, the test or other work will be graded as "F" and averaged into students' work for the semester or term.

If students fail to submit the incomplete work or take the final examination within 60 days after the official ending date of the semester in which the incomplete was incurred the grade will default to an "F."

If students require an extended time to remove incompletes, they must get a recommendation from the instructor who issued the grade and approval by the department chair or college dean, and the chief academic officer. Only one extension (not to exceed 60 days) will be granted, and it must be arranged before the normal 60-day limit expires. It is a student's responsibility, in consultation with the instructor, to arrange for removing incomplete grades.

Incomplete for research projects in progress
Students may undertake research projects for one or more semesters for a predetermined number of credit hours. Grading will follow normal procedures unless the project extends beyond the stipulated completion time.

- One-semester projects – An incomplete may be granted if student progress is satisfactory and the faculty supervisor agrees that an extension is warranted. Students must obtain an extension form from the SAS office or the portal and return it with all required signatures by the start of final exam week. If an extension of 120 days or greater is approved, a grade of "I" will be issued and converted to a letter grade when the project is complete.
- Multiple-semester projects – The same procedures apply to multiple-semester research projects, with separate registration and grades each semester. If an "F" grade is assigned at the end of any semester, the project will be terminated and a grade of "F" recorded for all semesters that the project is scheduled. If the same faculty supervisor is not available for the entire project, another faculty member will be designated to supervise and grade the project.
Medical Incomplete

Purpose
The medical incomplete policy is designed for students who are unable to complete their course work and/or take the final exam due to medical or psychological illness that occurs after the last “Withdrawal with Notation” date, as designated in the academic calendar. A medical incomplete grants an extension in which a student can complete work missed due to medical or psychological illness. Consideration for a medical incomplete is on a course-by-course-basis. The instructor will determine how the student makes up missed work in the class and the deadline for completion of the work. The deadlines are set by the faculty but may not exceed a six month time frame. The faculty may indicate that insufficient work has been completed in the course to warrant a medical incomplete extension and may require the student to withdraw from the class. A medical incomplete taken for multiple courses in the same semester is not recommended.

Petition process
To receive a grade of Medical Incomplete (“IM”), a student must complete the appropriate petition, available in the Lang Center for Health, Wellness, Counseling and Disability Services. The student must obtain written documentation of medical necessity from the treating physician, psychologist or counselor. The medical documentation for all petitions must be presented to the director of the Lang Center or her designee. All petitions must be processed and all appropriate signatures obtained prior to the last day of final examinations for that course(s).

Before the medical incomplete petition is presented to the chief academic officer, the following signatures must be present on the petition: a) director of health and counseling, b) course instructor, c) academic advisor and d) student administrative services. The instructor will write a plan of work required to complete the course, and will attach the plan to the petition. Financial aid implications will be addressed by the SAS office. With the chief academic officer’s approval, the petition is entered in the registrar system. SAS will notify the professor, advisor and the Lang Center that the process has been completed and the grade has been recorded.

Grades
If the student does not complete the course requirements within six months after the official end of the semester in which a medical incomplete was granted, the default grade will be an “F.” Students may petition the professor for a passing grade (“P”) if enough work has been completed to warrant such a grade and the course is eligible for this option.

Extension for medical incomplete
Students can receive one extension of six months on a medical incomplete with a recommendation from the professor and the advisor. Only one extension (not to exceed six months) will be granted, and the extension must be arranged before the regular six months extension expires. The extension portion of the original incomplete petition (available in the Lang Center) must be approved by the following: a) director of health and counseling, b) course instructor, c) academic advisor and d) student administrative services. If the work is not completed by the end of the extension, the grade will become the recorded default grade. The student is responsible for initiating the request for an extension and submitting the petition. With the chief academic officer’s approval, the petition is entered in the registrar system.

Responsibility
The student is ultimately responsible for the petition process. When a student is medically disabled and unable to complete the application process, Lang Center will intervene and assist with initiating the process until the student is able to continue on their own. The medical incomplete process is not finalized until the student has a letter grade in the course. The student is responsible for completing the work and earning the grade for the class. When the course work is completed, the instructor will submit the change of grade to SAS. Any exception to this policy must be submitted to the chief academic officer in writing for consideration.

Changing an incomplete to withdrawal
Consideration will be on a case-by-case basis by the chief academic officer. Any request must be made prior to the expiration of the medical incomplete or medical incomplete extension.

FINAL EXAMINATION POLICY
Final examinations are scheduled during the final week of each regular term of the academic year (fall and spring semesters, and summer session) according to a schedule published by the registrar at the beginning of each term. Final examinations are an integral part of almost all courses and may be comprehensive with content covering the entire term’s work in the course or restricted to a limited portion of the term’s work at the discretion of the faculty member.
A faculty member may assign a paper or project to serve as all or part of a final examination; such papers must be assigned no later than three weeks before the beginning of the examination period and must be submitted before the regularly scheduled final examination period for that course. Oral final examinations also may be administered, but must be confined to the regularly scheduled final examination period for the course.

The following specific conditions are integral parts of the University’s final examination policy:

- No examination activities may be conducted during the five class days immediately preceding the start of final examination week with the following exceptions:
  - Laboratory examinations in science classes may be administered if limited in content to laboratory material, and conducted within the time limitations of the regularly scheduled laboratory session for that week. Such laboratory examinations must be scheduled in the course syllabus distributed at the beginning of the term.
  - Lecture hour examinations over a limited amount of work may be administered in any discipline if they are conducted within the time limitations of one regularly scheduled class period. Such lecture examinations must be scheduled in the course syllabus distributed at the beginning of the term.
  - Other regularly scheduled procedures for evaluation may be utilized if limited in content to a specific portion of term work, administered within the limits of one class session, and scheduled in the course syllabus distributed at the beginning of the term.
- Final examinations are limited to a maximum of two hours’ duration. Faculty members may allow 15 extra minutes maximum at the close of a final examination period to enable students to complete their work.
- Faculty members, at their own discretion, may exempt students who have an “A” average from final examinations on the basis of their academic performance up to the beginning of the examination period.
- No examination may be rescheduled from the time indicated in the published examination schedule without the approval of the chief academic officer. Faculty members desiring to reschedule an examination for an entire class must seek approval of the chief academic officer, who will ascertain that no students in the course will be disadvantaged before approving such a change.
- Students with unusual conflicts, such as having more than two final examinations scheduled in one day or with other unusual hardships may take a final examination at a time other than the scheduled examination period with the approval of both the course instructor and the chief academic officer.
- Student failure to take a final examination as scheduled does not constitute grounds for an incomplete grade for the course. In such cases, the missed final examination is graded as an “F” and averaged appropriately with other course evaluations to determine a final course grade.
- Faculty members may, at their own discretion, return final examinations to students. All final grades are reported by the registrar.

**GRADE APPEAL**

A student who questions the justice of a final grade must first seek an explanation from the course instructor. If dissatisfied with the explanation offered, the student may appeal the grade. Grade appeal forms are available from the Office of Academic Affairs in Colman or in the Forms section of the portal. A grade appeal is initially directed to the course instructor, then reviewed by department chair and college dean, and by the Provost. Only if the department chair, college dean and Provost agree that a grade was arbitrary, will an advisory recommendation concerning a grade be made to an instructor. If the advisory recommendation is not accepted by the instructor, then a faculty ad hoc committee is formed to review the appeal and to issue a binding decision concerning the grade.

There is a presumption that grades assigned by faculty members are correct. Thus, the burden of proof rests with the student who is appealing. Appeal procedures are available only for review of alleged arbitrary grading and not for review of an instructor’s judgment in assessing the quality of a student’s work. In the absence of arbitrary grading, the grade determined by the instructor of record is final.

**Arbitrary grading constitutes any of the following:**

- Instructor’s failure to notify students as to the basis of grade determination in a clear and timely manner.
- Grading that substantially departs from the instructor’s previously announced standards.
- Grading based on anything other than the student’s performance in the course.
- Discrimination or prejudice.
The grade appeal shall be dismissed if:
- The allegations would not constitute arbitrary grading, or
- The only disagreement is with the instructor’s grading standards, or
- The appeal was not timely (ordinarily, within the first 30 days of the semester following the grade’s assignment) or
- The student has not provided the instructor with written notification.

NOTE: The filing of false or frivolous grade appeals may be grounds for disciplinary action under the Code of Conduct in the Rockford University Student Handbook.

ACADEMIC AMNESTY POLICY FOR PRIOR COURSE WORK AT ROCKFORD UNIVERSITY

Grades for prior course work at Rockford University may be excluded from the computation of a student’s official GPA. Applications for academic amnesty must be submitted in writing to the Academic Standards Committee (ASC). Application instructions are available in student administrative services.

Eligibility for application:
- Re-entry students seeking readmission to Rockford University for a four-year baccalaureate program who have not earned a bachelor’s degree may be eligible for exclusion of grades earned at Rockford University five or more years prior to their current term of admission as degree-seeking students. This policy does not apply to graduate programs.
- A student who is not eligible for readmission to the University with their incoming GPA may make a formal written application to the Academic Standards Committee (ASC) for provisional readmission. Upon successful completion of one semester as a full-time student or 16 hours as a part-time student, academic amnesty will be granted. “Successful completion” is defined as “satisfactory academic progress” as described in the current Rockford University academic catalog. The student needs to provide reasons for previous performance, and information about current educational plans.
- A student who qualifies for readmission to the University is eligible to apply to ASC for academic amnesty no later than the end of their first semester of readmission.
- A student can apply for and receive academic amnesty only once. The decision of the ASC is final. There is no appeal process.

If academic amnesty is granted:
- All courses and grades taken during an identified academic term(s) at least five years before readmission will continue to appear on the student’s record. Note: If multiple terms are included in the granting of academic amnesty, the terms must be contiguous.
- The grades of all courses in the applicable term(s) will be excluded from the computation of the student’s official cumulative GPA. Only the official GPA will be considered for eligibility for graduation honors.
- The credit hours of all courses in the applicable term(s) will not count as hours earned toward the degree.
- The courses in the applicable term(s) cannot be used to satisfy any degree requirements.

Effect on student financial aid

Students should confer with SAS to check their eligibility for financial aid. Academic amnesty does not adjust the GPA, nor does it adjust the number of credits attempted and counted toward satisfactory academic progress for financial aid.

Effect on admission to programs

Academic amnesty applies to readmission to the University, not to particular programs. The program remains the ultimate authority to determine admission of that program. Accordingly, programs retain the right to limit the number of repeated courses. If eligible for admission to a program after receiving academic amnesty, a student cannot be rejected by the program solely because the student has been granted academic amnesty.

All other University policies remain in effect and are not changed by the academic amnesty policy.

MAJORS AND MINORS

All undergraduate degrees require that students complete a major. Students may find it desirable to complete more than one major, or a major and one or more minors. Most majors are structured within a single department, but some majors comprise integrated programs of study on an interdepartmental, divisional or interdivisional basis.
If no majors are available to meet students’ specific needs, students may be able – in consultation with their faculty advisors and with approval of the academic departments involved – to design a major suited to their goals.

A typical major consists of 28 - 44 credit hours of course work in a particular department, including a required senior seminar or project. Generally, 12 - 15 hours of supporting courses also are required from other departments as part of the major program.

All departments offering a major, except the nursing department, offer a Bachelor of Arts degree. Specific majors available, together with other degree requirements, are listed by degree in this catalog.

Declaration of major
Students must declare a major by the end of the sophomore year. Students may file a declaration of major form, signed by their advisor, at student administrative services before that time. Before students can register as juniors, they must file a declaration of major or a waiver.

Department chairs may refuse to accept students as majors if student performance in the proposed major field has been unsatisfactory. Students may be dropped as majors because of unsatisfactory progress.

Major requirements
Students must maintain a minimum GPA of 2.0 in their major fields of study. Some departments (consult departmental and major requirements elsewhere in this catalog) require a higher GPA in specific majors. Each department determines any other major and supporting requirements.

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Science in Nursing candidates may present a maximum of 60 hours of the same subject code for graduation. Additional hours may be taken, but will not count toward the total number of credits for graduation.

At least 15 semester hours, including senior seminar, in each major field must be taken at Rockford University. Some programs may require a larger number of semester hours at Rockford University.

Declaration of minor
Students may declare a minor (or minors) in any academic department, normally by the end of sophomore year, and no later than the end of the junior year. The Declaration of Minor, signed by the students’ advisors and the chair of the appropriate department, must be filed with the SAS.

Students pursuing a Professional Educator License (PEL) with a secondary education endorsement must file a Declaration of Minor for that area of specialization.

Minor requirements
A minimum grade point average of 2.0 is required to complete a minor, which consists of 16 to 24 hours of course work as specified by the department. Some departments (consult departmental and major requirements elsewhere in this catalog) require a higher GPA in specific minors.

Students must take at least eight semester hours in each minor field at Rockford University. Some programs may require more semester hours at Rockford University.

TRANSFERRING CREDIT AFTER MATRICULATION
After official matriculation for Rockford University degrees, students must complete a Transfer of Credit form and obtain approval from their advisors and from the appropriate departmental, divisional, or program chair to take course work at another college or university for transfer to Rockford University. Students must get approval in advance to ensure that course work will transfer. Completed application forms must be submitted to the student administrative services. Approved work will be accepted in transfer at the same level (i.e., 100, 200, 300) at which it was taken, assuming students earn grades of “C” or higher in that work.

Student administrative services will bill students for the transfer credit acceptance fee (see fee schedule) after the registrar receives official transcripts from the colleges or universities at which the course work was completed.

Rockford University accepts credit for transfer work but does not include the grade for such course work in the Rockford University grade point average. See the honors section for final calculation.
UPPER-DIVISION RHETORIC REQUIREMENT

RHET 351, 3 credit hours. Prerequisite: Completing RHET 102 or equivalent with a grade of “C” or better and 45 hours of college course work.

This course is required of all students after the completion of 45 hours of college work. This course must be taken at Rockford University; the requirement cannot be met by work taken at another college or university.

WAIVER OF DEGREE REQUIREMENTS

Waiver of any degree requirement must be approved in advance and filed in writing with the registrar. Department chairs may waive major, minor and supporting requirements.

All-University degree requirements with the exception of physical education may be waived only by petition to and action of the Academic Standards Committee. Petitions for waiver of general education requirements should be supported by the student’s advisor and recommended by the appropriate academic college.

The chair of the physical education department must approve a waiver of required physical education courses.

Petitioning for waiver of degree requirements

All petitions must be presented in writing to the chair of the Academic Standards Committee and must be accompanied by a letter of support from the academic advisor. A general petition must be received at least two weeks before the meeting at which it is to be considered. Seniors requesting a waiver of graduation requirements should petition at least one month before commencement.

The chair of the committee may, if necessary, request additional information from the student petitioners, advisors, other faculty members or administrators. Ordinarily, student petitioners do not have the privilege of a personal appearance before the committee. If students are allowed to appear in person, the committee members may ask any questions they consider pertinent.

Petitioners will be informed of the committee’s decision in writing by an appropriate officer of the University. All petitions and discussion about petitions will remain confidential within the committee.

GRADE POINT AVERAGE REQUIREMENTS

To be eligible for Rockford University degrees, students must have a cumulative GPA of 2.00 in all work at Rockford University and an average of 2.00 in the field of the major(s) and minor(s) unless otherwise stated in the departmental major and minor requirements listed in the Program Descriptions and Courses section of this catalog. Transfer students must have a GPA of 2.00 in hours taken at Rockford University toward the degree. Other grade-point average requirements are:

Study Abroad, including Regent’s College* ......................... 2.50
Washington and United Nations Semesters ...................... 2.50
Teaching Semester .......................................................... 2.50
To take 18.5 hours or more .............................................. 2.50
Independent study
   All-University .......................................................... 2.50
   Department of the independent study ......................... 3.00
Internships .................................................................... 2.50
Distinguished Scholars List ............................................. 3.75
Dean’s List ................................................................. 3.50
Summa cum Laude ....................................................... 3.80
Magna cum Laude ....................................................... 3.60
Cum Laude ................................................................. 3.40
MacLeish Scholar ....................................................... 3.40

*The International Education Committee has the authority to grant conditional admission for study abroad to students whose cumulative GPA falls between 2.00 and 2.50.

In the determination of graduation honors, GPAs will be calculated to three decimal places and rounded to two. Those equal to or greater than x.xx5 are rounded up; others are rounded down. For other purposes, GPAs are rounded down to two decimal places.
Distinguished Scholars and Dean’s List

Each semester, Rockford University recognizes academic achievement by publishing names of students who have reached certain standards of excellence:

- Distinguished Scholars are full-time (12 or more credit hours) students with a semester GPA of 3.75 or higher with no grade below "C" and all work completed, including the Forum Series.
- The Dean’s List honors full-time (12 or more credit hours) students with a semester GPA of 3.50 or higher with no grade below "C" and all work completed, including the Forum Series.

Academic Probation and Dismissal

Good academic standing

To remain in good academic standing, Rockford University students must maintain the following semester and cumulative grade point averages:

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year (0-29.5 hours earned)</td>
<td>1.80</td>
</tr>
<tr>
<td>Sophomores (30-59.5 hours earned)</td>
<td>1.90</td>
</tr>
<tr>
<td>Juniors and Seniors (60 or more hours earned)</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Only Rockford University courses are counted in determining semester and cumulative GPAs. No grade point averages are transferred from other institutions except in the calculation of final honors.

Academic probation

Students who have earned at least 12 hours of course work at Rockford University and have failed to achieve the GPAs required for good academic standing (see above) will be placed on academic probation as a warning that they are not meeting the University’s academic standards, and that continued failure to do so will result in dismissal.

Students placed on academic probation are allowed to take additional courses to establish satisfactory levels of academic work. Students placed on academic probation must achieve at least the GPA equivalent to that which would maintain a student in good academic standing (see above) each subsequent semester while on probation. Further, students on probation must raise their cumulative GPAs to the level required by their class standing (see above) in their next 36 hours of course work. This is known as continued academic probation (see below). Failure to achieve either of these goals will result in dismissal.

Continued academic probation

Continued academic probation is granted to students who have earned semester GPAs at least equivalent to that required for good academic standing, but who have not yet raised their cumulative GPAs to the level required by their class standing. Assuming that their semester GPAs are in good academic standing, students may be on continued academic probation for no more than 36 consecutive semester hours of course work, at which point they have either achieved the cumulative GPA required for their class standing and are removed from probation or they have failed to achieve the required cumulative GPA and are dismissed from the University. In addition:

- Students who are placed on continued academic probation will not represent Rockford University in any event that is within the public arena. Additional limitations will be placed on activities that require large amounts of time or represent the student body within the University.
- Students on continued academic probation will have the following limitations placed on their involvement in co-curricular activities at Rockford University:
  - Students on continued academic probation will not be eligible to participate in intercollegiate athletics.
  - Students on continued academic probation will not be eligible to participate in departmentally sponsored performing arts productions.
  - Students on continued academic probation will not be eligible to represent the Rockford University student body on any campus committee.
  - Students on continued academic probation will not be eligible to serve as officers of the Commuter Student Organization or the Non-Traditional Students Club.
  - Students on continued academic probation will not be eligible to serve as officers of any Rockford University club or organization without prior approval of the dean of students and the students’ academic advisors.
This policy will be enforced for all activities except intercollegiate athletics. For all activities except intercollegiate athletics, a list of the names of students who wish to run for offices or serve on committees will be submitted to the dean of students. The academic standing of those students will be verified by the dean, who will meet with students who do not satisfy the eligibility requirements. Students who do not meet eligibility requirements will be asked to withdraw as candidates for such positions.

**Removal from academic probation**
Students who raise their cumulative GPAs to the level required by their current class standing within 36 semester hours of their original placement on academic probation will be removed from academic probation.

**Immediate academic dismissal**
In addition to the above policy on academic probation, students whose cumulative GPAs only fall below the following minimal standards will be dismissed, whether they are on academic probation or not:

- First semester first-year freshman (less than 17 hours) .......................................... 1.00
- All other students ..................................................................................................... 1.50

**REINSTATEMENT AND READMISSION**
Students who have been dismissed for poor scholarship from Rockford University, but who believe there are extenuating circumstances, may petition the Academic Standards Committee in writing for reinstatement. Such petitions must be submitted to the chair of the committee via the registrar prior to the deadline established by the committee and must provide the following information:

- Name, area of concentration when dropped, and the date dropped.
- The area of concentration and the semester for which reinstatement is sought.
- A detailed account of any extenuating circumstances which contributed to past academic difficulties.
- An assessment of the extent to which these circumstances have been or are being remedied.

Students who have been dismissed at the end of each semester may present written petitions for reinstatement to the chair of the Academic Standards Committee via the registrar prior to the deadline established by the committee. All petitions should include the information requested above and should be supported by the student’s advisor. Petitioners do not have the privilege of a personal appearance before the committee.

Dismissed students who choose not to seek reinstatement or whose petitions to the Academic Standards Committee have been denied may submit applications for readmission after they have demonstrated academic ability by completing a semester of full-time, transferable course work (12 semester credit hours) with at least an overall GPA of “C” at an accredited community college or four-year institution. A transcript of the work completed must accompany the readmission application. Rockford University accepts credit for transfer work, but does not include the grade for such course work in the Rockford University GPA. Dismissed students may submit applications for readmission only after completing the requirement described. Their applications should include the information requested.

The Academic Standards Committee reviews all applications and supporting documents, and decides whether or not to readmit students.

Applications for readmission and supporting documents should be submitted at least two weeks before the start of classes for the semester for which students want to be readmitted. Applications received after that date cannot be assured full consideration. Applications for readmission received after classes begin will be considered for the following semester.

**LEAVE OF ABSENCE/WITHDRAWAL**
All students who are withdrawing or seeking a leave of absence from the University are expected to complete an exit interview with student administrative services.

Students may apply for an academic leave of absence for up to one year, beginning on the official ending date of the semester during which they last attended classes as matriculated students. During a leave of absence, students are considered as actively pursuing a degree program and remain under the graduation requirements (including major and minor requirements) in effect when they were admitted. Specific forms and procedural instructions for application for the Academic Leave of Absence are available from student administrative services.
Students taking course work at another accredited institution while on a leave of absence must have a Transfer of Credit form completed prior to taking courses.

Students who do not re-enroll within the leave period or who have withdrawn from Rockford University without requesting an academic leave of absence must seek formal readmission to the University, pay the required readmission fee, and accept any new degree requirements.

**Medical withdrawal policy and procedure**

**Purpose**
The medical withdrawal policy is designed for students who are unable to complete course work due to medical or psychological illness. Students may withdraw from one or more classes or from the entire schedule due to medical or psychological illness, and receive a grade of “MW” (medical withdrawal).

**Petition process**
To receive a grade of “MW” a student must complete the appropriate petition, available in the Lang Center for Health, Wellness and Counseling, and obtain written documentation of medical necessity from the treating physician, psychologist or counselor. The medical documentation for all petitions must be presented to the director of the Lang Center. All petitions must be processed prior to the last day of final examinations. Students must complete an application form and obtain signatures from the director of Lang Center and the student administrative services office. This information is then provided to the chief academic officer for final approval. After final approval, SAS will record the medical withdrawal as the final grade for the course(s). SAS will notify the professor, advisor and Lang Center that the process has been completed and the grade has been recorded.

**Responsibility**
The student is ultimately responsible for the petition process. When a student is medically disabled and unable to complete the application process, Lang Center will intervene and assist with processing until the student is able to continue on their own.

Rockford University encourages students who must withdraw for medical reasons to resume their course of study as soon as possible. Through the last drop* date, as indicated in the academic calendar, a student who withdraws will have tuition charges** refunded, and all financial aid cancelled for that term. After the last drop date, a portion of tuition may be reserved in escrow to use in a subsequent semester. The portion of tuition held in escrow depends on when the student withdraws according to the following formula:

<table>
<thead>
<tr>
<th>If medical withdrawal is approved</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the last drop date........</td>
<td>75% of tuition held in escrow</td>
</tr>
<tr>
<td>Through week four of classes.......</td>
<td>50% of tuition held in escrow</td>
</tr>
<tr>
<td>Through week seven of classes......</td>
<td>25% of tuition held in escrow</td>
</tr>
<tr>
<td>After week 10 of classes...........</td>
<td>No tuition will be held in escrow</td>
</tr>
</tbody>
</table>

Tuition held in escrow will be forfeited unless used within one year of the end of the semester in which the student received the medical withdrawal. The student’s financial obligations (i.e., tuition, fees, room and board, etc.) must be paid in full for this policy to apply.

**IMPORTANT:** 1. The U.S. Department of Education requires the recalculation of aid for any withdrawal (medical or not) prior to completing 60 percent of any term. This may result in some or all federal aid being returned, thus creating a balance on the student’s account. 2. The student must be aware that withdrawing from courses may alter full-time status. A student pursuing a medical withdrawal should consult with student administrative services.

*The drop date is determined by the program in which the student is enrolled. Typically, the last day to drop for traditional undergraduate students is the second Friday of the fall or spring semester. Students should consult the current academic calendar for the specific date. All other program participants should consult with SAS as to the specific dates for their program.*

**Charges other than those of tuition (i.e., room, board, fines, lab fees, registration fees, etc.) are neither refunded nor held in escrow.**

**COMMENCEMENT PARTICIPATION**
Students who have completed all graduation requirements and who have received formal approval from the board of trustees, upon recommendation of the Faculty, may participate in commencement.

The names of students who complete degree requirements at the end of spring semester shall be submitted for approval to the faculty and the trustees prior to the May commencement. The names of students who complete degree requirements at the end of summer session or fall semester, August and December respectively, shall be presented for faculty approval at the first faculty meeting of each following semester and to the board of trustees thereafter. Students approved for graduation by the faculty and trustees following summer session and fall semester shall have approval of graduation eligibility noted on their transcripts, and may request certification of completion in writing from the registrar.

All graduates (August, December and May) shall receive diplomas after the commencement exercise in May.

In addition to the above, students may participate in the May commencement exercise who are within six credit hours of completing all graduation requirements, who are certified by SAS as enrolled in classes for the immediately succeeding summer session, which, if successfully concluded, would complete all their graduation requirements, and who obtain permission from the registrar. Such participation shall in and of itself not constitute actual graduation nor preclude the need for approval by the faculty and trustees in order to graduate. Students who participate in one commencement exercise under these circumstances shall not be allowed to participate in a subsequent commencement for the same degree(s).

HONORS GRANTED AT COMMENCEMENT

Students showing high scholastic achievement are granted a degree with honors. To be considered for honors at commencement, students must have completed at least 60 semester hours at Rockford University and must have earned a Rockford University GPA of 3.4 or higher. Honors, however, are determined by students’ cumulative GPA, i.e., the GPA earned in all course work, including all work completed at other accredited institutions of higher education. And no matter what cumulative GPA students may have attained, they may not earn a higher classification of honors than that for which their Rockford University GPA would qualify them.

Honors at commencement are awarded as follows:

• Summa cum Laude designates students with a 3.8 cumulative GPA or higher and with no “F” grades in the last 60 hours of work.
• Magna cum Laude designates students with a 3.6 cumulative GPA or higher and with no “F” grades in the last 60 hours of work.
• Cum Laude designates students with a 3.4 cumulative GPA or higher and with no “F” grades in the last 60 hours of work.
• MacLeish Scholars designate graduating seniors who are not eligible for general honors at commencement, but who have earned a cumulative GPA of at least 3.4 or higher in all course work at Rockford University (at least 30 semester hours) and a 3.0 or higher cumulative GPA in all previous college work.

DEPARTMENTAL HONORS AND COLLEGIAL HONORS

Since 1924, Rockford University has granted honors at graduation for creative work or distinguished scholarship in the major field to recognize seniors who excelled in a special independent study project. The student must demonstrate scholarly familiarity with the literature of the field and be able to discuss the special study intelligently in an oral examination by faculty and a specialist from outside the University.

The commencement program carries the honors designation for successful honors candidates, and the student’s transcript will carry the honors designation, including the specific topic of the project.

BACHELOR’S DEGREE PROGRAMS
ACADEMIC COLLEGES AND DEPARTMENTS
The Rockford University faculty and curriculum are organized into three colleges:

- **The College of Arts and Humanities** includes the departments of art and art history; English; history; modern and classical languages and religion; performing arts; and philosophy.

- **The College of Science, Mathematics and Nursing** includes the departments of chemical and biological sciences; mathematics, computer science, and physics; nursing; and psychology.

- **The College of Social Sciences, Commerce, and Education** includes the departments of anthropology and sociology; economics, business and accounting; education; physical education; and political science.

GENERAL EDUCATION REQUIREMENTS
All students pursuing bachelor’s degrees must complete the following requirements:

Distribution requirements
- **Rhetoric sequence** (9 hours): RHET 101 and 102 or equivalent, and RHET 351. A grade of “C” or higher in RHET 101 is a prerequisite for RHET 102, and a grade of “C” or higher in RHET 102 is required to meet this requirement.

- **Language and Literature** (8 hours): At least two courses totaling at least eight semester hours selected from eligible courses in classics, English, French, German, philosophy, religion or Spanish. No rhetoric writing courses may be counted for this requirement. Bachelor of Science and Bachelor of Fine Arts students may take beginning foreign language courses to complete this requirement, and Bachelor of Arts students who have fulfilled the 12-hour foreign language requirement may take additional foreign language courses to fulfill this requirement.

- **Arts courses** (6 hours): At least two courses, including at least one studio course, selected from eligible courses in art, dance, music and theatre arts. Students who take private music lessons (which may be repeated up to six times) will enroll at the 100-level and be placed by the music faculty during the first week of classes.

- **Science, Mathematics and Computer Science** (8 hours for the BA, and 12 hours for BS and BSN): At least two courses selected from eligible courses in biology, chemistry, computer science, mathematics and physics including at least one laboratory science course, excluding computer science courses (courses that meet the laboratory science component of the science distribution requirement must contain a significant emphasis on observation, data collection, and data analysis; courses that are primarily descriptive in nature or that consist of observing audiovisual tapes or computer simulations do not meet the laboratory science criteria), and at least three credits of college-level mathematics, MATH 101 or higher. No more than four semester hours of computer science may be counted toward the requirement. MATH 101 or MATH 116 (but not both) may be counted toward the requirement.

- **Physical Education Activities Courses** (2 hours): One of these semester hours must be obtained by successfully completing PHYP 110 Wellness. (Military basic training may not be used to fulfill any portion of the physical education activity requirement.)

- **Social Sciences** (12 hours): At least three courses selected from eligible courses in anthropology and sociology, economics, history, political science and psychology. No more than two courses from a single department may be counted for this requirement.

DEGREE-SPECIFIC REQUIREMENTS
- For the **Bachelor of Arts degree** – 12 hours of a foreign language through either a four-hour intermediate course in the modern languages or six hours of intermediate courses in the classical languages.

- For the **Bachelor of Arts degree** – 8 hours in science, mathematics and computer science.

- For the **Bachelor of Science and Bachelor of Science in Nursing degrees** – 12 hours in science, mathematics, and computer science.

- Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Science in Nursing candidates may present a maximum of 60 hours of the same subject code for graduation. Additional hours may be taken, but will not count toward the total number of credits for graduation.

Additional all-University requirements
- **First-Year Seminar** (2 hours): CLWS 101 (excluding students entering with 20 or more hours).
University Forum Series: CLFS 050: Participation is required for all full-time students registered for 12 semester hours or more.

Upper-Division rhetoric requirement: Required of all candidates for a bachelor’s degree.

Senior Seminar or Project: Requirement for each major field.

A minimum of 124 semester hours with a GPA of 2.0.

A 2.0 minimum GPA in each major and in each minor unless otherwise stated in the departmental major and minor requirements listed in the Program Descriptions and Courses section of this catalog.

At least 60 semester hours taken at a four-year college or university.

Thirty of the last 36 semester hours taken at Rockford University (see “Residency Requirements”).

At least 30 semester hours of study at 300-level and above.

At least 15 semester hours taken at Rockford University in each major and at least eight semester hours taken at Rockford University in each minor.

No more than 15 percent of credit hours taken in internships (18.5 hours out of 124 total).

No more than 30 semester hours of extension and/or correspondence credit, with no more than six semester hours of correspondence courses.

Please see the section on each major for specific course and degree requirements.

RESIDENCY REQUIREMENTS

Baccalaureate degrees (B.A., B.S., B.F.A., B.S.N.)

Students must complete a minimum of 30 out of the last 36 semester hours at Rockford University on either a full-time or a part-time basis. Only students who completed at least 30 hours of study at Rockford University before the senior year and are pursuing an approved program at a professional school for transfer back to Rockford University to complete the degree can be exempted.

Students must complete at least 15 semester hours (including the senior seminar) in each major at Rockford University.

Second baccalaureate degree

Students who have earned one bachelor’s degree from a regionally accredited college located in the United States prior to matriculation and would like to earn a second baccalaureate degree from Rockford University must complete a minimum of 30 semester hours of course work at Rockford University in addition to those hours required for completion of the first baccalaureate degree. These students are deemed to have met all lower-division general education requirements for graduation from Rockford University, and thus are required to complete only one upper division general education requirement, Rhetoric 351.

The 30 hours minimum must satisfy all general education, major and supporting requirements that are specified in the catalog for the new degree and have not been fulfilled by courses for the first baccalaureate degree.

Second major

Students who would like to earn just one degree and want to double major in a different bachelor’s degree program may do so without the additional 30 hours. They must fulfill all departmental requirements and all degree-specific requirements (hours outside the major; the foreign language for the Bachelor of Arts; the additional science, mathematics or computer science credits for the Bachelor of Science and the Bachelor of Science in Nursing) for each major and then choose which applicable degree they will receive at graduation (e.g., a Bachelor of Science in Nursing). The secondary major will be noted on the transcript (e.g., “The student has also fulfilled all requirements for a major in English, Spanish, etc…”).
ACADEMIC POLICIES AND REGULATIONS FOR GRADUATE PROGRAMS

ADMINISTRATIVE STAFF
Jeffrey Fahrenwald, Master of Business Administration Program Director
Dr. Karen Walker, Master of Arts in Teaching Director
Michele Mehren, Assistant Director of Graduate Programs
Lauren Kepler, Administrative Assistant

For more than 50 years, Rockford University has provided opportunities for graduate study. Our graduate programs offer a sound academic tradition which can be tailored to suit individual needs.

Since 1952, the Rockford University Master of Arts in Teaching (MAT) degree has established a proud tradition as a teacher of teachers. Our MAT graduates have distinguished themselves as educational leaders throughout the nation.

The Master of Business Administration (MBA) degree began in 1980 after extensive study of the needs of the Rockford area business and corporate community. With these needs in mind, our MBA program has become a vital and integral part of both the community and the university.

Small classes and a professional, experienced and dedicated faculty provide our graduate students with a quality learning experience.

ACCREDITATION
All MAT and MBA degrees are fully accredited. Rockford University is a charter member of the North Central Association of Colleges and Secondary Schools. The MBA program is also accredited by the International Assembly for Collegiate Business Education. The MAT program is accredited by the Illinois Board of Higher Education

ADMISSION

ADMISSION AND APPLICATION POLICIES
Admission to Rockford University graduate programs requires a bachelor’s degree from an accredited four-year institution. Students can enroll in up to four required graduate courses before applying to the graduate programs. Applications for admissions are evaluated individually on the following factors:

• Completed graduate application
• Biographical information (professional essay)
• Official transcripts from all schools attended
• Undergraduate and (if appropriate) graduate grade point average (GPA)
• Official results from the Graduate Management Admission Test (GMAT) for the MBA program and Graduate Record Exam (GRE) general test or GRE revised test for the MAT program. Candidates for admission to graduate programs who have already completed a master’s degree from an accredited institution do not need to submit a GMAT or GRE score.
• References from professional sources
• Personal interview, if requested by Rockford University

For students who want to obtain an Illinois Professional Educators License see Master of Arts in Teaching section for additional requirements

Admission to Rockford University is based on an evaluation of the above credentials, a paid, non-refundable application fee and the satisfactory completion of academic work in progress. Rockford University is on a rolling admission plan.

Withholding pertinent information to the application process, including but not limited to suspension or expulsion from college and/or criminal convictions, constitutes grounds for withdrawal, or dismissal without refund or notice.
Graduate Advisor
Upon completion of application and application fee, students have the opportunity of meeting with a faculty advisor.

ENTRANCE REQUIREMENTS FOR GRADUATE STUDENTS
Students must complete the relevant application for graduate studies. MBA students may take all prerequisite courses and up to four courses (12 hours) of required course work before completing the admission process into the graduate program. MAT students may take up to four courses of required course work before completing the admission process into the graduate program. Any courses taken past this limit are not guaranteed to count toward the degree requirements.

Immunizations
Lang Center is a strong advocate for immunization of diseases that affect college students, and sponsors programs to make these easily available and accessible. The health center offers the state mandated immunizations for diphtheria-tetanus, Adacel, and measles, mumps and rubella, in addition to the recommended hepatitis B. Immunizations for bacterial meningitis and HPV can also be made available for students at cost. Lang staff also assists students with applications to pharmaceutical companies for financial assistance for these vaccines. Providing proof of immunization is an Illinois state law and will impact a student’s ability to register for classes. For the immunization policy and complete compliance information (with printable forms) please refer to the University website. In addition, Lang center provides tuberculosis screenings to students to assist with compliance of the requirements of specific programs including Education.

TRANSFER CREDIT
Rockford University accepts credit for transfer work but does not include the grade for such course work in the Rockford University grade point average. A maximum of six hours of transfer credit will be accepted upon approval of the relevant graduate director.

Transferring credit earned before starting the program
All courses transferred to the graduate programs must have been completed at graduate level at accredited institutions of higher education within the past five years with a grade of "B" or better. A maximum of six hours of transfer credit will be accepted upon approval of the relevant graduate director. Requests for transfer credit from other institutions will only be reviewed after admission to the graduate program. A Petition of Transfer Credit Form is required. There will be a service charge for successful transfers of credit.

Transferring credit after starting the program
After beginning a Rockford University graduate program, students must complete a Transfer of Credit form and obtain approval from the appropriate graduate director to take course work at another college or university for transfer to Rockford University. Students must get approval in advance to ensure that course work will transfer. Completed application forms must be submitted to the graduate office. Approved work will be accepted in transfer assuming students earn grades of "B" or higher in that work.

Student administrative services (SAS) will bill students for the transfer credit acceptance fee (see fee schedule) after the graduate office receives official transcripts from the colleges or universities at which the course work was completed.

SECOND MASTER’S DEGREE AT ROCKFORD UNIVERSITY
Students may be able to transfer courses from another graduate department at Rockford University to count toward graduation requirements of a second Rockford University program with graduate program director approval. A second Rockford University master’s degree would require at least an additional 27 distinct graduate hours of course work from within the university.

Internal transfer courses must be related to the particular program and must not exceed nine credit hours total. Students who have transferred 9 credits hours from within Rockford University may not transfer credits from an external institution. You may transfer 6 credit hours from an external institution along with 3 credit hours from Rockford University, not to exceed 9 credit hours.

See transfer credit policy above regarding transfer credit from external institutions.

If you are seeking a second master’s degree, check with Student Administrative Services to determine if you qualify for financial aid.
Admission Requirements for Second Master’s Degree at Rockford University

- Application
- $50.00 application fee
- Official transcripts

UNDERGRADUATES IN GRADUATE COURSES
Ordinarily, students must complete all requirements for a bachelor’s degree before enrolling in graduate-level courses at Rockford University. However, with the approval of the major advisor and the appropriate graduate director, students may enroll in up to six hours of graduate work in the final semester of the senior year if they have no more than eight credit hours to complete for their bachelor’s degree, and if they have earned a grade point average of at least 3.0 ("B") for the preceding three semesters. Students may not use graduate credits to complete undergraduate requirements.

INTERNATIONAL STUDENTS
Rockford University recruits international students. Admissibility is determined after an applicant has submitted the following materials for review to the graduate office.

- Completed international application for admission
- $50 USD application fee, non-refundable
- Domestic college transcript and U.S. Educational Equivalency Evaluation from an NACES member evaluator
- GRE or GMAT scores
  - Students may be admitted provisionally to either of the graduate programs by completing all requirements except the GRE or GMAT. Students will be required to complete one of these exams by the end of their first semester.
- Appropriate TOEFL or IELTS
  - Appropriate TOEFL scores (all scores reflect Internet-based test)
  - 79: Normal admission (213 computer-based, 550 paper-based)
  - 71 – 78: Conditional admission (210 computer-based, 547 paper-based)
  - Appropriate IELTS scores of at least 6.5
- Recommendations and personal essay
- Three letters for a graduate applicant
- Proof of financial support
  - Affidavit of support/availability of funds from sponsor or student
  - Official letter from bank official confirming existence of bank account and funds to be used for settlement of educational expenses
  - Official copy of bank statement showing current balance of account referenced in the bank official’s letter

ENROLLMENT

REGISTRATION FOR NEW STUDENTS
Students can either register online or in person at the graduate office. Students must provide the following information to register for a class:

- Name
- Address
- Date of birth
- Phone number
- E-mail address
- Complete course information

Upon completion of registration, students must do the following:

- All students must make satisfactory payment arrangements for their student account in Student Administrative Services (SAS) located in the Burpee Center. Where applicable, students must provide a completed tuition reimbursement form. Payment may be made by credit card, check or cash at the SAS office. (See paragraphs labeled Payment of Fees in the Financial Information section). Contact SAS at 815-226-4062 for more information and office hours.
- Obtain a student ID and a parking sticker from the SAS office. A valid ID allows you to use the library, fitness center, pool and to purchase Rockford University theater and sporting event tickets at a discount.
• Buy required books at the bookstore located in the Burpee Center. For office hours, contact the bookstore at 815-226-4019.
• Provide proof of immunization against measles, mumps, rubella, diphtheria and tetanus. When a student registers for more than one class at a college, they must show proof of immunization obtained from a high school or college health record or family physician. Contact health services at the Lang Center at 815-226-4083 for more information.

REGISTRATION FOR ENROLLED STUDENTS
Enrolled students pre-register in the fall semester for the spring and summer terms, and in spring semester for the fall term. Students select courses based on their plan of study.

Prior to the start of the semester, students must complete all required paperwork for financial aid and make payment arrangements with student administrative services before they can complete the official registration process.

FINANCIAL AID
To be eligible for financial aid (which includes state and federal loans), a graduate student must be enrolled in a minimum of six hours and be at least provisionally admitted into a graduate level degree seeking program. In addition, graduate students who are taking course work to receive initial teacher certification may be eligible for student loans at the undergraduate level. These students have only two semesters to receive aid at the undergraduate level and must become matriculated after completing two semesters with aid in order to receive graduate Stafford Loan funds. Contact the SAS office for details. Performance Learning Systems (PLS) classes, as well as classes leading to an endorsement, do not qualify for financial aid.

Financial need is defined by regulation as the difference between the cost of attending Rockford University (tuition, room and board, books, supplies, personal expenses and transportation) and the amount of money students’ families are able to contribute toward educational expenses. This family contribution is calculated from information provided on the Free Application for Federal Student Aid (FAFSA).

AID FOR PART-TIME STUDENTS
The Graduate part-time student grant provides $150 per graduate credit hour up to $900 per semester to part-time graduate students in good academic standing, that meet the following criteria:
• The part-time grant may only be used towards a graduate level course.
• The part-time grant voucher must be completed every semester and is due to student administrative services (SAS) within 10 days of the start of each semester (the voucher can be obtained by contacting SAS).
• Payment in full or an approved payment plan must be received along with the voucher.

Graduate students who are receiving any form of financial assistance other than student loans, including, but not limited to grant, scholarship, discounted tuition, and tuition remission or employer reimbursement, are not eligible.

Graduate students receiving any financial aid are required to make satisfactory academic progress toward a degree to remain eligible for financial assistance. Lack of satisfactory academic progress may result in the loss of financial aid.

Written explanations on financial aid policies are mailed with the award notification.

HOW TO APPLY FOR FINANCIAL AID
Students planning to enroll for six credit hours or more per semester in a degree program should take the following steps to apply for financial aid at Rockford University:
• Complete and submit an Application for Admission to Rockford University.
• Submit official transcripts from any Universities attended, and test scores (either GRE, or GMAT and Basics Skills (Basic Skills for Certification students only)) to the graduate office.
• As soon after January 1 as possible, complete and file the Free Application for Federal Student Aid (FAFSA). Please be sure to list the Rockford University code (#001748) on the FAFSA so that the financial aid office will receive the results. Students should complete the FAFSA online at www.FAFSA.ed.gov.
• Applicants will receive a Student Aid Report (SAR) at their home addresses or personal e-mail account. The SAR must be reviewed for accuracy and corrections must be submitted where applicable.
• Rockford University priority deadline is March 1.
• Registration in a minimum of six hours and admission into a degree program is required for graduate students prior to financial aid packaging for a semester/term.
FINANCIAL AID POLICIES

Satisfactory academic progress (SAP) standards for financial aid eligibility (graduate students):
Rockford University is required by federal regulation to apply both qualitative and quantitative standards in measuring academic progress for financial aid purposes. These standards apply to all students who receive institutional, state, and federal Title IV funds administered by Rockford University. Federal Title IV programs include Federal PELL Grants, Federal Supplemental Educational Opportunity Grants, Federal Direct Stafford Loans, Federal Direct PLUS Loans, Federal Perkins Loans and Federal Work-Study.

Rockford University has established the following criteria in compliance with federal regulations published on October 6, 1993, Federal Register Part 668.16 and in the Higher Education Amendments of 1986:

I. Qualitative standards of academic progress
Graduate students must maintain a minimum cumulative grade point average of 3.0 in order to be eligible for federal financial aid each semester.

II. Quantitative standards of academic progress

Graduate students
Financial aid recipients must earn 70 percent of hours attempted.
To complete a master's degree at Rockford University, students must complete a minimum of 32 semester hours. Full-time enrollment at the graduate level is at least nine semester hours each semester. Half-time enrollment at the graduate level is at least five semester hours each semester.

III. Schedule for receiving financial aid
In these schedules, years refer to academic years completed and hours refer to the absolute minimum number of semester hours that must be completed in the corresponding year to maintain financial aid eligibility.

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<td>36</td>
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IV. Failure to meet the satisfactory academic progress standards
The following actions will be taken for those students who fail to meet any of the above standards:

A. In the first term, students who are not in compliance will be placed on financial aid probation for one semester.
The student administrative services (SAS) office will send notification to those who are not in compliance and remind them of the obligations. Eligibility can be reinstated if students complete the designated percentage of attempted semester hours during the probationary period and/or the correct GPA.

B. If students are not in compliance after the probationary period, eligibility for all federal, state and institutional aid will be withdrawn. Notification will be sent to students, advising them of their suspension. Financial aid will not be reinstated unless student appeals are granted or students request reinstatement after meeting all standards of academic progress.

V. Appeal procedure
To appeal the financial aid suspension, a student must, within the timeframe noted in the suspension letter, submit to the student administrative services (SAS) office a signed and dated letter of appeal explaining why he/she should not be suspended. A student may appeal for emergency condition (i.e. health, family, catastrophe, etc.). Documentation verifying the situation may be requested.

The Financial Aid Appeals Committee will consider the appeal and render a decision, which the director of financial aid will convey in writing to the student. The decision of the Financial Aid Appeals Committee is final.

VII. Financial aid refund policy: Return of Title IV Financial Aid Funds
The Higher Education Amendments of 1998 changed the formula for calculating the amount of aid a student and University can retain when the student totally withdraws from ALL classes. Students who withdraw from all classes prior to completing more than 60 percent of an enrollment term will have their eligibility for aid
recalculated based on the percent of the term (semester) completed. For example, a student who withdraws completing only 30 percent of the semester will have “earned” only 30 percent of any Title IV aid received. The University and/or the student must return the remaining 70 percent to the proper aid program. The Rockford University SAS office encourages you to read the following policy carefully. If you are considering withdrawing from all classes PRIOR to completing 60 percent of the semester, you should contact the SAS office to see how your financial aid award will be affected.

The policy applies to all students who withdraw, drop out or are dismissed from Rockford University, and receive financial aid from Title IV funds.

The term “Title IV Funds” refers to the Federal Financial Aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Federal Direct Education Loans (Subsidized and Unsubsidized Stafford, PLUS loans), Federal PELL Grants, Federal Supplemental Educational Opportunity Grant (FSEOG), Perkins Loan.

A student’s withdrawal date is the date the student begins the withdrawal process or officially notifies the University of intent to withdraw OR the midpoint of the term (semester) for a student who leaves without notifying the institution OR the student’s last date of attendance at a documented academically related activity. Refunds on institutional charges, including tuition and fees, will be calculated using the refund policy published in the “Financial Information” section of this catalog as determined by the Rockford University policy.

Title IV aid is earned on a prorated manner, on a per day basis, up to and including the 60 percent point in the semester. Title IV aid and all other aid is considered to be 100 percent earned after that point in time.

The percentage of Title IV aid earned shall be calculated as follows:

Number of days completed by student

Percent of semester completed/Title IV aid earned =

Total number of days in semester*

*The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days.

The percentage of Title IV aid unearned (i.e., to be returned to the appropriate aid program) shall be 100 percent minus the percent earned.

Unearned aid shall be returned first by Rockford University from the student’s account calculated as follows: Total institutional charges multiplied by the percent of unearned aid = amount returned to programs.

Unearned Title IV aid shall be returned to the programs in the following order:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Federal Perkins Loans
4. Federal PLUS Loans
5. Federal PELL Grant
6. Federal SEOG

Exception: Only program(s) from which a student received funds are entitled to a refund.

When the total amount of unearned aid is greater than the amount returned by Rockford University from the student’s account, the student is responsible for returning unearned aid to the appropriate program as follows:

1. Unsubsidized Direct Loan*
2. Subsidized Direct Loan
3. Federal Perkins Loans
4. Federal PLUS Loans*
5. Federal PELL Grant**
6. Federal SEOG**

*Loan amounts are returned in accordance with the terms of the promissory note signed by the student/parent.

**Amounts to be returned by the student to federal grant programs will receive a 50 percent discount.

**SOURCES OF FINANCIAL AID**

Federal Direct Loan – Students may borrow up to $20,500 in Unsubsidized Federal Direct Loans as graduate students. Repayment begins six months after students graduate or drop below half-time status. Recipients will have up to 10 years to repay the loan. Stafford Loans are currently at a “variable-fixed” rate plus a percentage add-on of 3.6. For loans with a 1st disbursement after July 1, 2014 currently, the rates were set off of the May 7th rate, so loans would be 6.21% percent (capped at 9.5 percent) Stafford Loans are currently at a “variable-fixed” rate plus a percentage add-on of 3.6 capped at 9.5 percent.
Financial Information

Tuition and Fees

Full-time or part-time graduate students

Tuition per credit hour ........................................... $710

Non-refundable registration fee per semester ................... $50

Aid for part-time students

The Graduate part-time student grant provides $150 per credit hour up to $900 per semester to part-time graduate students in good academic standing, and that meet the following criteria:

• The part-time grant may only be used towards a graduate level course.
• The part-time grant voucher must be completed every semester and is due to student administrative services (SAS) within 10 days of the start of each semester (the voucher can be obtained by contacting SAS).
• Payment in full or an approved payment plan must be received along with the voucher.

Graduate students who are receiving any form of financial assistance other than student loans, including, but not limited to grant, scholarship, discounted tuition, and tuition remission or employer reimbursement, are not eligible.

Student Health Insurance

Student health insurance plans are available to Graduate Students. Please contact the Lang Health center for plan and cost information.

Insurance costs and procedures for the 2014-2015 academic year are subject to change. Complete information can be found on our website or the insurance carrier at www.sas-mn.com

Other Fees

Special Instruction Fees

These special instructional fees are charged in addition to the appropriate tuition and are non-refundable unless the student withdraws prior to the first day of class (except for private music lessons).

- Student teaching (500-level) supervisory fee ............... $300
- Independent study fee (per credit hour) .................. $35
- Tutorial fee (per credit hour) ............................... $70

Note: Fees for independent study, tutorials and student teaching supervision are charged where applicable in addition to the appropriate tuition.

Miscellaneous Fees

These non-refundable miscellaneous fees are applicable to all students in the appropriate categories:

- New student graduate application fee ......................... $50
- Transfer credit acceptance fee (per course) .................. $20
- Rockford University credit by exam (per exam or course)
  - Graduates ................................................................. $150
- Graduates ................................................................. $115
- Transcript evaluation ................................................. $75
- Copy of official transcript ......................................... $5
- Replacing student identification card .......................... $30
- Diploma replacement ................................................. $35
- Returned check fee .................................................. $25

Audit Fees

Permission to audit a course will not be granted if auditors would displace students who are taking the course for credit. The following fee schedule applies:

- Part-time students ........................................................ $50 per credit hour
- Community audit ........................................................ $50 per credit hour
- Alumni and senior citizens (55 and up) ....................... $50 per course

Note: Students must pay all applicable registration and course (studio, laboratory, etc.) fees.
Payment of fees
Rockford University students are billed each semester in advance. The billing for the fall semester will normally be prepared and mailed July 1 and is due August 1. The billing for the spring semester will normally be prepared December 1 and is due January 1. Students’ registrations are not complete until their accounts have been paid or payment has been fully arranged. A number of payment plans including a monthly payment option, employer tuition assistance, loans, MasterCard, VISA or Discover are available through consultation with the SAS office.

Checks should be made payable to Rockford University and addressed to the address below:
Office of Student Administrative Services
Rockford University
5050 E. State St.
Rockford, IL 61108-2393

Students who are receiving employer assistance are required to submit an employer reimbursement request to the SAS office each semester prior to the first class period of the semester. Students are responsible to ensure full payment of accounts.

Financial clearance is required for class attendance and residency at Rockford University, and participation in Rockford University activities. No grades, diploma, certificate or transcript will be granted to students who have indebtedness to Rockford University.

Time payment plans
For those students who are personally responsible for paying a portion of their Rockford University costs, the following option is available:

Rockford University offers a payment plan that allows students/families to pay their balance in monthly installments during the semester. There are no interest charges; however, a $50 per semester enrollment fee and the first full payment must accompany a signed contract. Monthly installments can be paid by VISA, MasterCard or Discover cards or by cash or personal check.

Monthly payments that fall 10 days past due will be assessed a late fee of 1.5 percent. Account balances after the due date that are not covered by scheduled loan disbursements, employer tuition assistance or veterans benefits will be assessed a late fee of 1.5 percent of the balance until paid in full.

Employee/employer reimbursement
Students who are receiving employer assistance are required to submit a completed tuition deferment form to the SAS office each semester prior to the first class period of the semester.

Tuition deferment are available at www.rockford.edu under financial aid forms /employer reimbursement forms. Forms are also available in the SAS office. Students are responsible for full payment of accounts.

Refund policies
Students can receive full refunds of prepaid tuition, fees, and room-and-board costs (less the non-refundable deposit) if they present written notice of withdrawal at the SAS office before the last drop date. Refer to academic calendars (http://www.rockford.edu/?PaymentOfFees). Students who withdraw after classes begin receive refunds based on the schedule below.

Important: Students receiving financial aid should confer with the SAS office to determine how their aid packages will be affected before they change their status. Students who withdraw from all classes after the last day to withdraw with a refund will be subject to removal of Title IV aid based on results from the U.S. Department of Education.

Tuition refunds for Fall 2014 will be made on this basis:
Through August 29 ............................................. 100% of tuition
After August 29 ............................................... No refund

Tuition refunds for Spring 2015 will be made on this basis:
Through January 30 ........................................... 100% of tuition
After January 30 ............................................... No refund

Refund policies for Summer 2015 are as follows:
If you withdraw before 3rd class date...................... 100% refund
If you withdraw on or after 3rd class date ...... No refund

Appropriate refunds will be made by check within 45 days of receipt of a request for refund.
Special instructional fees will not be refunded unless students withdraw before the first day of class. No refund will be made for any tuition deposit, the $50 registration fee, or the $50 application fee.

Refunds will not be distributed until a student’s account reflects a credit balance (all financial aid has been applied). Subsequent to the add/drop period, students having a credit remaining will have the option of leaving the credit on account or receiving a check for the total credit. A “Request for Refund” form must be completed at the SAS office.

The University reserves the right to dismiss any student whose conduct is not satisfactory in any area of University life (under procedures stated in the Rockford University Student Handbook). No refund of tuition, room, board or fees is made in such cases.

Students may appeal any refund policy decision to the Assistant Vice President for student administrative services.

ACADEMIC REGULATIONS FOR GRADUATE PROGRAMS

ACADEMIC HONOR CODE

The Academic Honor Code, enacted more than a century ago, is a code of personal responsibility accepted by the students of Rockford College (now University), which demands absolute integrity in all academic relationships. It attempts to prevent students from gaining an unfair advantage in classes and to guarantee students that they will have an equal opportunity with others in completing requirements for any course.

It is important for students to realize that the primary responsibility for making the Honor Code work is in their hands. Although a faculty member may initiate an action against a student who is suspected of violating the Honor Code, the main responsibility for enforcing the Honor Code rests with the students.

A student's matriculation at Rockford University implies understanding and mandates acceptance of the Academic Honor Code. No formal written agreement is required, and this acceptance is binding.

In most instances, students take examinations without the supervision of a faculty member. If the faculty member remains in the room during an examination, it is solely for the convenience of students who may wish to ask questions.

It is understood that any assignments students present to instructors are their own work and that they will not permit their work to be copied by others. The materials, methods, and permissible extent of collaboration vary from course to course; consequently, instructors are expected to provide explanations in all courses, and students should be guided by these interpretations. Adherence to the principles of academic honesty does not mean that students may not help one another, as long as the help is constructive; it does mean that they should not do others’ work for them.

If students or faculty members observe what they believe to be violations of the Academic Honor Code, it is their responsibility to confront the alleged violator(s) immediately. The faculty member (or professor of record) should attempt to resolve the incident and report the incident and outcomes to the Dean of Students. If both parties (the professor of record and alleged student) are unable to mutually agree on a resolution, the matter should be referred to the Dean of Students for student conduct adjudication. If the alleged violator is referred by the faculty member to meet with the Dean of Students to discuss the situation and does not do so after a reasonable amount of time (usually about 24 hours), it is the responsibility of the students or faculty member observing the suspected violations to report them to the Dean of Students. Additional information regarding reporting allegations can be found at the conclusion of this section.

The Academic Honor Code applies to plagiarism, cheating, and the academic regulations of Computer Labs and Library services. Academic dishonesty shall include but not be limited to:

1. cheating, plagiarism, or other forms of academic dishonesty (as defined by the Department of English of Rockford University, immediately following);
2. plagiarism theft, destruction, or severe mutilation of University academic material which leads to denying their use to other members of the University constituency;
3. any form of cheating on examinations, including but not limited to:
   a. use of "crib" (defined as any device for carrying answers into an examination);
   b. oral transmission of information either given or received during an exam period;
c. reading the answers of others;
d. hiding pertinent information at another location to study during ostensible fountain or washroom breaks;
e. intent observation of others’ work for hints on materials or technique during a laboratory test without the consent of the instructor;
f. obtaining part or whole copies of the exam without consent of the instructor;
g. buying or procuring previous exams given in the course without the consent of the instructor;

4. presentation of material which has been prepared by another person or organization as one's own material;
5. fraudulent processing of one's attendance at required University functions (e.g., Forum Series);
6. furnishing false information to any University official, faculty member or office;
7. forgery, alteration, or misuse of any University document, record, or instrument of identification;
8. tampering with the election on any University-recognized student organization.

On Plagiarism, Use of Quotations, and Related Matters of Academic Honesty

Colleges and universities have always been plagued by the fact that students from the freshman to the graduate school level reveal an incomplete understanding of certain very basic matters connected with the writing of research papers. This explanation is given to the students of Rockford University in order to clarify some of these points and to forestall claims of innocence based on ignorance of the matter mentioned in the title above.

What is Plagiarism?
To plagiarize is to steal and present as one's own the ideas or words of another. If students deliberately copy the exact words of a clause, sentence, or paragraph written by another without enclosing these words in quotation marks and citing their source (in a footnote or in some other appropriate manner), they are guilty of plagiarism. It goes without saying that plagiarism is a thoroughly blameworthy action for University students or any other scholars.

A frequent problem arises with students who change some of the words, or perhaps even rearranges the sequence of the clauses in the material they are using. So proceeding, they may feel that they have done a legitimate job of paraphrasing. But have they? What is permissible and what is not?

What is Paraphrasing?
To paraphrase is to restate the meaning of a passage or work in other words. In general, the procedure for paraphrasing is this: Students should read the material to be paraphrased as often as they need in order to grasp the substance of the writer's idea. Then, without referring to the source, they should write their own statement of the idea. Finally, they should check their version against that of the source in order to be sure that: 1. they have not unconsciously reproduced the author's words, and 2. they have accurately represented the thought of the source. Then they should cite the source. THE MERE FACT THAT THEY HAVE NOT QUOTED DOES NOT ABSOLVE THEM FROM GIVING CREDIT FOR THE IDEA. The following examples will clarify the matter further. The first is an exact quotation properly footnoted:

"By the summer of 1929, prices had soared far above the stormy levels of the preceding winter into the blue and cloudless empyrean. All the old markers by which the price of a promising common stock could be measured had long since been passed; if a stock once valued at 100 went to 300, what earth was to prevent it from sailing to 400? And why not ride with it for fifty or a hundred points, with Easy Street at the end of the journey?"

______________________________________________________________________________

Of course, it would be plagiarism to copy all or part of this quotation without using quotation marks and without citing the source. It would also be plagiarism to "doctor" the original passage as in the following "paraphrase":

The summer of 1929 saw prices soaring into the blue and cloudless firmament--high above the turbulent levels of the preceding winter. All the old markers which could be used for measuring the price of a promising common stock had been passed long ago. If a stock which had been valued at 100 rose to 300, what in the world could stop it from going on up to 400? Why not ride with it for fifty or a hundred points, with Easy Street at the end of the ride?

Obviously, the author of this second example did nothing but modify a few clauses and break one sentence in two. Compare it with the first example, the passage quoted directly from Allen's book, and you will see what one obvious example of plagiarism looks like. Suppose a student writer had footnoted this second example and had even stated that it represented a close paraphrase; would it then be acceptable? The answer is NO! Technically, it would not be plagiarizing, but the procedure would represent very poor scholarship.

How then, would one properly paraphrase Mr. Allen's paragraph? The following is one out of many possible examples:
The rising temperatures in the summer of 1929 had their counterpart in the stock market. Indeed, stock prices reached unprecedented levels. By all standards of measurement, stocks were greatly overvalued, but they were still rising and it appeared to many that they would continue to rise. Many could not resist the temptation to buy in the hope of making fabulous profits.


The author of this last paragraph paraphrased the ideas and intent of Mr. Allen's paragraph without plagiarizing. The words and phrases were entirely the author's own, yet the author was careful to give Mr. Allen credit by citing his book in the footnote.

Quotations
Good scholarship requires the limited and discriminating use of quotations. Students should use quotations when there exists a need to reproduce precisely the author's position or to show that the writer's phrasing was so vivid or felicitous that students could not improve upon it. These are the major reasons for quoting. In general, do not quote without a very good reason, and do not quote very much.

The Proper Use of Paraphrasing and Quotation in Scholarship
A piece of writing based on research need not, in order to be considered scholarly, consist of a series of paraphrases and quotations. Good scholars, in fact, while they may build on the work of others, do their own thinking. Anyone can paraphrase. Students who are learning to use their native wit will show in their writing that they can analyze, interpret, and evaluate the source materials which they encounter. They will be able to make use of facts and ideas of others in a piece of writing, which is still uniquely the product of their own thought.

Related Matters
Obviously, it is a violation of the most fundamental rules of academic honesty for students to hand in as their own work what has been done for them by another individual or by a company such as the companies that sell papers, research reports, etc., on many campuses. Also, the rules of academic honesty require that students never destroy or make unauthorized use of information or data stored in a computer or other educational machine. Students should also refrain from using the same works for two or more courses without securing in advance the permission of their instructors.

Students are expected to be honest and forthright in their academic studies. Students who commit or assist in committing dishonest acts are subject to sanctions as described in this code. Faculty and students are responsible for knowing the different forms of academic dishonesty as well as for being aware of procedures to address allegations of misconduct.

It is important that each of us share the responsibility for maintaining a reputable University committed to academic excellence. Faculty are encouraged to promote academic honesty among students by including a statement in the course syllabus and by discussing issues such as cheating and plagiarism. Similarly, students should protect themselves by thoroughly studying and preparing for tests and assignments and by discouraging dishonesty among other students.

Procedures for Faculty to report allegations of academic misconduct
If a faculty member (or professor of record) has reason to suspect that one of his/her students has engaged in academic dishonesty, the faculty member may take one of the following steps:

1. Confront the student regarding the matter and attempt to resolve the situation directly with the student. However, the student may request that the matter be referred directly to the Dean of Students for resolution, in which case the faculty member must do so; or
2. Refer the matter directly to the Dean of Students within five school days of the occurrence.

If the student and the faculty member reach a mutual decision, written notification must be given to the Dean of Students regarding the infraction and the resolution/outcome.

If the faculty member attempts to handle the matter and is unable to agree on a mutually acceptable resolution, the faculty member must refer the matter to the Dean of Students within 10 school days of the occurrence.

Please note: In cases of academic misconduct, the Student Conduct Board and/or Dean of Students may only recommend to the faculty member (professor of record) a reduced or failing grade for the assignment or course. The faculty member (professor of record) makes final decisions regarding all academic grades. Students have the right to appeal the grade via the grade appeal process that appears in the academic catalog.
Procedures for Students to report allegations of academic misconduct
If a student observes what has been described as academic dishonesty, the observing student must report the violation to the professor of the class in which the alleged violation occurred as soon as possible or within five school days of the incident.

The faculty (professor of record) will meet with the accused student. If the professor is unable to reach a mutual decision with the student accused of violating the honor code, either the faculty member or the student who observed the alleged violation needs to bring the matter to the attention of the Dean of Students.

Although the observing student does not need to confront the alleged student at the time the violation occurs, the identity of the accuser must become known before a hearing can be scheduled.

Please note: In cases of academic misconduct, the Student Conduct Board and/or Dean of Students may only recommend to the faculty member (professor of record) a reduced or failing grade for the assignment or course. The faculty member (professor of record) makes final decisions regarding all academic grades. Students have the right to appeal the grade via the grade appeal process that appears in the academic catalog.

CLASSIFICATION OF STUDENTS
Rockford University admits students on a full-time or part-time basis for master degree programs.

Students not enrolled in degree programs register for courses with the graduate studies office for graduate level courses. No more than 12 hours of Rockford University course work completed as a non-degree seeking student may be counted toward a Rockford University degree for graduate degree programs. Students must consult with their advisor before registering.

Student Administrative Services determines students’ official status and classification after the second Friday of the fall and spring semesters. This classification is used until the next official classification date, regardless of changes in enrollment, and applies to all policies contingent on such information.

STUDENT RECORDS
The academic record of every student is on file in the graduate office. Faculty members do not have direct access to these files, but information from the files may be provided to faculty by the graduate office.

ADVISING SYSTEM
All graduate students who have completed the application process are assigned academic advisors who help them plan a program of study. Although advisors assist students with academic planning, students are responsible for determining their own goals and for completion of all degree requirements that were in effect at the time of their initial enrollment.

SPECIAL EDUCATIONAL EXPERIENCES
Independent study
Rockford University faculty members support independent study to encourage qualified students to pursue learning actively throughout life. The format of independent study, outlined in a written application developed with the supervising instructor, may vary from student to student.

An additional fee is charged for independent study.

Tutorial courses
At the discretion of the department chair and the instructor involved, and with the approval of the chief academic officer, students who need major field courses that are listed in the catalog, but are not currently offered, may arrange to take the courses as tutorials. Tutorials cover the same material and have the same number of credits as regular course offerings. An additional fee will be charged. No more than three courses can be taken as tutorials without approval of the MBA Director or the Education Unit Teacher Education Program (TEP) Council.

An additional fee is charged for tutorials.
CHANGES IN STUDENT PROGRAMS

Adding, dropping and/or withdrawing courses

Students may add courses until the second Friday of the fall or spring semesters as indicated on the academic calendar. To add courses in the second week, students must have written approval from the course instructor. Students may not add any courses, except modular or physical education activities courses, after the second Friday of the fall and spring semesters as indicated on the academic calendar. Classes that begin other than the first day of the semester can be added up until the first day of class.

Students may drop courses without academic or financial penalty with the exception of non-refundable fees up to the second Friday of the fall or spring semesters. Students who withdraw from courses after the second Friday of the fall or spring semesters, but prior to 21 calendar days before the last day of classes will receive grades of "W" and will be financially responsible for the class. Students may not withdraw from courses after this deadline.

Students should consult the current Academic Calendar to confirm the specific dates for the current semester.

Students should consult with Student Administrative Services if they have questions regarding how the add, drop or withdraw process will impact their financial aid.

Program changes in half-semester and summer courses (8 weeks)

- The deadline to drop a half-semester or 8-week summer course without academic or financial penalty with the exception of non-refundable fees is before the start of the 3rd class date.
- Students who withdraw from half-semester or 8-week summer courses after the start of the 3rd class date will receive a grade of “W” and will be financially responsible for the class.
- The latest time to withdraw from half-semester or 8-week summer classes is by the end of the seventh week of class.

Program changes in modular courses (one-week, two-week courses and BSMS)

- The deadline to add modular courses is 4 p.m. of the first class day.
- The deadline to drop modular courses without transcript notation is 4 p.m. of the day after the first class day.
- The latest time to withdraw from modular courses is 4 p.m. on the day before the course ends.

AUDITING

Students are encouraged to visit classes and lectures with the permission of the instructor.

Students may audit any course with the approval of the advisor and the course instructor, provided that they, as auditors, do not displace students enrolled for credit. SAS will record “audit” on student transcripts when, in the judgment of course instructors, students have met minimal requirements.

To change from audit to credit status, students must inform student administrative services by the second Friday of the fall or spring semesters OR before the start of the 3rd class date for summer classes. Students must pay all the usual fees, complete all work and pass all examinations.

Students may also receive credit for a course either by auditing the course, waiting a semester, then taking the final exam during the time regularly scheduled for such exams each semester or by taking a special exam for credit.

Part-time students pay reduced tuition for auditing classes. Special alumni and senior citizens programs also are available for auditing undergraduate courses in the fall and spring semesters.

REPEATING COURSES

A student may repeat a course only once. Only the course credit hours and, provided the repeated course is taken at Rockford University or as part of an approved Rockford University program, the grade earned for taking the course the second time will count toward graduation. Both courses, if taken at Rockford University or as part of an approved Rockford University program, and grades will be recorded on a student’s transcript.

All students must inform the graduate office when they are repeating courses.
COURSE NUMBERING
The course number indicates the level of academic maturity expected of students enrolled in the course.

Non-credit special courses have numbers of 099 or lower. Courses numbered 100 through 199 are introductory courses open to all. Courses numbered 200 through 299 are open to sophomores and higher; 300 through 399 to juniors and higher; and 400 through 499 to seniors. (See course prerequisites for exceptions.)

Courses numbered 500 through 599 are offered for graduate credit to students with bachelor’s degrees and the designated prerequisites. Courses numbered 600 through 699 are open only to students admitted to one of the graduate degree programs or MBA certificate program, or Reading Specialist program.

PREREQUISITES
Students should not select courses for which they have not completed the prerequisites stated in the catalog. Exceptions may be granted in writing only by the appropriate instructor or department chair.

COURSE CANCELLATION
The University reserves the right to withdraw any course that fails to meet minimum enrollment criteria.

COURSE SYLLABUS
In each class students should receive a course syllabus that provides information on the objectives, methods, standards, assignments, and attendance plus grading policies for that course.

ATTENDANCE POLICY
Faculty members determine attendance policies for their classes. They should explain their attendance policy on the first day of each class, and should include the attendance policy in the course syllabus.

Course instructors may notify the graduate office of students who are absent excessively. The graduate office will inform those students that additional absences will result in their being dropped from the course. If the students continue to be absent from class, the instructor notifies the graduate office, which informs the students that they have been removed from the course. (Grades of “W” will be assigned if students are dropped before the term’s published withdrawal date; if students are dropped after the withdrawal deadline, grades of “F” will be assigned.)

GRADING PRACTICES
Rockford University uses a 4.0 grading system, with specific numeric values assigned to each grade for calculating grade point averages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
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<td>B</td>
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<tr>
<td>MW</td>
<td>0.0</td>
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<tr>
<td>NG</td>
<td>0.0</td>
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</tbody>
</table>

Note: Not all faculty members award plus and minus grades. The course syllabus provided at the beginning of the course will indicate the grading used in the course.
**MID-SEMESTER AND FINAL GRADES**

Faculty members must report mid-semester letter grades for all students. Pass ("P") or fail ("F") may be given in any course that does not lend itself to a letter grade at mid-semester. Generally, mid-semester and final grades must be reported 48 hours after each examination. In some cases, grades (notably those for exams given on the last day of the examination schedule and for seniors) may be requested in less than 48 hours.

Students may check their mid-semester and final grades through Self-Service, where grades will appear as soon as the faculty members submit them.

**INCOMPLETE GRADES**

**Administrative Incomplete**

The chief academic officer may, in exceptional circumstances, approve an administrative incomplete ("I") if students have carried a subject with a passing grade until near the end of the semester but are unable, because of unusual and substantial cause beyond their control, to take the final examination or to complete some limited work. Students must complete an application form and have it signed by the instructor, department chair or college dean, and the chief academic officer. The completed form will be sent to SAS, and the student will receive a grade of "I." This form can be obtained in SAS or on the portal.

Failure to appear for a final examination or to complete term work in the time allowed is not automatic justification for an incomplete. Unless proper justification is shown, the test or other work will be graded as "F" and averaged into students' work for the semester or term.

If students fail to submit the incomplete work or take the final examination within 60 days after the official ending date of the semester in which the incomplete was incurred the grade will default to an "F."

If students require an extended time to remove incompletes, they must get a recommendation from the instructor who issued the grade and approval by the department chair or college dean, and the chief academic officer. Only one extension (not to exceed 60 days) will be granted, and it must be arranged before the normal 60-day limit expires. It is a student's responsibility, in consultation with the instructor, to arrange for removing incomplete grades.

**Medical Incomplete**

**Purpose**

The medical incomplete policy is designed for students who are unable to complete their course work and/or take the final exam due to medical or psychological illness that occurs after the last "Withdrawal with Notation" date, as designated in the academic calendar. A medical incomplete grants an extension in which a student can complete work missed due to medical or psychological illness. Consideration for a medical incomplete is on a course-by-course-basis. The instructor will determine how the student makes up missed work in the class and the deadline for completion of the work. The deadlines are set by the faculty but may not exceed a six month time frame. The faculty may indicate that insufficient work has been completed in the course to warrant a medical incomplete extension and may require the student to withdraw from the class. A medical incomplete taken for multiple courses in the same semester is not recommended.

**Petition process**

To receive a grade of Medical Incomplete ("IM"), a student must complete the appropriate petition, available in the Lang Center for Health, Wellness, Counseling and Disability Services. The student must obtain written documentation of medical necessity from the treating physician, psychologist or counselor. The medical documentation for all petitions must be presented to the director of the Lang Center or her designee. All petitions must be processed and all appropriate signatures obtained prior to the last day of final examinations for that course(s).

Before the medical incomplete petition is presented to the chief academic officer, the following signatures must be present on the petition: a) director of health and counseling, b) course instructor, c) academic advisor and d) student administrative services. The instructor will write out a plan of work required to complete the course, and will attach the plan to the petition. Financial aid implications will be addressed by the SAS office. With the chief academic officer's approval, the petition is entered in the registrar system. SAS will notify the professor, advisor and the Lang Center that the process has been completed and the grade has been recorded.
Grades
If the student does not complete the course requirements within six months after the official end of the semester in which a medical incomplete was granted, the default grade will be an “F.” Students may petition the professor for a passing grade (“P”) if enough work has been completed to warrant such a grade and the course is eligible for this option.

Extension for medical incomplete
Students can receive one extension of six months on a medical incomplete with a recommendation from the professor and the advisor. Only one extension (not to exceed six months) will be granted, and the extension must be arranged before the regular six months extension expires. The extension portion of the original incomplete petition (available in the Lang Center) must be approved by the following: a) director of health and counseling, b) course instructor, c) academic advisor and d) student administrative services. If the work is not completed by the end of the extension, the grade will become the recorded default grade. The student is responsible for initiating the request for an extension and submitting the petition. With the chief academic officer’s approval, the petition is entered in the registrar system.

Responsibility
The student is ultimately responsible for the petition process. When a student is medically disabled and unable to complete the application process, Lang Center will intervene and assist with initiating the process until the student is able to continue on their own. The medical incomplete process is not finalized until the student has a letter grade in the course. The student is responsible for completing the work and earning the grade for the class. When the course work is completed, the instructor will submit the change of grade to SAS. Any exception to this policy must be submitted to the chief academic officer in writing for consideration.

Changing an incomplete to withdrawal
Consideration will be on a case-by-case basis by the chief academic officer. Any request must be made prior to the expiration of the medical incomplete or medical incomplete extension.

FINAL EXAMINATION POLICY
Final examinations are scheduled during the final week of each regular term of the academic year (fall and spring semesters, and summer session) according to a schedule published by the registrar at the beginning of each term. Final examinations are an integral part of almost all courses and may be comprehensive with content covering the entire term’s work in the course or restricted to a limited portion of the term’s work at the discretion of the faculty member.

A faculty member may assign a paper or project to serve as all or part of a final examination; such papers must be assigned no later than three weeks before the beginning of the examination period and must be submitted before the regularly scheduled final examination period for that course. Oral final examinations also may be administered, but must be confined to the regularly scheduled final examination period for the course.

The following specific conditions are integral parts of the University’s final examination policy:
- No examination activities may be conducted during the five class days immediately preceding the start of final examination week with the following exceptions:
  - Laboratory examinations in science classes may be administered if limited in content to laboratory material, and conducted within the time limitations of the regularly scheduled laboratory session for that week. Such laboratory examinations must be scheduled in the course syllabus distributed at the beginning of the term.
  - Lecture hour examinations over a limited amount of work may be administered in any discipline if they are conducted within the time limitations of one regularly scheduled class period. Such lecture examinations must be scheduled in the course syllabus distributed at the beginning of the term.
  - Other regularly scheduled procedures for evaluation may be utilized if limited in content to a specific portion of term work, administered within the limits of one class session, and scheduled in the course syllabus distributed at the beginning of the term.
- Final examinations are limited to a maximum of two hours’ duration. Faculty members may allow 15 extra minutes maximum at the close of a final examination period to enable students to complete their work.
- Faculty members, at their own discretion, may exempt students who have an “A” average from final examinations on the basis of their academic performance up to the beginning of the examination period.
• No examination may be rescheduled from the time indicated in the published examination schedule without the approval of the chief academic officer. Faculty members desiring to reschedule an examination for an entire class must seek approval of the chief academic officer, who will ascertain that no students in the course will be disadvantaged before approving such a change.

• Students with unusual conflicts, such as having more than two final examinations scheduled in one day or with other unusual hardships may take a final examination at a time other than the scheduled examination period with the approval of both the course instructor and the chief academic officer.

• Student failure to take a final examination as scheduled does not constitute grounds for an incomplete grade for the course. In such cases, the missed final examination is graded as an “F” and averaged appropriately with other course evaluations to determine a final course grade.

• Faculty members may, at their own discretion, return final examinations to students. All final grades are reported by SAS.

**GRADE APPEAL**

A student who questions the justice of a final grade must first seek an explanation from the course instructor. If dissatisfied with the explanation offered, the student may appeal the grade. Grade appeal forms are available from the Office of Academic Affairs in Colman or in the Forms section of the portal. A grade appeal is initially directed to the course instructor, then reviewed by department chair and college dean, and by the Provost. Only if the department chair, college dean and Provost agree that a grade was arbitrary, will an advisory recommendation concerning a grade be made to an instructor. If the advisory recommendation is not accepted by the instructor, then a faculty ad hoc committee is formed to review the appeal and to issue a binding decision concerning the grade.

There is a presumption that grades assigned by faculty members are correct. Thus, the burden of proof rests with the student who is appealing. Appeal procedures are available only for review of alleged arbitrary grading and not for review of an instructor’s judgment in assessing the quality of a student’s work. In the absence of arbitrary grading, the grade determined by the instructor of record is final.

**Arbitrary grading constitutes any of the following:**
- Instructor’s failure to notify students as to the basis of grade determination in a clear and timely manner.
- Grading that substantially departs from the instructor’s previously announced standards.
- Grading based on anything other than the student’s performance in the course.
- Discrimination or prejudice.

**The grade appeal shall be dismissed if:**
- The allegations would not constitute arbitrary grading, or
- The only disagreement is with the instructor’s grading standards, or
- The appeal was not timely (ordinarily, within the first 30 days of the semester following the grade’s assignment) or
- The student has not provided the instructor with written notification.

**NOTE:** The filing of false or frivolous grade appeals may be grounds for disciplinary action under the Code of Conduct in the Rockford University Student Handbook.

**WAIVER OF DEGREE REQUIREMENTS**

Waiver of any degree requirement must be approved in advance and filed in writing with the graduate office. The MBA Director in consultation with department chair may waive major, and supporting requirements. MAT students must file a petition with the MAT Director that is presented to the TEP Council for consideration for approval.

**ACADEMIC STANDING**

To remain in good academic standing, MBA students must maintain a minimum 3.0 GPA in all graduate coursework. If a “C” (2.0) or lower is received as a course grade, immediate consultation with the advisor is required.

The MAT requires a minimum 3.0 GPA be maintained for all courses counting toward the degree. A 3.0 GPA is required in all foundation courses (EDUC 605, EDUC 615, EDUC 620), with no courses accepted in which grades below “C” have been earned. A foundation course may be repeated one time only.
Grade point average requirements
Refer to the specific graduate program requirements for further information. There are no academic honors conferred upon graduate students.

ACADEMIC PROBATION
If a student’s semester grade point average is below the standard established by the Graduate Studies Committee as listed above, that student will be placed on academic probation and given the opportunity to establish a satisfactory level of academic work, with the warning that failure to do so may result in dismissal. The records of all students eligible for probation and on probation are reviewed by the MAT or MBA committee at the end of each semester.

LEAVE OF ABSENCE/WITHDRAWAL
Students are expected to enroll in at least one course every school year (fall, spring, or summer session). Failure to comply will result in a deactivation of their file. To be readmitted, students must reapply and follow the rules, regulations, and requirements in effect at the time of reapplication. Matriculated students must have signed plans of study on file before they will be allowed to register for certain courses or graduate. Plans must be developed in consultation with their advisors before the pre-registration period.

Students may apply for an academic leave of absence for up to one year, beginning on the official ending date of the semester during which they last attended classes as matriculated students. During a leave of absence, students are considered as actively pursuing a degree program and remain under the graduation requirements (including major and minor requirements) in effect when they were admitted. Specific forms and procedural instructions for application for the academic leave of absence are available from the Graduate Office. Students taking course work at another accredited institution while on a leave of absence must have a Transfer of Credit form completed prior to taking courses.

Students who do not re-enroll within the leave period or who have withdrawn from Rockford University without requesting an academic leave of absence must seek formal readmission to the university, pay the required readmission fee, and accept any new degree requirements.

Medical withdrawal policy and procedure
Purpose
The medical withdrawal policy is designed for students who are unable to complete course work due to medical or psychological illness. Students may withdraw from one or more classes or from the entire schedule due to medical or psychological illness, and receive a grade of “MW” (medical withdraw).

Petition process
To receive a grade of “MW” a student must complete the appropriate petition, available in the Lang Center for Health, Wellness and Counseling and Disability Services. The student must obtain written documentation of medical necessity from the treating physician, psychologist or counselor. The medical documentation for all petitions must be presented to the director of the Lang Center. All petitions must be processed prior to the last day of final examinations. Students must complete an application form and obtain signatures from the director of the Lang Center and the student administrative services (SAS) office. This information is then provided to the chief academic officer for final approval. After final approval, SAS will record the medical withdrawal as the final grade for the course(s). SAS will notify the professor, advisor and Lang Center that the process has been completed and the grade has been recorded.

Responsibility
The student is ultimately responsible for the petition process. When a student is medically disabled and unable to complete the application process, Lang Center will intervene and assist with processing until the student is able to continue on his or her own.

Rockford University encourages students who must withdraw for medical reasons to resume their course of study as soon as possible. Through the last drop* date, as indicated in the academic calendar, a student who withdraws will have tuition charges** refunded, and all financial aid cancelled for that term. After the last drop date, a portion of tuition may be reserved in escrow to use in a subsequent semester. The portion of tuition held in escrow depends on when the student withdraws according to the following formula:

<table>
<thead>
<tr>
<th>If medical withdrawal is approved</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the last drop date ................................</td>
<td>Tuition charges** taken off and all financial aid is cancelled</td>
</tr>
<tr>
<td>Through week four of classes ............................</td>
<td>75% of tuition held in escrow</td>
</tr>
<tr>
<td>Through week seven of classes ...........................</td>
<td>50% of tuition held in escrow</td>
</tr>
<tr>
<td>Through week 10 of classes ................................</td>
<td>25% of tuition held in escrow</td>
</tr>
<tr>
<td>After week 10 of classes ...............................</td>
<td>No tuition will be held in escrow</td>
</tr>
</tbody>
</table>
Tuition held in escrow will be forfeited unless used within one year of the end of the semester in which the student received the medical withdrawal. The student’s financial obligations (i.e., tuition, fees, room and board, etc.) must be paid in full for this policy to apply.

**IMPORTANT:** 1. The U.S. Department of Education requires the recalculation of aid for any withdrawal (medical or not) prior to completing 60 percent of any term. This may result in some or all federal aid being returned, thus creating a balance on the student’s account. 2. The student must be aware that withdrawing from courses may alter full-time status. A student pursuing a medical withdrawal should consult with student administrative services.

*The drop date is determined by the program in which the student is enrolled. Typically, the last day to drop for traditional students is the second Friday of the spring and fall term. The summer term has different drop dates. Students should consult the current academic calendar for the specific date. All other program participants should consult with the office specific to his or her program, i.e. Graduate Office, BSMS, or Student Administrative Service as to the specific dates for their program.*

**Charges other than those of tuition (i.e., room, board, fines, lab fees, registration fees, etc.) are neither refunded nor held in escrow.**

**COMMENCEMENT PARTICIPATION**

**Graduation requirements**
Students must file the Application for Candidacy and the Application for Graduation by the deadline in the academic calendar for each semester. Students are responsible for any applicable filing fees.

Students who have completed all graduation requirements and who have received formal approval from the board of trustees, upon recommendation of the Faculty, may participate in commencement.

The names of students who complete degree requirements at the end of spring semester shall be submitted for approval to the faculty and the trustees prior to the May commencement. The names of students who complete degree requirements at the end of summer session or fall semester, August and December respectively, shall be presented for faculty approval at the first faculty meeting of each following semester and to the board of trustees thereafter. Students approved for graduation by the faculty and trustees following summer session and fall semester shall have approval of graduation eligibility noted on their transcripts, and may request certification of completion in writing from the Registrar.

All graduates (August, December and May) shall receive diplomas after the commencement exercise in May.

In addition to the above, students may participate in the May commencement exercise who are within six credit hours of completing all graduation requirements, who are certified by the registrar as enrolled in classes for the immediately succeeding summer session, which, if successfully concluded, would complete all their graduation requirements, and who obtain permission from the registrar. Such participation shall in and of itself not constitute actual graduation nor preclude the need for approval by the faculty and trustees in order to graduate. Students who participate in one commencement exercise under these circumstances shall not be allowed to participate in a subsequent commencement for the same degree(s).

**Honors granted at commencement**
Graduate students are not granted honors at commencement.
### UNDERGRADUATE PROGRAMS OFFERED

<table>
<thead>
<tr>
<th>Majors/Tracks/Minors</th>
<th>BA</th>
<th>BFA</th>
<th>BS</th>
<th>BSN</th>
<th>Certificate</th>
<th>Minor</th>
<th>Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting</strong></td>
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<tr>
<td>CPA</td>
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# Department of Economics, Business, and Accounting

## ACCOUNTING, CPA TRACK, B.A. OR B.S.

### REQUIRED MAJOR COURSES 44 Hours

- ACCT 223 Principles of Accounting I 4  
- ACCT 230 Principles of Accounting II for Majors and Minors 4  
- ACCT 340 Intermediate Accounting Theory I 4  
- ACCT 341 Intermediate Accounting Theory II 4  
- ACCT 342 Intermediate Accounting Theory III 4  
- ACCT 344 Cost Accounting 4  
- ACCT 345 Federal Taxes 4  
- ACCT 398/498 Internship** 4  
- ACCT 446 Advanced Accounting 4  
- ACCT 447 Auditing Theory and Practice 4  
- EBA 495 Senior Seminar 4

### REQUIRED SUPPORTING COURSES 27-30 Hours

- ECON 101 Principles of Microeconomics 4  
- ECON 102 Principles of Macroeconomics 4  
- One of the Following Two Courses: 4  
  - BSAD 305 Business Law I  
  - BSAD 306 Business Law II  
- One of the Following Two Courses: 3-4  
  - MATH 223 Beginning Statistics (3)  
  - MATH 224 Elements of Statistics (4)  
- PHIL 325 Business and Economic Ethics 3  
- Computer Science Course(s) 3  
- Two Courses Approved By the Department 6-8

*Internship requirement must be met at Rockford University.

### GENERAL EDUCATION REQUIREMENTS 33-42 Hours

- CLWS 101 First Year Seminar 2  
- RHET 101 Introduction to Academic Writing 3  
- RHET 102 Introduction to Rhetoric 3  
- RHET 351 Advanced Rhetoric 3  
- Language & Literature 8  
- See PHIL 325

- Additional Credits for B.S. & B.S.N. 4  
  - See MATH 223/224 (3-4)  
  - See Computer Science Course(s) (3)

- Foreign Language (B.A. Only) 12

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8
  - See MATH 223/224 (3-4)

- Physical Education Activity Course 1  
- PHYP 110 Wellness 1  
- Social Sciences 12  
- See ECON 101 (4)  
- See ECON 102 (4)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124  
- Minimum Overall GPA: 2.0  
- Minimum Major/Minor GPA: 2.0  
- Minimum Credit Hours at a 4-Year School: 60  
- 30 of Last 36 Credit Hours at Rockford University  
- 15 Credit Hours of Major at Rockford University  
- 8 Credit Hours of Minor at Rockford University  
- Max of 15% of Credit Hours in Internships (18.5/124)  
- At Least 30 Credit Hours of 300/400-Level Classes  
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.  
**Requirements for your specific program may differ.  
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# Department of Economics, Business, and Accounting

## ACCOUNTING, NON-CPA TRACK, B.A.

### REQUIRED MAJOR COURSES  32 Hours

- ACCT 223  Principles of Accounting I  4
- ACCT 230  Principles of Accounting II for Majors and Minors  4
- ACCT 340  Intermediate Accounting Theory I  4
- ACCT 341  Intermediate Accounting Theory II  4
- ACCT 398  Internship*  4
- EBA 495  Senior Seminar  4
- Additional Hours in Accounting  8

### REQUIRED SUPPORTING COURSES  3-4 Hours

- One of the Following Two Courses:  3-4
  - MATH 223  Beginning Statistics (3)
  - MATH 224  Elements of Statistics (4)

*Internship requirement must be met at Rockford University.

### GENERAL EDUCATION REQUIREMENTS  55-56 Hours

- CLWS 101 First Year Seminar  2
- RHET 101 Introduction to Academic Writing  3
- RHET 102 Introduction to Rhetoric  3
- RHET 351 Advanced Rhetoric  3
- Language & Literature  8
- Foreign Language  12

### REQUIRED supporting COURSES  3-4 Hours

- Arts (At Least 1 Studio Course)  6
- Science, Mathematics, & Computer Science*  8
  See MATH 223/224  (3-4)

- Physical Education Activity Course  1
- PHYP 110 Wellness  1
- Social Sciences  12

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

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### Department of Anthropology & Sociology

#### ANTHROPOLOGY & SOCIOLOGY, APPLIED ANTHROPOLOGY TRACK, B.A. OR B.S.

<table>
<thead>
<tr>
<th>REQUIRED MAJOR COURSES</th>
<th>20 Hours</th>
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<tbody>
<tr>
<td>ANSO 100 Introduction to Cultural Anthropology</td>
<td>4</td>
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<tr>
<td>ANSO 150 Introduction to Sociology</td>
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<tr>
<td>ANSO 295 Senior Seminar Preparation: Writing for the Social Sciences</td>
<td>2</td>
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<tr>
<td>ANSO 325 Social Science Research Methods</td>
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<td>ANSO 326 Social Science Theory</td>
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<td>ANSO 495 Senior Seminar</td>
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<thead>
<tr>
<th>REQUIRED TRACK COURSES</th>
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<tbody>
<tr>
<td>ANSO 260 Applied Anthropology and Sociology</td>
<td>4</td>
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<tr>
<td>ANSO 359 Suffering and Intervention</td>
<td>4</td>
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<tr>
<td>ANSO 398/498 Internship</td>
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<td><strong>Two of the Following Five Courses:</strong></td>
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<tr>
<td>ANSO 304 Urban Social Problems</td>
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<td>ANSO 310 Medicine and Healing in a Cross-Cultural Context</td>
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<td>ANSO 305 Criminology</td>
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<tr>
<td>ANSO 322 Sociology of Aging</td>
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<td>ANSO 376 Transnational Migrations</td>
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<table>
<thead>
<tr>
<th>REQUIRED SUPPORTING COURSES</th>
<th>3-4 Hours</th>
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<tbody>
<tr>
<td><strong>One of the Following Two Courses:</strong></td>
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<tr>
<td>MATH 223 Beginning Statistics (3)</td>
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<td>MATH 224 Elements of Statistics (4)</td>
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<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
<th>39-48 Hours</th>
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<tr>
<td>CLWS 101 First Year Seminar</td>
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<tr>
<td>RHET 101 Introduction to Academic Writing</td>
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<tr>
<td>RHET 102 Introduction to Rhetoric</td>
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<tr>
<td>RHET 351 Advanced Rhetoric</td>
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</tr>
<tr>
<td>Language &amp; Literature</td>
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<tr>
<td>Foreign Language (B.A. Only)</td>
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<tr>
<td>Arts (At Least 1 Studio Course)</td>
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<tr>
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<tr>
<td>See MATH 223/224 (3-4)</td>
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<tr>
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<tr>
<td>PHYP 110 Wellness</td>
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<td>Social Sciences</td>
<td>12</td>
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<tr>
<td>See ANSO 100 (4)</td>
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<tr>
<td>See ANSO 260 (4)</td>
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<table>
<thead>
<tr>
<th>ALL UNIVERSITY GRADUATION REQUIREMENTS**</th>
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<tbody>
<tr>
<td>Minimum Credit Hours for Graduation: 124</td>
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## REQUIRED MAJOR COURSES 20 Hours
- One of the Following Two Courses: 4
  - ANSO 100 Introduction to Cultural Anthropology
  - ANSO 250 Introduction to Criminal Justice
- ANSO 150 Introduction to Sociology 4
- ANSO 295 Senior Seminar Preparation: Writing for the Social Sciences 2
- ANSO 325 Social Science Research Methods 4
- ANSO 326 Social Science Theory 4
- ANSO 495 Senior Seminar 2

## REQUIRED TRACK COURSES 20 Hours
- ANSO 305 Criminology 4
- ANSO 306 Juvenile Delinquency 4
- ANSO 307 Corrections 4
- One Internship at an Appropriate Agency 4
- One of the Following Five Courses: 4
  - ANSO 309 Race and Ethnic Relations
  - ANSO 310 Social Class in America
  - ANSO 351 Urban Anthropology
  - ANSO 353 Suicide, Homicide and Genocide in Cross Cultural Perspective
  - ANSO 376 Transnational Migrations

## REQUIRED SUPPORTING COURSES 7-8 Hours
- One of the Following Two Courses: 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- One of the Following Two Courses: 4
  - POLS 362 Constitutional Law: Civil Liberties
  - POLS 363 Constitutional Law: Rights of the Accused

## GENERAL EDUCATION REQUIREMENTS 35-44 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
- Foreign Language (B.A. Only) 12
- Arts (At Least 1 Studio Course) 6
- Science, Mathematics, & Computer Science* 8
- Additional Credits for B.S. & B.S.N. 4
  - See MATH 223/224 (3-4)
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
- See ANSO 100 (4)
- See ANSO 150 (4)
- See POLS 362/363 (4)

## ALL UNIVERSITY GRADUATION REQUIREMENTS**
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# Department of Anthropology & Sociology

## ANTHROPOLOGY & SOCIOLOGY, GENERAL TRACK, B.A. OR B.S.

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<td>Senior Seminar Preparation: Writing for the Social Sciences</td>
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<td>Social Science Theory</td>
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</tr>
<tr>
<td>ANSO 495</td>
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### REQUIRED TRACK COURSES  16 Hours

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<tr>
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<tr>
<td>MATH 223</td>
<td>Beginning Statistics (3)</td>
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<td>Elements of Statistics (4)</td>
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<table>
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<tbody>
<tr>
<td>CLWS 101</td>
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<tr>
<td></td>
<td>Two 300/400-Level Sociology Courses</td>
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<tr>
<td>MATH 224</td>
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<th>Course Code</th>
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<tr>
<td>ANSO 100</td>
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<tr>
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<td>Introduction to Sociology</td>
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<td>ANSO 100</td>
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<td>ANSO 303</td>
<td>The Family</td>
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<td>ANSO 330</td>
<td>Introduction to Social Work</td>
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<td>ANSO 331</td>
<td>Methods of Social Work</td>
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<td>Race and Ethnic Relations</td>
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<td>ANSO 310</td>
<td>Social Class in America</td>
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<td>ANSO 322</td>
<td>Sociology of Aging</td>
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<td>ANSO 353</td>
<td>Suicide, Homicide and Genocide in Cross Cultural Perspective</td>
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<td>ANSO 357</td>
<td>Religion, Witchcraft, Sorcery and Magic in Cross-Cultural Perspective</td>
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<td>ANSO 358</td>
<td>Medicine and Healing in Cross-Cultural Perspective</td>
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<td>ANSO 359</td>
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### REQUIRED SUPPORTING COURSES  6-7 Hours

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<td>PSYC 339</td>
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<td>PSYC 357</td>
<td>Psychological Disorders</td>
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### GENERAL EDUCATION REQUIREMENTS  36-45 Hours

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<td>RHET 102</td>
<td>Introduction to Rhetoric</td>
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<td>RHET 351</td>
<td>Advanced Rhetoric</td>
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<td>ART 105</td>
<td>Beginning Drawing</td>
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<td>ART 109</td>
<td>Basic Design (2-D)</td>
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<td>ART 110</td>
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<td>ART 205</td>
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### REQUIRED SUPPORTING COURSES  11 Hours

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<td>Survey of World Art &amp; Architecture II</td>
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### GENERAL EDUCATION REQUIREMENTS  53 Hours

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<td>Arts (At Least 1 Studio Course)</td>
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<td>See ART 109</td>
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</table>

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 3.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED MAJOR COURSES  28 Hours

- ART 100  Field Experience  0
- ART 105  Beginning Drawing  3
- ART 109  Basic Design (2-D)  3
- ART 110  Basic Design (3-D)  3
- ART 205  Intermediate Drawing  3
- ART 305  Advanced Drawing I  3
- ART 405  Advanced Drawing II  3
- Additional Studio Elective Courses  6
- ART 495  Senior Seminar  4

REQUIRED SUPPORTING COURSES  17 Hours

- ARTH 245  Survey of World Art & Architecture I  4
- ARTH 246  Survey of World Art & Architecture II  4
- Additional Art History Course  3
- Additional 300-Level Art History Courses  6

REQUIRED CONCENTRATION COURSES  15 Hours

- ART 107  Beginning Painting  3
- ART 119  Beginning Printmaking  3
- ART 216  Intermediate 2D Media  3
- ART 316  Advanced 2D Media I  3
- ART 416  Advanced 2D Media II  3

GENERAL EDUCATION REQUIREMENTS  41 Hours

- CLWS 101 First Year Seminar  2
- RHET 101 Introduction to Academic Writing  3
- RHET 102 Introduction to Rhetoric  3
- RHET 351 Advanced Rhetoric  3
- Language & Literature  8

- Arts (At Least 1 Studio Course)  6
  See ART 105  (3)
  See ART 109  (3)
- Science, Mathematics, & Computer Science*  8

- Physical Education Activity Course  1
- PHYP 110 Wellness  1
- Social Sciences  12

ALL UNIVERSITY GRADUATION REQUIREMENTS**

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### REQUIRED MAJOR COURSES  
28 Hours

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<td>ART 405</td>
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### REQUIRED SUPPORTING COURSES  
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<td>ARTH 246</td>
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### REQUIRED CONCENTRATION COURSES  
15 Hours

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<td>ART 115</td>
<td>Beginning Sculpture</td>
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<td>ART 214</td>
<td>Intermediate 3D Media</td>
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<td>ART 314</td>
<td>Advanced 3D Media I</td>
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<td>ART 414</td>
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### GENERAL EDUCATION REQUIREMENTS  
41 Hours

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<td>RHET 101</td>
<td>Introduction to Academic Writing</td>
<td>3</td>
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<td>RHET 102</td>
<td>Introduction to Rhetoric</td>
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<td>RHET 351</td>
<td>Advanced Rhetoric</td>
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<td>Language &amp; Literature</td>
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<tr>
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<td>See ART 109</td>
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<th>Hours</th>
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<tr>
<td>PHYP 110</td>
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<td>Social Sciences</td>
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**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED MAJOR COURSES  28 Hours
- ART 100  Field Experience  0
- ART 105  Beginning Drawing  3
- ART 109  Basic Design (2-D)  3
- ART 110  Basic Design (3-D)  3
- ART 205  Intermediate Drawing  3
- ART 305  Advanced Drawing I  3
- ART 405  Advanced Drawing II  3
- Additional Studio Elective Courses  6
- ART 495  Senior Seminar  4

REQUIRED SUPPORTING COURSES  17 Hours
- ARTH 245  Survey of World Art & Architecture I  4
- ARTH 246  Survey of World Art & Architecture II  4
- Additional Art History Course  3
- Additional 300-Level Art History Courses  6

REQUIRED CONCENTRATION COURSES  15 Hours
- ART 117  Graphic Design I: Intro to Typography  3
- ART 217  Graphic Design II: Intro to Communication Design  3
- ART 317  Graphic Design III: Advanced Typography  3
- ART 377  Print Production and Presentation Techniques  3
- ART 417  Graphic Design IV: Advanced Communication  3

GENERAL EDUCATION REQUIREMENTS  41 Hours
- CLWS 101 First Year Seminar  2
- RHET 101 Introduction to Academic Writing  3
- RHET 102 Introduction to Rhetoric  3
- RHET 351 Advanced Rhetoric  3
- Language & Literature  8

- Arts (At Least 1 Studio Course)  6
  See ART 105  3
  See ART 109  3
- Science, Mathematics, & Computer Science*  8

- Physical Education Activity Course  1
- PHYP 110 Wellness  1
- Social Sciences  12

ALL UNIVERSITY GRADUATION REQUIREMENTS**
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# Department of Art and Art History

## ART HISTORY, B.A.

### REQUIRED MAJOR COURSES 20 Credit Hours

- ART 100 Field Experience 0
- ARTH 130 Art Appreciation 3
- ARTH 245 Survey of World Art & Architecture I 4
- ARTH 246 Survey of World Art & Architecture II 4
- Additional Art History Elective Courses 9
- Additional 300-Level Art History Elective Courses 6
- ARTH 495 Senior Seminar, Art History 4

### REQUIRED TRACK COURSES 12 Credit Hours

- Two Beginning Studio Courses Selected From the Following Eight Courses: 6
  - ART 105 Beginning Drawing
  - ART 107 Beginning Painting
  - ART 109 Basic 2D Design
  - ART 110 Basic 3D Design
  - ART 113 Beginning Ceramics
  - ART 115 Beginning Sculpture
  - ART 117 Graphic Design I: Intro to Typography
  - ART 119 Beginning Printmaking
- Two of the Following Three Courses: 6
  - HIST 101 Western Civilization I
  - HIST 102 Western Civilization II
  - HIST 103 Western Civilization III

### GENERAL EDUCATION REQUIREMENTS 47 Credit Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

### Additional Electives

- Foreign Language (B.A. Only) 12
- Arts (At Least 1 Studio Course) 6
- See ARTH 130
- See Studio Art
- Science, Mathematics, & Computer Science* 8

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 3.0
- Minimum Credit Hours at a 4-Year School: 60
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# Department of Biological & Chemical Sciences

## BIOCHEMISTRY, B.S.

### REQUIRED MAJOR COURSES  40 Hours
- **BIOL 150** Principles of Biology  4
- **BIOL 333** Genetics  3
- **CHEM 105** General Chemistry I  4
- **CHEM 106** General Chemistry II  4
- **CHEM 205** Organic Chemistry I  4
- **CHEM 206** Organic Chemistry II  4
- **CHEM 305** Physical Chemistry I  4
- **CHEM 315** Biochemistry I  3
- **CHEM 316** Biochemistry II  3
- **CHEM 311** Biochemical Methods (3 hrs. lab/wk)  1
- **CBS 200** Introduction to Research  2
- **CBS 370** Research Design and Proposal  1
- **CBS 371** Undergraduate Research  1
- **CBS 495** Senior Seminar  2

### REQUIRED SUPPORTING COURSES  19-22 Hours
- **BIOL 201** Organism Form and Function I  4
- **Two Semesters of Physics**  8-10
  - **PHYS 105** Fundamentals of Physics I (4)
  - **PHYS 106** Fundamentals of Physics II (4)
  - **PHYS 201** Introduction to Physics I (5)
  - **PHYS 202** Introduction to Physics II (5)
  - **Two of the Following Three Courses:**  7-8
    - **MATH 130** Calculus with Analytic Geometry I (4)
    - **MATH 231** Calculus with Analytic Geometry II (4)
    - **MATH 223** Beginning Statistics (3)

### GENERAL EDUCATION REQUIREMENTS  39 Hours
- **CLWS 101** First Year Seminar  2
- **RHET 101** Introduction to Academic Writing  3
- **RHET 102** Introduction to Rhetoric  3
- **RHET 351** Advanced Rhetoric  3
- **Language & Literature**  8

### General Requirements
- **Arts (At Least 1 Studio Course)**  6
- **Science, Mathematics, & Computer Science*  8
- Additional Credits for B.S. & B.S.N.  4
- **See MATH 130/231/223/224** (4)
- **See BIOL 150** (4)
- **See CHEM 105** (4)
- **Physical Education Activity Course**  1
- **PHYP 110** Wellness  1
- **Social Sciences**  12

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
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### REQUIRED MAJOR COURSES  27-30 Hours

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<tr>
<td>BIOL 201</td>
<td>Organismal Diversity and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>Organismal Diversity and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CBS 200</td>
<td>Introduction to Research</td>
<td>2</td>
</tr>
<tr>
<td>CBS 370</td>
<td>Research Design and Proposal</td>
<td>1</td>
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<tr>
<td>CBS 371</td>
<td>Undergraduate Research</td>
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<tr>
<td>CBS 495</td>
<td>Senior Seminar</td>
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<tr>
<td><strong>At least one course from each list below</strong></td>
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#### Cellular and Molecular Biology

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<td>Microbiology</td>
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<td>BIOL 310</td>
<td>Cell Physiology</td>
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<tr>
<td>BIOL 333</td>
<td>Genetics</td>
<td>3</td>
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<td>BIOL 358</td>
<td>Immunology</td>
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<td>BIOL 360</td>
<td>Virology</td>
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#### Evolution and Ecology

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<td>BIOL 321</td>
<td>Ecology</td>
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<td>BIOL 324</td>
<td>Conservation Biology</td>
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<td>BIOL 325</td>
<td>Aquatic Ecosystems</td>
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<td>BIOL 327</td>
<td>Field Ecology of Florida</td>
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<td>BIOL 328</td>
<td>Introduction to Marine Biology</td>
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<td>BIOL 330</td>
<td>Animal Behavior</td>
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#### Organismal Biology

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<td>BIOL 341</td>
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<td>BIOL 345</td>
<td>Mammalogy</td>
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<td>BIOL 348</td>
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### REQUIRED SUPPORTING COURSES  11-12 Hours

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<td>CHEM 205</td>
<td>Organic Chemistry</td>
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<td>MATH 130, MATH 223</td>
<td>Calculus with Analytic Geometry I</td>
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### GENERAL EDUCATION REQUIREMENTS  50 Hours

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<td>Introduction to Academic Writing</td>
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<tr>
<td>Language &amp; Literature</td>
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<tr>
<td><strong>Foreign Language (B.A. &amp; B.F.A. Only)</strong></td>
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<tr>
<td><strong>Arts (At Least 1 Studio Course)</strong></td>
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<td><strong>See BIOL 150</strong></td>
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<tr>
<td><strong>See MATH 130/223/224</strong></td>
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<tr>
<td><strong>See CHEM 105</strong></td>
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<td><strong>PHYP 110 Wellness</strong></td>
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## Department of Chemical & Biological Sciences

### BIOLOGY, CELLULAR & MOLECULAR BIOLOGY TRACK, B.S.

### REQUIRED MAJOR COURSES  41-44 Hours

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<th>Course Title</th>
<th>Credits</th>
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<td>3</td>
</tr>
<tr>
<td><strong>One of the Following Three Courses:</strong></td>
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<td>BIOL 358</td>
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<tr>
<td>BIOL 316</td>
<td>Vertebrate Physiology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 360</td>
<td>Virology (3)</td>
<td></td>
</tr>
<tr>
<td><strong>One Course From Each List Below</strong>*</td>
<td></td>
<td>9-12</td>
</tr>
</tbody>
</table>

### Cellular and Molecular Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 358</td>
<td>Immunology (3)</td>
<td></td>
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<tr>
<td>BIOL 360</td>
<td>Virology (3)</td>
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</table>

### Evolution and Ecology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 305</td>
<td>Evolution (3)</td>
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<tr>
<td>BIOL 321</td>
<td>Ecology (4)</td>
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<tr>
<td>BIOL 324</td>
<td>Conservation Biology (4)</td>
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<tr>
<td>BIOL 325</td>
<td>Aquatic Ecosystems (4)</td>
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</tr>
<tr>
<td>BIOL 327</td>
<td>Field Ecology of Florida (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 328</td>
<td>Introduction to Marine Biology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Animal Behavior (3)</td>
<td></td>
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</table>

### Organismal Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 314</td>
<td>Comparative Vertebrate Anatomy (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 316</td>
<td>Vertebrate Physiology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 341</td>
<td>Invertebrate Zoology (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 345</td>
<td>Mammalogy (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 348</td>
<td>Ornithology (4)</td>
<td></td>
</tr>
</tbody>
</table>

### REQUIRED SUPPORTING COURSES  22-25 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry I</td>
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</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 205</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 206</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td><strong>One of the Following Two Courses:</strong></td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Calculus with Analytic Geometry I (4)</td>
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</tr>
<tr>
<td>MATH 223</td>
<td>Beginning Statistics (3)</td>
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<tr>
<td><strong>At least 3 credits from the Following Courses:</strong></td>
<td></td>
<td>3-5</td>
</tr>
<tr>
<td>CHEM 305</td>
<td>Physical Chemistry I (4)</td>
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<tr>
<td>CHEM 315</td>
<td>Biochemistry I (3)</td>
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<tr>
<td>CHEM 340</td>
<td>Spectroscopy (2)</td>
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<tr>
<td>CHEM 350</td>
<td>Chromatography (2)</td>
<td></td>
</tr>
<tr>
<td>PHYS 105</td>
<td>Fundamentals of Physics I (4)</td>
<td></td>
</tr>
<tr>
<td>PHYS 106</td>
<td>Fundamentals of Physics II (4)</td>
<td></td>
</tr>
<tr>
<td>PHYS 201</td>
<td>Introduction to Physics I (5)</td>
<td></td>
</tr>
<tr>
<td>PHYS 202</td>
<td>Introduction to Physics II (5)</td>
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</table>

### GENERAL EDUCATION REQUIREMENTS  39 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CLWS 101</td>
<td>First Year Seminar</td>
<td>2</td>
</tr>
<tr>
<td>RHET 101</td>
<td>Introduction to Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>RHET 102</td>
<td>Introduction to Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>RHET 351</td>
<td>Advanced Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Language &amp; Literature</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

### Arts (At Least 1 Studio Course)  6

### Science, Mathematics, & Computer Science*  8

- Additional Credits for B.S. & B.S.N.  4

### See BIOL 150 (4)

### See BIOL 201 (4)

### See MATH 130/223/224 (3-4)

### See CHEM 105 (4)

### Physical Education Activity Course  1

### PHYP 110 Wellness  1

### Social Sciences  12

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.

***Courses required for your track do not count toward this requirement.
## Biology, Evolution & Ecology Track, B.S.

### Required Major Courses 41-45 Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150 Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 201 Organismal Diversity and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202 Organismal Diversity and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CBS 200 Introduction to Research</td>
<td>2</td>
</tr>
<tr>
<td>CBS 370 Research Design and Proposal</td>
<td>1</td>
</tr>
<tr>
<td>CBS 371 Undergraduate Research</td>
<td>1</td>
</tr>
<tr>
<td>CBS 495 Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 305 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 321 Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 324 Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td><strong>One of the Following Four Courses:</strong></td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL 325 Aquatic Ecosystems (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 327 Field Ecology of Florida (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 328 Introduction to Marine Biology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 330 Animal Behavior (3)</td>
<td></td>
</tr>
<tr>
<td><strong>One Course From Each List Below</strong>*</td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Cellular and Molecular Biology</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 308 Microbiology (4)</td>
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<tr>
<td>BIOL 310 Cell Physiology (4)</td>
<td></td>
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<tr>
<td>BIOL 333 Genetics (3)</td>
<td></td>
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<tr>
<td>BIOL 358 Immunology (3)</td>
<td></td>
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<tr>
<td>BIOL 360 Virology (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Evolution and Ecology</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 325 Aquatic Ecosystems (4)</td>
<td></td>
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<tr>
<td>BIOL 327 Field Ecology of Florida (3)</td>
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<tr>
<td>BIOL 328 Introduction to Marine Biology (3)</td>
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<tr>
<td>BIOL 330 Animal Behavior (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Organismal Biology</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 314 Comparative Vertebrate Anatomy (4)</td>
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<tr>
<td>BIOL 316 Vertebrate Physiology (3)</td>
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<tr>
<td>BIOL 345 Mammalogy (4)</td>
<td></td>
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<tr>
<td>BIOL 341 Invertebrate Zoology (4)</td>
<td></td>
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<tr>
<td>BIOL 348 Ornithology (4)</td>
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</table>

### Required Supporting Courses 22-25 Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 105 General Chemistry I</td>
<td>4</td>
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<tr>
<td>CHEM 106 General Chemistry II</td>
<td>4</td>
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<tr>
<td>CHEM 205 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 206 Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td><strong>One of the Following Two Courses:</strong></td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 130 Calculus with Analytic Geometry I (4)</td>
<td></td>
</tr>
<tr>
<td>MATH 223 Beginning Statistics (3)</td>
<td></td>
</tr>
<tr>
<td><strong>At least 3 credits from the Following Courses</strong></td>
<td>3-5</td>
</tr>
<tr>
<td>CHEM 305 Physical Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHEM 315 Biochemistry I (3)</td>
<td></td>
</tr>
<tr>
<td>CHEM 340 Spectroscopy (2)</td>
<td></td>
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<tr>
<td>CHEM 350 Chromatography (2)</td>
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</tr>
<tr>
<td>PHYS 105 Fundamentals of Physics I (4)</td>
<td></td>
</tr>
<tr>
<td>PHYS 106 Fundamentals of Physics II (4)</td>
<td></td>
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<tr>
<td>PHYS 201 Introduction to Physics I (5)</td>
<td></td>
</tr>
<tr>
<td>PHYS 202 Introduction to Physics II (5)</td>
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</table>

### General Education Requirements 39 Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CLWS 101 First Year Seminar</td>
<td>2</td>
</tr>
<tr>
<td>RHET 101 Introduction to Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>RHET 102 Introduction to Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>RHET 351 Advanced Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Language &amp; Literature</td>
<td>8</td>
</tr>
<tr>
<td><strong>Arts (At Least 1 Studio Course)</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

- Science, Mathematics, & Computer Science* | 8       |
- Additional Credits for B.S. & B.S.N. | 4       |
- See BIOL 150 (4) |         |
- See BIOL 201 (4) |         |
- See MATH 130/223/224 (3-4) |         |
- See CHEM 105 (4) |         |
- Physical Education Activity Course | 1       |
- PHYP 110 Wellness | 1       |
- Social Sciences | 12      |

### All University Graduation Requirements**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.

***Courses required for your track do not count toward this requirement.
**REQUIRED MAJOR COURSES** 41-45 Hours

- BIOL 150 Principles of Biology 4
- BIOL 201 Organismal Diversity and Physiology I 4
- BIOL 202 Organismal Diversity and Physiology II 4
- CBS 200 Introduction to Research 2
- CBS 370 Research Design and Proposal 1
- CBS 371 Undergraduate Research 1
- CBS 495 Senior Seminar 2
- BIOL 314 Comparative Vertebrate Anatomy 4
- BIOL 316 Vertebrate Physiology 3
- **One of the Following Two Courses:** 4
  - BIOL 345 Mammalogy
  - BIOL 348 Ornithology
  - **One Course From Each List Below*** 9-12

**Cellular and Molecular Biology**

- BIOL 308 Microbiology (4)
- BIOL 310 Cell Physiology (4)
- BIOL 333 Genetics (3)
- BIOL 358 Immunology (3)
- BIOL 360 Virology (3)

**Evolution and Ecology**

- BIOL 305 Evolution (3)
- BIOL 321 Ecology (4)
- BIOL 324 Conservation Biology (4)
- BIOL 325 Aquatic Ecosystems (4)
- BIOL 327 Field Ecology of Florida (3)
- BIOL 328 Introduction to Marine Biology (3)
- BIOL 330 Animal Behavior (3)

**Organismal Biology**

- BIOL 341 Invertebrate Zoology (4)
- BIOL 345 Mammalogy (4)
- BIOL 348 Ornithology (4)

**REQUIRED SUPPORTING COURSES** 22-25 Hours

- CHEM 105 General Chemistry I 4
- CHEM 106 General Chemistry II 4
- CHEM 205 Organic Chemistry I 4
- CHEM 206 Organic Chemistry II 4
- **One of the Following Two Courses:** 3-4
  - MATH 130 Calculus with Analytic Geometry I (4)
  - MATH 223 Beginning Statistics (3)
- **At least 3 credits from the Following Courses** 3-5
  - CHEM 305 Physical Chemistry I (4)
  - CHEM 315 Biochemistry I (3)
  - CHEM 340 Spectroscopy (2)
  - CHEM 350 Chromatography (2)
  - PHYS 105 Fundamentals of Physics I (4)
  - PHYS 106 Fundamentals of Physics II (4)
  - PHYS 201 Introduction to Physics I (5)
  - PHYS 202 Introduction to Physics II (5)

**GENERAL EDUCATION REQUIREMENTS** 39 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

- **Arts (At Least 1 Studio Course)** 6

- **Science, Mathematics, & Computer Science*** 8
  - Additional Credits for B.S. & B.S.N. 4
  - See BIOL 150 (4)
  - See BIOL 201 (4)
  - See MATH 130/223/224 (3-4)
  - See CHEM 105 (4)
  - Physical Education Activity Course 1
  - PHYP 110 Wellness 1
  - Social Sciences 12

**ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.

***Courses required for your track do not count toward this requirement.

---

103
### REQUIRED MAJOR COURSES 40 Hours

At least three of these courses must be taken at Rockford University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BSAD 316</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>BSAD 318</td>
<td>Finance</td>
<td>4</td>
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<tr>
<td>BSAD 317</td>
<td>Money and Banking</td>
<td>4</td>
</tr>
<tr>
<td>BSAD 319</td>
<td>Investments</td>
<td>4</td>
</tr>
<tr>
<td>BSAD 322</td>
<td>International Finance</td>
<td>4</td>
</tr>
<tr>
<td>BSAD 334</td>
<td>Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>BSAD 358</td>
<td>Business Forecasting</td>
<td>4</td>
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<tr>
<td></td>
<td>One 300-Level Business Administration Course</td>
<td>4</td>
</tr>
<tr>
<td>BSAD 398</td>
<td>Internship°</td>
<td>4</td>
</tr>
<tr>
<td>EBA 495</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

**°Internship requirement must be met at Rockford University.**

### REQUIRED SUPPORTING COURSES 26-35 Hours

- ACCT 223  Principles of Accounting I  4
- ACCT 224  Principles of Accounting II  4
- ECON 101  Principles of Microeconomics  4
- ECON 102  Principles of Macroeconomics  4
- One of the Following Two Courses:  4
  - ECON 203  Price Theory
  - ECON 208  National Income & Employment Theory
- One of the Following Two Courses:  3-4
  - MATH 223  Beginning Statistics (3)
  - MATH 224  Elements of Statistics (4)
- PHIL 325  Business and Economics Ethics  3
- Two Courses from Department Approved List (B.S. Only)  6-8

### GENERAL EDUCATION REQUIREMENTS 36-45 Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLWS 101 First Year Seminar</td>
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<td>RHET 101 Introduction to Academic Writing</td>
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</tr>
<tr>
<td>Language &amp; Literature</td>
<td>8</td>
</tr>
<tr>
<td>See PHIL 325</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Foreign Language (B.A. Only)** 12

**Arts (At Least 1 Studio Course)** 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Science, Mathematics, &amp; Computer Science*</td>
<td>8</td>
</tr>
<tr>
<td>Additional Credits for B.S. &amp; B.S.N.</td>
<td>4</td>
</tr>
<tr>
<td>See MATH 223/224</td>
<td>(3-4)</td>
</tr>
</tbody>
</table>

**Physical Education Activity Course** 1

**Social Sciences** 12

**See ECON 101** (4)

**See ECON 102** (4)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED MAJOR COURSES 28 Hours
At least three of these courses must be taken at Rockford University.
- BSAD 316 Principles of Marketing 4
- BSAD 318 Finance 4
- BSAD 334 Principles of Management 4
- Two 300-Level Business Administration Courses 8
- BSAD 398 Internship° 4
- EBA 495 Senior Seminar 4

REQUIRED SUPPORTING COURSES 26-35 Hours
- ACCT 223 Principles of Accounting I 4
- ACCT 224 Principles of Accounting II 4
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- One of the Following Two Courses: 4
  ECON 203 Price Theory
  ECON 208 National Income & Employment Theory
- One of the Following Two Courses: 3-4
  MATH 223 Beginning Statistics (3)
  MATH 224 Elements of Statistics (4)
- PHIL 325 Business and Economics Ethics 3
- Two Courses from Department Approved List (B.S. Only) 6-8

°Internship requirement must be met at Rockford University.

GENERAL EDUCATION REQUIREMENTS 36-45 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
  See PHIL 325 (3)

Foreign Language (B.A. Only) 12

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8
  Additional Credits for B.S. & B.S.N. 4
  See MATH 223/224 (3-4)

Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  See ECON 101 (4)
  See ECON 102 (4)

ALL UNIVERSITY GRADUATION REQUIREMENTS**
Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 2.0
Minimum Credit Hours at a 4-Year School: 60
30 of Last 36 Credit Hours at Rockford University
15 Credit Hours of Major at Rockford University
8 Credit Hours of Minor at Rockford University
Max of 15% of Credit Hours in Internships (18.5/124)
At Least 30 Credit Hours of 300/400-Level Classes
Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### Required Major Courses 36 Hours

At least four of these courses must be taken at Rockford University.

- BSAD 316 Principles of Marketing 4
- BSAD 318 Finance 4
- BSAD 334 Principles of Management 4
- One of the Following Two Courses: 4
  - BSAD 335 Production & Operations Management
  - BSAD 365 Managerial Economics & Operational Research
- BSAD 343 Human Resource Management 4
- BSAD 355 Organizational Behavior 4
- One 300-Level Business Administration Course 4
- BSAD 398/498 Internship* 4
- EBA 495 Senior Seminar 4

### Required Supporting Courses 26-35 Hours

- ACCT 223 Principles of Accounting I 4
- ACCT 224 Principles of Accounting II 4
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- One of the Following Two Courses: 4
  - ECON 203 Price Theory
  - ECON 208 National Income & Employment Theory
- One of the Following Two Courses: 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- PHIL 325 Business and Economics Ethics 3
- Two Courses from Department Approved List 6-8
  (B.S. Only)

*Internship requirement must be met at Rockford University.

### General Education Requirements 36-45 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
  
  See PHIL 325 (3)

- Foreign Language (B.A. Only) 12

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8
  
  Additional Credits for B.S. & B.S.N. 4
  
  See MATH 223/224 (3-4)

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  
  See ECON 101 (4)
  
  See ECON 102 (4)

### All University Graduation Requirements**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED MAJOR COURSES 36 Hours
At least four of these courses must be taken at Rockford University.
- BSAD 316 Principles of Marketing 4
- BSAD 318 Finance 4
- BSAD 334 Principles of Management 4
- BSAD 353 Promotion Management 4
- BSAD 354 Consumer Behavior 4
- One of the Following Two Courses: 4
  BSAD 358 Business Forecasting
  BSAD 416 Market Research
- One 300-Level Business Administration Course 4
- BSAD 398/498 Internship* 4
- EBA 495 Senior Seminar 4

REQUIRED SUPPORTING COURSES 26-35 Hours
- ACCT 223 Principles of Accounting I 4
- ACCT 224 Principles of Accounting II 4
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- One of the Following Two Courses: 4
  ECON 203 Price Theory
  ECON 208 National Income & Employment Theory
- One of the Following Two Courses: 3-4
  MATH 223 Beginning Statistics (3)
  MATH 224 Elements of Statistics (4)
- PHIL 325 Business and Economics Ethics 3
- Two Courses from Department Approved List (B.S. Only) 6-8

*Internship requirement must be met at Rockford University.

GENERAL EDUCATION REQUIREMENTS 36-45 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
  See PHIL 325 (3)
- Foreign Language (B.A. Only) 12
- Arts (At Least 1 Studio Course) 6
- Science, Mathematics, & Computer Science* 8
  Additional Credits for B.S. & B.S.N. 4
  See MATH 223/224 (3-4)
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  See ECON 101 (4)
  See ECON 102 (4)

ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
Department of Chemical & Biological Sciences
CHEMISTRY, B.A.

**REQUIRED MAJOR COURSES** 28 Hours
- CHEM 105 General Chemistry I 4
- CHEM 106 General Chemistry II 4
- CHEM 205 Organic Chemistry I 4
- CHEM 206 Organic Chemistry II 4
- CHEM 305 Physical Chemistry I 4
- CHEM 322 Practice of Chemical Analysis 2
- CBS 200 Introduction to Research 2
- CBS 370 Research Design and Proposal 1
- CBS 371 Undergraduate Research 1
- CBS 495 Senior Seminar 2

**REQUIRED SUPPORTING COURSES** 16-18 Hours
- MATH 130 Calculus with Analytic Geometry I 4
- MATH 231 Calculus with Analytic Geometry II 4
- PHYS 105/201 Fundamentals of Physics I 4/5
- PHYS 106/202 Fundamentals of Physics II 4/5

**GENERAL EDUCATION REQUIREMENTS** 51 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

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<td>See CHEM 105</td>
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<td>See MATH 130</td>
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<td>Physical Education Activity Course</td>
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<td>PHYP 110 Wellness</td>
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**ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED MAJOR COURSES  39 Hours

- CHEM 105  General Chemistry I  4
- CHEM 106  General Chemistry II  4
- CHEM 205  Organic Chemistry I  4
- CHEM 206  Organic Chemistry II  4
- CHEM 305  Physical Chemistry I  4
- CHEM 315  Biochemistry I  3
- CHEM 322  Practice of Chemical Analysis  2
- CHEM 405  Advanced Inorganic Chemistry  4
- 4 Credits from the Following Three Courses:  4
  - CHEM 306  Physical Chemistry II (4)
  - CHEM 340  Spectroscopy (2)
  - CHEM 350  Chromatography (2)
- CBS 200  Introduction to Research  2
- CBS 370  Research Design and Proposal  1
- CBS 371  Undergraduate Research  1
- CBS 495  Senior Seminar  2

REQUIRED SUPPORTING COURSES  19-22 Hours

- MATH 130  Calculus with Analytic Geometry I  4
- MATH 231  Calculus with Analytic Geometry II  4
- PHYS 105/201  Fundamentals of Physics I  4/5
- PHYS 106/202  Fundamentals of Physics II  4/5
- One of the Following Four Courses:  3-4
  - MATH 223  Beginning Statistics (3)
  - MATH 232  Calculus with Analytic Geometry III (4)
  - MATH 300  Introductory Linear Algebra (4)
  - MATH 306  Differential Equations (3)

GENERAL EDUCATION REQUIREMENTS  39 Hours

- CLWS 101  First Year Seminar  2
- RHET 101  Introduction to Academic Writing  3
- RHET 102  Introduction to Rhetoric  3
- RHET 351  Advanced Rhetoric  3
- Language & Literature  8

- Arts (At Least 1 Studio Course)  6

- Science, Mathematics, & Computer Science*  8
  - Additional Credits for B.S. & B.S.N.  4
  - See CHEM 105 (4)
  - See CHEM 106 (4)
  - See MATH 130 (4)

- Physical Education Activity Course  1
- PHYP 110  Wellness  1
- Social Sciences  12

ALL UNIVERSITY GRADUATION REQUIREMENTS**

Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 2.0
Minimum Credit Hours at a 4-Year School: 60
30 of Last 36 Credit Hours at Rockford University
15 Credit Hours of Major at Rockford University
8 Credit Hours of Minor at Rockford University
Max of 15% of Credit Hours in Internships (18.5/124)
At Least 30 Credit Hours of 300/400-Level Classes
Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### REQUIRED MAJOR COURSES  44 Credit Hours

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<thead>
<tr>
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<td>CHEM 106</td>
<td>General Chemistry II</td>
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<td>Physical Chemistry I</td>
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<tr>
<td>CHEM 306</td>
<td>Physical Chemistry II</td>
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<td>CHEM 311</td>
<td>Biochemical Methods</td>
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<td>CHEM 315</td>
<td>Biochemistry I</td>
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<td>CHEM 322</td>
<td>Practice of Chemical Analysis</td>
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<td>CHEM 340</td>
<td>Spectroscopy</td>
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<td>CHEM 350</td>
<td>Chromatography</td>
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<td>CHEM 405</td>
<td>Advanced Inorganic Chemistry</td>
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<td>CBS 200</td>
<td>Introduction to Research</td>
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<tr>
<td>CBS 370</td>
<td>Research Design and Proposal</td>
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<td>CBS 371</td>
<td>Undergraduate Research</td>
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<td>CBS 495</td>
<td>Senior Seminar</td>
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### REQUIRED SUPPORTING COURSES  19-22 Credit Hours

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<tr>
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<tr>
<td>MATH 130</td>
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<tr>
<td>MATH 231</td>
<td>Calculus with Analytic Geometry II</td>
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<td>PHYS 105/201</td>
<td>Fundamentals of Physics I</td>
<td>4/5</td>
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<tr>
<td>PHYS 106/202</td>
<td>Fundamentals of Physics II</td>
<td>4/5</td>
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<td><strong>One of the Following Four Courses:</strong></td>
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<tr>
<td>MATH 223</td>
<td>Beginning Statistics (3)</td>
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<tr>
<td>MATH 232</td>
<td>Calculus with Analytic Geometry III (4)</td>
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<tr>
<td>MATH 300</td>
<td>Introductory Linear Algebra (4)</td>
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<td>MATH 306</td>
<td>Differential Equations (3)</td>
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### GENERAL EDUCATION REQUIREMENTS  39 Credit Hours

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<td>RHET 101</td>
<td>Introduction to Academic Writing</td>
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<td>RHET 102</td>
<td>Introduction to Rhetoric</td>
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<tr>
<td>RHET 351</td>
<td>Advanced Rhetoric</td>
<td>3</td>
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<tr>
<td>Language &amp; Literature</td>
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</table>

### ARTS (At Least 1 Studio Course)  6

### Science, Mathematics, & Computer Science*  8

- Additional Credits for B.S. & B.S.N.  4
- See CHEM 105  (4)
- See CHEM 106  (4)
- See MATH 130  (4)

### Physical Education Activity Course  1

### PHYP 110 Wellness  1

### Social Sciences  12

### Minimum Major/Minor GPA: 2.0

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
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- Max of 15% of Credit Hours in Internships (18.5/124)
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- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### REQUIRED PREREQUISITE COURSES 6 Hours
- LATN 101 Elementary Latin I (or equivalent) 3
- LATN 102 Elementary Latin II (or equivalent) 3

### REQUIRED MAJOR COURSES 27 Hours
- LATN 203 Intermediate Latin I (or equivalent) 3
- LATN 204 Intermediate Latin II (or equivalent) 3
- **18 Credit Hours From the Following List:** 18
  - ARTH 245 Survey of World Art & Architecture I (4)
  - ARTH 346 Medieval Art and Architecture (3)
  - Any Classics Courses (1-3)
  - HIST 101 Western Civilization I (3)
  - PHIL 310 Classical Philosophy (3)
  - POLS 321 Classical Political Philosophy (4)
- CLAS 495 Senior Seminar 3

### GENERAL EDUCATION REQUIREMENTS 53 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 4
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
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- Minimum Credit Hours at a 4-Year School: 60
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- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

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### REQUIRED CORE COURSES 18-20 Hours
- CSCI 254 Database Management Systems 3
- CSCI 320 Computer Organization I 4
- CSCI 356 Data Communications 3
- CSCI 360 Information Systems Security 3
- CSCI 398 Computer Science Internship 2-4
- CSCI 495 Senior Seminar 3

### REQUIRED TRACK COURSES 14 Hours
- CSCI 150 Applications Program 4
- CSCI 270 Object-Oriented Programming 4
- One of the Following Two Courses:
  - CSCI 250 Introduction to Management Information Systems 3
  - CSCI 352 Systems Analysis and Design
- CSCI 358 Project Management Systems 3

### REQUIRED SUPPORTING COURSES 23-24 Hours
- One of the Following Two Courses:
  - MATH 223 Beginning Statistics (3) 3-4
  - MATH 224 Elements of Statistics (4)
- ACCT 223 Principles of Accounting I 4
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- Two 300-level business (BSAD) courses 8

### GENERAL EDUCATION REQUIREMENTS 47-48 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

### REQUIRED Track Courses
- Foreign Language (B.A. Only) 12

### Required Supporting Courses
- Arts (At Least 1 Studio Course) 6
- Science, Mathematics, & Computer Science* 8
  - See MATH 223/224 (3-4)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 2.0
Minimum Credit Hours at a 4-Year School: 60
30 of Last 36 Credit Hours at Rockford University
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**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
## REQUIRED CORE COURSES 18-20 Hours
- CSCI 254 Database Management Systems 3
- CSCI 320 Computer Organization I 4
- CSCI 356 Data Communications 3
- CSCI 360 Information Systems Security 3
- CSCI 398 Computer Science Internship 2-4
- CSCI 495 Senior Seminar 3

## REQUIRED TRACK COURSES 18 Hours
- CSCI 150 Applications Program Development I 4
- CSCI 270 Object-Oriented Programming 4
- One of the Following Two Courses:
  - CSCI 250 Introduction to Management Information Systems 3
  - CSCI 352 Systems Analysis and Design
- CSCI 330 Computer Organization II (Advanced C++) 4
- CSCI 358 Project Management Systems 3

## REQUIRED SUPPORTING COURSES 26-28 Hours
- One of the Following Courses:
  - MATH 223 Beginning Statistics (3) 3
  - MATH 224 Elements of Statistics (4)
- ACCT 223 Principles of Accounting I 4
- One of the Following Courses:
  - ACCT 224 Principles of Accounting II (4)
  - PSYC 320 Indus and Org Psyc (3)
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- Two 300-level business (BSAD) courses 8

## GENERAL EDUCATION REQUIREMENTS 36-37 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

## MAX OF 15% OF CREDIT HOURS IN INTERNSHIPS (18.5/124)

## AT LEAST 30 CREDIT HOURS OF 300/400-LEVEL CLASSES

## 30 OF LAST 36 CREDIT HOURS AT ROCKFORD UNIVERSITY

## MINIMUM CREDIT HOURS FOR GRADUATION: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- Minimum Credit Hours at Rockford University: 15
- Credit Hours of Major at Rockford University: 8
- Credit Hours of Minor at Rockford University: Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes

## ATTEND TWO FORUM EVENTS EACH FULL-TIME SEMESTER

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.*
### Required Core Courses 18-20 Hours
- CSCI 254 Database Management Systems 3
- CSCI 320 Computer Organization I 4
- CSCI 356 Data Communications 3
- CSCI 360 Information Systems Security 3
- CSCI 398 Computer Science Internship 2-4
- CSCI 495 Senior Seminar 3

### Required Track Courses 14 Hours
- CSCI 140 Applications Program 4
- CSCI 240 Web Technologies & Systems 3
- CSCI 362 Integrative Programming and Technology 3
- CSCI 370 PHP/ASP & SQL 4

### Required Supporting Courses 21-22 Hours
- One of the Following Two Courses: 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- PSYC 320 Industrial and Organizational Psychology 3
- ART 117 Graphic Design I: Intro to Typography 3
- ART 217 Graphic Design II: Intro to Communication Design 3
- ART 317 Graphic Design III: Advanced Typography 3
- ART 417 Graphic Design IV: Advanced Communication 3
- One 2-D Art Design Course 3

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### General Education Requirements 49-50 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

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### Foreign Language (B.A. Only) 12

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### Arts (At Least 1 Studio Course) 6
- See ART 117 (3)
- See ART 217 (3)

### Science, Mathematics, & Computer Science* 8
- See MATH 223/224 (3-4)

### Physical Education Activity Course 1

### Social Sciences 12

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### All University Graduation Requirements**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
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- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# Computer Science, Web Development Track, B.S.

## Required Core Courses 18-20 Hours
- CSCI 254 Database Management Systems 3
- CSCI 320 Computer Organization I 4
- CSCI 356 Data Communications 3
- CSCI 360 Information Systems Security 3
- CSCI 398 Computer Science Internship 2-4
- CSCI 495 Senior Seminar 3

## Required Track Courses 18 Hours
- CSCI 140 Applications Program Development Java 4
- CSCI 240 Web Technologies & Systems 3
- CSCI 362 Integrative Programming and Technology 3
- CSCI 270 Object-Oriented Programming 4
- CSCI 370 PHP/ASP/SQL 4

## Required Supporting Courses 21-22 Hours
- One of the Following Two Courses: 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- PSYC 320 Industrial and Organizational Psychology 3
- ART 117 Graphic Design I: Intro to Typography 3
- ART 217 Graphic Design II: Intro to Communication Design 3
- ART 317 Graphic Design III: Advanced Typography 3
- ART 417 Graphic Design IV: Advanced Communication 3
- One 2-D Art Design Course 3

## General Education Requirements 34-35 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

### Arts (At Least 1 Studio Course) 6
See ART 117 (3)
See ART 217 (3)
Science, Mathematics, & Computer Science* 8
Additional Credits for B.S. & B.S.N. 4
See MATH 223/224 (3-4)
See CSCI 320 (4)

### Physical Education Activity Course 1
PHYP 110 Wellness 1
Social Sciences 12
See PSYC 320 (3)

## All University Graduation Requirements**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

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**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# Department of Education

## EARLY CHILDHOOD EDUCATION, B.A. OR B.S.

### REQUIRED MAJOR COURSES 50 Hours

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<td>EDEC 201</td>
<td>Field Experience: Early Childhood 2</td>
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<tr>
<td>EDEC 203</td>
<td>Intro to Early Childhood Education</td>
<td>3</td>
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<tr>
<td>EDEC 305</td>
<td>Observation/Assmt Infant Toddler YC Dev</td>
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<td>EDEC 317</td>
<td>History &amp; Philosophy of Early Childhood</td>
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<tr>
<td>EDEC 353</td>
<td>Literature of the Young Child</td>
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<td>EDEC 365</td>
<td>Classroom Management for EC Teachers</td>
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<tr>
<td>EDEC 367</td>
<td>Emergent Literacy &amp; Beg Reading Instructn</td>
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<tr>
<td>EDEC 368</td>
<td>EC Methods in Language Arts &amp; Soc Studies</td>
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<tr>
<td>EDEC 370</td>
<td>EC Methods in Math &amp; Science</td>
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<td>EDEC 372</td>
<td>Early Childhood Methods in the Arts</td>
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<tr>
<td>EDEC 374</td>
<td>Curriculum &amp; Methods in Early Childhood</td>
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<td>EDEC 406</td>
<td>Early Childhood Teaching Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 409</td>
<td>Student Teaching in Early Childhood I</td>
<td>6</td>
</tr>
<tr>
<td>EDEC 410</td>
<td>Student Teaching in Early Childhood II</td>
<td>6</td>
</tr>
<tr>
<td>EDEC 495</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

### REQUIRED SUPPORTING COURSES 24 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC/SPED</td>
<td>Working with Families of YC w/SPED</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED</td>
<td>Typical/Atypical</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED</td>
<td>Speech/Language Dev YC</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED</td>
<td>Diagnosis &amp; Assessment in EC SPED</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED</td>
<td>Methods for Infants Toddlers &amp; YC</td>
<td>3</td>
</tr>
<tr>
<td>EDUC</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC</td>
<td>Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>HDEV</td>
<td>Development of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>SPED</td>
<td>Survey of Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

### GENERAL EDUCATION REQUIREMENTS*** 54-71 Hours

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLWS 101 First Year Seminar</td>
<td>2</td>
</tr>
<tr>
<td>RHET 101 Introduction to Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>RHET 102 Introduction to Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>RHET 351 Advanced Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Language &amp; Literature</td>
<td>8</td>
</tr>
<tr>
<td>Foreign Language (B.A. Only)</td>
<td>12</td>
</tr>
<tr>
<td>Arts (At Least 1 Studio Course)</td>
<td>6</td>
</tr>
<tr>
<td>Science, Mathematics, &amp; Computer Science*</td>
<td>12-14</td>
</tr>
<tr>
<td>MATH 116 Nature of Mathematics I (3)</td>
<td></td>
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<tr>
<td>MATH 117 Nature of Mathematics II (3)</td>
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</tr>
<tr>
<td>Biological Science Course (3-4)</td>
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<tr>
<td>Physical Science Course (3-4)</td>
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<tr>
<td>Physical Education Activity Course</td>
<td>1</td>
</tr>
<tr>
<td>PHYP 110 Wellness</td>
<td>1</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>15-18</td>
</tr>
<tr>
<td>U.S. History (3-4)</td>
<td></td>
</tr>
<tr>
<td>American Government (3-4)</td>
<td></td>
</tr>
<tr>
<td>Anthropology/Sociology, Economics, Political Science, Psychology, and/or History (6-8)</td>
<td></td>
</tr>
<tr>
<td>Non-Western Culture (3)</td>
<td></td>
</tr>
</tbody>
</table>

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.

***Requirements may change based on ISBE regulations.
### REQUIRED MAJOR COURSES 28-32 Hours
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- ECON 203 Price Theory 4
- ECON 208 National Income and Employment Theory 4
- ECON 321 History of Economic Thought 4
- One of the Following Two Courses 4
  - ECON 335 Intro Math Economics 4
  - ECON 336 Econometrics 4
  - ECON 398/498 Internship* 4
- EBA 495 Senior Seminar 4

### REQUIRED TRACK COURSES 24 Hours
- BSAD 318 Finance 4
- ECON 317 Money and Banking 4
- ECON 320 International Economics 4
- One of the Following Two Courses: 4
  - ECON 309 Public Finance 4
  - ECON 358 Business Forecasting 4
- One of the Following Two Courses: 4
  - BSAD 319 Investments 4
  - ECON 418 Financial Economics 4
- One Approved ECON or BSAD Course 4

### REQUIRED SUPPORTING COURSES 6-15 Hours
- One of the Following Two Courses: 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- PHIL 325 Business and Economic Ethics 3
- Two Courses from Department Approved List 6-8 (B.S. Only)

*Internship requirement must be met at Rockford University.

### GENERAL EDUCATION REQUIREMENTS 36-45 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
- See PHIL 325 (3)

### FOREIGN LANGUAGE (B.A. Only) 12
- Arts (At Least 1 Studio Course) 6

### Science, Mathematics, & Computer Science* 8
- Additional Credits for B.S. & B.S.N. 4
- See MATH 223/224 (3-4)

### Physical Education Activity Course 1
- Social Sciences 12
- See ECON 101 (4)
- See ECON 102 (4)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- Max of 15% of Credit Hours in Internships (18.5/124)
- Max of 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# Department of Economics, Business, and Accounting

## ECONOMICS, GENERAL TRACK, B.A. OR B.S.

### REQUIRED MAJOR COURSES 28-32 Hours
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- ECON 203 Price Theory 4
- ECON 208 National Income and Employment Theory 4
- ECON 321 History of Economic Thought 4
- One of the Following Two Courses 4
  - (B.S. Only):
    - ECON 335 Intro Math Economics
    - ECON 336 Econometrics
  - ECON 398/498 Internship*
- EBA 495 Senior Seminar 4

### REQUIRED TRACK COURSES 12 Hours
- Three 300-Level Economics Courses 12

### REQUIRED SUPPORTING COURSES 6-15 Hours
- One of the Following Two Courses: 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- PHIL 325 Business and Economic Ethics 3
- Two Courses from Department Approved List 6-8
  - (B.S. Only)

*Internship requirement must be met at Rockford University.

### GENERAL EDUCATION REQUIREMENTS 36-45 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
- See PHIL 325 (3)

- Foreign Language (B.A. Only) 12

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8
- Additional Credits for B.S. & B.S.N. 4
  - See MATH 223/224 (3-4)

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  - See ECON 101 (4)
  - See ECON 102 (4)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
**REQUIRED MAJOR COURSES** 28-32 Hours

- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- ECON 203 Price Theory 4
- ECON 208 National Income and Employment Theory 4
- ECON 321 History of Economic Thought 4
- One of the Following Two Courses 4
  - ECON 335 Intro Math Economics
  - ECON 336 Econometrics
- ECON 398/498 Internship* 4
- EBA 495 Senior Seminar 4

**REQUIRED TRACK COURSES** 18-20 Credit Hours

At least three of these courses must be taken at Rockford University.

- Three of the Following Courses: 12
  - ECON 320 International Economics
  - ECON 321 History of Economic Thought
  - ECON 326 Alternative Economic Systems
  - ECON 327 Economic Growth and Development
- Two of the Following Courses: 6-8
  - ANSO 351 Urban Anthropology (4)
  - ANSO 352 Political Anthropology (4)
  - HIST 334 U.S. Diplomatic History 1945 - Present (3)
  - HIST 363 Middle Eastern History (3)
  - INST 115 World Regional Geography (4)
  - POLS 241 Comparative Politics (3)
  - POLS 282 International Relations (3)

**REQUIRED SUPPORTING COURSES** 6-15 Hours

- One of the Following Two Courses: 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- PHIL 325 Business and Economic Ethics 3
- Two Courses from Department Approved List 6-8 (B.S. Only)

*Internship requirement must be met at Rockford University.

**GENERAL EDUCATION REQUIREMENTS** 36-45 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
  - See PHIL 325 (3)

- Foreign Language (B.A. Only) 12

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8
  - Additional Credits for B.S. & B.S.N. 4
  - See MATH 223/224 (3-4)

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  - See ECON 101 (4)
  - See ECON 102 (4)

**ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

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**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# Department of Economics, Business, and Accounting

## ECONOMICS, PUBLIC POLICY TRACK, B.A. OR B.S.

### REQUIRED MAJOR COURSES 28-32 Hours

- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- ECON 203 Price Theory 4
- ECON 208 National Income and Employment Theory 4
- ECON 321 History of Economic Thought 4
- One of the Following Two Courses 4
  (B.S. Only):
  - ECON 335 Intro Math Economics
  - ECON 336 Econometrics
- ECON 398/498 Internship* 4
- EBA 495 Senior Seminar 4

### REQUIRED TRACK COURSES 20 Credit Hours

At least three of these courses must be taken at Rockford University

- ECON 305 Public Policy Analysis 4
- POLS 102 American Government 4
- POLS 364 Public Administration 4
- Two of the Following Courses: 8
  - BSAD 334 Principles of Management
  - ECON 309 Public Finance
  - ECON 310 Seminar in Policy Analysis
  - ECON 320 International Economics
  - ECON 361 Government and Business
  - ECON 498 Internship in Public Policy

### REQUIRED SUPPORTING COURSES 6-15 Hours

- One of the Following Two Courses: 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- PHIL 325 Business and Economic Ethics 3
- Two Courses from Department Approved List 6-8 (B.S. Only)

*Internship requirement must be met at Rockford University.

### GENERAL EDUCATION REQUIREMENTS 36-45 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
  - See PHIL 325 (3)

- Foreign Language (B.A. Only) 12

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8
  - Additional Credits for B.S. & B.S.N. 4
  - See MATH 223/224 (3-4)

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  - See ECON 101 (4)
  - See ECON 102 (4)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
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- Attend Two Forum Events Each Full-Time Semester

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**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
## REQUIRED MAJOR COURSES  44 Credit Hours

- EDRD 303  Language Arts Methods  3
- EDRD 411  Reading Methods  3
- EDUC 200  Field Experience: Elementary I  1
- EDUC 201  Field Experience: Elementary II  1
- EDUC 317  History of Education  3
- EDUC 336  Educational Psychology  3
- EDUC 346  Technology in the Classroom  3
- EDUC 351  Math Methods (K-9)  3
- EDUC 365  Classroom Management  3
- EDUC 401  Teaching Methods (K-6)  3
- EDUC 405  Elementary Student Teaching Seminar  3
- EDUC 407  Student Teaching in Elementary I  6
- EDUC 408  Student Teaching in Elementary II  6
- EDUC 495  Senior Seminar  3

## REQUIRED SUPPORTING COURSES  12 Credit Hours

- MATH 116  Nature of Mathematics I  3
- MATH 117  Nature of Mathematics II  3
- SPED 342  Survey of Exceptional Children  3
- SPED 345  Methods for Diverse Learners  3

## GENERAL EDUCATION REQUIREMENTS***  48-65 Hours

- CLWS 101  First Year Seminar  2
- RHET 101  Introduction to Academic Writing  3
- RHET 102  Introduction to Rhetoric  3
- RHET 351  Advanced Rhetoric  3
- Language & Literature  8

- Foreign Language (B.A. Only)  12

- Arts (At Least 1 Studio Course)  6

- Science, Mathematics, & Computer Science*  12-14
  - See MATH 116  (3)
  - See MATH 117  (3)
- Biological Science Course (3-4)
- Physical Science Course (3-4)
- Physical Education Activity Course  1
- PHYP 110  Wellness  1
- Social Sciences  15-18
- U.S. History (3-4)
- American Government (3-4)
- Anthropology/Sociology, Economics, Political Science, Psychology, and/or History (6-8)
- Non-Western Culture (3)

## ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.

***Requirements may change based on ISBE regulations.
# Department of English
## ENGLISH, CREATIVE WRITING CONCENTRATION, B.A.

### REQUIRED CORE COURSES 21 Hours
- ENGL 240 Introduction to Critical Theory 3
- ENGL 280-83 Survey in Literature I-IV 12
- ENGL 342 Seminar in Critical Theory 3
- ENGL 495 Senior Seminar 3

### REQUIRED CONCENTRATION COURSES 15 Hours
- ENGL 154 Introduction to Creative Writing 3
- ENGL 364 Seminar in Creative Writing 9-12
- ENGL 381 Seminar in Literature 0-3

°To fulfill the requirements of the Creative Writing concentration, students are required to take ENGL 364 in three genres: poetry, fiction, and non-fiction. In addition, students may repeat one genre or take one ENGL 381.

### REQUIRED SUPPORTING COURSES 6 Hours
- Any 300-400 level courses that are neither 'ENGL' nor cross-listed with 'ENGL' 6

### GENERAL EDUCATION REQUIREMENTS 53 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

See **ENGL 240**

See **ENGL 364**

- Foreign Language (B.A. Only) 12

- Arts (At Least 1 Studio Course) 6

### Required Supporting Courses 6 Hours
- Science, Mathematics, & Computer Science° 8
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 3.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

°One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED CORE COURSES 21 Hours

- ENGL 240 Introduction to Critical Theory 3
- ENGL 280-83 Survey in Literature I-IV 12
- ENGL 342 Seminar in Critical Theory 3
- ENGL 495 Senior Seminar 3

REQUIRED CONCENTRATION COURSES 15 Hours

- ENGL 150 Introduction to Literature 3
- ENGL 381* Seminar in Literature 9-12
- ENGL 364* Seminar in Creative Writing 0-3

*To fulfill the requirements of the Literature concentration, students are required to take ENGL 381 on three different topics. In addition, students may take a fourth ENGL 381 or take one ENGL 364.

REQUIRED SUPPORTING COURSES 6 Hours

- Any 300-400 level courses that are neither ‘ENGL’ nor cross-listed with ‘ENGL’ 6

GENERAL EDUCATION REQUIREMENTS 53 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
- See ENGL 240 (3)
- See ENGL 381 (3)
- Foreign Language (B.A. Only) 12
- Arts (At Least 1 Studio Course) 6
- Science, Mathematics, & Computer Science* 8
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12

ALL UNIVERSITY GRADUATION REQUIREMENTS**

Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 3.0
Minimum Credit Hours at a 4-Year School: 60
30 of Last 36 Credit Hours at Rockford University
15 Credit Hours of Major at Rockford University
8 Credit Hours of Minor at Rockford University
Max of 15% of Credit Hours in Internships (18.5/124)
At Least 30 Credit Hours of 300/400-Level Classes
Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# FRENCH, B.A.

## REQUIRED PREREQUISITE COURSES 8 Hours
- FREN 101  Elementary French I (or equivalent)  4
- FREN 102  Elementary French II (or equivalent)  4

## REQUIRED MAJOR COURSES 29 Hours
- FREN 203  Intermediate French  4
- Additional Courses in French  21
- FREN 495  Senior Seminar  4

## REQUIRED SUPPORTING COURSES 20 Hours
- Carefully selected courses to fulfill specific interests or career goals. Students are strongly encouraged to spend at least a semester abroad.

## GENERAL EDUCATION REQUIREMENTS 47 Hours
- CLWS 101 First Year Seminar  2
- RHET 101 Introduction to Academic Writing  3
- RHET 102 Introduction to Rhetoric  3
- RHET 351 Advanced Rhetoric  3
- Language & Literature  8

- Foreign Language (B.A. Only)  12
  - See FREN 101  (4)
  - See FREN 102  (4)
  - See FREN 203  (4)
- Arts (At Least 1 Studio Course)  6

- Science, Mathematics, & Computer Science*  8

- Physical Education Activity Course  1
- PHYP 110 Wellness  1
- Social Sciences  12

## ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
**REQUIRED PREREQUISITE COURSES** 8 Hours
- GER 101  Elementary German I (or equivalent) 4
- GER 102  Elementary German II (or equivalent) 4

**REQUIRED MAJOR COURSES** 29 Hours
- GER 203  Intermediate German 4
- Additional Courses in German 21
- GER 495  Senior Seminar 4

**REQUIRED SUPPORTING COURSES** 20 Hours
- Carefully selected courses to fulfill specific interests or career goals. Students are strongly encouraged to spend at least a semester abroad.

**GENERAL EDUCATION REQUIREMENTS** 47 Hours
- CLWS 101  First Year Seminar 2
- RHET 101  Introduction to Academic Writing 3
- RHET 102  Introduction to Rhetoric 3
- RHET 351  Advanced Rhetoric 3
- Language & Literature 8
- Foreign Language (B.A. Only) 12
- See FREN 101 (4)
- See FREN 102 (4)
- See FREN 203 (4)
- Arts (At Least 1 Studio Course) 6
- Science, Mathematics, & Computer Science* 8
- Physical Education Activity Course 1
- PHYP 110  Wellness 1
- Social Sciences 12

**ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
Department of History
HISTORY, B.A. OR B.S.

**REQUIRED MAJOR COURSES** 36 Hours

- Two of the Following Four Courses: 6
  - HIST 101 Western Civilization I: 1600 BCE to 900 CE
  - HIST 102 Western Civilization II: circa 900 to 1688 CE
  - HIST 103 Western Civilization III: circa 1600-1871
  - HIST 104 Modern Europe

- Two of the Following Three Courses: 6
  - HIST 110 Creation of the United States: 1600-1865
  - HIST 111 Evolution of the United States 1865-1945
  - HIST 112 Modern America since 1945

- One Non-Western History Course 3
- Additional History Courses 15
- HIST 395 Reading Seminar 3
- HIST 495 Senior Seminar 3

**REQUIRED SUPPORTING COURSES** 15-20 Hours

- One of the Following Three Options: 3-8
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
  - Two Semesters of Foreign Language (8)
  - INST 115 World Regional Geography 4
  - ECON 102 Principles of Macroeconomics 4
  - POLS 102 American Government 4

**GENERAL EDUCATION REQUIREMENTS** 39-47 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
- Foreign Language (B.A. Only) 12
- Arts (At Least 1 Studio Course) 6
- Science, Mathematics, & Computer Science* 8
- Additional Credits for B.S. & B.S.N. 4
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
- See ANSO 115 (4)
- See ECON 102 (4)
- See POLS 102 (4)

**ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University 15
- 15 Credit Hours of Major at Rockford University 8
- Credit Hours of Minor at Rockford University 30
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes 15
- Attend Two Forum Events Each Full-Time Semester 12

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED MAJOR COURSES 36 Hours

- Two of the Following Four Courses: 6
  HIST 101 Western Civilization I: 1600 BCE to 900 CE
  HIST 102 Western Civilization II: circa 900 to 1688 CE
  HIST 103 Western Civilization III: circa 1600-1871
  HIST 104 Modern Europe
- Two of the Following Three Courses: 6
  HIST 110 Creation of the United States: 1600-1865
  HIST 111 Evolution of the United States 1865-1945
  HIST 112 Modern America since 1945
- One Non-Western History Course 3
- Additional History Courses 15
- HIST 395 Reading Seminar 3
- HIST 495 Senior Seminar 3

REQUIRED SUPPORTING COURSES 15-20 Hours

- One of the Following Three Options: 3-8
  MATH 223 Beginning Statistics (3)
  MATH 224 Elements of Statistics (4)
  Two Semesters of Foreign Language (8)
- INST 115 World Regional Geography 4
- ECON 102 Principles of Macroeconomics 4
- POLS 102 American Government 4

REQUIRED TRACK COURSES 15 Hours

- ANSO 100 Introduction to Cultural Anthropology 4
- ANSO 150 Introduction Sociology 4
- ANSO 325 Social Science Methods 4
- PSYC 100 Introduction to Psychology 3

GENERAL EDUCATION REQUIREMENTS 39-47 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

- Foreign Language (B.A. Only) 12

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8
  Additional Credits for B.S. & B.S.N. 4

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  See ANSO 115 (4)
  See ECON 102 (4)
  See POLS 102 (4)

ALL UNIVERSITY GRADUATION REQUIREMENTS**
Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 2.0
Minimum Credit Hours at a 4-Year School: 60
30 of Last 36 Credit Hours at Rockford University
15 Credit Hours of Major at Rockford University
8 Credit Hours of Minor at Rockford University
Max of 15% of Credit Hours in Internships (18.5/124)
At Least 30 Credit Hours of 300/400-Level Classes
Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### REQUIRED MAJOR COURSES  25 Hours
- **PSYC 100** Introduction to Psychology  3
- **PSYC 200** Scholarly Methods in Psychology  3
- **HDEV 215** Survey of Human Development  3
- **One of the Following Two Courses in Child Development:**
  - HDEV 248 Development of Young Children  3
  - HDEV 348 Child Development  3
- **HDEV 349** Adolescent Development  3
- **One of the Following Two Courses in Adult Development:**
  - HDEV 260 Introduction to Gerontology  3
  - HDEV 350 Adult Development  3
- **HDEV 495** Senior Seminar  3
- **HDEV 498** Internship  4

### REQUIRED CONCENTRATION COURSES  15-17 Hours
- **HDEV 338** Child & Adolescent Psychopathology  3
- **HDEV 305** Observation and Assessment of Infant, Toddler and Young Child Development  3
- **9-11 Credit Hours from the Following Courses**  9-11
  - **EDEC 333** Literature for Children and Adolescents  (3)
  - **EDEC 336** Educational Psychology  (3)
  - **EDEC 353** Literature for Young Children* (3)
  - **EDEC 360** Working with Families of Young Children with Special Needs  (3)
  - **EDEC 361** Speech/Language Development in Young Children** (3)
  - **EDEC 362** Early Childhood Special Education** (3)
  - **EDEC 363** Methods for Infants, Toddlers, and Young Children with Special Needs** (3)
  - **EDEC 371** Cross Cultural Education  (3)
  - **EDEC 372** Introduction to Linguistics for TESOL  (3)
  - **SPED 342** Survey of Exceptional Children*** (3)
- **ANSO 160** Deviant Behavior  (4)
- **ANSO 303** The Family  (4)
- **ANSO 306** Juvenile Delinquency  (4)

* Requires passing of the Illinois Basic Skills Certification Exam
** Requires passing of the Illinois Basic Skills Certification Exam and Background Check
*** Requires Criminal Background Check & TB Screen

### GENERAL EDUCATION REQUIREMENTS  41-50 Hours
- **CLWS 101** First Year Seminar  2
- **RHET 101** Introduction to Academic Writing  3
- **RHET 102** Introduction to Rhetoric  3
- **RHET 351** Advanced Rhetoric  3
- **Language & Literature**  8
- **Foreign Language (B.A. Only)**  12
- **Arts (At Least 1 Studio Course)**  6
- **Science, Mathematics, & Computer Science*  8
- **See MATH 223/224** 4

### All University Graduation Requirements**
- **Minimum Credit Hours for Graduation:** 124
- **Minimum Overall GPA:** 2.0
- **Minimum Major/Minor GPA:** 2.0
- **Minimum Credit Hours at a 4-Year School:** 60
  - 30 of Last 36 Credit Hours at Rockford University  15
  - 8 Credit Hours of Major at Rockford University  15
  - Max of 15% of Credit Hours in Internships  (18.5/124)  12
  - At Least 30 Credit Hours of 300/400-Level Classes  12
  - Attend Two Forum Events Each Full-Time Semester  12

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### Required Major Courses 25 Hours
- PSYC 100 Introduction to Psychology 3
- PSYC 200 Scholarly Methods in Psychology 3
- HDEV 215 Survey of Human Development 3
- One of the Following Two Courses in Child Development:
  - HDEV 248 Development of Young Children 3
  - HDEV 348 Child Development 3
- HDEV 349 Adolescent Development 3
- One of the Following Two Courses in Adult Development:
  - HDEV 260 Introduction to Gerontology 3
  - HDEV 350 Adult Development 3
- HDEV 495 Senior Seminar 3
- HDEV 498 Internship 4

### Required Concentration Courses 16 Hours
- ANSO 322 Sociology of Aging 4
- HDEV 361 Psychological Aspects of Aging 3
- HDEV 363 Physical Aspects of Aging 3
- Two of the Following Three Courses:
  - HDEV 262 Nutrition and Pharmacology for Older Adults 6
  - HDEV 365 Death, Dying, and Bereavement 3
  - PHIL 256 Biomedical Ethics 3

### General Education Requirements 37-46 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
  - Language & Literature 8
  - Additional Credits for B.S. & B.S.N. 4
- Foreign Language (B.A. Only) 12
- Arts (At Least 1 Studio Course) 6

### Science, Mathematics, & Computer Science* 8
- See MATH 223/224 (3-4)
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  - See PSYC 100 (3)
  - See HDEV 215 (3)
  - See ANSO 322 (4)

### All University Graduation Requirements**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
## Department of Psychology
### HUMAN DEVELOPMENT, RESEARCH CONCENTRATION, B.A. OR B.S.

<table>
<thead>
<tr>
<th>REQUIRED MAJOR COURSES</th>
<th>25 Hours</th>
</tr>
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<tr>
<td>• PSYC 100</td>
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<td>HDEV 350</td>
<td>Adult Development</td>
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<td>• HDEV 495</td>
<td>Senior Seminar</td>
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<td>• HDEV 498</td>
<td>Internship</td>
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</tbody>
</table>

<table>
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<tr>
<th>REQUIRED CONCENTRATION COURSES</th>
<th>14-16 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One of the Following Two Courses in Statistics:</td>
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<tr>
<td>MATH 223</td>
<td>Beginning Statistics (3)</td>
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<tr>
<td>MATH 224</td>
<td>Elements of Statistics (4)</td>
</tr>
<tr>
<td>• PSYC 226</td>
<td>Introduction to SPSS</td>
</tr>
<tr>
<td>• PSYC 300</td>
<td>Experimental Methods</td>
</tr>
<tr>
<td>• PSYC 354</td>
<td>Tests and Measurement</td>
</tr>
<tr>
<td>• One of the Following Two Courses in Research or Assessment:</td>
<td></td>
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<tr>
<td>ANSO 325</td>
<td>Qualitative Research (4)</td>
</tr>
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<td>HDEV 305</td>
<td>Observation and Assessment of Infant, Toddler and Young Child Development (3)</td>
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### GENERAL EDUCATION REQUIREMENTS | 41-50 Hours |
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<td>CLWS 101</td>
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<tr>
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<tr>
<td>Language &amp; Literature</td>
<td>8</td>
</tr>
<tr>
<td>Foreign Language (B.A. Only)</td>
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</tr>
<tr>
<td>Arts (At Least 1 Studio Course)</td>
<td>6</td>
</tr>
<tr>
<td>Science, Mathematics, &amp; Computer Science*</td>
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</tr>
<tr>
<td>Additional Credits for B.S. &amp; B.S.N.</td>
<td>4</td>
</tr>
<tr>
<td>See MATH 223/224</td>
<td>(3-4)</td>
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<tr>
<td>Physical Education Activity Course</td>
<td>1</td>
</tr>
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<td>PHYP 110</td>
<td>Wellness</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12</td>
</tr>
<tr>
<td>See PSYC 100</td>
<td>(3)</td>
</tr>
<tr>
<td>See HDEV 215</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### ALL UNIVERSITY GRADUATION REQUIREMENTS** |
| Minimum Credit Hours for Graduation: 124 |
| Minimum Overall GPA: 2.0 |
| Minimum Major/Minor GPA: 2.0 |
| Minimum Credit Hours at a 4-Year School: 60 |
| 30 of Last 36 Credit Hours at Rockford University |
| 15 Credit Hours of Major at Rockford University |
| 8 Credit Hours of Minor at Rockford University |
| Max of 15% of Credit Hours in Internships (18.5/124) |
| At Least 30 Credit Hours of 300/400-Level Classes |
| Attend Two Forum Events Each Full-Time Semester |

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED MAJOR COURSES  50-51 Hours

• **Two Survey Courses in Literature in a Foreign Language - See Below** 6
  
  Two of the Following Three Courses:
  FREN 310  Survey of French Literature
  FREN 321  Theater and Poetry
  FREN 334  Narrative Fiction

  **OR**

  Two of the Following Four Courses:
  SPAN 310  Survey of Spanish Literature
  SPAN 319  Theater of Spain and Spanish America
  SPAN 330  Survey of Spanish-American Literature
  SPAN 334  Spanish-American Narrative

  **OR**

  Two Appropriate 300-Level Courses in Greek or Latin
  • **One of the Following Two Courses:** 3
    CLAS 123  Greek Civilization
    CLAS 124  Roman Civilization
  
  • **Two of the Following Courses:** 6
    ENGL 280  Survey of Literatures in English I
    ENGL 281  Survey of Literatures in English II
    ENGL 282  Survey of Literatures in English III
    ENGL 283  Survey of Literatures in English IV
  
  • **One of the Following Five Courses:** 3
    PHIL 310  Classical Philosophy
    PHIL 311  Medieval and Renaissance Philosophy
    PHIL 312  Early Modern Philosophy
    PHIL 313  Contemporary Anglo-American Philosophy
    PHIL 314  Contemporary European Philosophy
  
  • **One of the Following Two Courses:** 3
    RELG 207  Hebrew Scriptures
    RELG 208  New Testament
  
  • **One of the Following Two Options:** 6
    HIST 101  Western Civilization I
    &  HIST 102  Western Civilization II

  **OR**

  HIST 102  Western Civilization II
  &  HIST 103  Western Civilization III

  • **One of the Following Seven Courses:** 3-4
    ART 245  World Art/Architecture I (4)
    ART 246  World Art/Architecture II (4)
    DANC 211  Dance History (3)
    MUSC 211  Music History I (3)
    MUSC 212  Music History II (3)
    THEA 384  Theatre History I (3)
    THEA 385  Theatre History II (3)

  • Special Program  16
  • Senior Project  4

GENERAL EDUCATION REQUIREMENTS  41 Hours

CLWS 101  First Year Seminar  2
RHET 101  Introduction to Academic Writing  3
RHET 102  Introduction to Rhetoric  3
RHET 351  Advanced Rhetoric  3
Language & Literature  8
See CLAS 123/124  (3)

See ENGL 280/281/282/283  (6)

For additional information on Special Program and Senior Project requirements please see page 231 of the catalog.

ALL UNIVERSITY GRADUATION REQUIREMENTS**

Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 2.0
Minimum Credit Hours at a 4-Year School: 60
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At Least 30 Credit Hours of 300/400-Level Classes
Attend Two Forum Events Each Full-Time Semester

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.

*One course must be a laboratory science, and one must be a mathematics course.
### REQUIRED MAJOR COURSES  20 Hours
- **ANSO 100** Introduction to Cultural Anthropology 4
- **ECON 101** Principles of Microeconomics 4
- **HIST 334** U.S. Diplomatic History, 1945-present 3
- **INST 101** Introduction to International Studies 3
- **INST 495** Senior Seminar 3
- **One of the Following Two Courses:**
  - **POLS 241** Comparative Politics
  - **POLS 282** International Relations
- **STYA X01** Study Abroad Program I 3

*Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.*

### GENERAL EDUCATION REQUIREMENTS  47 Hours
- **CLWS 101** First Year Seminar 2
- **RHET 101** Introduction to Academic Writing 3
- **RHET 102** Introduction to Rhetoric 3
- **RHET 351** Advanced Rhetoric 3
- **Language & Literature** 8

### REQUIRED SUPPORTING COURSES  22-28 Hours
- Additional foreign language course(s) 4
- **Category A: Social and Behavioral Sciences** 6-8
  - *Two courses from two different departments*
- **Category B: Arts and Humanities** 6-8
  - *Two courses from two different departments*
- **Two Additional 300- and 400-Level Courses** 6-8

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
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- 8 Credit Hours of Minor at Rockford University
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- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# International Studies Program

**INTERNATIONAL STUDIES, B.S.**

## REQUIRED MAJOR COURSES  20 Hours

- ANSO 100 Introduction to Cultural Anthropology  4
- ECON 101 Principles of Microeconomics  4
- HIST 334 U.S. Diplomatic History, 1945-present  3
- INST 101 Introduction to International Studies  3
- INST 495 Senior Seminar  3
- One of the Following Two Courses:
  - POLS 241 Comparative Politics  3
  - POLS 282 International Relations  3
- STYA X01 Study Abroad Program I  3

*Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.*

## REQUIRED SUPPORTING COURSES  33-40 Hours

- Additional foreign language course(s)  8
- One of the Following Courses  3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- One of the Following Courses  4
  - BIOL 210 Environmental Biology
  - CHEM 102 Chemistry in Our Environment
  - CSCI XXX Computer Science Course(s)
- Category A: Social and Behavioral Sciences  6-8
  - Two courses from two different departments
- Category B: Arts and Humanities  6-8
  - Two courses from two different departments
- Two Additional 300- and 400-Level Courses  6-8

## GENERAL EDUCATION REQUIREMENTS  31-32 Hours

- CLWS 101 First Year Seminar  2
- RHET 101 Introduction to Academic Writing  3
- RHET 102 Introduction to Rhetoric  3
- RHET 351 Advanced Rhetoric  3
- Language & Literature  8

*See POLS 241/282
See HIST 334
See ANSO 100
See ECON 101

## ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University  15
- 15 Credit Hours of Major at Rockford University  8
- Credit Hours of Minor at Rockford University Max of 15% of Credit Hours in Internships (18.5/124)  At Least 30 Credit Hours of 300/400-Level Classes Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# International Studies Program

## INTERNATIONAL STUDIES, ARTS AND PEOPLE, B.A.

### REQUIRED MAJOR COURSES  20 Hours

- ANSO 100 Introduction to Cultural Anthropology 4
- ECON 101 Principles of Microeconomics 4
- HIST 334 U.S. Diplomatic History, 1945-present 3
- INST 101 Introduction to International Studies 3
- INST 495 Senior Seminar 3
- *One of the Following Two Courses:*
  - POLS 241 Comparative Politics 3
  - POLS 282 International Relations 3
- STYA X01 Study Abroad Program I

Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

### REQUIRED SUPPORTING COURSES  22-28 Hours

- Additional foreign language course(s) 4
- Category A: Social and Behavioral Sciences
  - *Two courses from two different departments* 6-8
- Category B: Arts and Humanities
  - *Two courses from two different departments* 6-8
- Two Additional 300- and 400-Level Courses 6-8

### SUGGESTED CONCENTRATION COURSES

- ANSO 318 Social Change 4
- ARTH 210 Archaeology of the Ancient World 3
- ARTH 246 Survey of World Art and Architecture II 4
- ARTH 247 Introduction to Visual Culture 3
- ARTH 346 Medieval Art & Architecture 3
- CLAS 123 Greek Civilization 3
- CLAS 124 Roman Civilization 3
- COMM 252 Introduction to Film 3
- DANC 201 Dance History 3
- INST 115 World Regional Geography 4
- MUSC 113 Introduction to World Music 3
- PHIL 349 Philosophy of Art 3

### GENERAL EDUCATION REQUIREMENTS  47 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
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*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED MAJOR COURSES  20 Hours
• ANSO 100  Introduction to Cultural Anthropology  4
• ECON 101  Principles of Microeconomics  4
• HIST 334  U.S. Diplomatic History, 1945-present  3
• INST 101  Introduction to International Studies  3
• INST 495  Senior Seminar  3
• One of the Following Two Courses:  3
  POLS 241  Comparative Politics
  POLS 282  International Relations
• STYA X01  Study Abroad Program I
  Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

REQUIRED SUPPORTING COURSES  33-40 Hours
• Additional foreign language course(s)  8
• One of the Following Two Courses:  3-4
  MATH 223  Beginning Statistics (3)
  MATH 224  Elements of Statistics (4)
• One of the Following Three Courses:  4
  BIOL 210  Environmental Biology
  CHEM 102  Chemistry in Our Environment
  CSCI XXX  Computer Science Course(s)
• Category A: Social and Behavioral Sciences  6-8
  Two courses from two different departments
• Category B: Arts and Humanities  6-8
  Two courses from two different departments
• Two Additional 300- and 400-Level Courses  6-8

SUGGESTED CONCENTRATION COURSES
• ANSO 318  Social Change  4
• ARTH 210  Archaeology of the Ancient World  3
• ARTH 246  Survey of World Art and Architecture II  4
• ARTH 247  Introduction to Visual Culture  3
• ARTH 346  Medieval Art & Architecture  3
• CLAS 123  Greek Civilization  3
• CLAS 124  Roman Civilization  3
• COMM 252  Introduction to Film  3
• DANC 201  Dance History  3
• INST 115  World Regional Geography  4
• MUSC 113  Introduction to World Music  3
• PHIL 349  Philosophy of Art  3

GENERAL EDUCATION REQUIREMENTS  31-32 Hours
CLWS 101  First Year Seminar  2
RHET 101  Introduction to Academic Writing  3
RHET 102  Introduction to Rhetoric  3
RHET 351  Advanced Rhetoric  3
Language & Literature  8

Arts (At Least 1 Studio Course)  6

Science, Mathematics, & Computer Science*  8
  Additional Credits for B.S. & B.S.N.  4
  See BIOL/CHEM/CSCI (4)
  See MATH 223/224  (3-4)

Physical Education Activity Course  1
PHYP 110  Wellness  1
Social Sciences  12
  See POLS 241/282  (3)
  See HIST 334  (3)
  See ANSO 100  (3)
  See ECON 101  (3)

ALL UNIVERSITY GRADUATION REQUIREMENTS**
Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
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**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
International Studies Program

INTERNATIONAL STUDIES, ENVIRONMENT AND DEVELOPMENT, B.A.

REQUIRED MAJOR COURSES  20 Hours

- ANSO 100  Introduction to Cultural Anthropology  4
- ECON 101  Principles of Microeconomics  4
- HIST 334  U.S. Diplomatic History, 1945-present  3
- INST 101  Introduction to International Studies  3
- INST 495  Senior Seminar  3
- One of the Following Two Courses:  3
  - POLS 241  Comparative Politics
  - POLS 282  International Relations
- STYA X01  Study Abroad Program I

Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

REQUIRED SUPPORTING COURSES  22-28 Hours

- Additional foreign language course(s)  4
- Category A: Social and Behavioral Sciences  6-8
  - Two courses from two different departments
- Category B: Arts and Humanities  6-8
  - Two courses from two different departments
- Two Additional 300- and 400-Level Courses  6-8

SUGGESTED CONCENTRATION COURSES

- BIOL 210  Environmental Biology  4
- BIOL 321  Ecology  4
- CHEM 102  Chemistry in Our Environment  4
- HIST 215  Latin America in the 19th and 20th Century  3
- INST 115  World Regional Geography  4
- POLS 375  Environmental Politics  3
- POLS 386  International Organizations  3

GENERAL EDUCATION REQUIREMENTS  47 Hours

- CLWS 101  First Year Seminar  2
- RHET 101  Introduction to Academic Writing  3
- RHET 102  Introduction to Rhetoric  3
- RHET 351  Advanced Rhetoric  3
- Language & Literature  8

- Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

- Foreign Language  12

- Arts (At Least 1 Studio Course)  6

- Science, Mathematics, & Computer Science*  8

- Physical Education Activity Course  1
- PHYP 110  Wellness  1
- Social Sciences  12
- See POLS 241/282  (3)
- See HIST 334  (3)
- See ANSO 100  (3)
- See ECON 101  (3)

ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# International Studies Program
## INTERNATIONAL STUDIES, ENVIRONMENT AND DEVELOPMENT, B.S.

### REQUIRED MAJOR COURSES 20 Hours
- ANSO 100 Introduction to Cultural Anthropology 4
- ECON 101 Principles of Microeconomics 4
- HIST 334 U.S. Diplomatic History, 1945-present 3
- INST 101 Introduction to International Studies 3
- INST 495 Senior Seminar 3
- One of the Following Two Courses: 3
  - POLS 241 Comparative Politics
  - POLS 282 International Relations
- STYA X01 Study Abroad Program I
  Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

### REQUIRED SUPPORTING COURSES 33-40 Hours
- Additional foreign language course(s) 8
- One of the Following Courses 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- One of the Following Courses 4
  - BIOL 210 Environmental Biology
  - CHEM 102 Chemistry in Our Environment
  - CSCI XXX Computer Science Course(s)
- Category A: Social and Behavioral Sciences 6-8
  Two courses from two different departments
- Category B: Arts and Humanities 6-8
  Two courses from two different departments
- Two Additional 300- and 400-Level Courses 6-8

### SUGGESTED CONCENTRATION COURSES
- BIOL 210 Environmental Biology 4
- BIOL 321 Ecology 4
- CHEM 102 Chemistry in Our Environment 4
- HIST 215 Latin America in the 19th and 20th Century 3
- INST 115 World Regional Geography 4
- POLS 375 Environmental Politics 3
- POLS 386 International Organizations 3

### GENERAL EDUCATION REQUIREMENTS 31-32 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

Arts (At Least 1 Studio Course) 6

Science, Mathematics, & Computer Science* 8
  Additional Credits for B.S. & B.S.N. 4
  See BIOL/CHEM/CSCI (4)
  See MATH 223/224 (3-4)

Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  See POLS 241/282 (3)
  See HIST 334 (3)
  See ANSO 100 (3)
  See ECON 101 (3)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 2.0
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Attend Two Forum Events Each Full-Time Semester

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# International Studies Program

**INTERNATIONAL STUDIES, IDEAS AND RELIGIONS, B.A.**

### REQUIRED MAJOR COURSES 20 Hours
- ANSO 100 Introduction to Cultural Anthropology 4
- ECON 101 Principles of Microeconomics 4
- HIST 334 U.S. Diplomatic History, 1945-present 3
- INST 101 Introduction to International Studies 3
- INST 495 Senior Seminar 3
- One of the Following Two Courses: 3
  - POLS 241 Comparative Politics
  - POLS 282 International Relations
- STYA X01 Study Abroad Program I

Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

### REQUIRED SUPPORTING COURSES 22-28 Hours
- Additional foreign language course(s) 4
- Category A: Social and Behavioral Sciences 6-8
  - Two courses from two different departments
- Category B: Arts and Humanities 6-8
  - Two courses from two different departments
- Two Additional 300- and 400-Level Courses 6-8

### SUGGESTED CONCENTRATION COURSES
- ANSO 313 Sociology of Law 4
- ANSO 357 Religion, Witchcraft, Sorcery and Magic in Cross-Cultural Perspective 4
- ANSO 358 Medicine and Healing in Cross-Cultural Perspective 4
- HIST 310 History of Ideas 2
- PHIL 329 Philosophy of Religion 3
- PHIL 330 Philosophy of Science 3
- PHIL 349 Philosophy of Art 3
- RELG 111 World Religions 3
- RELG 211 History of Judaism 3
- RELG 212 History of Christianity 3

### GENERAL EDUCATION REQUIREMENTS 47 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

---

### FOREIGN LANGUAGE 12

### ARTS (AT LEAST 1 STUDIO COURSE) 6

### SCIENCE, MATHEMATICS, & COMPUTER SCIENCE* 8

---

### PHYSICAL EDUCATION ACTIVITY COURSE 1

### PHYP 110 WELLNESS 1

### SOCIAL SCIENCES 12

### See POLS 241/282 (3)

### See HIST 334 (3)

### See ANSO 100 (3)

### See ECON 101 (3)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**

Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 2.0
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# International Studies Program

**INTERNATIONAL STUDIES, IDEAS AND RELIGIONS, B.S.**

## Required Major Courses 20 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANSO 100</td>
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<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>HIST 334</td>
<td>U.S. Diplomatic History, 1945-present</td>
<td>3</td>
</tr>
<tr>
<td>INST 101</td>
<td>Introduction to International Studies</td>
<td>3</td>
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<tr>
<td>INST 495</td>
<td>Senior Seminar</td>
<td>3</td>
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<tr>
<td>One of the Following Two Courses:</td>
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<tr>
<td>POLS 241</td>
<td>Comparative Politics</td>
<td></td>
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<tr>
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<td>Study Abroad Program I</td>
<td></td>
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Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

## Required Supporting Courses 33-40 Hours

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<thead>
<tr>
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<th>Hours</th>
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<td>Additional foreign language course(s)</td>
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<tr>
<td>One of the Following Courses</td>
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<tr>
<td>MATH 223</td>
<td>Beginning Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 224</td>
<td>Elements of Statistics</td>
<td>4</td>
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<tr>
<td>BIOL 210</td>
<td>Environmental Biology</td>
<td></td>
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<tr>
<td>CHEM 102</td>
<td>Chemistry in Our Environment</td>
<td></td>
</tr>
<tr>
<td>CSCI XXX</td>
<td>Computer Science Course(s)</td>
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<tr>
<td>Category A: Social and Behavioral Sciences</td>
<td>Two courses from two different departments</td>
<td>6-8</td>
</tr>
<tr>
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<td>Two courses from two different departments</td>
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</tr>
<tr>
<td>Two Additional 300- and 400-Level Courses</td>
<td></td>
<td>6-8</td>
</tr>
</tbody>
</table>

## Suggested Concentration Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td>ANSO 313</td>
<td>Sociology of Law</td>
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</tr>
<tr>
<td>ANSO 358</td>
<td>Medicine and Healing in Cross-Cultural Perspective History of Ideas</td>
<td>4</td>
</tr>
<tr>
<td>HIST 310</td>
<td>History of Ideas</td>
<td>2</td>
</tr>
<tr>
<td>PHIL 329</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 330</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 349</td>
<td>Philosophy of Art</td>
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</tr>
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</table>

## General Education Requirements 31-32 Hours

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CLWS 101</td>
<td>First Year Seminar</td>
<td>2</td>
</tr>
<tr>
<td>RHET 101</td>
<td>Introduction to Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>RHET 102</td>
<td>Introduction to Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>RHET 351</td>
<td>Advanced Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Language &amp; Literature</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

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**Additional Credits for B.S. & B.S.N.**

- See BIOL/CHEM/CSCI (4)
- See MATH 223/224 (3-4)

**Physics Education Activity Course** | 1
**PHYP 110 Wellness** | 1
**Social Sciences** | 12
**See POLS 241/282** | (3)
**See HIST 334** | (3)
**See ANSO 100** | (3)
**See ECON 101** | (3)

## All University Graduation Requirements**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
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- Max of 15% of Credit Hours in Internships (18.5/124)
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- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
REQUIRED MAJOR COURSES 20 Hours

- ANSO 100 Introduction to Cultural Anthropology 4
- ECON 101 Principles of Microeconomics 4
- HIST 334 U.S. Diplomatic History, 1945-present 3
- INST 101 Introduction to International Studies 3
- INST 495 Senior Seminar 3
- One of the Following Two Courses:
  - POLS 241 Comparative Politics 3
  - POLS 282 International Relations
- STYA X01 Study Abroad Program I

Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

REQUIRED SUPPORTING COURSES 22-28 Hours

- Additional foreign language course(s) 4
- Category A: Social and Behavioral Sciences Two courses from two different departments 6-8
- Category B: Arts and Humanities Two courses from two different departments 6-8
- Two Additional 300- and 400-Level Courses 6-8

SUGGESTED CONCENTRATION COURSES

- BSAD 315 International Marketing 4
- BSAD 357 International Management 4
- ECON 320 International Economics 4
- ECON 321 History of Economic Thought 4
- POLS 180 Current Issues in Global Affairs 3
- POLS 347 Regional Politics 3
- POLS 352 Political Anthropology 4
- POLS 386 International Organizations 3

GENERAL EDUCATION REQUIREMENTS 47 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

- Foreign Language 12

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
- See POLS 241/282 3
- See HIST 334 3
- See ANSO 100 3
- See ECON 101 3

ALL UNIVERSITY GRADUATION REQUIREMENTS

Minimum Credit Hours for Graduation: 124
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# International Studies Program

## INTERNATIONAL STUDIES, POLITICS AND ECONOMY, B.S.

### REQUIRED MAJOR COURSES 20 Hours
- ANSO 100 Introduction to Cultural Anthropology 4
- ECON 101 Principles of Microeconomics 4
- HIST 334 U.S. Diplomatic History, 1945-present 3
- INST 101 Introduction to International Studies 3
- INST 495 Senior Seminar 3
- One of the Following Two Courses: 3
  - POLS 241 Comparative Politics
  - POLS 282 International Relations
- STYA X01 Study Abroad Program I

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### REQUIRED SUPPORTING COURSES 33-40 Hours
- Additional foreign language course(s) 8
- One of the Following Courses 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
  - BIOL 210 Environmental Biology
  - CHEM 102 Chemistry in Our Environment
  - CSCI XXX Computer Science Course(s)
- Category A: Social and Behavioral Sciences 6-8
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### GENERAL EDUCATION REQUIREMENTS 31-32 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
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- Language & Literature 8

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
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**One course must be a laboratory science, and one must be a mathematics course.
## International Studies Program

### INTERNATIONAL STUDIES, SECURITY AND PEACE STUDIES, B.A.

### Required Major Courses 20 Hours

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Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

### Required Supporting Courses 22-28 Hours

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<td>Introduction to Peace and Conflict Studies</td>
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<td>ANSO 340</td>
<td>Sociology of War and Peace</td>
<td>4</td>
</tr>
<tr>
<td>ANSO 353</td>
<td>Suicide, Homicide and Genocide in Cross-Cultural Perspective</td>
<td>4</td>
</tr>
<tr>
<td>HIST 212</td>
<td>Modern Asia</td>
<td>3</td>
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<td>HIST 333</td>
<td>U.S. Diplomatic History 1800-1945</td>
<td>3</td>
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<tr>
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<td>International Relations</td>
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<td>POLS 386</td>
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<td>PSYC 323</td>
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### General Education Requirements 47 Hours

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### International Studies Program

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<td>Arts (At Least 1 Studio Course)</td>
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<td>Science, Mathematics, &amp; Computer Science*</td>
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### Required Supporting Courses 22-28 Hours

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<td>PHYP 110</td>
<td>Wellness</td>
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<td>See POLS 241/282</td>
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# International Studies Program
## INTERNATIONAL STUDIES, SECURITY AND PEACE STUDIES, B.S.

### REQUIRED MAJOR COURSES  20 Hours
- ANSO 100  Introduction to Cultural Anthropology  4
- ECON 101  Principles of Microeconomics  4
- HIST 334  U.S. Diplomatic History, 1945-present  3
- INST 101  Introduction to International Studies  3
- INST 495  Senior Seminar  3
- One of the Following Two Courses:
  - POLS 241  Comparative Politics  3
  - POLS 282  International Relations  3
- STYA X01  Study Abroad Program I  
  Additional courses taken while studying abroad and approved by the advisor may satisfy the electives or certain required courses.

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  - MATH 224  Elements of Statistics (4)  4
- One of the Following Courses
  - BIOL 210  Environmental Biology  4
  - CHEM 102  Chemistry in Our Environment  4
  - CSCI XXX  Computer Science Course(s)  4
- Category A: Social and Behavioral Sciences
  - Two courses from two different departments  6-8
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- ANSO 340  Sociology of War and Peace  4
- ANSO 353  Suicide, Homicide and Genocide in Cross-Cultural Perspective  4
- HIST 212  Modern Asia  3
- HIST 333  U.S. Diplomatic History 1800-1945  3
- POLS 180  Current Issues in Global Affairs  3
- POLS 282  International Relations  3
- POLS 386  International Organizations  3
- PSYC 323  Conflict Analysis and Resolution  3

### GENERAL EDUCATION REQUIREMENTS  31-32 Hours
- CLWS 101  First Year Seminar  2
- RHET 101  Introduction to Academic Writing  3
- RHET 102  Introduction to Rhetoric  3
- RHET 351  Advanced Rhetoric  3
- Language & Literature  8
- Arts (At Least 1 Studio Course)  6
- Science, Mathematics, & Computer Science*  8
  - Additional Credits for B.S. & B.S.N.  4
  - See BIOL/CHEM/CSCI (4)
  - See MATH 223/224 (3-4)
  
  Physical Education Activity Course  1
  - PHYP 110  Wellness  1
  - Social Sciences  12
  - See POLS 241/282 (3)
  - See HIST 334 (3)
  - See ANSO 100 (3)
  - See ECON 101 (3)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### International Studies Program

**CATEGORY A: SOCIAL AND BEHAVIORAL SCIENCES**

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<tr>
<th>ANTHROPOLOGY/SOCIOLGY</th>
<th>HISTORY (CONTINUED)</th>
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<tbody>
<tr>
<td>ANSO 100</td>
<td>Introduction to Cultural Anthropology</td>
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<tr>
<td>ANSO 110</td>
<td>Introduction to Archaeology</td>
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<td>ANSO 228</td>
<td>Introduction to Peace and Conflict Studies</td>
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<tr>
<td>ANSO 309</td>
<td>Race and Ethnic Relations</td>
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<tr>
<td>ANSO 313</td>
<td>Sociology of Law</td>
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<tr>
<td>ANSO 340</td>
<td>Sociology of War and Peace</td>
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<td>ANSO 352</td>
<td>Political Anthropology</td>
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<tr>
<th>CHEMICAL AND BIOLOGICAL SCIENCES</th>
<th>INTERNATIONAL STUDIES</th>
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<tr>
<td>BIOL 210</td>
<td>Environmental Biology</td>
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<tr>
<td>BIOL 321</td>
<td>Ecology</td>
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<td>CHEM 321</td>
<td>Methods of Analysis</td>
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<tr>
<th>ECONOMICS, BUSINESS, AND ACCOUNTING</th>
<th>POLITICAL SCIENCE</th>
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<tr>
<td>BSAD 315</td>
<td>International Marketing</td>
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<td>BSAD 357</td>
<td>International Management</td>
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<td>ECON 320</td>
<td>International Economics</td>
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<td>ECON 321</td>
<td>History of Economic Thought</td>
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<th>POLS 342</th>
<th>Politics of Russia/The Soviet Union and the CIS</th>
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<td>HIST 101</td>
<td>Western Civilization I: 1600 B.C.E to 900 C.E.</td>
<td>POLS 345</td>
<td>Topics in European Politics</td>
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<td>HIST 102</td>
<td>Western Civilization II: 900 to 1688 C.E.</td>
<td>POLS 347</td>
<td>Regional Politics</td>
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<td>HIST 103</td>
<td>Western Civilization III: 1600 to 1871</td>
<td>POLS 352</td>
<td>Political Anthropology</td>
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<td>HIST 212</td>
<td>Modern Asia</td>
<td>POLS 375</td>
<td>Environmental Politics</td>
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<td>HIST 215</td>
<td>Latin America in the 19th and 20th Centuries</td>
<td>POLS 384</td>
<td>Statesmanship</td>
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<td>HIST 310</td>
<td>History of Ideas</td>
<td>POLS 385</td>
<td>History and Politics of the Cold War</td>
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<td>HIST 333</td>
<td>U.S. Diplomatic History 1800 - 1945</td>
<td>POLS 386</td>
<td>International Organizations</td>
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<td>HIST 334</td>
<td>U.S. Diplomatic History 1945 - Present</td>
<td>POLS 387</td>
<td>Current Issues in American Foreign Policy</td>
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<th>PSYCHOLOGY</th>
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<td>PSYC 280</td>
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<td>PSYC 323</td>
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<td>PSYC 346</td>
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*Topics courses, independent study, study abroad, or special offerings not regularly listed in the course catalog may be used to satisfy requirements of the major and concentration area credit requirements, dependent upon prior approval of the advisor.
**ART AND ART HISTORY**
- ARTH 210 Archaeology of the Ancient World 3
- ARTH 245 Survey of World Art and Architecture I 4
- ARTH 246 Survey of World Art and Architecture II 4
- ARTH 247 Introduction to Visual Culture 3
- ARTH 346 Medieval Art and Architecture 3
- ARTH 347 Renaissance Art and Architecture 3
- ARTH 351 19th Century European Art and Architecture 3
- ARTH 352 Early 20th Century Art and Architecture 3

**MODERN AND CLASSICAL LANGUAGES (CONTINUED)**
- GER 310 German Poetry 3
- GER 312 German Novel 3
- GER 314 German Drama 3
- SPAN 279 Hispanic Cultural Topics 3
- SPAN 310 Survey of Spanish Literature 3
- SPAN 319 Theatre of Spain and Spanish America 4
- SPAN 330 Survey of Spanish-American Literature 3
- SPAN 379 Peninsular Topics 4

**PERFORMING ARTS**
- COMM 252 Introduction to Film 3
- DANC 201 Dance History 3
- MUSC 113 Introduction to World Music 3
- MUSC 313 World Music 3
- THEA 101 Introduction to Theatre 3
- THEA 252 Introduction to Film 3
- THEA 378 Costume History 3
- THEA 385 Theatre History III 3

**ENGLISH**
- ENGL 280 Survey of Literature in English I 3
- ENGL 281 Survey of Literature in English II 3
- ENGL 282 Survey of Literature in English III 3
- ENGL 283 Survey of Literature in English IV 3

**MODERN AND CLASSICAL LANGUAGES**
- CLAS 123 Greek Civilization 3
- CLAS 124 Roman Civilization 3
- CLAS 210 Archaeology of the Ancient World 3
- CLAS 313 History of Ancient Greece 3
- CLAS 314 History of Ancient Rome 3
- FREN 279 Topics in French-Speaking Cultures 3
- FREN 308 French Culture and Civilization 3
- FREN 310 Survey of French Literature 3
- FREN 321 Theater and Poetry 4
- FREN 334 Narrative Fiction 4
- GER 301 Survey of German Literature I 3
- GER 302 Survey of German Literature II 3

**PHILOSOPHY**
- PHIL 325 Business and Economic Ethics 3
- PHIL 330 Philosophy of Science 3
- PHIL 349 Philosophy of Art 3

**RELIGIOUS STUDIES**
- RELG 211 History of Judaism 3
- RELG 212 History of Christianity 3
- RELG 330 Religious Classics 3

*Topics courses, independent study, study abroad, or special offerings not regularly listed in the course catalog may be used to satisfy requirements of the major and concentration area credit requirements, dependent upon prior approval of the advisor.*
**Department of Modern & Classical Languages**

**LATIN, B.A.**

### REQUIRED PREREQUISITE COURSES 6 Hours
- LATN 101 Elementary Latin I (or equivalent) 3
- LATN 102 Elementary Latin II (or equivalent) 3

### REQUIRED MAJOR COURSES 29 Hours
- CLAS 111 Mythology of Greece and Rome 3
- LATN 203 Intermediate Latin I (or equivalent) 3
- LATN 204 Intermediate Latin II (or equivalent) 3
- Additional 300-Level Latin Course 3
- **Additional 14 Credit Hours From the Following Eight Courses:**
  - ARTH 245 Survey of World Art and Architecture I (4)
  - ARTH 346 Medieval Art (3)
  - CLAS 124 Roman Civilization (3)
  - CLAS 210 Archaeology of the Ancient World (3)
  - CLAS 314 History of Ancient Rome (4)
  - CLAS 315 Roman Britain (Regent's College) (4)
  - CLAS 322 Literature in Translation: Drama (3)
  - HIST 101 Western Civilization I: 1600 B.C.E to 900 C.E. (3)
- LATN 495 Senior Seminar 3

### GENERAL EDUCATION REQUIREMENTS 44 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
- See CLAS 111 (3)

- Foreign Language (B.A. Only) 12
- See LATN 101 (3)
- See LATN 102 (3)
- See LATN 203 (3)
- See LATN 204 (3)
- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
## Department of Economics, Business, and Accounting

### Bachelor of Science in Management Studies (BSMS)

#### REQUIRED MAJOR COURSES 51 Hours
- BSMS 301 Team Dynamics 3
- BSMS 305 Organizational Communication 3
- BSMS 315 Organizational Ethics 3
- BSMS 323 Development and Review of Financial Information 3
- BSMS 336 Government and Organizations 3
- BSMS 338 Negotiation and Conflict Resolution 3
- BSMS 343 Readings in Management 3
- BSMS 345 Leadership 3
- BSMS 348 Human Resource Management 3
- BSMS 353 Global Business Applications 3
- BSMS 358 Marketing 3
- BSMS 361 Research 3
- One of the Following Two Options: 3
  - BSMS 364 Data Analysis (1)
  - BSMS 365 Data Presentation (2)
  OR
  - BSMS 376 Elective (3)
- BSMS 368 Finance 3
- BSMS 371 Technology 3
- BSMS 395 Strategy and Policy 3
- BSMS 495 Senior Capstone Educational Experience 3

#### UPPER DIVISION LIBERAL ARTS COURSES 9 Hours
- BSMS 380 Topics in the Social Sciences 3
- BSMS 381 Topics in the Sciences 3
- BSMS 382 Topics in the Humanities 3

#### SUPPORTING REQUIREMENTS** 15 Hours
- BSMS 120 Principles of Microeconomics 3
- BSMS 121 Principles of Macroeconomics 3
- BSMS 220 Principles of Financial Accounting 3
- BSMS 221 Principles of Managerial Accounting 3
- BSMS 230 Statistics 3

**Or Equivalent Courses

### GENERAL EDUCATION REQUIREMENTS 44 Hours
- English Composition 6
- Fine Arts 3
- Humanities 6
- Math or Science with a lab 3-4
- Social Sciences 6

### ALL UNIVERSITY GRADUATION REQUIREMENTS*
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes

*Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.

For additional information on requirements for this program please see page 127 of the catalog.
REQUIRED MAJOR COURSES 51 Hours

- BSMS 301 Team Dynamics 3
- BSMS 305 Organizational Communication 3
- BSMS 315 Organizational Ethics 3
- BSMS 323 Development and Review of Financial Information 3
- BSMS 336 Government and Organizations 3
- BSMS 338 Negotiation and Conflict Resolution 3
- BSMS 343 Readings in Management 3
- BSMS 348 Human Resource Management 3
- BSMS 358 Marketing 3
- BSMS 361 Research 3
- BSMS 368 Finance 3
- **Three of the Following Five Courses:** 9
  - BSMS 3XX Compensation & Benefits
  - BSMS 3XX Training & Development
  - BSMS 3XX Recruiting & Selection
  - BSMS 3XX Industrial Relations
  - BSMS 372 Labor Economics
- BSMS 395 Strategy and Policy 3
- BSMS 495 Senior Capstone Educational Experience 3

GENERAL EDUCATION REQUIREMENTS 44 Hours

- English Composition 6
- Fine Arts 3
- Humanities 6
- Math or Science with a lab 3-4
- Social Sciences 6

ALL UNIVERSITY GRADUATION REQUIREMENTS*

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
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- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes

*Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.

For additional information on requirements for this program please see page 127 of the catalog.
# Department of Mathematics, Computer Science, and Physics

## MATHEMATICS, GENERAL TRACK, B.A.

### REQUIRED MAJOR COURSES 27 Hours
- MATH 130 Calculus with Analytic Geometry I 4
- MATH 224 Elements of Statistics 4
- MATH 231 Calculus with Analytic Geometry II 4
- MATH 232 Calculus with Analytic Geometry III 4
- MATH 300 Introductory Linear Algebra 4
- MATH 301 Problem-Solving Seminar 2
- MATH 494 Community Service: Math 1
- MATH 495 Senior Seminar 4

### REQUIRED TRACK COURSES 12 Hours
- Two of the Following Four Courses: 6
  - MATH 314 Probability Models
  - MATH 320 Abstract Algebra
  - MATH 325 Theory of Numbers
  - MATH 350 Introduction to Higher Geometry
- Two of the Following Four Courses: 6
  - MATH 306 Differential Equations
  - MATH 310 Numerical Analysis
  - MATH 331 Introduction to Complex Analysis
  - MATH 333 Advanced Calculus I

### REQUIRED SUPPORTING COURSES 10-11 Hours
- CSCI 113 Introduction to Spreadsheets: Excel 1
- One of the Following Two Courses: 3-4
  - CSCI 100 BASIC Programming (3)
  - CSCI 270 Object Oriented Programming (4)
- One of the Following Two Options: 6
  - MUSC 102 Music Theory I
  & MUSC 103 Music Theory II
  OR
  - PHIL 103 Introduction to Philosophy
  & One 200/300-Level Philosophy Course

### GENERAL EDUCATION REQUIREMENTS 55 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

### REQUIRED Supporting COURSES 10-11 Hours
- Foreign Language (B.A. Only) 12

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# Mathematics, General Track, B.S.

## REQUIRED MAJOR COURSES 27 Hours
- MATH 130 Calculus with Analytic Geometry I 4
- MATH 224 Elements of Statistics 4
- MATH 231 Calculus with Analytic Geometry II 4
- MATH 232 Calculus with Analytic Geometry III 4
- MATH 300 Introductory Linear Algebra 4
- MATH 301 Problem-Solving Seminar 2
- MATH 494 Community Service: Math 1
- MATH 495 Senior Seminar 4

## REQUIRED TRACK COURSES 12 Hours
- Two of the Following Four Courses: 6
  - MATH 314 Probability Models
  - MATH 320 Abstract Algebra
  - MATH 325 Theory of Numbers
  - MATH 350 Introduction to Higher Geometry
- Two of the Following Four Courses: 6
  - MATH 306 Differential Equations
  - MATH 310 Numerical Analysis
  - MATH 331 Introduction to Complex Analysis
  - MATH 333 Advanced Calculus I

## REQUIRED SUPPORTING COURSES 22-29 Hours
- CSCI 113 Introduction to Spreadsheets: Excel 1
- One of the Following Courses: 3-4
  - CSCI 100 BASIC Programming (3)
  - CSCI 270 Object Oriented Programming (4)
- Minor Approved by the Department 18-24

## GENERAL EDUCATION REQUIREMENTS 43 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

## REQUIRED SUPPORTING COURSES 15 Credit Hours of Major at Rockford University

## REQUIRED Track Courses 12 Hours
- See MATH 130
- See MATH 224

## REQUIRED Track Courses 12 Hours
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12

## ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### REQUIRED MAJOR COURSES  39 Hours

- MATH 130  Calculus with Analytic Geometry I  4
- MATH 224  Elements of Statistics   4
- MATH 231  Calculus with Analytic Geometry II  4
- MATH 232  Calculus with Analytic Geometry III  4
- MATH 300  Introductory Linear Algebra  4
- MATH 301  Problem-Solving Seminar  2
- MATH 310  Numerical Analysis  3
- MATH 314  Probability Models  3
- 300-Level Mathematics Course  3
- 300-Level Mathematics Course  3
- MATH 494  Community Service: Math  1
- MATH 495  Senior Seminar  4

### REQUIRED SUPPORTING COURSES  15 Hours

- CSCI 103  Intro to Database Management: Access  1
- CSCI 104  HTML and the Internet  1
- CSCI 109  Introduction to the Internet  1
- CSCI 110  Introduction to Computers and Technology  3
- CSCI 113  Intro to Electronic Spreadsheets: Excel  1
- CSCI 270  Object Oriented Programming  4
- CSCI 320  Computer Organization  4

### GENERAL EDUCATION REQUIREMENTS  47-55 Hours

- CLWS 101  First Year Seminar  2
- RHET 101  Introduction to Academic Writing  3
- RHET 102  Introduction to Rhetoric  3
- RHET 351  Advanced Rhetoric  3
- Language & Literature  8

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**Languages:**
- Foreign Language (B.A. Only)  12

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**Arts:**
- Arts (At Least 1 Studio Course)  6

---

**Science, Mathematics, & Computer Science:**
- Additional Credits for B.S. & B.S.N.  4

### See MATH 130  (4)

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**Physical Education Activity Course**  1
- PHYP 110  Wellness  1

---

**Social Sciences**  12

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### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

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*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
## REQUIRED MAJOR COURSES 42 Hours

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<tr>
<td>MUSC 102</td>
<td>Music Theory I</td>
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<td>MUSC 103</td>
<td>Music Theory II</td>
<td>3</td>
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<tr>
<td>MUSC 104</td>
<td>Aural Skills I</td>
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<tr>
<td>MUSC 105</td>
<td>Aural Skills II</td>
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<td>MUSC 202</td>
<td>Music Theory III</td>
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<td>MUSC 203</td>
<td>Musics Theory IV</td>
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<td>MUSC 204</td>
<td>Aural Skills III</td>
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<td>MUSC 205</td>
<td>Aural Skills IV</td>
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<td>MUSC 211</td>
<td>Music History I</td>
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<td>MUSC 212</td>
<td>Music History II</td>
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<td>Private Instruction in Applied Area</td>
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<td>Participation in an Ensemble</td>
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<td>MUSC 216</td>
<td>Literature and Style in Musical Theatre</td>
<td>3</td>
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<td>MUSC 252</td>
<td>Basic Conducting</td>
<td>2</td>
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<td>MUSC 302</td>
<td>Forms and Analysis</td>
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<td>MUSC 308</td>
<td>Composition</td>
<td>3</td>
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<td>MUSC 311</td>
<td>Special Topics in Western Music</td>
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<td>MUSC 313</td>
<td>World Music</td>
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<td>MUSC 314</td>
<td>American Music</td>
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<td>MUSC 352</td>
<td>Vocal Diction</td>
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<td>MUSC 361</td>
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## REQUIRED SUPPORTING COURSES 16-17 Hours

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<td><strong>One of the Following Two Courses:</strong></td>
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<td>ARTH 245</td>
<td>Survey of World Art &amp; Architecture I</td>
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<tr>
<td>ARTH 246</td>
<td>Survey of World Art &amp; Architecture II</td>
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<td><strong>One of the Following Two Courses:</strong></td>
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<td>Western Civilization</td>
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<td>HIST 103</td>
<td>Western Civilization III</td>
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<td>PFMA 301</td>
<td>Performing Arts Seminar</td>
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<td><strong>Two of the Following Six Courses:</strong></td>
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<td>BSAD 334</td>
<td>Principles of Management</td>
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<td>DANC 201</td>
<td>Dance History</td>
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<tr>
<td>ENGL 364-369</td>
<td>Seminars in Writing</td>
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<tr>
<td>ENGL 381-389</td>
<td>Seminars in Literature</td>
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<td>A Religious Studies Course</td>
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<td>A Theatre Arts Course (Intro, History, Acting)</td>
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## GENERAL EDUCATION REQUIREMENTS 50 Hours

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<td>CLWS 101</td>
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<td>RHET 101</td>
<td>Introduction to Academic Writing</td>
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<td>RHET 102</td>
<td>Introduction to Rhetoric</td>
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<td>RHET 351</td>
<td>Advanced Rhetoric</td>
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<td>Language &amp; Literature</td>
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<th>Course Code</th>
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<td><strong>Foreign Language (B.A. Only)</strong></td>
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<td>See ART 245/246</td>
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<td>See MUSC 203</td>
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<td>Science, Mathematics, &amp; Computer Science*</td>
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<th>Course Code</th>
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<td>Physical Education Activity Course</td>
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<td>PHYP 110</td>
<td>Wellness</td>
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<td>Social Sciences</td>
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<td><strong>ALL UNIVERSITY GRADUATION REQUIREMENTS</strong></td>
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<tr>
<td></td>
<td>Minimum Credit Hours for Graduation: 124</td>
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<td>Minimum Overall GPA: 2.0</td>
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<td></td>
<td>Minimum Major/Minor GPA: 2.0</td>
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<td></td>
<td>Minimum Credit Hours at a 4-Year School: 60</td>
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<tr>
<td></td>
<td>30 of Last 36 Credit Hours at Rockford University</td>
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<tr>
<td></td>
<td>15 Credit Hours of Major at Rockford University</td>
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<td></td>
<td>8 Credit Hours of Minor at Rockford University</td>
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<td></td>
<td>Max of 15% of Credit Hours in Internships (18.5/124)</td>
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<tr>
<td></td>
<td>At Least 30 Credit Hours of 300/400-Level Classes</td>
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<tr>
<td></td>
<td>Attend Two Forum Events Each Full-Time Semester</td>
<td></td>
</tr>
</tbody>
</table>

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
Department of Nursing
NURSING, B.S.N.

REQUIRED MAJOR COURSES 52 Hours
- NURS 150 Contemporary Nutrition 3
- NURS 200 Fundamentals of Contemp Nursing Practice 6
- NURS 301 Health Assessment 3
- NURS 310 Adult Health Nursing I 5
- NURS 312 Family Health Nursing 3
- NURS 314 Child Health Nursing 3
- NURS 316 Mental Health Nursing 3
- NURS 320 Nursing Research 3
- NURS 371 Pathopharmacology I 3
- NURS 372 Pathopharmacology II 3
- NURS 402 Older Adult Health Nursing 3
- NURS 406 Community Health Nursing 4
- NURS 408 Management & Leadership in Nursing 2
- NURS 410 Adult Health Nursing II 5
- NURS 495 Senior Seminar 3

REQUIRED SUPPORTING COURSES 28 Hours
- ANSO 150 Introduction to Sociology 4
- BIOL 209 Anatomy and Physiology 4
- BIOL 230 Microbiology 4
- CHEM 104 Introductory Chemistry 4
- HDEV 215 Survey of Human Development 3
- MATH 223 Beginning Statistics 3
- A Philosophy Course 3
- PSYC 100 Introduction to Psychology 3

GENERAL EDUCATION REQUIREMENTS 26 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
See Philosophy Course (3)

- Additional Credits for B.S.N. 4
See BIOL 209 (4)
See BIOL 230 (4)
See CHEM 104 (4)
See MATH 223 (3)
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
See ANSO 150 (4)
See HDEV 215 (3)
See PSYC 100 (3)

ALL UNIVERSITY GRADUATION REQUIREMENTS**
Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: See The Nursing Student Handbook
Minimum Credit Hours at a 4-Year School: 60
30 of Last 36 Credit Hours at Rockford University
15 Credit Hours of Major at Rockford University
8 Credit Hours of Minor at Rockford University
Max of 15% of Credit Hours in Internships (18.5/124)
At Least 30 Credit Hours of 300/400-Level Classes
Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# Department of Philosophy
## PHILOSOPHY, B.A.

### REQUIRED MAJOR COURSES 27 Hours
- 300-Level Philosophy Courses 9
- PHIL 495 Senior Seminar 3
- Philosophy Elective Courses 15

### REQUIRED SUPPORTING COURSES 12 Hours
Honors in the Liberal Arts & Sciences
OR
An Approved Minor

### GENERAL EDUCATION REQUIREMENTS 53 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
- See 300-Level Philosophy Electives (6)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 2.0
Minimum Credit Hours at a 4-Year School: 60
30 of Last 36 Credit Hours at Rockford University
15 Credit Hours of Major at Rockford University
8 Credit Hours of Minor at Rockford University
Max of 15% of Credit Hours in Internships (18.5/124)
At Least 30 Credit Hours of 300/400-Level Classes
Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
Department of Physical Education

PHYSICAL EDUCATION, SPORT MANAGEMENT EMPHASIS, B.A. OR B.S.

REQUIRED MAJOR COURSES 31 Hours
- BIOL 209 Anatomy and Physiology 4
- PHYE 102 Foundations of Sport and PE Programs 2
- PHYE 104 First Aid/CPR Certification 2
- PHYE 203 Teaching Fitness and Conditioning 2
- PHYE 220 Teaching Individual and Dual Sports 3
- PHYE 221 Care and Prevention of Athletic Injuries 3
- PHYE 222 Teaching Team Sports 3
- PHYE 312 Organization & Administration of PE Programs 3
- PHYE 495 Senior Seminar 3
- Two of the Following Three Courses: 6
  - PHYE 210 Biomechanics
  - PHYE 230 Motor Learning and Development
  - PHYE 304 Physiology of Exercise

REQUIRED EMPHASIS COURSES 43-44 Hours
- ACCT 223 Principles of Accounting I 4
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- MATH 223 Beginning Statistics 3
- PHYE 216 Introduction to Sport Management 3
- PHYE 217 Sales in Sport 2
- PHYE 305 Sport Marketing and Promotion 3
- PHYE 306 Risk Management in Sport 3
- PHYE 310 Sport Facility and Event Management 3
- PHYE 313 Psychological and Sociological Dimensions of Sport 3
- PHYE 398/498 Physical Education Internship 3-4
- Two Additional 300-Level BSAD Courses 8

GENERAL EDUCATION REQUIREMENTS 39-47 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

- Foreign Language (B.A. Only) 12

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8
  Additional Credits for B.S. & B.S.N. 4
  See BIOL 209 (4)

ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
  30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### REQUIRED MAJOR COURSES 31 Hours

- BIOL 209 Anatomy and Physiology 4
- PHYE 102 Foundations of Sports and PE Programs 2
- PHYE 104 First Aid/CPR Certification 2
- PHYE 203 Teaching Fitness and Conditioning 2
- PHYE 220 Teaching Individual and Dual Sports 3
- PHYE 221 Care and Prevention of Athletic Injuries 3
- PHYE 222 Teaching Team Sports 3
- PHYE 312 Organization & Administration of PE Programs 3
- PHYE 495 Senior Seminar 3
- **Two of the Following Three Courses:**
  - PHYE 210 Biomechanics 6
  - PHYE 230 Motor Learning and Development 6
  - PHYE 304 Physiology of Exercise 6

### REQUIRED TEACHING LICENSURE COURSES 45 Hours

- EDUC 202 Field Experience K-12 I 1
- EDUC 203 Field Experience K-12 II 1
- **One of the Following Two Courses:**
  - EDUC 312 Philosophy of Education 3
  - EDUC 317 History of Education 3
- EDUC 336 Educational Psychology 3
- EDUC 346 Technology in the Classroom 3
- EDUC 406 Secondary & K-12 Student Teaching Seminar 3
- EDUC 409 Student Teaching in Secondary & K-12 I 6
- EDUC 410 Student Teaching in Secondary & K-12 II 6
- PHYE 228 Teaching Movement, Tumbling, and Dance 2
- PHYE 311 Elementary School Curriculum in PE 3
- PHYE 314 Measurement for Evaluation in Sport and PE 3
- PHYE 315 Instructional Strategies in PE 3
- PHYE 330 Teaching Adapted PE 3
- PHYE 418 Teaching Seminar in PE (K-12) 2
- SPED 342 Survey of Exceptional Children 3

### GENERAL EDUCATION REQUIREMENTS 47-55 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

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**Minimum Overall GPA: 2.0**
**Minimum Major/Minor GPA: 2.0**
**Minimum Credit Hours at a 4-Year School: 60**
**Minimum Credit Hours of Major at Rockford University: 30**
**Credit Hours of Minor at Rockford University: 15**
**Credit Hours at Rockford University: 8**
**Max of 15% of Credit Hours in Internships (18.5/124)**
**At Least 30 Credit Hours of 300/400-Level Classes**
**Attend Two Forum Events Each Full-Time Semester**

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.*
### REQUIRED MAJOR COURSES 30-32 Hours
- POLS 101 Introduction to Political Science 4
- POLS 102 American Government 4
- A Course in the Area of Comparative Politics or International Relations 3
- Additional Coursework in Political Science 15-17
- POLS 495 Senior Seminar 4

### REQUIRED SUPPORTING COURSES 13-14 Hours
- One of the Following Two Courses: 4
  - ECON 101 Principles of Microeconomics
  - ECON 102 Principles of Macroeconomics
- Two History Courses 6
- One of the Following Ten Courses: 3-4
  - ACCT 223 Principles of Accounting I (4)
  - ANSO 100 Introduction to Cultural Anthropology (4)
  - INST 115 World Regional Geography (4)
  - ANSO 150 Introduction to Sociology (4)
  - BSAD 305 Business Law I (4)
  - BSAD 306 Business Law II (4)
  - ECON 361 Government and Business (4)
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
  - PHIL 221 Logic (3)

### GENERAL EDUCATION REQUIREMENTS 47 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

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<th>Core</th>
<th>Credit Hours</th>
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<td>RHET 101 Introduction to Academic Writing</td>
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<tr>
<td>RHET 102 Introduction to Rhetoric</td>
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<tr>
<td>RHET 351 Advanced Rhetoric</td>
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### FOREIGN LANGUAGE (B.A. Only) 12
- **Language & Literature**

### ARTS (At Least 1 Studio Course) 6
- **Science, Mathematics, & Computer Science**

### SCIENCE, MATHEMATICS, & COMPUTER SCIENCE 8
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  - **See Two History Courses** (6)
  - **See ECON 101/102** (4)
  - **See POLS 101** (4)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
Department of Political Science
POLITICAL SCIENCE, B.S.

REQUIRED MAJOR COURSES 30-32 Hours

- POLS 101 Introduction to Political Science 4
- POLS 102 American Government 4
- A Course in the Area of Comparative Politics or International Relations 3
- Additional Course Work in Political Science 15-17
- POLS 495 Senior Seminar 4

REQUIRED SUPPORTING COURSES 20-22 Hours

- One of the Following Two Courses: 4
  ECON 101 Principles of Microeconomics
  ECON 102 Principles of Macroeconomics
- Two History Courses 6
- One of the Following Two Courses: 3-4
  MATH 223 Beginning Statistics (3)
  MATH 224 Elements of Statistics (4)
- Two of the Following Nine Courses: 7-8
  ACCT 223 Principles of Accounting I (4)
  ANSO 100 Introduction to Cultural Anthropology (4)
  INST 115 World Regional Geography (4)
  ANSO 150 Introduction to Sociology (4)
  BSAD 305 Business Law I (4)
  BSAD 306 Business Law II (4)
  ECON 361 Government and Business (4)
  PHIL 221 Logic (3)
  A Computer Science Course or Courses(4)

GENERAL EDUCATION REQUIREMENTS 35-36 Hours

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

- One of the Following Two Courses: 4
  MATH 223/224 (3-4)

- Arts (At Least 1 Studio Course) 6

- Science, Mathematics, & Computer Science* 8
  Additional Credits for B.S. & B.S.N. 4

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  See ECON 101/102 (4)
  See Two History Courses (6)
  See POLS 102 (4)

ALL UNIVERSITY GRADUATION REQUIREMENTS**

Minimum Credit Hours for Graduation: 124
Minimum Overall GPA: 2.0
Minimum Major/Minor GPA: 2.0
Minimum Credit Hours at a 4-Year School: 60
30 of Last 36 Credit Hours at Rockford University
15 Credit Hours of Major at Rockford University
8 Credit Hours of Minor at Rockford University
Max of 15% of Credit Hours in Internships (18.5/124)
At Least 30 Credit Hours of 300/400-Level Classes
Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### American Studies 12 Hours
- One of the Following Four Courses: 4
  - POLS 361 Constitutional Law: Powers of Government
  - POLS 362 Constitutional Law: Civil Liberties
  - POLS 363 Constitutional Law: Rights of the Accused
  - HIST/POLS 370 U.S. Constitutional History
- Two of the Following Five Courses: 8
  - ECON/POLS 310 Seminar in Policy Analysis
  - POLS 364 Public Administration
  - POLS 365 The Presidency
  - POLS 366 Congress and the Legislative Process
  - POLS 367 Parties and Interest Groups

### Constitutional Studies 12 Hours
- Two of the Following Four Courses: 8
  - POLS 361 Constitutional Law: Powers of Government
  - POLS 362 Constitutional Law: Civil Liberties
  - POLS 363 Constitutional Law: Rights of the Accused
  - HIST/POLS 370 U.S. Constitutional History
- One of the Following Five Courses: 4
  - ECON/POLS 310 Seminar in Policy Analysis
  - POLS 364 Public Administration
  - POLS 365 The Presidency
  - POLS 366 Congress and the Legislative Process
  - POLS 367 Parties and Interest Groups

### Legal Studies 11-12 Hours
- One of the Following Four Courses: 4
  - POLS 361 Constitutional Law: Powers of Government
  - POLS 362 Constitutional Law: Civil Liberties
  - POLS 363 Constitutional Law: Rights of the Accused
  - HIST/POLS 370 U.S. Constitutional History
- One of the Following Three Courses: 4
  - BSAD 305 Business Law I
  - BSAD 306 Business Law II
  - ECON 361 Government and Business
  - Course Selected with Dept. Chair Approval 3-4

### Political Ideas 12 Hours
- POLS 320 Seminar in Political Philosophy
  - May be taken more than once.
- HIST/POLS 323 American Political Thought
- POLS 384 Statesmanship

### Politics and Culture 19-22 Hours
- One of the Following Two Courses: 3
  - POLS 145 Introduction to British Politics (Regent's College)
  - POLS 345 Topics in British Politics (Regent's College)
  - POLS 180 Current Issues in Global Affairs (if appropriate)
  - POLS 241 Comparative Politics
  - POLS 342 Politics of Russia/the Soviet Union and the C.I.S.
  - POLS 345 Topics in European Politics
  - POLS 347 Regional Politics
  - ANSO/POLS 352 Political Anthropology

### War and Peace 25-28 Hours
- POLS 180 Current Issues in Global Affairs (if appropriate)
- ANSO/POLS 228 Introduction to Peace and Conflict Studies
- POLS 282 International Relations
- HIST/POLS 333 U.S. Diplomatic History: 1800-1945
- HIST/POLS 334 U.S. Diplomatic History: 1945-Present
- POLS 375 Environmental Politics
- HIST/POLS 385 History and Politics of the Cold War
- POLS 386 International Organizations
- POLS 387 Current Issues in American Foreign Policy
### REQUIRED MAJOR COURSES 38 Hours
- **PSYC 100** Introduction to Psychology 3
- **PSYC 200** Scholarly Methods in Psychology 3
- **PSYC 226** Introduction to SPSS 2
- **PSYC 300** Experimental Psychology 3
- **PSYC 354** Psychological Tests & Measurement 3
- **One of the Following Three Courses:**
  - **PSYC 212** Neuroscience 3
  - **PSYC 313** Cognitive Psychology 3
  - **PSYC 338** Psychology of Learning 3
- **Two of the Following Six Courses:**
  - **HDEV 215** Survey of Human Development 6
  - **PSYC 320** Industrial and Organizational Psychology 6
  - **PSYC 333** Social Psychology 6
  - **PSYC 335** Psychology of Personality 6
  - **PSYC 346** History and Systems of Psychology 6
  - **PSYC 357** Psychological Disorders 6
- **Additional Psychology Courses** 12
- **PSYC 495** Senior Seminar 3

### REQUIRED SUPPORTING COURSES 3-4 Hours
- **One of the Following Two Courses:**
  - **MATH 223** Beginning Statistics (3) 3-4
  - **MATH 224** Elements of Statistics (4) 3-4

### GENERAL EDUCATION REQUIREMENTS 49-50 Hours
- **CLWS 101** First Year Seminar 2
- **RHET 101** Introduction to Academic Writing 3
- **RHET 102** Introduction to Rhetoric 3
- **RHET 351** Advanced Rhetoric 3
- **Language & Literature** 8
- **Foreign Language (B.A. Only)** 12
- **Arts (At Least 1 Studio Course)** 6
- **Science, Mathematics, & Computer Science** 8
  - **See MATH 223/224** 3-4
- **Physical Education Activity Course** 1
- **PHYP 110** Wellness 1
- **Social Sciences** 12
  - **See PSYC 100** (3)
  - **See PSYC 200** (3)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
Department of Psychology
PSYCHOLOGY, B.S.

**REQUIRED MAJOR COURSES 38 Hours**

- PSYC 100 Introduction to Psychology 3
- PSYC 200 Scholarly Methods in Psychology 3
- PSYC 226 Introduction to SPSS 2
- PSYC 300 Experimental Psychology 3
- PSYC 354 Psychological Tests & Measurement 3
- One of the Following Three Courses: 3
  - PSYC 212 Neuroscience
  - PSYC 313 Cognitive Psychology
  - PSYC 338 Psychology of Learning
- Two of the Following Six Courses: 6
  - HDEV 215 Survey of Human Development
  - PSYC 320 Industrial and Organizational Psychology
  - PSYC 333 Social Psychology
  - PSYC 335 Psychology of Personality
  - PSYC 346 History and Systems of Psychology
  - PSYC 357 Psychological Disorders
- Additional Psychology Courses 12
- PSYC 495 Senior Seminar 3

**REQUIRED SUPPORTING COURSES 6-7 Hours**

- One of the Following Two Courses: 3-4
  - MATH 223 Beginning Statistics (3)
  - MATH 224 Elements of Statistics (4)
- Computer Science Course(s) 3

**GENERAL EDUCATION REQUIREMENTS 44-45 Hours**

- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8
- Arts (At Least 1 Studio Course) 6
- Science, Mathematics, & Computer Science* 8
  - Additional Credits for B.S. & B.S.N. 4
  - See MATH 223/224 3-4
  - See Computer Science Requirement 3
- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
- See PSYC 100 (3)
- See PSYC 200 (3)

**ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### Department of Modern & Classical Languages
#### ROMANCE LANGUAGES, B.A.

**REQUIRED PREREQUISITE COURSES** 24 Hours
- SPAN 101  Elementary Spanish I  
  *(or equivalent)* 4  
- SPAN 102  Elementary Spanish II  
  *(or equivalent)* 4  
- SPAN 203  Intermediate Spanish  
  *(or equivalent)* 4  
- FREN 101  Elementary French I  
  *(or equivalent)* 4  
- FREN 102  Elementary French II  
  *(or equivalent)* 4  
- FREN 203  Intermediate French  
  *(or equivalent)* 4

**REQUIRED MAJOR COURSES** 28 Hours
- LATN 101  Elementary Latin I  
  *(or equivalent)* 3  
- LATN 102  Elementary Latin II  
  *(or equivalent)* 3  
- LATN 201  Intermediate Latin I  
  *(or equivalent)* 3  
- LATN 202  Intermediate Latin II  
  *(or equivalent)* 3  
- Primary Language (Spanish or French)  
  *(or equivalent)* 10  
  Additional courses above the 203 level in the primary language
- Secondary Language (Spanish or French)  
  *(or equivalent)* 6  
  Additional courses above the 203 level in the secondary language

**GENERAL EDUCATION REQUIREMENTS** 47 Hours
- CLWS 101  First Year Seminar  
  2  
- RHET 101  Introduction to Academic Writing  
  3  
- RHET 102  Introduction to Rhetoric  
  3  
- RHET 351  Advanced Rhetoric  
  3  
- Language & Literature  
  8  

- See LATN 101
- See LATN 102
- See LATN 201
- See LATN 202

- Arts (At Least 1 Studio Course)  
  6  

- Science, Mathematics, & Computer Science*  
  8  

- Physical Education Activity Course  
  1  
- PHYP 110  Wellness  
  1  
- Social Sciences  
  12

**ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124  
- Minimum Overall GPA: 2.0  
- Minimum Major/Minor GPA: 2.0  
- Minimum Credit Hours at a 4-Year School: 60  
- 30 of Last 36 Credit Hours at Rockford University  
- 15 Credit Hours of Major at Rockford University  
- 8 Credit Hours of Minor at Rockford University  
- Max of 15% of Credit Hours in Internships  
- At Least 30 Credit Hours of 300/400-Level Classes  
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.*
The major provides students an opportunity to concentrate in a maximum of three related disciplines, with not less than 44 hours of coursework appropriately divided among the disciplines. Students must develop the program in consultation with the appropriate department chairs, and obtain the approval of the college as a whole. Science and mathematics majors must complete a substantial amount of 300-level work (7-8 courses) in at least two departments of the college.

**REQUIRED MAJOR COURSES** 44 Hours

- The major provides students an opportunity to concentrate in a maximum of three related disciplines, with not less than 44 hours of coursework appropriately divided among the disciplines. Students must develop the program in consultation with the appropriate department chairs, and obtain the approval of the college as a whole. Science and mathematics majors must complete a substantial amount of 300-level work (7-8 courses) in at least two departments of the college.

**GENERAL EDUCATION REQUIREMENTS** 51-59 Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLWS 101 First Year Seminar</td>
<td>2</td>
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<tr>
<td>RHET 101 Introduction to Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>RHET 102 Introduction to Rhetoric</td>
<td>3</td>
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<tr>
<td>RHET 351 Advanced Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Language &amp; Literature</td>
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<tr>
<td>Foreign Language (B.A. Only)</td>
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<tr>
<td>Arts (At Least 1 Studio Course)</td>
<td>6</td>
</tr>
<tr>
<td>Science, Mathematics, &amp; Computer Science*</td>
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<tr>
<td>Additional Credits for B.S. &amp; B.S.N.</td>
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<tr>
<td>Physical Education Activity Course</td>
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<td>PHYP 110 Wellness</td>
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</tr>
<tr>
<td>Social Sciences</td>
<td>12</td>
</tr>
</tbody>
</table>

**ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
### Required Major Courses 42 Hours

- One Introductory Course from Each of the Disciplines Below  18
  - Anthropology and Sociology (4)
  - Economics (4)
  - Political Science (4)
  - Psychology (3)
  - History (3)
- Two Additional Courses in Each of Two of the Above Disciplines  12-16
- Five Additional Courses in a Third Discipline  15-20
  
  **Note:** One of the five courses must be Senior Seminar.

### Required Supporting Courses - B.S. Only 3-8 Hours

- One Course in Statistics or Computer Science  3-4
- One Course in Methodology  0-4
  
  **Note:** The course in methodology may be one of those taken for the major requirements.

At least 30 hours of the major must be taken at Rockford University, and at least six of the courses must be taken at the 300- or 400-level.

### General Education Requirements 39-47 Hours

- CLWS 101 First Year Seminar  2
- RHET 101 Introduction to Academic Writing  3
- RHET 102 Introduction to Rhetoric  3
- RHET 351 Advanced Rhetoric  3
- Language & Literature  8

- Foreign Language (B.A. Only)  12

- Arts (At Least 1 Studio Course)  6

- Science, Mathematics, & Computer Science*  8
  - Additional Credits for B.S. & B.S.N.  4

- Physical Education Activity Course  1
- PHYP 110 Wellness  1
- Social Sciences  12
- See Anthropology and Sociology  (4)
- See Economics  (4)
- See Political Science  (4)

### All University Graduation Requirements**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
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**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
# Department of Modern & Classical Languages

## SPANISH, B.A.

### REQUIRED PREREQUISITE COURSES 8 Hours
- SPAN 101 Elementary Spanish I (4)
- SPAN 102 Elementary Spanish II (or equivalent) (4)

### REQUIRED MAJOR COURSES 32 Hours
- SPAN 203 Intermediate Spanish (4)
- SPAN 309 History of Spanish Language and Phonetics (3)
- SPAN 310 Survey of Spanish Literature I (4)
- SPAN 330 Survey of Spanish-American Literature (3)
- Additional Courses in Spanish (14)
- SPAN 495 Senior Seminar (4)

### REQUIRED SUPPORTING COURSES 20-26 Hours
- Carefully selected courses to fulfill specific interests or career goals. Students are strongly encouraged to spend at least a semester abroad.

### GENERAL EDUCATION REQUIREMENTS 47 Hours
- CLWS 101 First Year Seminar (2)
- RHET 101 Introduction to Academic Writing (3)
- RHET 102 Introduction to Rhetoric (3)
- RHET 351 Advanced Rhetoric (3)
- Language & Literature (8)

- Foreign Language (B.A. Only) (12)
  - See SPAN 101 (4)
  - See SPAN 102 (4)
  - See SPAN 203 (4)
  - Arts (At Least 1 Studio Course) (6)

- Science, Mathematics, & Computer Science* (8)

- Physical Education Activity Course (1)
- PHYP 110 Wellness (1)
- Social Sciences (12)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
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- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
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- Attend Two Forum Events Each Full-Time Semester

*One course must be a laboratory science, and one must be a mathematics course.

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.
## REQUIRED MAJOR COURSES 56 Hours

- SPED 200 Field Experience: Elementary I  
- SPED 201 Field Experience: Elementary II  
- SPED 342 Survey of Exceptional Children  
- SPED 343 Characteristics of Students with Disabilities: Part I  
- SPED 344 Characteristics of Students with Disabilities: Part II  
- SPED 347 Adapting Instruction for Diverse Learners  
- SPED 348 Transition Planning & Functional Curriculum  
- SPED 349 Communication and Language Disorders  
- SPED 350 Diagnostic Assessment of Students with Disabilities  
- SPED 352 Positive Behavioral Supports to Address Chronic Behaviors  
- SPED 353 Methods of Teaching Students with Disabilities: Part I  
- SPED 354 Methods of Teaching Students with Disabilities: Part II  
- SPED 355 Assistive and Instructional Technologies  
- SPED 405 Student Teaching Seminar in Special Education: Elementary  
- SPED 407 Student Teaching in Special Education I  
- SPED 408 Student Teaching in Special Education II  
- SPED 490 Professional Practices for the Special Educator  
- SPED 495 Special Education Senior Seminar  

## REQUIRED SUPPORTING COURSES 21 Hours

- EDRD 303 Foundations of Language Arts  
- EDUC 317 History of Education  
- EDUC 336 Educational Psychology  
- EDUC 346 Technology in the Classroom  
- EDUC 351 Math Methods (K-9)  
- EDUC 365 Classroom Management  
- EDRD 411 Reading Methods  

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### GENERAL EDUCATION REQUIREMENTS*** 54-71 Hours

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CLWS 101 First Year Seminar</td>
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<tr>
<td>RHET 101 Introduction to Academic Writing</td>
<td>3</td>
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<tr>
<td>RHET 102 Introduction to Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>RHET 351 Advanced Rhetoric</td>
<td>3</td>
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<tr>
<td>Language &amp; Literature</td>
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<tr>
<td>Foreign Language (B.A. Only)</td>
<td>12</td>
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<tr>
<td>Arts (At Least 1 Studio Course)</td>
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<tr>
<td>Science, Mathematics, &amp; Computer Science*</td>
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<tr>
<td>MATH 116 Nature of Mathematics I (3)</td>
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<td>MATH 117 Nature of Mathematics II (3)</td>
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<tr>
<td>Biological Science Course (3-4)</td>
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<tr>
<td>Physical Science Course (3-4)</td>
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<td>Physical Education Activity Course</td>
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<td>PHYP 110 Wellness</td>
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<td>Social Sciences</td>
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<td>U.S. History (3-4)</td>
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<td>Anthropology/Sociology, Economics, Political Science, Psychology, and/or History (6-8)</td>
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<td>Non-Western Culture (3)</td>
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</tbody>
</table>

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### ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124  
- Minimum Overall GPA: 2.0  
- Minimum Major/Minor GPA: 2.0  
- Minimum Credit Hours at a 4-Year School: 60  
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- 8 Credit Hours of Minor at Rockford University  
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- At Least 30 Credit Hours of 300/400-Level Classes  
- Attend Two Forum Events Each Full-Time Semester

---

*One course must be a laboratory science, and one must be a mathematics course.  
**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.  
***Requirements may change based on ISBE regulations.
### REQUIRED MAJOR COURSES 31 Hours
- PFMA 100 Field Experience 0
- PFMA 495 Senior Seminar 3
- THEA 103 Theatre Production I 2
- THEA 105 Introduction to Text Analysis 3
- THEA 115 Acting I 3
- THEA 120 Introduction to Technical Theatre 3
- THEA 205 Acting II 3
- THEA 215 Acting III 3
- **One of the Following Two Courses:** 3
  - THEA 284 Theatre History I
  - THEA 285 Theatre History II
- THEA 303 Theatre Production II 2
- THEA 335 Stage Direction II 3
- THEA 385 Theatre History III 3

### REQUIRED TRACK COURSES 18 Hours
- THEA 315 Acting IV 3
- THEA 415 Acting V 3
- THEA 425 Acting VI 3
- THEA 102 Stage Make-up 2
- THEA 110 Movement for the Actor 4
- **One of the Following Two Courses:** 3
  - THEA 284 Theatre History I
  - THEA 285 Theatre History II

### REQUIRED SUPPORTING COURSES 15-17 Hours
- PFMA 301 Performing Arts Seminar 3
- **Two of the Following Three Courses:** 6
  - HIST 101 Western Civilization I: 1600 BCE to 900 CE
  - HIST 102 Western Civilization II: circa 900 to 1688 CE
  - HIST 103 Western Civilization III: circa 1600-1871
- **One of the Following Five Courses:** 3-4
  - ENGL 381 Seminars in English Literature (3)
  - CLAS 111 Mythology of Greece and Rome (3)
  - CLAS 123 Greek Civilization (3)
  - CLAS 322 Greek and Roman Literature in Translation (3)
  - A Religious Studies Course (3)
- **One of the Following Two Courses:** 3-4
  - ANSO 100 Introduction to Cultural Anthropology (4)
  - PSYC 100 Introduction to Psychology (3)

### GENERAL EDUCATION REQUIREMENTS 39 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

- **Arts (At Least 1 Studio Course)** 6
  - See THEA 102 (2)

- **Science, Mathematics, & Computer Science** 8

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  - See HIST 101/102/103 (6)

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
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## Department of Performing Arts
### THEATRE, DESIGN/TECH TRACK, B.F.A.

### REQUIRED MAJOR COURSES 31 Hours
- PFMA 100 Field Experience 0
- PFMA 495 Senior Seminar 3
- THEA 103 Theatre Production I 2
- THEA 105 Introduction to Text Analysis 3
- THEA 115 Acting I 3
- THEA 120 Introduction to Technical Theatre 3
- THEA 205 Acting II 3
- THEA 215 Acting III 3
- One of the Following Two Courses: 3
  - THEA 284 Theatre History I
  - THEA 285 Theatre History II
- THEA 303 Theatre Production II 2
- THEA 335 Stage Direction II 3
- THEA 385 Theatre History III 3

### REQUIRED TRACK COURSES 23 Hours
- One of the Following Two Courses: 2
  - THEA 102 Theatrical Make-up
  - THEA 109 Stage Management
- One of the Following Two Courses: 3
  - THEA 284 Theatre History I
  - THEA 285 Theatre History II
- THEA 201 Drafting for the Theatre 2
- Two of the Following Three Courses: 6
  - THEA 245 Scene Design I
  - THEA 246 Lighting Design I
  - THEA 247 Costume Design I
- One of the Following Three Courses: 3
  - THEA 345 Scene Design II
  - THEA 346 Lighting Design II
  - THEA 347 Costume Design II
- One of the Following Three Courses: 3
  - THEA 445 Scene Design III
  - THEA 446 Lighting Design III
  - THEA 447 Costume Design III
- THEA 103 Theatre Production I 2
- THEA 303 Theatre Production II 2

### REQUIRED SUPPORTING COURSES 20 Credit Hours
- PFMA 301 Performing Arts Seminar 3
- ARTH 245 Surv Wrld Art/Arch I 4
- ARTH 246 Srv Wrld Art/Arch II 4
- ART 105 Beginning Drawing 3
- ART 205 Intermediate Drawing 3
- One of the Following Three Courses: 3
  - HIST 101 Western Civ I
  - HIST 102 Western Civ II
  - HIST 103 Western Civ III

### GENERAL EDUCATION REQUIREMENTS 38 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

- Arts (At Least 1 Studio Course) 6
  - See ART 105 3
  - See ART 205 3
- Science, Mathematics, & Computer Science* 8

- Physical Education Activity Course 1
- PHYP 110 Wellness 1
- Social Sciences 12
  - See HIST 101/102/103 3

### ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
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## REQUIRED MAJOR COURSES  31 Hours
- PFMA 100  Field Experience  0
- PFMA 495  Senior Seminar  3
- THEA 103  Theatre Production I  2
- THEA 105  Introduction to Text Analysis  3
- THEA 115  Acting I  3
- THEA 120  Introduction to Technical Theatre  3
- THEA 205  Acting II  3
- THEA 215  Acting III  3
- **One of the Following Two Courses:**  3
  - THEA 284  Theatre History I
  - THEA 285  Theatre History II
- THEA 303  Theatre Production II  2
- THEA 335  Stage Direction II  3
- THEA 385  Theatre History III  3

## REQUIRED TRACK COURSES  27 Hours
- MUSC 101  Fundamentals of Music *(or proficiency)*  3
- MUSC 102  Music Theory I  3
- MUSC 104  Aural Skills  1
- MUSC 131  Piano *(or proficiency)*  2
- MUSC 134/334  Private Voice Lessons  5
- MUSC 216  Lit Style in Mus Thr  3
- MUSC 242  Women’s Ensemble *and/or*
  - MUSC 243  Regent Singers  2
- MUSC 356  Music Theatre Workshop  3
- THEA 102  Stage Make-up  2
- THEA 286  Musical Theatre History  3

## REQUIRED SUPPORTING COURSES  25 Hours
- DANC 214  Tap I *(or proficiency)*  1
- DANC 211  Ballet I *(or proficiency)*  1
- DANC 231  Musical Comedy  1
- DANC 314  Tap II  1
- DANC 311  Ballet II *(or proficiency)*  1
- DANC 411  Ballet III  1
- Additional Dance Technique Courses  2
- **One of the Following Two Courses:**  4
  - ARTH 245  Survey of World Art & Architecture I
  - ARTH 246  Survey of World Art & Architecture II
- 300-Level Literature Course  3
- PFMA 301  Performing Arts Seminar  3
- **One of the Following Three Courses:**  3
  - HIST 101  Western Civilization I
  - HIST 102  Western Civilization II
  - HIST 103  Western Civilization III

## GENERAL EDUCATION REQUIREMENTS  35 Hours
- CLWS 101  First Year Seminar  2
- RHET 101  Introduction to Academic Writing  3
- RHET 102  Introduction to Rhetoric  3
- RHET 351  Advanced Rhetoric  3
- Language & Literature  8
  - *See 300-Level Literature Course*(3)
- Arts *(At Least 1 Studio Course)*  6
  - *See DANC 108*(1)
  - *See THEA 103*(2)
  - *See MUSC 102*(3)
- Science, Mathematics, & Computer Science*  8

## ALL UNIVERSITY GRADUATION REQUIREMENTS**
- Minimum Credit Hours for Graduation: 124
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## Department of Performing Arts
### THEATRE, THEATRE MANAGEMENT, B.F.A.

### REQUIRED MAJOR COURSES 31 Hours
- PFMA 100 Field Experience 0
- PFMA 495 Senior Seminar 3
- THEA 103 Theatre Production I 2
- THEA 105 Introduction to Text Analysis 3
- THEA 115 Acting I 3
- THEA 120 Introduction to Technical Theatre 3
- THEA 205 Acting II 3
- THEA 215 Acting III 3
- One of the Following Two Courses: 3
  - THEA 284 Theatre History I
  - THEA 285 Theatre History II
- THEA 303 Theatre Production II 2
- THEA 335 Acting Direction I 3
- THEA 385 Theatre History III 3

### REQUIRED TRACK COURSES 27 Hours
- THEA 109 Stage Management 2
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- ACCT 223 Principles of Accounting I 4
- One of the Following Two Courses: 3
  - PHIL 325 Business and Economic Ethics
  - BSMS 315 Business Ethics
- One of the Following Three Courses: 4
  - BSAD 316 Principles of Marketing
  - BSAD 334 Principles of Management
  - BSAD 355 Organizational Behavior
- THEA 398 Internship 6

### REQUIRED SUPPORTING COURSES 27 Hours
- PFMA 301 Performing Arts Seminar 3
- One of the Following Three Courses: 3
  - HIST 101 Western Civilization I
  - HIST 102 Western Civilization II
  - HIST 103 Western Civilization III
- ENGL 381 Seminar in Literature 3
- One of the Following Two Courses: 3
  - DANC 201 Dance History
  - MUSC 111 The Art of Listening
- MUSC 313 World Music 3
- One of the Following Two Courses: 4
  - ARTH 245 Surv Wrld Art/Arch I
  - ARTH 246 Srv Wrld Art/Arch II

### GENERAL EDUCATION REQUIREMENTS 33 Hours
- CLWS 101 First Year Seminar 2
- RHET 101 Introduction to Academic Writing 3
- RHET 102 Introduction to Rhetoric 3
- RHET 351 Advanced Rhetoric 3
- Language & Literature 8

---

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# THEATRE ARTS, B.A.

## REQUIRED MAJOR COURSES  41-42 Hours

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PFMA 495</td>
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<td>THEA 105</td>
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<td>THEA 115</td>
<td>Acting I</td>
<td>3</td>
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<tr>
<td>THEA 205</td>
<td>Acting II</td>
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<tr>
<td>THEA 215</td>
<td>Acting III</td>
<td>3</td>
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<tr>
<td>THEA 120</td>
<td>Introduction to Technical Theatre</td>
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<tr>
<td><strong>One of the Following Two Courses:</strong></td>
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<tr>
<td>THEA 102</td>
<td>Theatrical Make-up</td>
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<tr>
<td>THEA 109</td>
<td>Stage Management</td>
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<td>THEA 103</td>
<td>Theatre Production I</td>
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<tr>
<td>THEA 303</td>
<td>Theatre Production II</td>
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<td>THEA 284</td>
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<td>THEA 285</td>
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<td>THEA 385</td>
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<td>THEA 335</td>
<td>Directing I</td>
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## REQUIRED SUPPORTING COURSES  22-23 Credit Hours

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td><strong>One of the Following Three Courses:</strong></td>
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<tr>
<td>HIST 101</td>
<td>Western Civilization I</td>
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<td>HIST 102</td>
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<td>HIST 103</td>
<td>Western Civilization III</td>
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<td>Seminars in English Literature</td>
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<tr>
<td>CLAS 111</td>
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## GENERAL EDUCATION REQUIREMENTS  46-47 Hours

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<tr>
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<td>Western Civilization III</td>
<td></td>
</tr>
<tr>
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<td>6</td>
</tr>
<tr>
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## REQUIRED SUPPORTING COURSES  22-23 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
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</tr>
<tr>
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## ALL UNIVERSITY GRADUATION REQUIREMENTS**

- Minimum Credit Hours for Graduation: 124
- Minimum Overall GPA: 2.0
- Minimum Major/Minor GPA: 2.0
- Minimum Credit Hours at a 4-Year School: 60
- 30 of Last 36 Credit Hours at Rockford University
- 15 Credit Hours of Major at Rockford University
- 8 Credit Hours of Minor at Rockford University
- Max of 15% of Credit Hours in Internships (18.5/124)
- At Least 30 Credit Hours of 300/400-Level Classes
- Attend Two Forum Events Each Full-Time Semester

**Requirements for your specific program may differ. Be sure to discuss these requirements with your academic advisor.

*One course must be a laboratory science, and one must be a mathematics course.
### Undergraduate Minor Requirements

#### Department of Economics, Business, and Accounting

**Accounting, Minor**

<table>
<thead>
<tr>
<th>Minor Requirements</th>
<th>24 Credit Hours</th>
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<tbody>
<tr>
<td>ACCT 223</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ACCT 230</td>
<td>Principles for Accounting II for Majors and Minors</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>Two 300/400-level Accounting courses</td>
<td>8</td>
</tr>
</tbody>
</table>

Students majoring in economics or business must take 300-level economics courses, which are not part of their major requirements. At least half the courses in any minor must be taken at Rockford University.

#### Department of Modern and Classical Languages and Religion

**Ancient and Medieval Studies, Minor**

<table>
<thead>
<tr>
<th>Minor Requirements</th>
<th>19 Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>Western Civilization I: circa 1600 B.C.E. to 900 C.E.</td>
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<tr>
<td>A total of 16 hours from the following, including at least one from each category:</td>
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<tr>
<td>History</td>
<td>History of Ancient Greece (3)</td>
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<tr>
<td>HIST / CLAS 313</td>
<td>History of Ancient Rome (3)</td>
</tr>
<tr>
<td>Arts</td>
<td>Survey of World Art &amp; Architecture I (4)</td>
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<tr>
<td>ART 245</td>
<td>Archaeology of the Ancient World (3)</td>
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<tr>
<td>ART 346</td>
<td>Medieval Art &amp; Architecture (3)</td>
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<tr>
<td>ART 347</td>
<td>Renaissance Art &amp; Architecture (3)</td>
</tr>
<tr>
<td>MUSC 211</td>
<td>Music History I (3)</td>
</tr>
<tr>
<td>THEA 284</td>
<td>Theatre History I (3)</td>
</tr>
</tbody>
</table>

**Ancient & Medieval Studies Minors Often Major In**

- Classics
- History
- Latin

Other special topics and readings courses may also be appropriate.
Department of Anthropology and Sociology

ANTHROPOLOGY AND SOCIOLOGY, MINOR

MINOR REQUIREMENTS  20 Credit Hours

- ANSO 100 Introduction to Cultural Anthropology 4
- ANSO 150 Introduction to Sociology 4
- ANSO 260 Applied Anthropology and Sociology 4
- At least two 300- or 400-level Anthropology and Sociology course (a minimum of one in each field) 8

ART MINORS OFTEN MAJOR IN

- Art History
- Business Administration
- Psychology

Department of Art and Art History

ART, MINOR

MINOR REQUIREMENTS  23 Credit Hours

To graduate with a minor in art, students must earn a cumulative GPA of 3.0 in the following required coursework.

- Three beginning Art courses 9
  - One course in each concentration
- Two intermediate/advanced Art courses 6
- ARTH 245 Survey of World Art & Architecture I 4
- ARTH 246 Survey of World Art & Architecture II 4

ART HISTORY, MINOR

MINOR REQUIREMENTS  20 Credit Hours

To graduate with a minor in art history, students must earn a cumulative GPA of 3.0 in the following required coursework.

- ARTH 130 Art Appreciation 3
- ARTH 245 Survey of World Art & Architecture I 4
- ARTH 246 Survey of World Art & Architecture II 4
- Additional Art History elective courses 9
  - At least two must be 300-level courses and/or internships

ART HISTORY MINORS OFTEN MAJOR IN

- English
- History
- Nursing
### Department of Chemical and Biological Sciences  
**BIOLOGY, MINOR**

**MINOR REQUIREMENTS 21 - 24 Credit Hours**
- BIOL 150 Principles of Biology 4
- BIOL 201 Organismal Diversity and Physiology I 4
- BIOL 202 Organismal Diversity and Physiology II 4
- Three additional 300/400-level Biology courses 9-12

**BIOLOGY MINORS OFTEN MAJOR IN**
- Chemistry
- Nursing
- Physical Education

### Department of Economics, Business, and Accounting  
**BUSINESS ADMINISTRATION, MINOR**

**MINOR REQUIREMENTS 20 Credit Hours**

Students majoring in accounting or economics must take 300-level economics courses, which are not part of their major requirements. At least half the courses in any minor must be taken at Rockford University.
- ACCT 223 Principles of Accounting I 4
- ECON 101 Principles of Microeconomics 4
- ECON 102 Principles of Macroeconomics 4
- Two 300/400-level Business courses 8

**BUSINESS ADMINISTRATION MINORS OFTEN MAJOR IN**
- Accounting
- Sport Management
- Theatre Management

### Department of Chemical and Biological Sciences  
**CHEMISTRY, MINOR**

**MINOR REQUIREMENTS 20 Credit Hours**

At least eight hours must be taken at Rockford University, including the 300-level course.
- CHEM 105 General Chemistry I 4
- CHEM 106 General Chemistry II 4
- CHEM 205 Organic Chemistry I 4
- CHEM 206 Organic Chemistry II 4
- At least one 300-level chemistry course 4

**CHEMISTRY MINORS OFTEN MAJOR IN**
- Biology
- Mathematics
- Psychology

### Department of Modern and Classical Languages and Religion  
**CLASSICAL CIVILIZATION, MINOR**

**MINOR REQUIREMENTS 20 Credit Hours**

A total of 20 hours, including any of the courses appropriate to majors or other minors in the classics department. Latin 101 and 102 or Greek 101 and 102 may be included.

**CLASSICAL CIVILIZATION MINORS OFTEN MAJOR IN**
- Classics
- History
- Latin
# Department of Mathematics, Computer Science, and Physics

## COMPUTER SCIENCE: MANAGEMENT INFORMATION SYSTEMS (MIS), MINOR

**MINOR REQUIREMENTS  20 Credit Hours**

- CSCI 150 Application Program Development COBOL  4
- CSCI 270 Object-Oriented Programming  4
- One of the Following Two Courses:
  - CSCI 250 Intro. to Management Information Systems  3
  - CSCI 352 Systems Analysis and Design  3
- CSCI 320 Computer Organization  3
- CSCI 330 Computer Organization II (Adv. C++)  4
- CSCI 358 Project Management Systems  3

**MIS MINORS OFTEN MAJOR IN**

- Business Administration
- Mathematics
- Science and Math

## COMPUTER SCIENCE: WEB DEVELOPMENT, MINOR

**MINOR REQUIREMENTS  20 Credit Hours**

- CSCI 140 Application Program Development Java  4
- CSCI 240 Web Technologies & Systems  3
- CSCI 270 Object-Oriented Programming  4
- CSCI 330 Computer Organization II (Adv. C++)  4
- CSCI 362 Integrative Programming and Technology  3
- CSCI 370 PHP/ASP & SQL  4

**WEB DEVELOPMENT MINORS OFTEN MAJOR IN**

- Art: Graphic Art
- Mathematics
- Science and Math

## COMMUNICATION, MINOR

**MINOR REQUIREMENTS  20 Credit Hours**

- COMM 210 Forms of Oral Communication  4
- COMM 226 Oral Interpretation of Literature  4
- Twelve Credit Hours from the Following:
  - COMM 127 Beginning Photography I (2)
  - CSCI 106 Desktop Publishing Using Microsoft Publisher (1)
  - CSCI 114 PowerPoint (1)
  - ENGL 240 Introduction to Critical Theory and Literary (4)
  - PHIL 122 Ethics (3)
  - POLS 282 International Relations (3)
  - THEA 105 Introduction to Text Analysis (3)
  - THEA 253 Play Writing (3)

**COMMUNICATION MINORS OFTEN MAJOR IN**

- Business Administration
- English
- Political Science
## Department of Performing Arts
### DANCE, MINOR

### MINOR REQUIREMENTS  24 Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>DANC 101</td>
<td>Introduction to Dance</td>
<td>3</td>
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<tr>
<td>DANC 201</td>
<td>Dance History</td>
<td>3</td>
</tr>
<tr>
<td>DANC 222</td>
<td>Anatomy, Physiology, and Somatics</td>
<td>2</td>
</tr>
<tr>
<td>DANC 223</td>
<td>Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>DANC 241</td>
<td>Choreography I</td>
<td>2</td>
</tr>
<tr>
<td>DANC 341</td>
<td>Choreography II</td>
<td>2</td>
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<tr>
<td>THEA 120</td>
<td>Introduction to Technical Theatre</td>
<td>1</td>
</tr>
<tr>
<td>DANC 211/311/411</td>
<td>Ballet</td>
<td>2</td>
</tr>
<tr>
<td>DANC 212/312/412</td>
<td>Modern</td>
<td>2</td>
</tr>
<tr>
<td>Additional Dance Technique: Select from Ballet, Tap, Jazz, or Modern</td>
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<tr>
<td><strong>One of the Following Three Courses:</strong></td>
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<tr>
<td>DANC 231</td>
<td>Musical Comedy</td>
<td></td>
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<tr>
<td>DANC 232</td>
<td>World Dance Forms</td>
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<tr>
<td>DANC 233</td>
<td>Social Dancing Workshop</td>
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### ADDITIONAL POLICIES FOR DANCE MINORS

- All dance minors must audition for the dance concert and fulfill performance requirements for two semesters.
- In addition, all minors will be expected to assist with the production of the concert.
- Students must receive approval either from their technique instructor or through a placement audition in order to advance to each subsequent level of technique.
- Dance technique must be taken for at least six semesters.

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## Department of Economics, Business, and Accounting
### ECONOMICS, MINOR

### MINOR REQUIREMENTS  20 Credit Hours

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<td><strong>One of the Following Two Courses:</strong></td>
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<tr>
<td>ECON 203</td>
<td>Price Theory</td>
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</tr>
<tr>
<td>ECON 208</td>
<td>National Income and Employment Theory</td>
<td></td>
</tr>
<tr>
<td>Two 300/400-level Economics courses</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

### ECONOMICS MINORS OFTEN MAJOR IN

- Accounting
- Business Administration
- Political Science
Department of Education

EDUCATION: BILINGUAL & ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT

REQUIREMENTS 24 Credit Hours

- EDSL 367 Foundations in Language in Minority Education 3
- EDSL 368 Assessment of Language for the Minority Student 3
- EDSL 369 Method & Materials for Teaching Bilingual Students 3
- EDSL 370 Methods & Materials for Teaching ESL Students 3
- EDSL 371 Cross-Cultural Education 3
- EDSL 372 Introduction to Linguistics for TESOL 3

ESL Endorsement is only available to students seeking an Professional Educator License (PEL) or those students who already have a PEL.

ADDITIONAL POLICIES FOR BILINGUAL & ENGLISH AS A SECOND LANGUAGE ENDORSEMENT

Additionally, students must meet the following requirements issued by the Illinois State Board of Education (ISBE)

- A valid Illinois Professional Educator License (PEL) prior to issuance of the endorsement
- Bilingual or ESL clinical experience totaling 100 clock hours or three months teaching experience in bilingual or ESL programs
- Successful completion of a language examination in the non-English language to be taught: Target Language Proficiency (TLP) Exam for bilingual endorsement only

Department of Education

EDUCATION: EARLY CHILDHOOD SPECIAL EDUCATION APPROVAL (PRE-K ONLY)

REQUIREMENTS 12 Credit Hours

Available to LBSI Endorsement candidates only

- EDEC/SPED 360 Working with Families of Young Children with Special Needs 3
- EDEC/SPED 361 Typical and Atypical Speech and Language Development in Young Children 3
- EDEC/SPED 362 Diagnosis and Assessment in Early Childhood Special Education 3
- EDEC/SPED 363 Methods for Infants, Toddlers, and Young Children with Special Needs 3

Early Childhood Special Education Approval (Pre-K Only) is only available to students seeking an Professional Educator License (PEL) or those students who already have a PEL.
Department of Education

EDUCATION: LEARNING BEHAVIOR SPECIALIST (LBS I) ENDORSEMENT

**REQUIREMENTS 18 Credit Hours**

- SPED 342 Survey of Exceptional Children 3
- SPED 343 Characteristics of Students with Disabilities Part I 3
- SPED 344 Characteristics of Students with Disabilities Part II 3
- SPED 353 Methods Teaching Students with Disabilities Part I 3
- SPED 354 Methods Teaching Students with Disabilities Part II 3
- SPED 350 Diagnostic Assessment for Students with Disabilities 3

Learning Behavior Specialist (LBS I) Endorsement is only available to students seeking an Professional Educator License (PEL) or those students who already have a PEL.

Department of Education

EDUCATION: MIDDLE SCHOOL ENDORSEMENT

**REQUIREMENTS 12 Credit Hours**

- EDUC 315 Middle School Programs 3
- EDUC 336 Educational Psychology 3
- One of the Following Courses: 3
  - EDRD 303 Language Arts Methods
  - EDUC 402 Teaching Methods (6-12)
  - EDRD 322 Reading in Content Areas

Middle School Endorsement is only available to students seeking an Professional Educator License (PEL) or those students who already have a PEL.

- In addition to the courses listed above, students must complete at least 18 hours in a specific content area. Rockford University currently offers endorsements in the following areas:
  - Biological Science
  - Business/Marketing/Management
  - Computer Science
  - French
  - General Science
  - German
  - Health Education
  - Language Arts
  - Mathematics
  - Music
  - Physical Education
  - Physical Science
  - Social Science
  - Spanish
  - Visual Arts

A middle school endorsement in mathematics has specific distribution requirements (please see below):

- One of the Following Courses: 3
  - EDUC 351 Math Methods (K-9)
  - EDUC 352 Secondary Math Methods (6-12)

- 15 Credit Hours from at least four of the following areas:
  - Math Content for Elementary Teachers
  - Calculus
  - Modern Algebra/Number Theory
  - (College Algebra is NOT accepted)
  - Geometry
  - Computer Science
  - Probability and Statistics
  - History of Mathematics
MINOR REQUIREMENTS  26 Credit Hours

- EDUC 202  Field Experience: Secondary I  1
- EDUC 203  Field Experience: Secondary II  1
- EDUC 317  History of Education  3
- EDUC 336  Educational Psychology  3
- EDUC 346  Technology in the Classroom  3
- EDUC 365  Classroom Management  3
- EDUC 402  Teaching Methods (6-12)  3

*The appropriate methods course*

- SPED 342  Survey of Exceptional Children  3
- SPED 376  Special Education for Diverse Learners  3
- EDUC 320  Visual Arts Methods (K-12)
- EDUC 323  Foreign Language Methods (K-12)
- EDUC 324  Secondary Social Science Methods (6-12)
- EDUC 326  Secondary Science Methods (6-12)
- EDUC 352  Secondary Math Methods (6-12)
- EDUC 363  Secondary English Methods (6-12)

**TEACHING SEMESTER REQUIREMENTS  15 Hours**

- EDUC 406  Secondary Student Teaching Seminar  3
- EDUC 409  Student Teaching in Secondary School I  6
- EDUC 410  Student Teaching in Secondary School II  6

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MINOR REQUIREMENTS  18 Credit Hours

**Students must earn a cumulative GPA of 3.0 in the following required coursework.**

- ENGL 154  Introduction to Creative Writing  3
- ENGL 240  Introduction to Critical Theory  3
- **Two of the Following Four Courses:**  6
  - ENGL 280  Survey of Literature I
  - ENGL 281  Survey of Literature II
  - ENGL 282  Survey of Literature III
  - ENGL 283  Survey of Literature IV
- ENGL 364  Seminar in Creative Writing  3
- A 300-level English course  3

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**CREATIVE WRITING MINORS OFTEN MAJOR IN**

- Art
- Humanities
- Music
Department of English

ENGLISH: LITERATURE, MINOR

MINOR REQUIREMENTS 18 Credit Hours

Students must earn a cumulative GPA of 3.0 in the following required coursework.

- ENGL 154 Introduction to Creative Writing 3
- ENGL 240 Introduction to Critical Theory 3
- Two of the Following Four Courses: 6
  - ENGL 280 Survey of Literature I
  - ENGL 281 Survey of Literature II
  - ENGL 282 Survey of Literature III
  - ENGL 283 Survey of Literature IV
- ENGL 381 Seminar in Literature 3
- A 300-level English course 3

LITERATURE MINORS OFTEN MAJOR IN

- Art
- Humanities
- Music

Department of Philosophy

ENTREPRENEURSHIP, MINOR

MINOR REQUIREMENTS 21 - 22 Credit Hours

- ACCT 223 Principles of Accounting I 4
- One of the Following Courses: 3-4
  - BSAD 316 Principles of Marketing
  - BSAD 334 Principles of Management
  - A Course Chosen from the Student's Major
- BSAD 362 Entrepreneurship 4
- EBA 120 Business in the Global Economy 2
- EBA 492 Managing the Entrepreneurial Experience 4
- ECON 101 Principles of Microeconomics 4

ENTREPRENEURSHIP MINORS OFTEN MAJOR IN

- Business Administration
- Sport Management
- Psychology

Department of Philosophy

ETHICS, MINOR

MINOR REQUIREMENTS 18 Credit Hours

The Ethics minor requires 18 hours of courses with substantial focus on ethics or value theory. PHIL 122 Ethics and at least 9 credits at the 300- or 400-level are required. At least nine hours must be taken at Rockford University, and a 2.5 GPA or greater must be earned in the minor.

ETHICS MINORS OFTEN MAJOR IN

- Business Administration
- Nursing
- Psychology
**Department of Modern & Classical Languages & Religion**

**FRENCH, MINOR**

**MINOR REQUIREMENTS  20 Credit Hours**

*Required Prerequisite Courses*
- FREN 101 Elementary French I (or equivalent) 3
- FREN 102 Elementary French II (or equivale 3

*Required Minor Courses*
- A total of 20 additional hours in French above the 102 level with at least two courses in literature and two courses in language and/or culture. Please note that French 101 and 102 do not count for major or minor credit.

**FRENCH MINORS OFTEN MAJOR IN**
- Business Administration
- Political Science
- Theatre

**Department of Modern & Classical Languages & Religion**

**GENDER STUDIES, MINOR**

**MINOR REQUIREMENTS  21 Credit Hours**

*Required Minor Courses*
- GNDR 101 Intro to Gender Studies 3
- GNDR 201 Gender Theory 3
- GNDR 494 Gender Studies Research Project 3

*Supporting interdisciplinary courses* 12

Students should consult with the Gender Studies Director for assistance in selecting appropriate courses. Possible courses include but are not limited to PSYC 210 Human Sexuality, HIST 206 The Female Experience in America, and FREN 279 Topics in French-Speaking Cultures (when applicable, taught in English). Students must take courses designated as Gender Studies courses from three different departments. Students should be aware that because many courses have pre-requisites, some courses might require extra time to include in the minor and might be more or less appropriate for their own plan of study. Other courses will be approved for credit in the minor as they are developed.

*Gender Studies Minors Often Major In:
- Human Development
- Humanities
- Philosophy
### Department of Modern & Classical Languages & Religion

#### GERMAN, MINOR - NOT CURRENTLY OFFERED

**MINOR REQUIREMENTS 20 Credit Hours**

**Required Prerequisite Courses**
- GER 101 Elementary German I (or equivalent) 3
- GER 102 Elementary German II (or equivalent) 3

**Required Minor Courses**
- A total of 20 additional hours in German above the 102 level with at least two courses in literature and two courses in language and/or culture.

Please note that German 101 and 102 do not count for major or minor credit.

### Department of Modern & Classical Languages & Religion

#### GREEK, MINOR

**MINOR REQUIREMENTS 20 Credit Hours**

**Required Prerequisite Courses**
- GRK 101 Elementary Greek I 3
- GRK 102 Elementary Greek II 3

**Required Minor Courses**
- GRK 203 Intermediate Greek I 3
- GRK 204 Intermediate Greek Poetry: Iliad and Odyssey 3
- CLAS 111 Mythology of Greece and Rome 3
- At least one 300-level Latin course
- **Additional Courses From the Following:**
  - ART 346 Medieval Art (3)
  - CLAS 123 Greek Civilization (3)
  - CLAS 176 Various Courses (1-3)
  - CLAS 210 Archaeology of the Ancient World (3)
  - CLAS 313 History of Ancient Greece (3)
  - CLAS 322 Literature in Translation: Drama (3)
  - HIST 101 Western Civilization I (3)
  - POLS 321 Classical Political Philosophy (4)

**GREEK MINORS OFTEN MAJOR IN**
- Classics
- Humanities
- Philosophy
MINOR REQUIREMENTS  18 Credit Hours

A minimum of 12 credit hours must be completed at Rockford University.

- One of the Following Three Courses: 3
  - HIST 101  Western Civilization I: circa 1600 B.C.E. to 900 C.E.
  - HIST 102  Western Civilization II: circa 900 to 1688 C.E.
  - HIST 103  Western Civilization III: circa 1600 to 1871
  - HIST 104  Modern Europe

- One of the Following Three Courses: 3
  - HIST 110  Creation of the United States: 1600-1865
  - HIST 111  Evolution of the United States: 1865-1945
  - HIST 112  Modern America since 1945

- Additional History courses 12

At least 9 credits must be at the 300/400-level

HISTORY MINORS OFTEN MAJOR IN
- Business Administration
- English
- Political Science
MINOR REQUIREMENTS 21 - 23 Credit Hours

At least eight credit hours in human development must be completed at Rockford University for a minor in human development.

- HDEV 215 Survey of Human Development 3
- One of the following four courses: 3
  - HDEV 248 Development of Young Children
  - HDEV 348 Child Development
- HDEV 338 Child and Adolescent Psychopathology 3
- HDEV 349 Adolescent Development 3
- 9 -11 hours from the following courses: 9-11
  - ANSO 160 Deviant Behavior (4)
  - ANSO 303 The Family (4)
  - ANSO 306 Juvenile Delinquency (4)
  - EDEC 203 Introduction to Early Childhood Education (3)
  - EDEC 305 Observation and Assessment of Infant, Toddler, and Young Child Development (3)
  - EDUC 333 Literature for Children and Adolescents (3)
  - EDUC 336 Educational Psychology (3)
  - EDEC 353 Literature For Young Children (3)*
  - EDEC 360 Working with Families of Young Children with Special Needs (3)**
  - EDEC 361 Typical/Atypical Speech/Language Development in Young Children (3)**
  - EDEC 362 Diagnosis and Assessment in Early Childhood Special Education (3)**
  - EDEC 363 Methods for Infants, Toddlers, and Young Children (3)**
  - EDUC 371 Cross Cultural Education (3)
  - EDUC 372 Introduction to Linguistics for TESOL (3)
  - SPED 342 Survey of Exceptional Children (3)***

* Requires passing of the Illinois Basic Skills Certification Exam
**Requires passing of the Illinois Basic Skills Certification Exam and Background Check
***Requires Criminal Background Check & TB Screen

CHILD AND ADOLESCENT MINORS OFTEN MAJOR IN
- Early Childhood Education
- Nursing
- Psychology
### Department of Psychology

#### HUMAN DEVELOPMENT: GERONTOLOGY, MINOR

**MINOR REQUIREMENTS  19 Credit Hours**

At least eight credit hours in human development must be completed at Rockford University for a minor in human development.

- PSYC 100  Introduction to Psychology  3
- HDEV 260  Introduction to Gerontology  3
- HDEV 361  Psychological Aspects of Aging  3
- HDEV 363  Physical Aspects of Aging  3
- ANSO 322  Sociology of Aging  4
- One of the following three courses:  3
  - HDEV 262  Nutrition and Pharmacology for Older Adults
  - HDEV 365  Death, Dying, and Bereavement
  - PHIL 256  Biomedical Ethics

#### GERONTOLOGY MINORS OFTEN MAJOR IN

- Anthropology and Sociology
- Nursing
- Psychology

### Department of Psychology

#### HUMAN DEVELOPMENT: LIFE SPAN, MINOR

**MINOR REQUIREMENTS  18 - 19 Credit Hours**

At least eight credit hours in human development must be completed at Rockford University for a minor in human development.

- PSYC 100  Introduction to Psychology  3
- HDEV 215  Survey of Human Development  3
- HDEV 348  Child Development  3
- HDEV 349  Adolescent Development  3
- One of the following two courses:  3
  - HDEV 260  Introduction to Gerontology
  - HDEV 350  Adult Development
- At least one of the following to meet the 18-hour minimum  3-4
  - ANSO 303  The Family (4)
  - ANSO 306  Juvenile Delinquency (4)
  - ANSO 309  Race and Ethnic Relations (4)
  - ANSO 322  Sociology of Aging (4)
  - ANSO 355  Communication and Culture (4)
  - BIOL 309  Genetics (4)
  - CHEM 150  Contemporary Nutrition (3)
  - SPED 342  Survey of Exceptional Children (3)
  - NURS 128  Holistic Health for Contemporary Adults (3)
  - PHIL 122  Ethics (3)
  - PHIL 256  Biomedical Ethics (3)
  - PHIL 330  Philosophy of Science (3)
  - PHIL 335  Philosophy of Human Nature (3)
  - PHYE 230  Motor Development (3)
  - PHYE 330  Teaching Adapted PE (3)

**LIFE SPAN MINORS OFTEN MAJOR IN**

- Elementary Education
- Nursing
- Psychology

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185
MINOR REQUIREMENTS 18 Credit Hours

Required Prerequisite Courses
- LATN 101 Elementary Latin I (or equivalent) 3
- LATN 102 Elementary Latin II (or equivalent) 3

Required Minor Courses
- LATN 203 Intermediate Latin I (or equivalent) 3
- LATN 204 Intermediate Latin II (or equivalent) 3
- CLAS 111 Mythology of Greece and Rome 3
- At least one 300-level Latin course
- Additional Courses From the Following 9
  ARTH 245 Survey of World Art & Architecture I (4)
  ARTH 346 Medieval Art (3)
  CLAS 124 Roman Civilization (3)
  CLAS 176 Various Courses (1-3)
  CLAS 210 Archaeology of the Ancient World (3)
  CLAS 314 History of Ancient Rome (4)
  CLAS 315 Roman Britan (Regent's College) (4)
  HIST 101 Western Civilization I (3)

LATIN MINORS OFTEN MAJOR IN
- Biology
- Classics
- Philosophy
MINOR REQUIREMENTS  22 Credit Hours

- SPAN 207  Intermediate Spanish Conversation  2
- SPAN 208  Intermediate Spanish Composition  2

Eighteen credits distributed among at least three different disciplines. No more than two classes in any one discipline may count toward the minor. Reading, seminar, and special topics courses must pertain to the minor.

Examples of classes meeting the distribution criteria:

**Economics**
- EBA 385  Contemporary Topics and Issues in Economics, Business and Accounting (4)

**English**
- ENGL 381  Seminar in Literature (3)

**History**
- HIST 204  The Novel as History (2)
- HIST 215  Latin America in the 19th and 20th Centuries (3)
- HIST 326  Special Topics in History

**Modern Languages**
- SPAN 279  Hispanic Cultural Topics (3)
- SPAN 309  History of Spanish Language and Phonetics (3)
- SPAN 310  Survey of Spanish Literature (4)
- SPAN 311  Advanced Composition (3)
- SPAN 330  Survey of Spanish-American Language (3)
- SPAN 334  Spanish-American Narrative (3)
- SPAN 376  Special Topics in Spanish (1-3)
- SPAN 379  Peninsular Topics (4)

**Philosophy**
- PHIL 379  Special Topics (3)

**Political Science**
- POLS 347  Regional Politics (3)

**Note**

For students in the Spanish major or minor: Span 207 and Span 208 may also count toward the Spanish minor or major, but only one other 200 or 300-level course may count both toward the Spanish minor and the Latin American, Iberian and Caribbean studies minor.

LATIN AMERICAN, CARIBBEAN, AND IBERIAN STUDIES MINORS OFTEN MAJOR IN

- Anthropology/Sociology
- Political Science
- Spanish
### Mathematics, Minor

**MINOR REQUIREMENTS  22 Credit Hours**

- MATH 130 Calculus with Analytical Geometry I  
- MATH 224 Elements of Statistics  
- MATH 231 Calculus with Analytical Geometry II  
- MATH 232 Calculus with Analytical Geometry III  
- Two 300-level Mathematics courses  

*Those students considering a minor in mathematics should consult with the Department as early as possible in their academic careers as to the choice and availability of courses.*

### Mathematics Minors Often Major In

- Business Administration
- Computer Science
- Psychology

### Music, Minor

**MINOR REQUIREMENTS  24 Credit Hours**

- MUSC 102 Music Theory I  
- MUSC 103 Music Theory II  
- MUSC 104 Aural Skills I  
- MUSC 105 Aural Skills II  
- MUSC 211 Music History I  
- MUSC 212 Music History II  
- 300-Level Music History Courses  
- Applied Music Courses (Private Instruction)  

*At least two hours must be at the 300- or 400-level*
Peace and Conflict Studies Program

PEACE AND CONFLICT STUDIES, MINOR

MINOR REQUIREMENTS 23 Credit Hours

- ANSO / POLS 228 Introduction to Peace and Conflict Studies* 4
- No more than one course from each of the following three core areas:
  Anthropology and Sociology
  - ANSO 309 Race and Ethnic Relations (4)
  - ANSO 340 Sociology of War and Peace (4)
  - INST 115 World Regional Geography (4)
  Political Science
  - POLS 282 International Relations (3)
  - POLS 386 International Organizations (3)
  Psychology
  - PSYC 333 Social Psychology (3)
- Two courses selected from the remaining core courses and the following:
  - ANSO 376 Ethnic Conflict in Comparative Perspective (4)
  - HIST 333 U.S. Diplomatic History 1800-1945 (3)
  - HIST 334 U.S. Diplomatic History 1945-Present (3)
  - POLS 385 History and Politics of the Cold War (3)

Excluding ANSO/POLS 228, no more than two courses can be taken in the same discipline.

*The introductory course, ANSO/POLS 228, should be taken no later than after eight credit hours have been completed in the minor.

PEACE AND CONFLICT STUDIES MINORS OFTEN MAJOR IN

- Anthropology and Sociology
- History
- Political Science

Department of Philosophy

PHILOSOPHY, MINOR

MINOR REQUIREMENTS 18 Credit Hours

A minor in philosophy consists of 18 hours in philosophy, including at least one philosophy course at the 300- or 400-level. At least nine hours must be taken at Rockford University, and a 2.5 GPA or greater must be earned in the minor.

PHILOSOPHY MINORS OFTEN MAJOR IN

- Classics
- Humanities
- International Studies
Department of Physical Education

**PHYSICAL EDUCATION: COACHING, MINOR**

**MINOR REQUIREMENTS 22 - 23 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 209</td>
<td>Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>One of the following two courses:</strong></td>
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<td>2-3</td>
</tr>
<tr>
<td>PHYE 102</td>
<td>Foundations of Sport and Physical Education Programs</td>
<td>2</td>
</tr>
<tr>
<td>PHYE 313</td>
<td>Psychological and Sociological Dimensions of Sports</td>
<td>3</td>
</tr>
<tr>
<td>PHYE 104</td>
<td>First Aid/CPR</td>
<td>2</td>
</tr>
<tr>
<td><strong>One of the following three courses:</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYE 210</td>
<td>Biomechanics</td>
<td></td>
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<tr>
<td>PHYE 230</td>
<td>Motor Learning and Development</td>
<td></td>
</tr>
<tr>
<td>PHYE 304</td>
<td>Physiology of Exercise</td>
<td></td>
</tr>
<tr>
<td>PHYE 215</td>
<td>Principles of Athletic Coaching</td>
<td>2</td>
</tr>
<tr>
<td><strong>One of the following two courses:</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYE 220</td>
<td>Teaching Individual and Dual Sports</td>
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<tr>
<td>PHYE 222</td>
<td>Teaching Team Sports</td>
<td></td>
</tr>
<tr>
<td>PHYE 221</td>
<td>Care &amp; Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PHYE 312</td>
<td>Organization and Administration of PE Programs</td>
<td>3</td>
</tr>
</tbody>
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**COACHING MINORS OFTEN MAJOR IN**

- Early Childhood Education
- Elementary Education
- Physical Education

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Department of Physical Education

**PHYSICAL EDUCATION: HEALTH EDUCATION, MINOR**

**MINOR REQUIREMENTS 23 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 209</td>
<td>Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 150</td>
<td>Contemporary Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NURS 128</td>
<td>Holistic Health for Contemporary Adults</td>
<td>3</td>
</tr>
<tr>
<td>PHYE 104</td>
<td>First Aid/CPR</td>
<td>2</td>
</tr>
<tr>
<td>PHYE 203</td>
<td>Teaching Fitness/Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>PHYE 205</td>
<td>Personal Health Concepts</td>
<td>2</td>
</tr>
<tr>
<td>PHYE 221</td>
<td>Care &amp; Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PHYP 110</td>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
</tbody>
</table>

**HEALTH EDUCATION MINORS OFTEN MAJOR IN**

- Early Childhood Education
- Elementary Education
- Physical Education

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190
MINOR REQUIREMENTS
Students who have earned an education degree may want to add this minor to their credentials. However, the minor is not limited to education students. It may be designed to accommodate specific career needs in other disciplines. If it is for an education major, the course work for the minor is designed by the physical education advisor to satisfy state requirements that have not yet been met by the individual’s other course work. This minor would be identical to the plan of study used by graduate students requesting physical education endorsement along with their master’s degree in secondary education.

Department of Mathematics, Computer Science, and Physics

PHYSICS, MINOR

MINOR REQUIREMENTS 22 Credit Hours
- PHYS 201 Introduction to Physics I 5
- PHYS 202 Introduction to Physics II 5
- At least three 300-level physics courses 12

Those students considering a minor in physics should consult with the Department as early as possible in their academic careers as to the choice and availability of courses.

Department of Political Science

POLITICAL SCIENCE, MINOR

MINOR REQUIREMENTS 18 - 20 Credit Hours
- POLS 101 Introduction to Political Science 4
- POLS 102 American Government 4
- Three additional courses in political science 10-12

Transfer students must take at least three of the five required courses at Rockford University.

PHYSICAL EDUCATION, MINOR

PHYSICAL EDUCATION MINORS OFTEN MAJOR IN
- Early Childhood Education
- Elementary Education
Department of Psychology

PSYCHOLOGY, MINOR

MINOR REQUIREMENTS  18 Credit Hours

At least eight semester hours in psychology must be completed at Rockford University for a minor in psychology.

- PSYC 100 Introduction to Psychology 3
- At least one of the following three courses: 3
  - PSYC 212 Neuroscience
  - PSYC 313 Cognitive Psychology
  - PSYC 338 Psychology of Learning
- At least two of the following six courses: 6
  - HDEV 215 Survey of Human Development
  - PSYC 320 Industrial and Organizational Psychology
  - PSYC 333 Social Psychology
  - PSYC 335 Psychology of Personality
  - PSYC 346 History and Systems of Psychology
  - PSYC 357 Psychological Disorders

- Additional psychology course work to fulfill minimum of 18 hours in psychology

PSYCHOLOGY MINORS OFTEN MAJOR IN

- Anthropology/Sociology
- Biochemistry
- Nursing

Department of Modern & Classical Languages & Religion

RELIIGIOUS STUDIES, MINOR

MINOR REQUIREMENTS  18 Credit Hours

Religious Studies is an interdisciplinary minor. Students may take courses with Religious Studies numbers or the courses in other departments, listed below. At least nine hours of the minor in Religious Studies must carry the religious studies (RELG) designation, and at least one course must be taken at the 300-level. A total of 18 hours, nine of which must be taken at Rockford University and an earned 2.0 GPA in the courses appropriate to the minor, are required for graduation.

Affiliated courses from other departments

- ARTH 346 Medieval Art and Architecture 3
- CLAS 111 Mythology of Greece and Rome 3
- GRK 203 Intermediate Greek (New Testament) 3
- HIST 312 Renaissance and Reformation 4
- PHIL 256 Biomedical Ethics 3
- PHIL 329 Philosophy of Religion 3
- PSYC 346 History and Systems of Psychology 3

RELIIGIOUS STUDIES MINORS OFTEN MAJOR IN

- History
- International Studies
- Philosophy
### Department of Modern & Classical Languages & Religion

#### SPANISH, MINOR

**MINOR REQUIREMENTS 20 Credit Hours**

**Required Prerequisite Courses**

- SPAN 101 Elementary Spanish I (or equivalent) 3
- SPAN 102 Elementary Spanish II (or equivalent) 3

**Required Minor Courses**

- 102 level with at least two courses in literature and two courses in language and/or culture. Please note that Spanish 101 and 102 do not count for major or minor credit.

#### Department of Education

#### SPECIAL EDUCATION, MINOR

**MINOR REQUIREMENTS 20 Credit Hours**

**Required Prerequisite Courses**

- SPED 342 Survey of Exceptional Children 3
- SPED 343 Characteristics of Students with Disabilities Part I 3
- SPED 344 Characteristics of Students with Disabilities Part II 3
- SPED 350 Diagnostic Assessment for Students with Disabilities 3
- SPED 353 Methods Teaching Students with Disabilities Part I 3
- SPED 354 Methods Teaching Students with Disabilities Part II 3

#### Department of Performing Arts

#### THEATRE ARTS, MINOR

**MINOR REQUIREMENTS 22 Credit Hours**

**Required Prerequisite Courses**

- THEA 105 Introduction to Text Analysis 3
- THEA 115 Acting I 3
- THEA 120 Introduction to Technical Theatre 3

**Required Minor Courses**

- One of the following two courses: 3
  - THEA 284 Theatre History I
  - THEA 285 Theatre History II
- One of the following two courses: 3
  - THEA 385 Theatre History III
- Additional Theatre Courses 5

**THEATRE ARTS MINORS OFTEN MAJOR IN**

- Art History
- English
- Psychology

**SPECIAL EDUCATION MINORS OFTEN MAJOR IN**

- Early Childhood Education
- Elementary Education
- Physical Education
Geropsychology is concerned with the psychological, behavioral, biological, and social aspects of aging (APA Committee on Aging, 2009). As defined by the American Psychological Association (APA), geropsychology “applies the knowledge and methods of psychology to understanding and helping older persons and their families maintain well-being, overcome problems, and achieve maximum potential during later life (APA Office on Aging, 2011).

While the Certificate in Geropsychology does not in and of itself culminate in a college degree, students choosing to continue coursework to earn a bachelor’s degree may apply the hours accumulated through the certificate program towards attainment of a major in Human Development or a minor in gerontology.

CAREER OPPORTUNITIES

Rockford University’s Certificate in Geropsychology provides accessible training designed to enhance the competency of social service and health professionals who care for the older adult population. The completion of this certificate indicates a standard of competency in caring for the developmental needs of the aging population. Individuals pursuing a Certificate in Geropsychology find themselves working in a variety of settings including social service agencies, senior living facilities, community programs, home health, and nursing care facilities.

The U.S. Bureau of Labor and Statistics describes job growth opportunities in several occupations related to the field of aging. Positions for workers associated with home health-care will increase by 50% during the 10-year period from 2008-2018. Human Service specialists at the associate and bachelor level will increase at a faster-than-average rate (7-13%) as well. Social and human service assistants, estimated to experience a 23% growth rate, will serve in providing direct care and in locating and securing resources for older adults (Bureau of Labor Statistics, 2011). Students trained in geropsychology will be competitive in this job market.

PRE-REQUISITES

Prerequisites for admission to the certificate program are completion of the following courses with a grade of C- or better: (a) a course in Introduction to Psychology or General Psychology (equivalent to at least 3 college credit hours) and (b) 2 courses in English Composition or Rhetoric (equivalent to 6 college credit hours). These courses can be completed at other institutions. Another criterion for acceptance into the certificate program is at least one year of full-time employment (or the equivalent) in the field of aging. Students without a year of relevant work experience will be required to complete an additional credit hour of internship experience. In that all courses in this certificate will be delivered in an asynchronous online platform, familiarity with computer work, including word processing, is encouraged. Rockford University degree-seeking students are not eligible for the certificate program. This program is open to Illinois residents only.

CERTIFICATE REQUIREMENTS 23 Credit Hours

- HDEV 260  Introduction to Gerontology 3
- HDEV 262  Nutrition and Pharmacology for Older Adults 3
- HDEV 361  Psychological Aspects of Aging 3
- HDEV 363  Physical Aspects of Aging 3
- HDEV 365  Death, Dying, and Bereavement 3
- HDEV 498  Internship 1
- ANSO 322  Sociology of Aging 4
- PHIL 256  Biomedical Ethics 3

Courses in which the student earns lower than a C- grade must be repeated until earning a grade of C- or higher. This certificate follows the national standards and guidelines recommended by the Association of Gerontology in Higher Education for aging programs of merit.
GRADUATE PROGRAMS OFFERED

MASTERS OF ARTS IN TEACHING

Programs Leading to Licensure
  Early Childhood
  Elementary
  Secondary
    Biology
    Chemistry
    Drama/Theatre Arts
    English/Language Arts
    History
    Mathematics
  K-12
    Foreign Language
    French
    German
    Spanish
    Physical Education
    Visual Arts
  Special Education (LBS1)

Programs Available for Licensed Educators
  Bilingual
  English as a Second Language
  Learning Behavior Specialist 1
  Middle School
  Reading Teacher
  Reading Specialist

Programs without Professional Educator License
  Education
  Instructional Strategies

MASTERS OF BUSINESS ADMINISTRATION

Concentrations:
  Accounting/CPA
  Entrepreneurship
  Finance
  Health Administration
  Management
  Marketing
  Project Management
  Public and Not-for-Profit
  Strategic

Graduate Certificate
GRADUATE ACADEMIC PROGRAM AND DESCRIPTIONS

College of Social Sciences, Commerce, and Education

MASTER OF ARTS IN TEACHING

MAT programs

Mat Programs Leading to Professional Educator License (PEL)
The Rockford University Master of Arts in Teaching program is designed to further students’ knowledge in one or more academic disciplines, increase understanding of the educational process, and enhance various skills involved in teaching. All MAT tracks require at least 36 semester hours; 32 hours if the thesis option is available and selected. As of July 1, 2013, a professional license system replaced the teacher certification system in the state of Illinois. Students completing approved teacher education programs at Rockford University will receive a Professional Educator’s License (PEL) with endorsements in their chosen areas of study. Rockford University offers several endorsements for those seeking an Illinois PEL.

IMPORTANT NOTE: Illinois licensure requirements may change, and students must satisfy Illinois State Board of Education (ISBE) requirements in effect at the time of application for licensure, endorsements, and approvals. Rockford University has no control over any such changes in state requirements, and state requirements are not negotiable.

The following endorsements are available in MAT programs leading to licensure.

- Early Childhood
- Elementary
- Secondary: Biology, Chemistry, Drama/Theatre Arts, English/Language Arts, History, Mathematics
- K-12: Foreign Language: French, German, Spanish; Physical Education; Visual Arts
- Special Education (LBS1)

The following endorsements are available for licensed educators.

- Bilingual
- English as a Second Language
- Learning Behavior Specialist 1
- Middle School
- Reading Teacher
- Reading Specialist

An early childhood special education approval Pre-K only is available for licensed educators holding endorsements in either early childhood education or special education (LBS1).

MAT Degree Programs without Professional Educator License (PEL)
The following MAT degrees without licensure are available.

- MAT in Education
- MAT in Instructional Strategies

MAT Foundation Course Requirements
All MAT degrees require
EDUC 615  Introduction to Research  3 hours

All MAT degree candidates must take at least one
EDUC 605  Philosophical Foundations of Education  3 hours
EDUC 620  Psychological Foundations of Education  3 hours

TRACKS FOR PROFESSIONAL EDUCATOR LICENSURE (PEL)
After transcript analysis students with bachelor’s degrees may complete requirements to earn a PEL with an endorsement in early childhood, elementary, secondary, K-12, or special education.
Early Childhood Endorsement
Students take courses in area of concentration.

**Professional Specialization Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 200G</td>
<td>EC Field Exp</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 201G</td>
<td>EC Field Exp</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 505</td>
<td>Observ &amp; Asmnt Inf, Tdlr, Young Child</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 553</td>
<td>Literature for the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED 560</td>
<td>Working w/ Families of Yng Child w/ Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED 561</td>
<td>Typ &amp; Atyp Speech &amp; Lang Development</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED 562</td>
<td>Diagnosis &amp; Assessment in EC SPED</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED 563</td>
<td>Methods Inf, Tdlr, Young Child w/ Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 565</td>
<td>Classroom Management for EC Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 567</td>
<td>Emergent Lit &amp; Beg Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 568</td>
<td>EC Methods Lang Arts Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 569</td>
<td>Working w/ Families of Yng Child w/ Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 570</td>
<td>EC Methods Math Science</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 572</td>
<td>EC Methods Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 574</td>
<td>Curriculum and Methods in ECE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Supporting Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDEV 248</td>
<td>Development of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 517</td>
<td>History &amp; Philosophy of EC</td>
<td>3</td>
</tr>
<tr>
<td>SPED 542</td>
<td>Survey of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 546</td>
<td>Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 620</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Teaching**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 509</td>
<td>EC Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>EDEC 506</td>
<td>Seminar: Student Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidate must attend the mandatory student teaching meeting the third Thursday of the semester prior to student teaching.

Elementary Endorsement (thesis option is available)
Students take courses in area of concentration and electives.

**Professional Specialization Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200G</td>
<td>Elem. Field Exp</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 201G</td>
<td>Elem. Field Exp</td>
<td>1</td>
</tr>
<tr>
<td>SPED 542</td>
<td>Survey of Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>SPED 545</td>
<td>Special Education Methods for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 503</td>
<td>Language Arts Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 511</td>
<td>Reading Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 546</td>
<td>Tech in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 551</td>
<td>Math Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 501</td>
<td>Elementary Teaching Methods (must be taken one semester prior to student teaching)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 605</td>
<td>Philosophical Foundations of Education or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 517</td>
<td>History of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 620</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Teaching**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 507</td>
<td>Elementary Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Elementary Student Teaching Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidate must attend the mandatory student teaching meeting the third Thursday of the semester prior to student teaching.
Middle School Endorsement(s)
EDUC 515   Middle School Programs 3 hours
(Required prior to student teaching at the middle school level.)

All middle school endorsements require at least 18 hours of content-area coursework; please consult your advisor for details.

Secondary Endorsements (thesis option is available)
Secondary endorsement content areas include English, mathematics, social sciences (history), science (biology and chemistry), and theatre arts and require 32 hours of content-area coursework. Consult your advisor for details.

Professional Specialization Courses
EDUC 202G   Sec Field Exp (only one needed if 120 hours are finished) 3 hours
EDUC 203G   Sec Field Exp 3 hours
SPED 542   Survey of Exceptional Children 3 hours
SPED 545   Special Education Methods for Diverse Learners 3 hours
EDUC 565   Classroom Management 3 hours
EDUC 546   Tech in the Classroom 3 hours
EDUC 5XX   Content Methods Seminar (in area of specialization) 3 hours
EDUC 502   Secondary Teaching Methods 3 hours
EDUC 605   Philosophical Foundations Education or 3 hours
EDUC 517   History of Education 3 hours
EDUC 620   Psychological Foundations of Education 3 hours

Student Teaching
EDUC 509   Secondary Student Teaching 6 hours
EDUC 506   Secondary Student Teaching Seminar 3 hours
Candidate must attend the mandatory student teaching meeting the third Thursday of the semester prior to student teaching.

Middle School Endorsement(s)
EDUC 515   Middle School Programs 3 hours
(Required prior to student teaching at the middle school level)

All middle school endorsements require at least 18 hours of content-area coursework; please consult your advisor for details.

K-12 Endorsements (thesis option is available)
K-12 endorsement content areas include foreign language (French, German, and Spanish), physical education, and visual arts.

Professional Specialization Courses: Foreign Language and Visual Arts ONLY
EDUC 202G   Sec Field Exp 1 hour
EDUC 203G   Sec Field Exp 1 hour
SPED 542   Survey of Exceptional Children 3 hours
SPED 545   Special Education Methods for Diverse Learners 3 hours
EDUC 565   Classroom Management 3 hours
EDUC 546   Technology in the Classroom 3 hours
EDUC 502   Secondary Teaching Methods 3 hours
EDUC 5XX   Content Methods Seminar (in area of specialization) or 3 hours
EDUC 605   Philosophical Foundations of Education 3 hours
EDUC 517   History of Education 3 hours
EDUC 620   Psychological Foundations of Education 3 hours

Student Teaching
EDUC 509   Secondary Student Teaching 6 hours
EDUC 506   Secondary Student Teaching Seminar 3 hours
Candidate must attend the mandatory student teaching meeting the third Thursday of the semester prior to student teaching.
Content-Area Coursework: Physical Education Only

PHYE 203   Teaching Fitness & Conditioning 2 hours
PHYE 222   Teaching Team Sports 2 hours
PHYE 228   Mthds Tch Movement, Tumbling or, 2 hours
DANC 200   Dance in Elementary Education
PHYE 110   Wellness (or equivalent)

Professional Specialization Courses: Physical Education Only

EDUC 202G   Field Experience, Elementary 1 hour
EDUC 203G   Field Experience, Secondary 1 hour
EDUC 605   Philosophical Foundations of Education or, 3 hours
EDUC 517   History of Education
EDUC 620   Psychological Foundations of Education 3 hours
EDUC 546   Tech in the Classroom 3 hours
SPED 542   Survey of Exceptional Child or, 3 hours
PHYE 530   Teach Adaptive Phys Ed 3 hours
PHYE 511   Elem School Curriculum PE 3 hours
PHYE 514   Measurement Eval in Sport & PE 3 hours
PHYE 515   Instructional Strategies in PE 3 hours

Student Teaching

EDUC 509   PE Student Teaching 6 hours
EDUC 506   PE Student Teaching Seminar 2 hours
Candidate must attend the mandatory student teaching meeting the semester prior to student teaching; check the portal for dates.

Special Education Endorsement (thesis option is available)

Professional Specialization Courses

SPED 202G   Field Experience 1 hour
SPED 203G   Field Experience 1 hour
SPED 542   Survey of Exceptional Child 3 hours
SPED 543   Chars of Students w/Disabilities Part I 3 hours
SPED 544   Chars of Students w/Disabilities Part II 3 hours
SPED 547   Adapting Instruction Diverse Learners 3 hours
SPED 548   Transition Plan Functional Curriculum 3 hours
SPED 549   Communication & Lang Disorders 3 hours
SPED 550   Diagnostic Assessment Students w/Disabilities 3 hours
SPED 552   Positive Behavioral Supports Chronic Behaviors 3 hours
SPED 553   Methods Teaching Students w/Disabilities Pt I 3 hours
SPED 554   Methods Teaching Students w/Disabilities Pt II 3 hours
SPED 555   Assistive and Instructional Technologies 3 hours
SPED 590   Professional Practices for the Special Educator 3 hours

Supporting Courses

SPED 605   Philosophical Foundations of Education or 3 hours
EDUC 517   History of Education
SPED 620   Psychological Foundations of Education 3 hours
EDUC 501   Elementary Teaching Methods or 3 hours
EDUC 502   Secondary Teaching Methods
EDRD 503   Language Arts Methods 3 hours
EDRD 511   Reading Methods 3 hours
EDUC 551   Math Methods 3 hours
EDUC 565   Classroom Management 3 hours
PHYE 110   Wellness (or equivalency)

Student Teaching

SPED 509   Special Education Student Teaching 6 hours
SPED 506   Special Education Student Teaching Seminar 3 hours
Candidate must attend the mandatory student teaching meeting the third Thursday of the semester prior to student teaching.
TRACKS FOR LICENSED TEACHERS

Reading Specialist track (thesis option is not available)
Available only to teachers already holding a Professional Educator License (PEL), this program offers teachers a reading specialist endorsement. According to the state of Illinois and No Child Left Behind, in order to be “highly qualified” as a literacy or reading coach, teachers must possess a reading specialist endorsement.

The Master of Arts in Teaching (MAT) Reading Specialist program at Rockford University adheres to the Illinois State Board of Education guidelines and has four parts:

- Cornerstone courses in reading methods, literature for children and adolescents, and reading in content areas
- Clinical sequence courses consisting of reading diagnosis, clinical reading methods, and clinical experience in reading
- Capstone courses in leadership, curriculum, and research applications
- Foundations courses (6 hours) and one elective

Cornerstone Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 511</td>
<td>Reading Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 522</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 533</td>
<td>Literature for Children and Adolescents</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 556</td>
<td>Reading Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 557</td>
<td>Clinical Reading Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 559</td>
<td>Clinical Experience in Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

The above courses fulfill the course requirements for the Reading Teacher endorsement.

Capstone Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 631</td>
<td>Leadership Roles of the Reading Specialist</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 632</td>
<td>Reading Curriculum Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 633</td>
<td>Research Applications in the Reading Program</td>
<td>3</td>
</tr>
</tbody>
</table>

Reading Electives (or transfer)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 513</td>
<td>Reading and Writing in the Middle and High School</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 504</td>
<td>Guided Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 505</td>
<td>Reading Interventions</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Reading Teacher endorsement requires 24 hours in Reading and a passing score on the Reading Teacher Exam (177). Reading Specialist endorsement requires 27 graduate level hours in reading and a passing score on the Reading Specialist Content Exam (176).

Instructional Strategies track (thesis option is available)
Available only to licensed teachers in cooperation with Performance Learning Systems (PLS), this track includes a core of graduate level courses designed to provide practical, up-to-date teaching strategies for practicing educators.

The 36-hour instructional strategies MAT degree requires a professional portfolio. Mastery of instructional skills is a primary goal of the degree. A professional portfolio provides concrete, observable evidence of mastery. Students collect artifacts for Rockford University Teacher Education Program goals, which are aligned with Illinois Professional Teaching Standards. The professional portfolio includes the following components.

- Table of contents
- School demographics and classes taught
- Resume
- List of classes taken and number of artifacts from each class
- One comprehensive artifact for each goal with a reflective analysis describing how the candidate’s teaching was enhanced by a particular class.
- One- to two-page reflective summary of how the master’s program influenced the candidate’s teaching.
**Instructional Strategies Program**

EDUC 560      Stdt Engagement and Stands Based Lrn      3 hours
EDUC 575      Reading Across the Curriculum*       3 hours
EDUC 577      Designing Motivation for All Learners  3 hours
EDUC 580      Building Communication & Teamwork      3 hours
EDUC 582      Teaching Through Learning Channels*    3 hours
EDUC 583      Brain-Based Ways We Think & Learn      3 hours
EDUC 584      B.A.S.I.C.                              3 hours
EDUC 586      Cooperative Learning                  3 hours
EDUC 588      Meaningful Activities to Gen. Interesting Classrooms 3 hours
EDUC 590      Collaborative Inquiry for Students    3 hours
EDUC 589      Purposf Lrng through Multiple Intelligences 3 hours
EDUC 590      Facilitating Online Learning Communities 3 hours
EDUC 592      Differentiated Instruction*           3 hours
EDUC 593      Building Your Tech. Education and Skills 3 hours
EDUC 595      Successful Teaching for Responsibility* 3 hours
EDUC 596      Classroom Management: O.C.L.*          3 hours
EDUC 597      Merging Educational Goals & Multimedia* 3 hours
*Also Available Online

**Online Courses**

EDUC 519      Thinking Mathematically: Elem. Edition  3 hours
EDUC 521      Foundations of Literacy                 3 hours
EDUC 525      Infusing Arts into the Curriculum      3 hours
EDUC 527      Cultural Competence                    3 hours
EDUC 528      Strategies for Middle School Science Teachers 3 hours
EDUC 529      Writing Across the Curriculum          3 hours
EDUC 540      Building Online Collaborative Environments 3 hours
EDUC 541      Action Research for the Classroom       3 hours
EDUC 542      Action Research in E-Learning           3 hours
EDUC 543      Blended and Synchronous Learning Design 3 hours
EDUC 544      Instructional Design for Online Educators 3 hours
EDUC 545      Sims & Gaming Technology for the Classroom 3 hours
EDUC 547      Using Online Resources                  3 hours
EDUC 548      Educating the Net-Generation            3 hours
EDUC 554      Teaching Algebra to Middle School Students 3 hours
EDUC 555      Teaching the English Language Learner   3 hours
EDUC 590      Creating Professional Learning Communities 3 hours
EDUC 591      Geometry for Middle School Educators    3 hours
EDUC 590      Response to Intervention                3 hours

**MAT Foundations Courses (9 hours)**

EDUC 605      Philosophical Foundations of Education  3 hours
EDUC 615      Introduction to Research                3 hours
EDUC 620      Psychological Foundations of Education  3 hours

**On-Campus Requirement (6 RU hours)**

**Sample Courses**

EDUC 513      Reading & Writing in Middle/High School  3 hours
EDUC 515      Middle School Programs                 3 hours
EDUC 522      Reading in Content Areas              3 hours
EDUC 530      Gifted Child                         3 hours
EDUC 531      Gifted: Special Topics               3 hours
EDUC 532      Critical Issues in Secondary Education 3 hours
EDUC 551      Math Methods                        3 hours
EDUC 533      Literature for Children & Adolescents  3 hours
EDUC 561      Educational Leadership               3 hours
EDUC 562      Verbal and Nonverbal Communication     3 hours

202
Education track (thesis option is not available)
Students take an individualized combination of course work and electives.

Endorsements for Licensed Educators
Rockford University offers the following endorsements for licensed educators.
- Bilingual
- English as a Second Language
- Learning Behavior Specialist I
- Middle School
- Reading Teacher
- Reading Specialist (candidate must hold master’s degree)
- Middle school endorsement in a variety of content areas

Bilingual/English as a Second Language

Required course work

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 567</td>
<td>Foundations of Language in Minority Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 568</td>
<td>Assessment of Language for the Minority Student</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 569</td>
<td>Methods &amp; Materials for Teaching Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 570</td>
<td>Methods &amp; Materials for Teaching ESL Students</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 571</td>
<td>Cross-Cultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 572</td>
<td>Introduction to Linguistics for TESOL</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Requirements:
A valid Professional Educator License (PEL) prior to issuance of the endorsement.

Bilingual or ESL clinical experience totaling 100 clock hours or three months teaching experience in bilingual or ESL programs

Successful completion of a language examination in the non-English language to be taught: Target Language Proficiency (TLP) Exam (Bilingual only)

Early Childhood Special Education Approval Pre-K Only
Licensed teachers already holding a PEL with either an early childhood or LBS1 (K-21) endorsement may complete the following courses to receive early childhood education approval Pre-K only to teach early childhood special education non-categorical for children through age 5.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC/SPED 560</td>
<td>Working w/Families of Young Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED 561</td>
<td>Typical and Atypical Speech and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED 562</td>
<td>Diagnosis and Assessment in Early Childhood Special Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDEC/SPED 563</td>
<td>Methods for Infants, Toddlers, and Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Learning Behavior Specialist I Endorsement
Licensed teachers with elementary, secondary, or K-12 endorsements are eligible to acquire an LBS I endorsement upon completion of 18 hours of LBS I course work and a passing score on the Illinois LBS I Content Area Exam (155). The endorsement will be for the grade-levels of the teacher’s PEL.

Required course work

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 542</td>
<td>Survey of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>SPED 543</td>
<td>Characteristics of Students with Disabilities Part I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 544</td>
<td>Characteristics of Students with Disabilities Part II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 553</td>
<td>Methods Teaching Students with Disabilities Part I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 554</td>
<td>Methods Teaching Students with Disabilities Part II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 555</td>
<td>Diagnostic Assessment for Students with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>
MAT Degree Thesis Track

Typically, the MAT is a 36 credit hour program. However, a 32 credit hour thesis track is available for students enrolled in MAT degree programs in elementary, secondary (6-12 or K-12), special education, or Instructional Strategies Programs. The thesis option is not available for those enrolled in MAT degree programs in early childhood, Reading Specialist, or Education.

Graduate students participating in the thesis track must:
- Complete 32 hours of graduate coursework (rather than 36 hours in a non-thesis track)
- Complete EDUC 625 Masters of Arts in Teaching Seminar (1 credit hour)
- Complete EDUC 626 Master of Arts in Teaching Research (2 credit hours)
  - EDUC 615 Introduction to Research is a prerequisite for both EDUC 625 and EDUC 626
  - EDUC 615 must be completed within the first eighteen hours of the program
  - Independent study may be taken between enrollment in EDUC 625 and EDUC 626 for data collection and analysis

The graduate student enrolls in EDUC 625 and develops a formal research proposal under the guidance of the instructor, which is brought forth to the TEP Council by mid-semester. The Council votes with three options including disapprove, approve, or approve and willing to serve on the thesis committee. At this point, the student selects three faculty members to serve on his/her thesis committee, one of whom becomes the thesis advisor. The student then enrolls in EDUC 626 to complete the thesis, which must conform to the latest edition of the American Psychological Association Publications Manual (APA). If the thesis is not completed during the EDUC 626 initial registration semester, the student receives an IP (In Progress) grade. During the subsequent semester(s), the student reregisters for EDUC 626 until completion of the thesis, with a payment of the $100 fee in addition to the University’s registration fee for each semester until the thesis is submitted.

When the thesis is complete, the student submits the original and two copies to his/her thesis committee no later than six weeks prior to graduation (approximately April 1, July 15, or November 1). Committee members review the thesis, which can include requesting an oral defense, and must unanimously agree to one of the following.
- Accept the thesis without revisions
- Accept thesis with distinction
- Request specified revisions requiring resubmission of revised thesis
- Reject the thesis

Final verification that the student has completed the thesis requirements is not awarded until
- thesis committee accepts the thesis without reservations or with distinction, and
- student submits three final copies of the accepted thesis to the MAT director (one for the University Archives, one for the MAT director, and one for the thesis advisor).
**Prerequisite Requirements**

Students may satisfy prerequisites in economics, accounting, business finance, statistics and mathematical analysis through courses completed within the past 10 years, (unless approved by the MBA Director) with a grade of at least “C” at Rockford University or other accredited institutions or by successfully completing proficiency examinations. The Graduate Office can supply information on the format of proficiency examinations, suggested textbooks for study, online tutorials, testing procedures, and a day and time to take the examination. Students do not have to complete all the program prerequisites before enrolling in a required MBA course as long as the student meets the prerequisite(s) for the MBA course the student is registering to take.

Successful completion of these courses also will satisfy the prerequisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 501</td>
<td>Mathematical Analysis for Management</td>
<td>Spring</td>
</tr>
<tr>
<td>BSAD 502</td>
<td>Survey of the Principles of Economics</td>
<td>Fall</td>
</tr>
<tr>
<td>BSAD 318/518</td>
<td>Business Finance</td>
<td>Fall, Spring, and Summer</td>
</tr>
<tr>
<td>BSAD 524</td>
<td>Accounting Concepts</td>
<td>Fall</td>
</tr>
<tr>
<td>MATH 223</td>
<td>Beginning Statistics or</td>
<td></td>
</tr>
<tr>
<td>MATH 224</td>
<td>Elements of Statistics (4 hrs)</td>
<td>Fall, Spring and Summer</td>
</tr>
</tbody>
</table>

**Required courses: 27 hours (for all but MBA/CPA and Public and Not-for-Profit)**

All courses in the MBA program are three credit hours unless otherwise noted. The academic terms in which the courses *normally* are offered are listed to the right of the course title.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 503</td>
<td>Managerial Economics or</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: BSAD 501, BSAD 502</td>
<td></td>
</tr>
<tr>
<td>BSAD 504</td>
<td>Business and the National Economy</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: BSAD 501, BSAD 502</td>
<td></td>
</tr>
<tr>
<td>BSAD 510</td>
<td>Legal Environment of Business</td>
<td>Spring and Summer</td>
</tr>
<tr>
<td>BSAD 530</td>
<td>Managerial Accounting and Control*</td>
<td>Spring and Summer</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: BSAD 524</td>
<td></td>
</tr>
<tr>
<td>BSAD 540</td>
<td>Financial Management</td>
<td>Fall and Summer</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: BSAD 518, BSAD 530</td>
<td></td>
</tr>
<tr>
<td>BSAD 550</td>
<td>Management and Leadership Theory &amp; Practice</td>
<td>Fall, Spring and Summer</td>
</tr>
<tr>
<td>BSAD 560</td>
<td>Marketing</td>
<td>Fall, Spring and Summer</td>
</tr>
<tr>
<td>BSAD 580</td>
<td>Intro. to Business Research*</td>
<td>Fall and Summer</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Math 223 or 224</td>
<td></td>
</tr>
<tr>
<td>BSAD 590</td>
<td>Organizational Communication*</td>
<td>Fall, Spring and Summer</td>
</tr>
<tr>
<td>BSAD 696</td>
<td>Planning and Strategies</td>
<td>Fall and Spring</td>
</tr>
</tbody>
</table>

*Must be completed within the first 15 hours (five courses) of required course work.*
Elective courses:
Nine hours (for all but MBA/CPA and Public and Not-for-Profit concentrations). All courses in the MBA program are three credit hours unless otherwise noted. (The elective courses are offered about every other year or as deemed appropriate. Normally there are three electives each fall and spring semester, and two in the summer.) To obtain an MBA without a specific concentration a student can choose any three electives:

BSAD 641 Investment Management
BSAD 650 Production Management
BSAD 651 Organizational Behavior
BSAD 652 International Business
BSAD 654 Human Resource Management
BSAD 660 Consumer Behavior
BSAD 661 Integrated Marketing Communications
BSAD 670 International Trade & Financial Management
BSAD 680 Information Systems in Business
BSAD 685 Contemporary Topics and Issues in Organizations

Other courses as approved by the advisor or program director

Contemporary Topics in the past few years have included the following: Ethical Decision Making in Healthcare Administration, Entrepreneurship, Business Forecasting, Leadership, Project Planning and Risk Control, Role of Information Tech in Healthcare Administration, Services Marketing; Project Management, Gender Relations, the Entrepreneurial Experience and International Marketing

MBA CONCENTRATIONS
Concentrations are designed for students interested in obtaining additional depth in an area of study. Rockford University MBA students can choose from six different concentrations:

Entrepreneurship
Choose three from the following electives:
BSAD 645 Fund Development and Marketing
BSAD 685 Contemporary Topics and Issues in Organizations (related to entrepreneurship)

Other elective courses as approved by the advisor or program director.

Finance
Choose three from the following electives:
BSAD 509 Public Finance
BSAD 517 Money and Banking
BSAD 641 Investment Management
BSAD 650 Operations Management
BSAD 670 International Trade/Financial Management
BSAD 685 Contemporary Topics and Issues in Organizations (related to finance)

Other elective courses as approved by the advisor or program director.

Health Administration
Choose three from the following electives:
BSAD 509 Public Finance
BSAD 529 Public and Non-for-Profit Accounting Concepts
BSAD 645 Fund Development and Marketing
BSAD 654 HR Management
BSAD 685 Contemporary Topics and Issues in Organizations (related to health administration)

Other elective courses as approved by the advisor or program director.

Management
Choose three from the following electives:
BSAD 650 Operations Management
BSAD 651 Organizational Behavior
BSAD 652 International Business
BSAD 654 Human Resource Management
BSAD 680 Information Systems in Business
BSAD 685 Contemporary Topics and Issues in Organizations (related to management)

Other elective courses as approved by the advisor or program director.
Marketing
Choose three from the following electives:
BSAD 645 Fund Development and Marketing
BSAD 652 International Business
BSAD 660 Consumer Behavior
BSAD 661 Integrated Marketing Communications
BSAD 665 Public and Not-for-Profit Management
BSAD 685 Contemporary Topics and Issues in Organizations (related to marketing)
Other elective courses as approved by the advisor or program director.

Project Management
Choose three from the following electives:
BSAD 650 Operations Management
BSAD 680 Information Systems in Business
BSAD 685 Contemporary Topics and Issues in Organizations (related to project management)
Other elective courses as approved by the advisor or program director.

Strategic
Choose three from the following electives:
BSAD 650 Operations Management
BSAD 670 International Trade/Financial Management
BSAD 680 Information Systems in Organizations
BSAD 685 Contemporary Topics and Issues in Organizations (related to strategic management)
Other elective courses as approved by the advisor or program director.

Accounting/CPA – required and elective courses
The Accounting/CPA is an MBA track designed for those individuals who want to acquire the necessary course work and hours to qualify to sit for the CPA exam in Illinois.

The student must take the following accounting courses at Rockford University or equivalent courses at another institution in order to be able to sit for the CPA. These courses can be transferred from your undergraduate courses or taken at the graduate level. All regular prerequisites for the MBA program also apply to the Accounting/CPA. If these courses are taken at the graduate level as a part of the MBA program they can be used as electives.

ACCT 223 Financial Accounting  BSAD 524 Accounting Concepts
ACCT 224 Managerial Accounting  BSAD 524 Accounting Concepts
ACCT 340 Intermediate Accounting I  ACCT 540 Intermediate Accounting I
ACCT 341 Intermediate Accounting II  ACCT 541 Intermediate Accounting II
ACCT 342 Intermediate Accounting III  ACCT 542 Intermediate Accounting III
ACCT 344 Cost Accounting  ACCT 544 Cost Accounting
ACCT 345 Tax Accounting  ACCT 545 Tax Accounting
ACCT 444 Advanced Cost Accounting  ACCT 644 Advanced Cost Accounting
ACCT 445 Advanced Tax Accounting  ACCT 645 Advanced Tax Accounting
ACCT 446 Advanced Accounting  ACCT 646 Advanced Accounting
ACCT 447 Auditing  ACCT 647 Auditing
ACCT 460 Accounting Information Systems  ACCT 660 Accounting Information Systems

Students should also have one or two semesters of business law.

The following are the required and elective courses to earn an MBA degree in the Accounting/CPA track. All courses are three credit hours; the total required is 36 credit hours.

BSAD 503 Managerial Economics OR
BSAD 504 Business and the National Economy
BSAD 510 Legal Environment of Business
BSAD 540 Financial Management
BSAD 550 Management and Leadership Theory and Practice
BSAD 560 Marketing
BSAD 580 Introduction to Business Research
BSAD 590 Organizational Communication
BSAD 696 Business Planning and Strategies

Four additional electives as approved by the advisor or program director. These can include any accounting courses above taken at the graduate level except BSAD 524.
Public and Not-for-Profit
Required and elective courses (36-39 hours plus prerequisites). All regular prerequisites for the MBA program also apply to the public and not-for-profit concentration. This concentration is designed for those people who are interested in working within a public or not-for-profit organization.

BSAD 503  Managerial Economics
BSAD 509  Public Finance
BSAD 510  Legal Environment of Business
BSAD 529  Not-for-Profit Accounting or
BSAD 530  Managerial Accounting and Control
BSAD 550  Management and Leadership Theory and Practice
BSAD 560  Marketing
BSAD 580  Introduction to Business Research
BSAD 590  Organizational Communication
BSAD 645  Fund Development and Marketing
BSAD 665  Government and Not-for-Profit Management
BSAD 696  Business Planning and Strategies

In addition, students seeking the concentration in this area would need to either have two years of work experience in a not-for-profit or government position, or be required to take a three-hour internship at a not-for-profit or government agency.

Elective course – 3 credit hours
Student must take at least one of the following:
BSAD 561  Government and Business
BSAD 651  Organizational Behavior
BSAD 654  Human Resource Management
BSAD 660  Consumer Behavior
BSAD 661  Integrated Marketing Communications
BSAD 685  Contemporary Topics and Issues in Organizations (related to not-for-profit)
Other elective courses as approved by the advisor or program director

THE ROCKFORD UNIVERSITY GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION
This certificate is designed to meet the needs of professionals who intend to take their organizations to the next level. To earn a graduate certificate in business administration, a student must complete an application and successfully complete the program with a “B” average, and no grade less than a “C”. The graduate certificate consists of a series of five core MBA courses (four required and one elective), each designed to build and improve upon the student’s basic business skills. Those enrolled in the graduate certificate in business administration program may continue on to obtain an MBA degree after completing the matriculation requirements for the MBA program.

Required courses – Graduate Certificate
BSAD 510  Legal Environment of Business
BSAD 550  Management and Leadership Theory and Practice
BSAD 560  Marketing
BSAD 590  Organizational Communications

Elective course – Graduate Certificate
BSAD elective - Any other MBA class for which the student meets the prerequisites
Anthropology and sociology illuminate the human experience. They invite us to examine aspects of the social environment that we often ignore, neglect or take for granted. Through these studies, we can achieve a better grasp of how society is organized, where power lies, what beliefs channel our behavior, and how societies come to be what they are. Anthropology and sociology equip us with a special form of consciousness that gives us a better understanding of the social and cultural forces we confront, especially those that constrain us and free us. Thus, both disciplines are liberating sciences.

By looking at social and cultural arrangements in imaginative and fresh ways, we gain a new vision of the social experience. We find that the society into which we are born and the culture transmitted to us shape our identities, personalities, emotions, thought processes and fortunes in countless ways. The challenge of anthropology and sociology is to go beyond appearances, and peer behind the masks that people and organizations wear.

As majors in anthropology and sociology at Rockford University, students may pursue a Bachelor of Arts or a Bachelor of Science degree, and choose from a number of concentrations: anthropology and sociology, criminal justice and pre-social work. In each area, the all-university and collegial requirements ensure a strong liberal arts foundation for a more specialized program of study. Students may have a wide range of academic internship opportunities to work for a semester in an agency or organization in the community, and earn credits toward graduation.

Career opportunities
Both anthropology and sociology are popular majors and minors for students planning futures in such professions as law, politics, social work, public health, urban planning, community relations and public administration.

Students also will find that numerous courses in criminal justice, management, marketing, business organization, labor relations, communication, journalism, recreation and nursing draw upon the principles, research techniques and findings of both sociology and anthropology.

Employers frequently look for potential employees with specific skills that are acquired in anthropology and sociology courses dealing with survey and research methods, statistics, population research and urban studies. With a number of these courses to their credit, students may well find themselves at a competitive advantage with other liberal arts graduates. The breadth of learning from a liberal arts education gives opportunities to develop interpersonal, analytical, problem-solving, and communication skills essential for success in today’s competitive job market. According to the Wall Street Journal, big employers are wooing social science and liberal arts graduates with growing fervor after years of favoring job applicants with technical degrees. Employers find that graduates of schools like Rockford University can take a variety of problems and apply creative analysis to them.

Student Spotlight – Megan Brechon ‘13
In the spring of 2013 while the rest of the campus was worrying about final exams and summer plans, Megan was digging for clues to Winnebago County’s low birth weights. That semester, she and her research partner presented their research at a national conference. An anthropology and sociology major, Megan was excited about her experience at the three-day event, and reactions to her working paper titled “Social and Cultural Influences on Birth Outcomes in Winnebago County, Ill.” The paper is based on ongoing research coordinated by Professor Matthew Dalstrom, Ph.D. and the Winnebago County Health Department to focus on the availability and usage of prenatal health care services among African-American women in the county. Data for the study is being collected through interviews with health care providers, postpartum mothers, and longitudinal case studies of pregnant women. The ultimate goal of the study is the creation of a conceptual model that will link cultural, social and structural themes to improve birth outcomes within the African-American community in Winnebago
County. Megan and her research partner, Shannon Johnstone, have submitted their work to Practicing Anthropology, a national anthropological journal, for publishing.

**Degree requirements**
In order to be accepted as majors in the anthropology and sociology department, students must have completed at least one full-time semester (at least 12 semester hours) at Rockford University before declaring the major. In addition, students who elect either the criminal justice or the pre-social work track must have achieved, and must subsequently maintain, a grade point average (GPA) of at least 2.5 for all courses attempted at the University. (This requirement exists because all tracks require an internship, and the University requires a 2.5 GPA in order to participate in an internship.) Students whose cumulative GPAs fall below that level will be changed from their selected track to the general track.

All majors must complete at least three 300- or 400-level courses and Senior Seminar at Rockford University.

College of Arts and Humanities

**ART AND ART HISTORY**

**Faculty**
Dr. Jennifer Langworthy, Chair
Prof. Philip Soosloff
Prof. David Menard
Prof. Christopher Sisson

The art and art history department specializes in educating students in the various modes of visual communication. It is the belief of the department that understanding visual means of expression or being visually literate is a fundamental component of a liberal arts education on par with written and verbal learning. The study of art and art history in a liberal arts context encourages students to realize that visual, written and verbal means of communication are often inextricably bound.

The department, as its name implies, incorporates three distinct yet profoundly complementary units. The two-dimensional and three-dimensional concentrations are primarily devoted to instruction in the making of works of art. The graphic design concentration focuses on the application of fine art principles and problem solving to the creation of visually compelling designs. The art history program is primarily devoted to the historical understanding and current interpretations of traditional works of art and visual culture. In its studio art and graphic design concentrations, the department endeavors to support the individual, expressive and technical needs of students as they explore various media and seek to reconcile ideas with their final realization. In art history courses, the department seeks to provide students with an overall grounding in the history and theory of world art and visual culture.

**Career opportunities**
A degree in art or art history from Rockford University is excellent preparation to be an artist, teacher, or professional graphic designer. The degree also provides students continuing on to graduate school with an outstanding foundation for pursuing advanced degrees in fine art, graphic design, art history, arts administration or various forms of museum studies.

**Student Spotlight – Scarlett Fedie ’14**
Rockford University is a great place to earn a degree because it offers the programs I wanted to study with the help of professors that actually have hands-on experience within their respective fields. They help prepare students for a future in their majors. I chose to go into Studio Art with a 2-D concentration because it is my passion. What I like about being a Studio Art major at RU is how much knowledge and personal attention we receive from our professors. After I graduate, I hope to open my own studio and earn a living as an artist.

**Degree requirements**
The Art and Art History department offers Bachelor of Arts degrees in studio art and art history and the Bachelor of Fine Arts degree in studio art with concentrations in two-dimensional media, three-dimensional media, and graphic design. The department also offers B.A. minors in studio art and art history. In order to graduate with a major or minor in studio art or art history, students must earn a cumulative GPA of 3.0 in major and/or minor courses.
Teacher Licensure 6-12
Students interested in becoming licensed to teach art at the secondary level must complete all major art degree requirements, a minor in secondary education and additional general education requirements for state licensure. For further information, see the Education section of this catalog.

College of Science, Math, and Nursing
CHEMICAL AND BIOLOGICAL SCIENCES

Faculty
Dr. James Marshall, Chair
Dr. Sean Beckmann
Dr. Matthew Bork
Dr. Deborah Breiter
Dr. William Doria
Dr. David Kell
Dr. Troy Skwor
Dr. Joseph Ward

The Chemical & Biological Sciences Department offers Bachelor of Science degrees in biochemistry, biology, and chemistry, as well as Bachelor of Arts degrees in biology and chemistry, and minors in both biology and chemistry. The Bachelor of Arts degrees provides a solid background in chemistry or biology while allowing students to fully explore other disciplines provided in a liberal arts setting. It is especially appropriate for high school science teachers, sales and management personnel at chemical companies (with appropriate business courses) or those interested in patent law. The Bachelor of Science in biology offers students the opportunity to explore coursework in one of two tracks: Cell and Molecular Biology, or Ecology and Evolution. Additional fields of interest include agronomy, aquatic biology, ecology, wildlife management, neurobiology, medicine, microbiology, pharmacology, and molecular biology. The chemistry program is certified by the American Chemical Society (ACS), allowing the department to offer ACS certified Bachelor of Science degree options. All of the Bachelor of Science degrees offered by the department offer students a wide variety of career paths including graduate school, professional schools in medicine, various laboratory positions, or consulting work.

Prospective majors usually begin their study of biology or chemistry and mathematics in their first year. However, students who have completed their first or second years should have no difficulty obtaining a degree, assuming they have been following a science-track major. Emphasis on laboratory work allows students to practice the theory contained in both text and lecture, while teaching basic laboratory skills and introducing students to modern instrumentation and scientific computer software. An undergraduate research project is required of all majors, during which students could either work with a faculty member or take advantage of summer opportunities at major research universities or in industry. Those students seeking a Bachelor of Science degree who intend to pursue an advanced degree in the chemical or biological sciences are strongly encouraged to take a foreign language.

The Chemical & Biological Sciences Department also offers courses designed for the non-science major, such as “Anatomy and Physiology”, “Biology for the Informed Citizen”, “Biology of Sports and Exercise”, “Chemistry in Our Environment”, “Contemporary Nutrition”, and “Introduction to Geology”. These courses complement study in fields such as athletics, business, education, psychology, political science and the allied health areas, providing students with a foundation for making informed decisions as citizens.

Career opportunities
Rockford University students earning a degree in biology, chemistry or biochemistry are especially well-prepared for graduate school, medical/professional school, or careers in forensic science, the chemical industry, biotechnology, genetic counseling, and pharmaceutical sales, along with other health-related fields. Many of our students have gone on to become doctors, dentists, veterinarians, medical technologists or pharmacists. Still others have become secondary teachers through our state of Illinois-approved program for biology or chemistry teachers. Many students combine a biology, chemistry or biochemistry major with a minor in business, psychology or a foreign language to prepare for careers in science or health-related fields. Careers in environmental management and conservation exist through business and governmental agencies. Private industry uses trained scientists in areas such as sales, management, research and writing. Graduates have career opportunities as educators in colleges and universities, in primary and secondary schools, and in museums, zoos, aquariums and nature centers. Careers are available that link these sciences to other disciplines, such as art, law, ethics and economics.
Degree requirements
The Chemical & Biological Sciences faculty finds that, in addition to the courses listed below, course work in advanced writing, oral communication, ethics and other non-science fields enhances learning in the science major. Therefore, we strongly encourage our students to broaden their education by taking courses in these areas.

BIOLOGY PROGRAM
We live in an age of constant scientific discovery – a world shaped by revolutionary new technologies, many of which require an understanding of biology. Biologically-related topics regularly making the news include stem cell research, global climate change, emerging infectious diseases, pollution, environmental concerns, species diversity, genetics and rapid advances in medicine and biotechnology. As human understanding of the self and the surrounding world has expanded, we have begun to appreciate the dynamic nature of biological systems at multiple levels of organization. Whether studying the myriad of factors regulating cell division in a tumor or the complex interactions of species in a restored ecosystem, researchers in all biological sciences are combining the latest technologies with broadening expertise to come to a deeper understanding of the living world. Students with a degree in biology can move on to medical, dental, or veterinarian schools; other health-allied occupations like pharmacy; graduate school in basic biological disciplines; careers in biotechnology and industry; and a number of environmental and conservation careers in business or government. The biology degree is divided into Cellular and Molecular Biology, and Ecology and Evolution tracks to focus student coursework on the area best suited to their future careers.

Secondary teacher licensed
Students interested in becoming licensed to teach biology at the secondary level must complete all biology major degree requirements, a minor in secondary education, and additional general education requirements for state licensure. For further information, see the Education section of this catalog.

BIOCHEMISTRY PROGRAM
Biochemistry is a discipline that encompasses a wide variety of topics within modern biology and chemistry, including biophysics, genetics, neurobiology, immunology, toxicology, endocrinology and pharmacology. The degree requirements are consistent with the prerequisites for entrance into graduate school or health-related professional programs: medical school, dental school and veterinary school, with coursework from both the chemistry and biology programs. Note, students majoring in biochemistry man not also major or minor in chemistry or biology.

Student Spotlight – Sam Medina-Conchi ’14
Because of professionals in the biochemistry and medical fields, people survive illnesses and medical emergencies every day. I’m pursuing the Biochemistry major because I want to impact someone’s life. During the summer of 2012, I was fortunate to travel to Paris, France, through an RU summer research grant. During the two weeks, my fellow classmates and I interviewed nurses and patients about the European system of universal healthcare. For me, it was a trip of a lifetime and one that will definitely impact my future career. I plan on going to graduate school for a master’s degree in kinesiology with the focus on exercise science/human performance. Then I’d like to attend medical school and pursue my dream career in the ER. I love that Biochemistry is both challenging and rewarding. It is a degree that takes a lot of hard work, but the knowledge gained is amazing. I will use my degree and my experience here at RU to obtain a great job that I will enjoy.

CHEMISTRY PROGRAM
As the “central science,” chemistry is rooted in mathematics and physics, yet has applications in biology, medicine, material science, environmental science and engineering. Since all substances are chemicals, an understanding of chemistry is vital not only to scientists, but also to all who make decisions in their personal lives as to health, lifestyle and choice of material things, and in their public lives as to issues such as clean air and water, nuclear power, and solid waste disposal and recycling. Beyond the traditional course work, chemistry and biochemistry students at Rockford University can pursue opportunities in internships, special topics courses, research and study abroad. Those interested in medicine may get clinical experience at local hospitals or with doctors as early as their sophomore year. Internships are available at local industries, and secondary teaching field experience is offered at local high schools. Students interested in overseas experience are encouraged to spend a semester abroad during their junior year.

Teacher Licensure 6-12
Students interested in becoming licensed to teach chemistry at the secondary level must complete all major chemistry degree requirements, a minor in secondary education and additional general education requirements for state licensure. For further information, see the Education section of this catalog.
Student Spotlight – Stephanie Blaszczyk ’14
I am pursuing the Chemistry major because I found out two years ago that I have an interest in organic chemistry theory and actually enjoy learning the mechanistic details behind various reactions. After graduation, I intend to enroll in graduate school to pursue a Ph.D. in organic chemistry. Ideally, I would love to teach organic chemistry on the college level, but I am also considering a career in industry where my interests include paint and pigment or food and flavoring. For me, attending RU allows me to spend more time with my daughter and focus more on my academic studies because of the University’s close proximity to my hometown.

College of Social Sciences, Commerce, and Education

ECONOMICS, BUSINESS, AND ACCOUNTING

Faculty
Prof. Robert Evans, Chair
Prof. Henry Espensen
Prof. Jeffrey Fahrenwald
Dr. Ina Freeman
Prof. Brian Huels
Dr. Roxana Idu
Prof. Stanley Klatka
Dr. Caleb Lewis
Prof. William Lewis, Jr.
Prof. Gary Lubbert
Dr. Masoud Moallem

The study of economics, business and accounting falls within the social sciences at Rockford University. The social sciences focus on how people live together and face their common problems. Students in our department develop both a sense of the history of their own discipline and of its relation to the other social sciences. We strive together for a seamless understanding of the issues that cut across all the social sciences.

Students and faculty address together the concerns of business and not for profit organizations in a capitalist society. We study economic theory, management and accounting, to be sure. What we study, in addition, are the ethical, political and social issues arising from the workings of our economy. Students will live in and work in a market economy, so it is imperative that they understand both how it does work and how it should work. Students will live also in a global economy, so they must understand the implications of globalization. We want students to develop an understanding of the economy and society in which they live so that they can become effective participants in that society. Education for life and civic engagement is the ultimate goal of majoring in economics, business and accounting at Rockford University.

In order to help students prepare for a life of civic engagement, we offer a liberal arts education and we promote the development of certain fundamental skills. Majors in our department develop the ability to think critically and analytically, to communicate clearly and forcefully with the written and spoken word, and to understand the process and role of decision-making in society. Majors also are advised to complete as much work as possible in mathematics, statistics and computers. In order to understand the society in which we live, students must learn how to evaluate data. Decisions about managing organizations must be informed by data in order to permit those decisions to improve performance. Quantitative applications are made in our courses in order to refine the processes of problem-solving and decision-making. The quantitative portion of the program is absolutely essential for students who hope to attend graduate school. As faculty, we do not regard the acquisition of these skills as an abstract wish. They are identified specifically as components of our courses, and we demonstrate throughout our courses how these skills are acquired and refined. We model the skills in our interactions with students, and in our professional careers. We practice what we preach.

To enhance what is learned from texts, we offer collaborative learning, case studies, community-based learning and internships. These are all opportunities for majors to make textbook lessons their own, to match theory with practice. We want to help students develop into effective, engaged citizen-practitioners.

EBA Student Learning Outcomes
The EBA Department intends that graduates of all of its programs embody the knowledge, skills and values of educated persons who approach the world equipped with a set of analytical tools [gained from both their major field and the liberal arts general education programs] that empowers them to apply what they’ve learned to the increasingly sophisticated problems of the contemporary world. We expect their approach to be methodical, critically analytical, socially responsible and ethical.
The following learning outcomes are for each of the respective programs.

• **ECONOMICS Program**
  The economics major learns about the intellectual foundations for the study of business and organizations within the context of domestic and global societies. An appreciation of theory as well as its practical application constitutes a core emphasis of their perspective.

• **BUSINESS, BSMS, and MBA Programs**
  Business students focus on the practical application of the language and foundations of the discipline preparing students to successfully plan, organize, lead, and control organizations in an ethically responsible fashion.

• **ACCOUNTING**
  Program graduates in accounting learn the language of business. As a result, they are critical to the successful analysis, control, and improvement of organizational operations.

**Departmental honors in Economics, Business and Accounting**
Our department is proud to confer departmental honors on majors who demonstrate a superior level of achievement. The honors program involves course work and the maintenance of a certain GPA. Please contact a member of the department for details of the program. We encourage excellence and we want to recognize superior student achievement.

**Honors program in Economics, Business and Accounting**
The honors program supplements the traditional curriculum in economics, business and accounting by providing a unique opportunity for intellectual enrichment and pursuit of academic excellence. The honors courses are designed to explore general topics of interest at an intellectually challenging level using an interdisciplinary and integrative approach to learning.

Each course will focus on a general topic – such as globalization, capitalism or entrepreneurship – that transcends disciplines. Students will explore the topic and examine it from different perspectives through reading of original and contemporary material, research and discussion. The honors course is designed to foster and encourage the development of analytical and critical thinking, written and oral communication skills, practical and quantitative applications, teamwork and collaborative learning. Honors courses are team-taught by the faculty in the fields of economics, business and accounting.

Qualifying students that demonstrate a passion for learning and are interested in an intellectually challenging and unorthodox approach may take one or both of the following honors courses:

**ECON, BUS, ACCT (EBA) 390**
Team-taught topical course using an interdisciplinary and integrative approach to learning, emphasizing critical thinking, discussion and collaborative work.

**ECON, BUS, ACCT (EBA) 490**
Guided and supervised research involving an original idea and using an interdisciplinary and integrative approach across disciplines of accounting, business and economics. The final work is presented at a forum of the faculty and students, and is read and graded by the honors committee consisting of the faculty from the respective fields. This research is treated somewhat similar to a thesis project and is generally viewed very positively by prospective employers and graduate schools, while the content may serve as an excellent source of material for an interview.

**Prerequisites**
- Completion of a minimum of 60 credit hours
- 3.0 overall grade point average (GPA) and in the major field of study
- Completion of at least one intermediate level or two upper level courses in any of the following majors: economics, business and accounting

**Application procedure**
Admission to the Departmental Honors Program is based on: a) student self-recommendation, b) academic advisor’s recommendation and c) the Departmental Honors Committee recommendation.

Students who successfully complete the program by taking both courses will receive an honorable mention and honor scholar certificate at graduation provided that they have maintained a 3.3 overall GPA and 3.5 in their field of study. Students who have successfully completed the appropriate course will receive an honorable mention and departmental honor certificate at graduation provided that they have maintained a 3.3 overall GPA and 3.5
GPA in their field of study. Additionally, the names of all honor scholars will be registered and maintained on a wall plaque recognizing the student’s achievements and inspiring future students.

Career opportunities
As economics or business majors, students have a wide variety of career opportunities. Students in business often choose to concentrate in one of the functional areas of finance, marketing or management, while economics majors may concentrate in the areas of public policy or international economics as they prepare for graduate school or entry into the work force. Careers in administration, banking, law, government, sales, public administration and with international agencies are among student options.

Accounting majors have a wide variety of career choices, including public accounting with national, regional or local accounting firms, corporate accounting and government accounting. Beginning January 1, 2001 the state of Illinois adopted the 150-hour requirement to take the CPA exam. This requirement is consistent with about 80 percent of the states. Students who complete their 150-hour requirement at Rockford University, with seven additional hours may attain both a B.S. and MBA. Rockford University accounting students have done exceptionally well when taking the CPA exam.

NORTHERN ILLINOIS CENTER FOR NONPROFIT EXCELLENCE (NICNE)
The Center provides nonprofit organizations with the knowledge and skills necessary to develop a strong, vibrant nonprofit sector critical to the health and success of the greater Rockford community. NICNE has an established rapport with nonprofit corporations in the region and a comprehensive database of over 400 organizations in Northern Illinois and Central Wisconsin. The Center provides a wide array of education programs, services, technical assistance, resource supports and consultations services to the nonprofit sector.

NICNE is also a strong link between the University and the community providing a niche for community based-learning projects where course objectives are linked to practical work experience. NICNE’s relationship with the nonprofit sector also opens doors for career opportunities and/or internships within environmental, basic needs, physical health, mental health, social services, religious, youth development, arts and cultural fields and more.

ECONOMICS REQUIREMENTS
Students who pursue double majors in economics, business administration or accounting may not present a 300- or 400-level course in these fields for credit toward more than one of the majors. Students may not major in all three of these fields.

Student Spotlight – Amour Muro ’14
I am pursuing Economics as a major because of the large scope of the subject. The skills I have picked up in the various courses I have taken can be applied anywhere, and their impact on society can stretch as far as the imagination goes. I feel it is very important for students to learn even basic economics, especially in retrospect to what we have seen happening in the past few years as the U.S. deals with various situations like the financial crisis. I interned at Savant Capital Management here in Rockford in the summer of my sophomore year. I performed various duties including research that aided financial advisors during discussions with their clients and also worked on preparing client and company financial statements for further investment analysis. This past summer, I interned at Deloitte Consulting in their offices based in Dar es Salaam, Tanzania, where my home is located. I was in the Strategies and Operations team as a management consultant intern, where I took responsibility of various components of assignments for the clients of Deloitte. Both internships have been invaluable in developing my skills as a professional and a leader.

BUSINESS ADMINISTRATION REQUIREMENTS
Students who pursue double majors in economics, business administration or accounting may not present a 300- or 400-level course in these fields for credit toward more than one of the majors. Students may not major in all three of these fields.

Student Spotlight – Katie Hanson ’13
I chose Business Administration because I feel that it best fits my personality. Through this major, I have met other competitive and driven students like me. We all want to do our best and get the most out of what we are learning. And have fun while doing so! The EBA department faculty and staff really take the time to care about us as students and make sure that everyone understands the coursework. That’s something completely unique that I had never experienced before.
I worked for Walt Disney World in Spring of 2012 for exactly four months. My “cast member” role involved a multitude of duties supporting the quick service food and beverage area of the company. I had never been away from home, so going somewhere this far away really boosted my confidence. I gained crucial public speaking skills and learned some valuable business techniques. This experience has changed my life, and I now plan to apply for a Disney professional internship and move back permanently to Florida after I graduate from Rockford University.

ACCOUNTING REQUIREMENTS
For a Bachelor of Arts or Bachelor of Science degree with a major in accounting, students must take at least five accounting courses (20 hours), at Rockford University. Students who pursue double majors in economics, business administration or accounting may not present a 300- or 400-level course in these fields for credit toward more than one of the majors. Students may not major in all three of these fields.

College of Social Sciences, Commerce, and Education
EDUCATION
"Empowered Minds Learning Together"

Faculty
Prof. Kimberlee Wagner, Chair, Education Department, Unit Head
Dr. Debra Dew
Dr. Lydia Gerzel-Short
Dr. Jacob Hardesty
Dr. Robin Miller-Young
Dr. Susan S. Smith
Prof. Lynn Stafford
Dr. Karen Walker, MAT Director

All teacher education programs at Rockford University are firmly rooted in the liberal arts to provide a broad range of knowledge and practical experiences that will help students understand themselves, society, the natural world, and the world of arts and humanities. Students learn how individuals develop within the context of their social, economic, cultural, linguistic, and academic experiences. Further, students learn to identify and adjust for diverse characteristics and abilities of each student to create a positive learning environment, while reflecting upon and evaluating their own teaching skills.

The education department offers Bachelor of Arts and Bachelor of Science degrees in early childhood education, elementary education, and special education (LBS1). In addition, a minor in special education (LBS1), as well as a minor in secondary education with licensure and a minor in secondary education without licensure for majors in biology, chemistry, English, French, German, history, mathematics, physical education, Spanish, theatre arts, and visual arts are offered.

Rockford University Programs Leading to Professional Educator License (PEL)
As of July 1, 2013, a professional licensure system replaced the teacher certification system in the state of Illinois. Students completing approved teacher education programs at Rockford University will receive a Professional Educator’s License (PEL) with endorsements in their chosen areas of study. Rockford University offers several endorsements for those seeking an Illinois PEL.

IMPORTANT NOTE: Illinois licensure requirements may change, and students must satisfy Illinois State Board of Education (ISBE) requirements in effect at the time of application for licensure, endorsements, and approvals. Rockford University has no control over any such changes in state requirements, and state requirements are not negotiable.

The following PEL endorsements are available upon completion of Rockford University approved programs.

- Early Childhood
- Elementary
- K-12 (Foreign Language: French, German, Spanish; Physical Education; Visual Arts)
- Secondary (Biology, Chemistry, Drama/Theatre Arts, English/Language Arts, History, Mathematics)
- Special Education (LBS1)
The following endorsements are available upon entitlement for licensure requirements. A PEL must be awarded prior to entitlement for these endorsements.

- Bilingual
- English as a Second Language (ESL)
- Middle School
- Special Education (LBS1)

An early childhood special education approval Pre-K only is available for those completing licensure endorsement requirements in either early childhood education or special education (LBS1).

Rockford University Degrees in Education without Professional Educator License (PEL):
In compliance with Illinois statutory licensure requirements, Rockford University offers degree options for students who are ineligible to pass student teaching and state of Illinois licensure tests leading to successful program completion in approved programs in early childhood education, elementary education, and special education (LBS1). The following degrees without licensure are available to those students. Students should seek further information from their faculty advisors.

- Bachelor of Arts in Education without Licensure
- Bachelor of Science in Education without Licensure

Admission to the Teacher Education Program (TEP)
Admission to the Teacher Education Program (TEP) is contingent upon the following.

- Passing the Illinois Licensure Testing System (ILTS) Basic Skills Test 096, Basic Skills Test 300, or Test of Academic Proficiency (TAP) 400 (which may be satisfied by an ACT Plus Writing score of 22 or higher or an SAT score of 1030 or higher)
- Filing a declaration of major or minor
- Successful completion of the appropriate Field Experience course (EDEC 200 or EDUC 200 or EDUC 202 or EDUC 204 or SPED 200) with a grade of “C” or higher
- Completion of 45 hours of university-level work with a cumulative GPA of 2.5 in either the Rockford University general education requirements or through a Community University Compact
- Approval of the TEP Admissions Committee

TEP Coursework That May Be Taken Prior to Passing of the Test of Academic Proficiency (TAP) 400
Students may take the following courses prior to passing the Test of Academic Proficiency (TAP) 400 or equivalent (which may be satisfied by an ACT Plus Writing score of 22 or higher or an SAT score of 1030 or higher).

- EDEC/EDUC/SPED 200 or EDUC 202 or EDUC 204 Field Experience Courses
- EDEC 203 Introduction to Early Childhood Education
- EDEC 305 Observation and Assessment of Infant, Toddler, and Young Child Development
- EDEC 317 History and Philosophy of Early Childhood Education
- EDEC 353 Literature for the Young Child
- EDUC 312 Philosophy of Education
- EDUC 315 Middle School Programs
- EDUC 317 History of Education
- EDUC 333 Literature for Children and Adolescents
- EDUC 336 Educational Psychology
- EDUC 346 Technology in the Classroom
- SPED 342 Survey of Exceptional Children

Rockford University Student Teaching Requirements
Rockford University teacher education programs culminate in the student teaching semester. Students may student teach during the fall or spring semester of the senior year. Admission to student teaching is not automatic. Students are required to attend the Student Teaching Application Meeting and submit their applications during the semester preceding student teaching. The student-initiated application process may be repeated only once. Admission to student teaching is contingent upon the following.

- Completion of designated coursework with a grade of “C” or higher (students must earn at least a “C” in all courses required for program completion resulting in licensure, endorsements, or approvals)
- Overall GPA of 2.50 or higher with a 3.0 GPA or higher in the major
- Documented completion of a minimum of 120 clock hours of clinical experience work with children at the level of desired licensure

218
• Passing of the Illinois Licensure Testing System (ILTS) Basic Skills Test 096, Basic Skills Test 300, or Test of Academic Proficiency (TAP) 400 (which may be satisfied by an ACT Plus Writing score of 22 or higher or an SAT score of 1030 or higher)
• Passing of the appropriate ILTS content-area test (s)
• Passing of the appropriate ILTS Assessment of Professional Teaching (APT) test
• Successful professional dispositions review by the Student Teaching Admission Committee
• Approval of the Student Teaching Admission Committee

IMPORTANT NOTE: Additional requirements specific to each Rockford University approved teacher education program are found in the current Handbook for Licensure Programs.

EARLY CHILDHOOD EDUCATION

The early childhood education program prepares teachers for preschool, kindergarten, and the early primary grades (1-3) by providing general education courses and professional education courses that address institutional requirements leading to a Bachelor of Arts or Bachelor of Science degree in early childhood education and a Professional Educator License (PEL) with an endorsement in Early Childhood education and an early childhood special education approval Pre-K only. A degree in Early Childhood with special education approval would also qualify candidates to work in Early Intervention, Home Visiting Programs and in other Birth to Five services. Students may also obtain a Bilingual/ESL endorsement by taking the course work for a Bilingual/ESL endorsement.

Illinois licensure course requirements: Early Childhood Endorsement

Rockford University general education requirements, listed earlier in this catalog, do not completely satisfy the general education standards for an early childhood endorsement in Illinois. While some Rockford University requirements can be satisfied by proficiency or placement examinations, students must complete the required number of semester hours of course work to meet the state requirements.

Within the all-university general education requirements, the following courses must be taken to satisfy state licensure requirements. Transfer students should confer with their academic advisors or SAS to determine what requirements have been met by previous course work.

Please note that requirements may change to meet state standards and that the student must satisfy the requirements in effect at the time of graduation. See the Handbook for Licensure Programs.

I. Communication skills – 9-11 hours
Students must complete at least nine hours from the following:
RHET 101 Introduction to Academic Writing (or equivalent course work) 3 hours
RHET 102 Introduction to Rhetoric (or equivalent course work) 3 hours
RHET 351 Advanced Rhetoric 3 hours

II. Language and literature  – 8 hours
Students may select courses from English literature, foreign languages, classics, philosophy and religion.

III. Science and mathematics – 13-14 hours
Mathematics 6 hours
Students must complete the following math courses (or equivalent), one of which must be taken at Rockford University.
MATH 116 Nature of Mathematics I 3 hours
MATH 117 Nature of Mathematics II 3 hours
Biological and physical science 7–8 hours
Students must complete at least one course from the biological sciences and one course from the physical sciences. One course must have a lab.

IV. Social sciences – 12 hours
Students must complete the following course work.
U.S. History 3–4 hours
American Government 3–4 hours
Course work from anthropology and sociology, economics, political science, psychology or history 4–6 hours
**V. Health and physical development – 2 hours**
Students must complete the following course work.
- PHYP 110  Wellness (or equivalent)  1 hour
- PHYP  Physical activity course(s)  1 hour

**VI. Licensure exams**
The Illinois Basic Skills Test 096 or 300 or Test of Academic Proficiency (TAP) 400 (which may be satisfied by an ACT Plus Writing of 22 or higher or an SAT score of 1030 or higher) must be passed to be admitted into the education program. The Illinois Early Childhood Education Content-Area Test 107 and the Illinois Assessment of Professional Teaching (APT) Test 101 must be passed for admission to student teaching.

**ELEMENTARY EDUCATION**
The elementary education program prepares teachers for grades K-9 by providing general education courses and professional education courses that address institutional requirements leading to a Bachelor of Arts or Bachelor of Science degree in elementary education and a Professional Educator License (PEL) with an endorsement in elementary education.

**Illinois licensure course requirements: Elementary Endorsement**
Rockford University general education requirements, listed earlier in this catalog, do not completely satisfy the general education standards for licensure in Illinois. While some Rockford University requirements can be satisfied by proficiency or placement examinations, students must complete the required number of semester hours of course work to meet the state licensure requirements.

Within the all-university general education requirements, the following courses must be taken to satisfy state licensure requirements. Transfer students should confer with their academic advisors or SAS to determine what requirements have been met by previous course work.

Please note that requirements may change to meet state standards and that the student must satisfy the requirements in effect at the time of graduation. See the *Handbook for Licensure Programs*.

**I. Communication skills – 9-11 hours**
Students must complete at least nine hours from the following:
- RHET 101  Introduction to Academic Writing (or equivalent course work)  3 hours
- RHET 102  Introduction to Rhetoric (or equivalent course work)  3 hours
- RHET 351  Advanced Rhetoric  3 hours

**II. Language and literature – 8 hours**
Students may select courses from English literature, foreign languages, classics, philosophy and religion.

**III. Science and mathematics – 13-14 hours**
Mathematics  6 hours
Students must complete the following math courses, one of which must be taken at Rockford University.
- MATH 116  Nature of Mathematics I  3 hours
- MATH 117  Nature of Mathematics II  3 hours

Biological and physical science  7–8 hours
Students must complete at least one course from the biological sciences and one course from the physical sciences. One course must have a lab.

**IV. Social sciences – 12 hours**
Students must complete the following course work.
- U.S. History  3–4 hours
- American Government  3–4 hours
- Course work from anthropology and sociology, economics, political science, psychology or history  4–6 hours

**V. Health and physical development – 2 hours**
Students must complete the following course work.
- PHYP 110  Wellness (or equivalent)  1 hour
- PHYP  Physical activity course(s)  1 hour
VI. Licensure exams
The Illinois Basic Skills Test 096 or 300 or Test of Academic Proficiency (TAP) 400 (which may be satisfied by an ACT Plus Writing of 22 or higher or an SAT score of 1030 or higher) must be passed to be admitted into the education program. The Illinois Elementary/Middle Grades Content-Area Test 110 and the Illinois Assessment of Professional Teaching (APT) Test 102 must be passed for admission to student teaching.

Student Spotlight – Samantha Kays ’13
In high school I knew I wanted to be a teacher. It has always been something I’m interested in and passionate about. Through the Elementary Education major, my classmates and I received endless opportunities to visit classrooms and get first-hand experience. I am now licensed in K-9 and also received my Learning Behavior Specialist (LBS1) for my Special Education minor. Currently, I am teaching 7th and 8th grade special education at Harlem Middle School in Loves Park, Ill. I teach language arts, math, and social studies and also enjoy my role as the 7th grade class sponsor for student government. Rockford University has a wonderful education program, and I’m so proud to be an alumna of it. Overall, the small class sizes are what appealed to me the most, and I definitely gained a lot from all of my classes.

SECONDARY ENDORSEMENT MINOR
The Illinois State Board of Education has approved secondary minor programs at Rockford University in biology, chemistry, English, history, mathematics, and theatre arts, plus K-12 programs in French, German, Spanish, physical education, and visual arts.

The secondary education minor program prepares teachers for middle (with additional coursework) and high school teaching in those specified content areas. For licensure to teach grades 6 through 12, students must complete a 32-hour major and a minor in secondary education, in addition to satisfying the all-university general education requirements and general education state licensure requirements.

Illinois licensure course requirements: Secondary (6-12) and K-12 Endorsements
Rockford University general education requirements, listed earlier in this catalog, do not completely satisfy the general education standards for licensure in Illinois. While some Rockford University requirements can be satisfied by proficiency or placement examinations, students must complete the required number of semester hours of course work to meet the state licensure requirements.

Within the all-university general education requirements, the following courses must be taken to satisfy state licensure requirements. Transfer students should confer with the director of secondary education, the chair of the education department, or SAS to determine what requirements have been met by previous course work.

Please note that requirements may change to meet state standards and that the student must satisfy the requirements in effect at the time of graduation. See the Handbook for Licensure Programs.

I. Communication skills – 9-11 hours
Students must complete at least nine hours from the following:
RHET 101 Introduction to Academic Writing (or equivalent course work) 3 hours
RHET 102 Introduction to Rhetoric (or equivalent course work) 3 hours
RHET 351 Advanced Rhetoric 3 hours

II. Language and literature – 8 hours
Students may select courses from English literature, foreign languages, classics, philosophy and religion.

III. Science and mathematics – 11 hours
Students must complete the following course work.
Mathematics 3 hours
Biological or physical science 4 hours
Students must complete at least one lab course from either the biological sciences or the physical sciences.

IV. Social sciences – 12 hours
Students must complete the following course work.
U.S. History or American Government 3–4 hours
Course work from anthropology and sociology, economics, political science, psychology or history 8-9 hours
V. Non-Western Requirement
Some students must complete a course that includes content related to non-Western culture. This course can also count toward distributional requirements. Students should confer with the director of secondary education or their major advisors.

VI. Health and physical development – 2 hours
Students must complete the following course work.
PHYP 110 Wellness (or equivalent) 1 hour
PHYP Physical activity course(s) 1 hour

VI. Licensure exams
The Illinois Basic Skills Test 096 or 300 or Test of Academic Proficiency (TAP) 400 (which may be satisfied by an ACT Plus Writing of 22 or higher or an SAT score of 1030 or higher) must be passed to be admitted into the education program. The appropriate Illinois Content-Area Test and the Illinois Assessment of Professional Teaching (APT) Test 103 or 104 must be passed for admission to student teaching.

SPECIAL EDUCATION
The undergraduate special education program prepares teachers to teach students K-21 years of age in special education settings. Students completing the program will have satisfied Illinois State Board of Education licensure requirements leading to a Professional Educator License (PEL) with a Learning Behavior Specialist I endorsement. LBSI endorsement candidates are also eligible for early childhood special education approval upon completion of four additional courses.

Illinois licensure course requirements: Special Education (LBS1) endorsement
Within the all-university general education requirements, the following courses must be taken to satisfy state licensure requirements. Transfer students should confer with SAS to determine what requirements have been met by previous course work.

Please note that requirements may change to meet state standards and that the student must satisfy the requirements in effect at the time of graduation. See The Handbook for Licensure Programs.

I. Communication skills – 9-11 hours
Students must complete at least nine hours from the following:
RHET 101 Introduction to Academic Writing (or equivalent course work) 3 hours
RHET 102 Introduction to Rhetoric (or equivalent course work) 3 hours
RHET 351 Advanced Rhetoric 3 hours

II. Language and literature – 8 hours
Students may select courses from English literature, foreign languages, classics, philosophy and religion.

III. Science and mathematics – 13-14 hours
Mathematics 6 hours
Students must complete the following math courses, one of which must be taken at Rockford University.
MATH 116 Nature of Mathematics I 3 hours
MATH 117 Nature of Mathematics II 3 hours

Biological and physical science 7–8 hours
Students must complete at least one course from the biological sciences and one course from the physical sciences. One course must have a lab.

IV. Social sciences – 12 hours
Students must complete the following course work.
U.S. History 3–4 hours
American Government 3–4 hours
Course work from anthropology and sociology, economics, political science, psychology or history 4–6 hours

VI. Health and physical development – 2 hours
Students must complete the following course work.
PHYP 110 Wellness (or equivalent) 1 hour
PHYP Physical activity course(s) 1 hour
VI. Licensure exams
The Illinois Basic Skills Test 096 or 300 or Test of Academic Proficiency (TAP) 400 (which may be satisfied by an ACT Plus Writing of 22 or higher or an SAT score of 1030 or higher) must be passed to be admitted into the education program. The SPED General Curriculum Test 163, the LBS1 Content-Area Tests 155, and the Illinois Assessment of Professional Teaching (APT) Test 104 must be passed for admission to student teaching.

Student Spotlight – Sam Cady ’15
I decided to come to RU based upon what I saw during my Visit Day. I came from a small town where it is common to be in small classes and develop relationships with your teachers that last many years after graduation. I felt that I could get that kind of education here at RU. While I knew from a young age that I wanted to be a teacher, I never really decided what I wanted to teach until the end of high school. I was tutoring a student who had a disability, and I spent many study halls working with him. After finals, he came up to me all excited because he got a B+. At that moment, I knew that I wanted that feeling of happiness and accomplishment constantly as a special education teacher. Here on campus, I also play Defensive Tackle on the football team, and I work in the Alumni Office as an assistant.

MIDDLE SCHOOL ENDORSEMENT
Students who wish to teach in a middle school must have a middle school endorsement. A middle grades teacher must complete three semester hours of course work in middle school philosophy; curriculum and instructional methods for designing and teaching developmentally appropriate programs in the middle grades, including content area reading instruction, course work in educational psychology focusing on the developmental characteristics of early adolescents.

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT
Students seeking an endorsement in Bilingual or English as a Second Language must have a total of 18 semester hours of course work. Additionally, students must meet the following requirements issued by the Illinois State Board of Education (ISBE).
1. A valid Illinois Professional Educator License (PEL) prior to issuance of the endorsement
2. Bilingual or ESL clinical experience totaling 100 clock hours or three months teaching experience in bilingual or ESL programs
3. Successful completion of a language examination in the non-English language to be taught: Target Language Proficiency (TLP) Exam for bilingual endorsement only

LEARNING BEHAVIOR SPECIALIST (LBS I) ENDORSEMENT
Students holding a PEL with an elementary, secondary, or K-12 endorsement are eligible to acquire the LBS I endorsement upon the completion of 18 hours of LBS1 course work. The successful completion of the Illinois LBS I Content Area Exam (155) fulfills the requirements for the LBS I endorsement. These courses also satisfy the requirements for a special education minor at Rockford University

Please see your advisor for more information about these endorsements.

ENGLISH AS A SECOND LANGUAGE
Samuel-Louis Bandy, Director

The English as Second Language Department at Rockford University is a student-centered academic program that prepares students for study in undergraduate and graduate university courses. The curriculum focuses on the key skills language areas of listening, speaking, reading, writing, and grammar. The ESL Department offers students the opportunity to improve their language skills so that they may be successful in university coursework. Classes meet daily. All ESL classes are noncredit courses.

The ESL Department is approved by USCIS and the Department of Homeland Security which allows us to emit form I-20 for F-1 students.

Enrollment in ESL classes is open to anyone who wishes to improve her or his language skills. International students must have a visa which allows for study at university and must be in and maintain active status. International students must study, register, and attend classes on a full-time basis.
GRADUATION REQUIREMENTS for ESL: Students must receive a passing score on either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Rockford University requires the following as a passing score for normal admit:

- TOEFL (Internet based) 79
- TOEFL (Paper based) 550
- IELTS >6.0 band score

Students may be admitted provisionally into an undergraduate program with the following scores:

- TOEFL (Internet base) 77
- TOEFL (Paper based) 547
- IELTS 5.5 band score

Students are required to take a placement test and will be assigned to the appropriate level. Students must attend a full-time schedule of 20 hours per week. The English as a Second Language (ESL) Program is a 12-month program that meets during Fall, Spring, and Summer sessions.

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 – Low Beginner</td>
<td>ELI 041 Grammar 1</td>
<td>5 hours</td>
</tr>
<tr>
<td></td>
<td>ELI 021 Reading/Writing 1</td>
<td>5 hours</td>
</tr>
<tr>
<td></td>
<td>ELI 011 Listening/Speaking 1</td>
<td>5 hours</td>
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<tr>
<td></td>
<td>ELI 030-11 Academic Preparation</td>
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<td>ELI 022 Reading/Writing 2</td>
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<td>ELI 012 Listening/Speaking 2</td>
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<td>Level 3 – Low Intermediate Level</td>
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<td>Level 5 - Advanced Level</td>
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<td></td>
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The English department offers students many ways to meet the challenges of Rockford University’s mission and vision. Our courses help students discover the practical value of critical inquiry and intensive textual analysis, consider how different cultural perspectives contribute to distinct ways of viewing the world, and appreciate connections among literary traditions and liberal arts disciplines. Through international study, such as a semester or year at Regent’s College in London, our majors may build on the sense of global awareness they acquire through their course work. Both our major curriculum and the required rhetoric sequence offer strategies for reading, critical thinking, and communication that provide students with a strong foundation for achieving professional success, finding individual fulfillment, and developing a sense of civic responsibility. We encourage our students to take their study seriously, but to view their work with language and literature as a source of joy that will continue to sustain them long after they have graduated from Rockford University.

Each member of our department is committed to helping students succeed in meeting the ambitious goals we set for them. We see ourselves as mentors, and in that capacity we take an interest in our students’ success both inside and outside the classroom. Our faculty members take pride in being accessible to students, and our curriculum reflects the fact that our students’ welfare is central to our work. The flexibility of the major allows students to explore areas that are of particular interest to them, while the required elements challenge them to expand their knowledge of literature and critical theory. Our literature and creative writing seminars explore topics of interest to both majors and non-majors, and help students to discover connections among texts that extend across time periods and literary genres. All of our courses are designed to encourage students to play an active role in their learning — through lively class discussion, encounters with alternative interpretations, and writing assignments that expect the demonstration of independent critical thought.

We have found that students who take responsibility for their learning in the classroom are also good citizens on campus. Many English majors excel academically and are active in a number of campus organizations. The English department sponsors awards that recognize student achievement such as the Colleen Holmbeck award for poetry. English department faculty members participate in campus life in various ways. This participation allows us to maintain an active understanding of issues that affect our students. The English department also maintains an important presence on campus through the Writing Center, a facility staffed by peer tutors who offer free assistance to students at any stage of the writing process. Our faculty’s interest in students during their time on campus is matched by our desire to help them prepare for the future. Internships offer English majors opportunities for considering possible career options after graduation as they gain immediate experience with putting their knowledge to use in the community. Our department also enjoys a strong partnership with the education department as we jointly prepare students for teaching English at the secondary level. Our faculty members are committed to maintaining current knowledge in their field, and are well prepared to help interested students prepare for graduate study.

Goals
An English major will:

- Appreciate the ways in which literary study involves the individual in an exploration of ethical questions.
- Develop ideas about literature through careful textual analysis, recognizing that literature has multiple interpretations.
- Write essays that demonstrate the ability to think independently.
- Be conversant with the evolution of literatures in English, fusing British and American literary texts with those of other cultures.
- Understand the cultural specificity of literature, and recognize the reciprocal relationship between literature and culture.
- Demonstrate skills in using contemporary critical theories to enhance analysis of literary texts.
- Actively engage in workshopping original creative work. (creative writing concentration only)
- Analyze and apply the craft of writing in multiple genres. (creative writing concentration only)
Career opportunities
The major in English with a literature concentration continues to rank among the premier majors for graduate programs in law, medicine, business administration, international relations, library science, and secondary education. While the major in English with a creative writing concentration prepares prospective secondary teachers, it also provides the practical and academic foundation to pursue graduate studies in MFA and journalism programs, for instance. Professional writers can pursue careers, often as freelancers, in media relations, publicity, marketing, communications, and publishing, to name a few. The analytical and communication skills that all majors in English acquire provide career flexibility, which is crucial in an age where people must be prepared to adapt to rapid changes in the workplace.

Degree requirements
All students majoring in English are required to take the core and supporting courses. In addition, students must choose an area of concentration in literature or creative writing. To graduate with a degree in English, students must earn a cumulative GPA of 3.0 in the major’s required courses.

Senior Seminar
Senior Seminar is offered in both the fall and spring semesters. Students will prepare a prospectus for the Senior Seminar project in English 342 prior to taking the seminar. Once English department faculty members have approved the prospectus, the student will be allowed to enroll in Senior Seminar and will complete the project during that semester.

Teacher Licensure 6-12
Students interested in becoming licensed to teach English at the secondary level must complete all English major degree requirements, Education 363, a minor in secondary education and additional general education requirements for state licensure. For further information, see the Education section of this catalog.

Student Spotlight – Mona Khalifeh ’13
Graduating magna cum laude and joining the ranks of Phi Beta Kappa, Mona excelled inside and outside the classroom. In addition to her classes, she filled up her schedule with several meaningful activities once she arrived on campus from California. She edited the campus literary magazine, wrote for the campus newspaper, mentored new students as an Orientation team leader, participated in the Book Club, and in her senior year helped start the Fashion Club. Mona’s major in English paved the way for a solid future in journalism. She currently is a graduate student at the USC Annenberg School of Communication and Journalism and writes a weekly fashion column for the school’s digital publication, Neon Tommy.

FIRST-YEAR SEMINAR
CLWS 101
Dr. Deborah Breiter, Coordinator

As a component of the First-Year Experience, the First-Year Seminar introduces students to the nature of liberal arts education and to the academic skills required for success at Rockford University. Small groups of students work with professors to examine serious texts and to think critically about content and context. Students are challenged to see the connections between disciplines at the University as well as implications for our society. Class assignments will help students develop and strengthen academic skills in expository writing, public speaking and critical thinking.

The First-Year Seminar is required of all students entering Rockford University with fewer than 20 credit hours. The seminar is offered in both the fall and spring semesters.

FORUM SERIES
CLFS 050
Prof. Nola Addante, Administrator

The Rockford University Forum Series presents speakers and performers in a variety of disciplines who have achieved success locally, nationally and even internationally. The Series’ central programming focus is geared toward students. Lectures and performances are concerned with intellectual, social, and cultural matters of general interest to deepen and broaden students’ education while also providing a shared experience for Rockford University students. Presenters in the Series also interact with students in classes, informal conversations, and over meals.
The Forum Committee, comprised of faculty and student representatives, selects the events. Suggestions for programs are accepted from students, faculty, staff, alumni, and others. Attempts are made to design the Series with various constituencies in mind.

**All-University Requirement**
The purpose of the Forum Series is to augment student learning by presenting new ideas, global issues, artistic endeavors, and community activism to extend student learning beyond the classroom. Events offer students opportunities for reflection and contemplation on what they see and experience as a way to understand a world larger than themselves.

All full-time undergraduate students are required to attend a minimum of two Forum Series events each semester. (Exceptions: student teachers and participants in off-campus programs such as Washington Semester or Regent's College and students in the University's BSMS program.)

Tickets are necessary for attendance at all Forum events. Student tickets are free with a Rockford University ID card; one free ticket per student. Tickets must be obtained at or from the Rockford University Box Office, located in Clark Arts Center. Most Forum events are free for everyone attending, and everyone needs a ticket.

In order to receive credit for attendance, students need to get a Forum card once they enter the event venue and fill it out. Be sure to bring a pen to fill out the card. When the event concludes, students hand in completed Forum cards to the Committee member on their way out of the venue. Cards are processed to give students their credit.

**Forum Credit Regulations**
No Forum cards will be distributed after any event has begun. Forum cards can only be obtained from the Forum Committee member(s) inside the door of the event (not other faculty, staff or student workers, etc.) who will be wearing a badge to identify her/himself. Only one card will be given to each student. No cards will be accepted until the end of the performance—including any question and answer period—or the end of an academic procession. Students are expected to remain seated until the entire event has concluded. Only one card will be collected from each student. Information should be printed on the cards, except for student signatures. If cards cannot be easily read, attendance cannot be recorded accurately.

Use of cell phones and electronic devices or other inappropriate behavior during any Forum event could result in the loss of Forum credit at the discretion of the Committee.

If a student reduces their course load below 12 credits during the semester, they are still required to complete the Forum requirement. The only exception is if a student withdraws or medically withdraws from all coursework for the semester.

Students who fail to fulfill the Forum requirement by the end of any semester will receive an “F” for that semester. Failure to complete the Forum Series requirement bars a student from the dean's list or distinguished scholars list and from receiving a degree.

Students unable to attend two Forum events during a semester can complete the requirement by submitting an essay to the Forum Committee for each of the missing Forum events based on event recordings available in the library. These events must be from the semester failed and only from an event a student did not attend.

**Make-up Essay Submission Guidelines**
Printed copies of the forum essays must be submitted to the office of Academic Affairs by the established due date, which will be posted on the portal every semester. No e-mail submissions are allowed. The Forum Committee will only accept and pass essays that meet the following minimum requirements:

1) A minimum of two full pages, double spaced, 12 pt. Times New Roman or similar font, 1” margins, word processed.
2) It must be based on viewing or listening to a recording of a Forum event that you did not attend from the semester in which the “F” was received. The recordings are available in the Howard Colman Library and are for in-library use only.
3) The heading of the essay must include the following: student’s full name, the semester being made up and the name of the event/speaker listened to or watched.
4) The essay must clearly show the student has listened to or viewed the entire recording. In the essays, the committee is looking for:
   • not a simple summary
   • critical thought
   • explanation, reflection, and comment upon content/meaning/message of the Forum event.
5) The essay must display correct grammar including sentence structure, subject/verb agreement, clear pronouns, correct punctuation, etc. It should be clearly and concisely worded and well-organized. Be sure to proofread your essay for correct spelling/word choice (remember, spell check cannot catch the difference between “there” and “their,” for example); no use of contractions, slang or conversational tone; avoid passive voice; etc.

The Forum Committee deems any essay acceptable or unacceptable. If the essay is not accepted, it must be rewritten and resubmitted (by a deadline set by the Committee) in order to remove the Forum failure.

**GENDER STUDIES**
Dr. Sharon Bartlett, Director

Gender Studies is an interdisciplinary program that examines issues related to gender identity, the construction of gender, and gender as a category of analysis. It intersects with other social constructs such as race and class. The field includes women’s studies, masculinities studies, queer theory, LGBT studies and sexuality. Students will tailor the minor to their own disciplinary interest while exploring related disciplines to better understand the dynamics of gender, identity and power.

**College of Arts and Humanities**
**HISTORY**

**Faculty**
Dr. Catherine Forslund, Chair
Dr. David Sytsma

Historians always reinterpret the past because our present day concerns continue to change, and more historical sources are discovered and made available every day. History is neither stagnant nor dull. It is not based on memorization, but on interpretation and analysis. Understanding history involves integrating ideas and narrative, as well as a consideration of the influence of individuals and social forces. The student of history has to make judgments about a broad range of evidence using a range of values and motivations. While our subject matter is the past, the principal goal of the Rockford University history department is to encourage students to read and think critically and to write clearly in order to more fully interact with the present and future worlds.

The department offers both Bachelor of Arts and Bachelor of Science degrees. Either degree offers the student a comprehensive background that embodies and enhances the liberal arts tradition. Because of a shared perspective, some major and minor requirements are waived for students in the Honors in the Liberal Arts and Sciences (HLAS). Internships in museum work and in other areas can be arranged and are encouraged.

**Career opportunities**

Like other majors with a liberal arts focus, a history degree prepares students for a variety of opportunities in business and other careers where critical thinking and the ability to express oneself well are valued. Any area of museum work from education to exhibits and curatorial activities is possible for students with a history major. The history major is one of the best preparations for many professional programs, including the study of law. A degree in history can also lead to either graduate school or a career in secondary education.

**Student Spotlight – Amanda Becker ’04**

My grandfather’s house was practically a museum when I was growing up, and I had a great history teacher in high school. Those experiences sparked my interest in history. I love the field because it’s not just about names and dates; it’s also about the heroes, villains, and the stories behind them. A former RU professor once told me that you have to see and feel the passion when you teach in order to be a good teacher and a good historian. I love the smiles on my students’ faces when I come dressed in my re-enactment gear or the discussions they have when arguing controversial topics. The classroom can be a very electrifying place. Since graduating from Rockford University, I have taught at Auburn High School in Rockford, Ill., as a US and World History teacher. Currently, I teach freshman mostly in world history and juniors in US History. I still find that I use the knowledge I gained in the RU classrooms years ago in my own classrooms today.
HONORS PROGRAM IN LIBERAL ARTS AND SCIENCES

Dr. James Marshall, Director

The Honors in Liberal Arts & Sciences Program (HLAS) is a sequence of disciplinary courses designed to provide a challenging opportunity for intellectual growth to academically accomplished and highly motivated students seeking a rigorous educational experience in the liberal arts and sciences. Students will explore how knowledge from different areas can be integrated across the academic disciplines. The program challenges students to understand the interdependence of all branches of intellectual inquiry. Students will also learn how to conduct serious inquiries within particular disciplines.

Most HLAS courses are seminars in format with small class sizes to provide opportunities for intensive class discussion between students from diverse majors with faculty from various disciplines. They are at times team-taught and include regular guest discussions from faculty and experts in their fields. The emphasis in HLAS courses is upon active student learning and engagement with demanding material. Students will be challenged to think independently, read critically, to engage ideas from a range of academic disciplines, and to write effectively. Other courses will challenge students to develop their own investigations within and across disciplines, both in the academic setting of the university, and in the world outside of the university. Students should finish the program with a deep appreciation of the values and practices of liberal arts scholarship, as well as a sense of how that scholarship will be applicable to their careers after graduation.

Any Rockford College student who meets the HLAS entrance requirements may register for HLAS 101. Students who complete the entire program and meet all of its requirements will be recognized at commencement and their HLAS standing will be noted on their transcripts. Such standing can give students a competitive advantage when applying for graduate and professional schools or employment after college.

Entrance Requirements
For first-year and continuing students: 27 ACT or SAT equivalent and a cumulative high school or college GPA of 3.50 or higher (on a 4.0 scale).

For new transfer students: a cumulative college GPA of 3.50 or higher (on a 4.0 scale).

Students who do not quite meet the above requirements and feel they deserve special consideration to enter the program are encouraged to contact the director of HLAS.

Completion Requirements
In order to complete the HLAS program successfully, students must complete all of HLAS core courses with a cumulative GPA of 3.0 with no grade below a “B” in any single HLAS course. Students must also earn a cumulative GPA of 3.0 in all Rockford College course work.

Transfer credits, when appropriate, may be used to fulfill any of the core courses below prior to the 400-level, for a maximum of 6 credit hours.

Core Courses – 6 hours

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>HLAS 201</td>
<td>Connections in Liberal Arts and Sciences</td>
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Continuing Studies – 9 hours

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<td>HLAS 301</td>
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<td>3 Honors seminars</td>
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AND

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<tr>
<td>HLAS 302</td>
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<td>OR</td>
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<tr>
<td>HLAS 303</td>
<td>Mentored Study III</td>
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Capstone – 4 hours

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<td>HLAS 498</td>
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<td>HLAS 495</td>
<td>Honors in Liberal Arts and Sciences Capstone</td>
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Course Descriptions

HLAS 101: Introduction to the Liberal Arts & Sciences 3 hours
Students will participate in an interdisciplinary inquiry – an investigation of a topic from the perspectives of several academic disciplines. The topic of the course in a given year will depend on the professor teaching the course, but in all cases students will learn that a complete understanding of an idea requires input from across the disciplines of a university. Students will begin to appreciate the value of a more comprehensive liberal arts education.
PRQ: Entrance in HLAS; Meets: None; Scheduled: Spring, as needed.

HLAS 201: Connections in Liberal Arts & Sciences 3 hours
Students will investigate how ideas connect to other ideas, both within and among disciplines. This will lead to an introduction to theories for analyzing complex theoretical structures (complexity theory and intertextuality, for example). After completing HLAS 101 and 201, students should appreciate that multiple viewpoints enrich our understanding of a concept, and that ideas occur in the context of other ideas. PRQ: HLAS 101 and Rhet 102; Meets: None; Scheduled: Fall, as needed.

Honors Seminars 1 hour each
Honors seminars are 1 hour additions to existing courses from the rest of the course catalog. Students register for both the existing course and the Honors seminar. The seminars will involve additional meetings with the instructor to cover material or other content separate from the material in the existing course. PRQ: same as the existing course; Meets: none; Scheduled: as needed

HLAS 301: Mentored Study I 3 hours
Students will work with a faculty mentor in their major to investigate a topic chosen by the student. Student and mentor will meet regularly to discuss progress in the investigation and plan the continuing course of the study. Although the mentor will help direct the study, the initiative for the project should come from the student. The culmination of the investigation will be a report (written or oral) as determined by the student and the mentor. PRQ: HLAS 201; Meets: None; Scheduled: as needed.

HLAS 302: Mentored Study II 3 hours
Students will continue to investigate the topic chosen in HLAS 301, but the study will move into a discipline outside of the student’s major. Students will work with a mentor from this new discipline, again meeting regularly to discuss progress in the investigation and plan the continuing course of the study. The culmination of the investigation will be a report (written or oral) as determined by the student and the mentor. PRQ: HLAS 301; Meets: None; Scheduled: as needed.

HLAS 303: Mentored Study III 3 hours
Students will continue to investigate the topic chosen in HLAS 301 (& potentially 302), but the study will involve multiple disciplines outside of the student’s major for an explicitly interdisciplinary investigation. Students will work with a set of mentors from these new disciplines, again meeting regularly to discuss progress in the investigation and plan the continuing course of the study. The culmination of the investigation will be a report (written or oral) as determined by the student and the mentors. PRQ: HLAS 301; Meets: None; Scheduled: as needed.

HLAS 495: Honors in Liberal Arts and Sciences Capstone 1 hour
Students will prepare a presentation of a component of their HLAS experience. That could be based on mentored investigations or the experiential learning course. Students will meet regularly with the appropriate faculty mentors while developing the presentation. The final presentation will be an hour lecture open to the entire campus community. PRQ: 498; Meets: None; Scheduled: as needed.

HLAS 498: Experiential Project in HLAS 3 hours
Students will develop an experiential project that applies some of the lessons of liberal arts scholarship. That project may be an internship, field experience, community-based learning project, or other suitable experience that challenges students to apply their Honors experiences outside of Rockford University. Students will work with the director of HLAS and appropriate faculty sponsors to develop an approved project and goals. PRQ: HLAS 301; Meets: None; Scheduled: as needed.
College of Arts and Humanities

HUMANITIES

The Bachelor of Arts (B.A.) degree program in humanities enables students to study a particular period, theme or topic through the humane disciplines. The humanities major extends the general education requirements of the college to allow students to pursue further work in the arts, history, literature, philosophy and foreign language.

The major includes a core program of required courses conducted in a foreign language offered at the university and an upper-level special program. The core includes upper-level literature courses in a student’s chosen foreign language of study, in addition to the 12 credits of that language earned for the B.A. degree. The special program, which students will design in consultation with appropriate faculty members, may focus on a particular period – the later Middle Ages, for example, or the early 20th century – or on a particular topic such as American romanticism or Renaissance humanism.

Special program – 16 hours
Students must complete a minimum of 16 semester hours of 300- and 400-level course work in a definable and humane field, with courses chosen in consultation with the humanities major advisor and faculty members from the students’ fields of interest. The program must be approved by the humanities major advisor.

Senior project – 3-4 hours
No later than mid-term of the semester before undertaking their senior projects, students are responsible for setting up a committee of two or more faculty members with competence in the chosen field and for choosing one of them as chair. The committee must be approved by the humanities major advisor and the Provost.

No later than the end of the semester preceding their senior projects, students must prepare – in consultation with their committees – a written plan for the project, and send it to the humanities major advisor and the chief academic officer for approval.

Ordinarily, students undertake an independent cross-disciplinary senior project for 3 or 4 semester hours under the instructor most directly concerned. If students are prepared properly in a particular field, they may substitute a regular Senior Seminar in an appropriate department with written approval from the humanities advisor, the Provost and the course instructor.

College of Social Sciences, Commerce, and Education

INTERNATIONAL STUDIES

Faculty
Dr. Jules Gleicher, Acting Director

The international studies major aims to educate students for careers and as engaged citizens in an increasingly interconnected world where understanding other peoples and cultures, and communicating and collaborating with them, are becoming indispensable aspects of effective public and private decision-making. Emphasizing an interdisciplinary and integrative approach to learning, the international studies major is designed to prepare students with the critical and analytical skills necessary to be engaged citizens in a changing world.

The objective of the international studies major is to prepare students – through the study of foreign languages, cultures and international events – to understand and interact with foreign cultures and be conversant with global affairs. In turn, students should be able to understand international issues from an interdisciplinary perspective, and apply this to global and local problems.

The major is intended for those who want an international emphasis in their chosen area of study or to create their own vision of a multidisciplinary liberal arts major. International studies is well-suited to serve as one component in a dual-major combination, and a major in international studies also serves as suitable preparation for taking the Foreign Service Exam, a career in government work, employment with non-governmental organizations, as well as advanced study in doctoral programs and graduate professional programs, such as law and business.

Elements
The program of study
The international studies major draws its courses from numerous departments throughout Rockford University. Students can choose courses from disciplines including political science, history, economics, sociology, anthropology, philosophy, art, business, theater, religion, classics, modern foreign languages and others.
The international studies major is composed of four elements:

- Courses providing a common "core" introduction and overview of international relations, global issues, social patterns, political affairs, economic forces, and contemporary problems.
- Additional foreign language study: Total of 16 credits (B.A. +4) or 8 credits (B.S. +8).
- Elective courses from the liberal arts, social sciences and related fields, allowing personalized study and concentration within a desired focus area (these may overlap with a student's course work for a double major).
- Participation in at least one study abroad program, with a minimum duration of four weeks in a non-English language country or two weeks in an International Service Learning program.

LIBRARY INFORMATION LITERACY
Prof. Kelly James, Acting Director of Howard Colman Library

This program builds information literacy competencies through a series of courses designed to teach individuals how to become more effective in their scholarly research and add to a lifetime academic toolkit.

Courses offered build from introductory to advanced levels of research rigor and are customized to address the varying methodology and resources used across a broad range of disciplines. Courses teach the principles, concepts, and practices of information literacy, including Internet research, citation formats, copyright and intellectual property, computer technologies, and the critical thinking skills necessary to identify, analyze, evaluate, and use diverse information sources effectively. The knowledge and skills gained in these courses prepare students to conduct university level research and develop skills necessary for life-long learning and success.

According to the Information Literacy Competency Standards for Higher Education published by the Association of College & Research Libraries (ACRL): Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Due to the escalating complexity of this environment, individuals are faced with diverse, abundant information choices—in their academic studies, in the workplace, and in their personal lives.

College of Science, Math, and Nursing

MATHEMATICS, COMPUTER SCIENCE, AND PHYSICS

Faculty
Dr. Mehmet Dik, Chair
Dr. Filiz Dik
Prof. Carol Kalen

Adjunct Faculty
Dr. Gerald Caton
Dr. Ken Baliga
Dr. Chih-Ming (Ryan) Chung
Prof. Louis Jurisch
Prof. Timothy Wagner
Prof. Lee Schreiner
Prof. Phillip Way

MATHEMATICS PROGRAM
Dr. Filiz Dik, Mathematics Program Chair

The program offers Bachelor of Arts and Bachelor of Science degrees that reveal mathematics as one of the humanities—a creation of the human mind. A minor in mathematics is also offered. We emphasize the value of the broad studies to acquire the B.A. degree, and we urge all mathematics majors to develop foreign language skills.
While some courses fulfill a service role for all-university requirements (notably, statistics and other applied areas) and for majors in the sciences and social sciences, a resurgence of majors in mathematics is underway nationally and at Rockford University.

Career opportunities
The spectrum of career opportunities for mathematics majors is quite appealing, with teaching and computer-related work being among the more popular. With a severe shortage of mathematicians in academia and in industry looming in the near future, a major in mathematics also provides a very viable entry into academic and actuarial professions, and a variety of positions in industry, the computer field and governmental service.

Secondary Teacher Licensure
Students interested in becoming licensed to teach mathematics at the secondary level must complete all mathematics general track requirements (MATH 314 and MATH 350 strongly recommended), a minor in secondary education and additional general education requirements for Illinois State Licensure. For further information, see the Education section of this catalog.

Student Spotlight – Jessica Segalla ’15
I researched Rockford University and was shocked by all they have to offer. I knew I wanted to become a mathematics teacher, and RU offers a prestigious Education program as well as a degree in Mathematics. The professors are not only guides for my education, but they are also excellent mentors. Through the JiET-A program, I am an intern in the Electronic Test Equipment department at UTC Aerospace Systems. I have completed many statistical analyses, as well as software development for certain airplanes. I love being challenged every day through this internship, as well as being able to apply my mathematics and computer science knowledge. It is a privilege to work for such an advanced company while I complete my degree. After graduation, I hope to either teach at the high school or middle school level or potentially work at UTC Aerospace Systems.

Computer Science
Prof. Carol Kalen, Program Chair

The program offers Bachelor of Arts and Bachelor of Science degrees in Management Information Systems (MIS) and Web Development. More than ever before, businesses and other organizations depend on the effective management and maintenance of information. A fundamental goal of both MIS and Web Development is to integrate the use of computers and information with the aims of a particular organization or business. A professional in MIS must have a good working knowledge of computers and several computer languages, knowledge of business, statistics and accounting practices, and the personal skills to work effectively with others. A professional in Web Development also must have a working knowledge of computers and several computer languages as well as a good working knowledge of graphic design to create visually compelling web applications.

Career opportunities
Graduates of our MIS and Web Development programs are prepared for careers in small business, non-profits organizations, industry and government agencies, to name a few. Our program will enable students to move quickly beyond entry-level positions to the more satisfying challenges of information, systems management, web development and problem solving.

Student Spotlight – Brandon Houghton ’11
I came to RU because of the small class sizes and also to play on the football team. I stayed because of the wonderful professors and the strong sense of community on campus. I chose to pursue the Computer Science major because I had always been interested in computers and technology. In addition, my minor in Graphic Design also helped prepare me for many necessary skills in the web development field. I was an intern at KMK Media in Rockford for about six months before they offered me a full-time job. While at KMK, my role was a web developer, and I built websites for many local companies and government entities. Since then, I have left KMK and now work at Desigstory in Chicago, III., a global and national digital marketing agency. I am a front-end web developer and build and maintain websites for global, national, and local companies. I really enjoy the variety of my work; I never get bored working on the same project and there is always a new challenge.

Physics
Physics Program Chair, Dr. Mehmet Dik

Three basic courses in physics are provided to complement other scientific disciplines and to provide students in humanities, arts and social studies a basic understanding of the physical laws that govern our universe:
Physics 101: Physics for poets and non-poets – Physics and physical concepts as applied to everyday life. This course is designed for non-science majors.

Physics 105/106 – This two-semester sequence is an algebra-based course designed for science majors who do not require a calculus-based physics sequence.

Physics 201/202 – This two-semester sequence is a calculus-based course designed for science majors who require a calculus-based physics sequence.

The program offers a minor in physics, and one advanced course is offered every fall and spring for minors in physics as requested. The concentration of mathematics and physics in the program listed below can prepare students for graduate school in physics. Additional advanced courses in physics are offered as required.

Rockford University offers a pre-engineering program. The students spend three years at Rockford University and transfer to a University offering Engineering degrees and spend two more years. They can earn a degree from Rockford University provided they satisfy Rockford University all university requirements and they earn an engineering degree from the University offering a degree in engineering. The students should do well in order to be admitted to the engineering program in a University.

Career opportunities
Physics is an integral part of preparation for careers in biology, chemistry, engineering and other scientific fields.

College of Arts and Humanities
MODERN AND CLASSICAL LANG UAGES AND RELIGION
Faculty
Dr. John Burns, Chair – Spanish
Dr. Sharon Bartlett – French
Prof. David Korfhagen, Spanish
Dr. Donald Martin – Classics, Greek, Latin
Dr. Stephanie Quinn – Classics, Greek, Latin
Dr. Patricia Walters – Religious Studies

CLASSICS
Classics, the study of the languages, literature and civilization of the ancient Greeks and Romans, has traditionally been an important component of a liberal arts education. Students reap great benefits from the study of any foreign culture, including the ability to assume different perspectives on a variety of issues. In the case of Greek and Roman studies, which involve peoples, literature and events thousands of years old, students are also uncovering the foundations of much of our modern culture. Cicero’s political speeches, Homer’s poem about war, the Athenian history of democracy, the Roman history of empire, Catullus’ complaints of unrequited love – all provide insights into our lives and times. Training in the ancient languages sharpens analytical skills and improves students’ understanding of the structure of their native language, not to mention that learning to read Greek and Latin opens doors to a world of fascinating literature.

To complement classroom studies, the University co-sponsors lectures delivered by speakers from the Archeological Institute of America, whose current venue is the Burpee Museum of National History, located at 737 North Main Street in Rockford, IL. Contemporary topics such as sport studies and women’s studies can be addressed through an ancient Greek or Roman lens.

Classics courses combine well with majors in English, art, modern foreign languages, history, political science, philosophy, theatre and other areas. For classics students who would like to study abroad, Regent’s College in London offers opportunities to visit famous archaeological sites of the ancient world and some of the world’s greatest museums of antiquities. Other opportunities are available for foreign study in schools in Rome and Athens.

The classics program offers the Bachelor of Arts degree with majors available in Latin or classics and minors in Latin, Greek or Classical Civilization. Students may apply for the Mary Braginton Scholarship in Latin.
Career opportunities
Classics majors generally emerge from college with the ability to communicate well in writing and speech – skills prized by potential employers, and by graduate and professional programs. A classics background is helpful preparation for programs in medicine, pharmacy, law, divinity, archaeology and modern languages. For students who do not intend to pursue degrees beyond the B.A., the classics major may lead to positions in high school teaching, with openings also available in museum, archival, publishing or library work. Whatever the classics student finally does professionally, he or she will take along a sensitivity to culture and tradition that will connect to all that is real and important, which is to say people and human concerns, in work, institutions, public life, and at home.

MODERN LANGUAGES
The modern languages programs at Rockford University are committed to the principle of proficiency as its orientation on teaching and learning a language. That means we teach our courses in the target language, and we encourage students to study overseas for a semester or a year. We provide a variety of out-of-class opportunities for students to practice using language in a range of contexts likely to be encountered in the target culture. Certain courses may require additional work such as the language laboratory, the international coffee hour or practice with a native speaker. Graduates of our language programs reach a level of proficiency in the language that allows them to participate effectively in most formal and informal conversations on practical, social and professional topics.

Our students also learn more than how to communicate effectively in another language. From the language and through the language, they learn the way of thinking of a different people, the way of being of a different culture. This kind of growing and liberating experience is in the best tradition of the liberal arts. Finally, our students acquire the global perspective that is so valued today in the professional world.

The modern and classical languages department offers Bachelor of Arts degrees in French, German, Spanish and Romance Languages.

Students with prior experience in French, German and Spanish must take the placement exam before continuing their studies. This ensures that students are placed in the proper class level.

Career opportunities
In addition to preparing students for teaching or graduate school, the B.A. degree in French provides a valuable tool for many careers in the fields of publishing and editing, travel and tourism, business and banking, library work, etc. It is an excellent second area of specialization that combines with other college disciplines such as history, mathematics, economics, business administration, art, etc.

All levels of teaching in the U.S. and in German-speaking countries are open to German graduates. The list of non-teaching positions is expanding and includes business positions, work with service agencies such as tourism and banking, and a variety of government jobs. We recommend German as a minor or double major in combination with majors in biology, chemistry, mathematics, history, theatre, art and business.

The B.A. program in Spanish, in addition to preparing students for teaching or graduate school, gives students a useful and valuable tool for a large number of careers, especially for those in which contact with Spanish-speaking peoples is likely, such as in education, public and social services, health services, law, recreation programs, the tourist industry, business and banking, government, library work, publishing, etc. As a result, it is an excellent second area of specialization that combines well with many other disciplines; a growing number of students have chosen to major both in Spanish and another area (i.e., history, sociology, business administration, child development, political science, etc.).

Teacher Licensure 6 – 12
Students interested in becoming licensed to teach a foreign language at the secondary level must complete all of the major degree requirements for that language, a minor in secondary education, and additional general education requirements for state licensure. For further information, see the Education section of the catalog.

Note: Students must complete a total of 32 hours in the language they wish to be licensed in to be awarded a secondary teaching license in Illinois.

Student Spotlight – Jeffrey Allen ’12
Currently, I teach Spanish at South Beloit High School in South Beloit, Ill. I cannot speak highly enough about the Rockford University Spanish department. My classes were energetic and motivating and full of opportunities to develop, practice, and refine my language skills. The engaging curriculum included nationally-recognized authors.
and artists and a variety of classic and current literature and theater. Rockford University guided me to a successful career in teaching Spanish; I strongly recommend Rockford University, whether you are interested in learning Spanish or are even a native Spanish speaker.

**ROMANCE LANGUAGES**

This major is designed for students who have an interest in languages and world cultures. It is highly recommended that students choosing to major in Romance Languages already have substantial experience with at least one of the three languages they will be studying. This is a course of study that will prepare students for careers in fields such as diplomacy, translation and interpretation, or for graduate work in languages. It offers a preparation with a clear liberal arts perspective, in line with the University’s mission and vision. This can also be an ideal course of study for bilingual students wishing to enter into teaching.

Students are required to either minor in a field related to their interests or complete a supporting program of 20 credits in courses that have an international or cross-cultural emphasis.

**RELIGIOUS STUDIES**

**Minor in Religious Studies - 18 hours**

Religious Studies at Rockford University instills knowledge of and fosters appreciation for the world’s diverse religious traditions, including their historical development, the methodologies used to study them, as well as the tenor of ongoing religious discourse among individuals, communities and societies in the global context. An academic examination of major religious traditions in a variety of disciplines develops in our students the capacity to appreciate and articulate intelligently the way religion relates to art, philosophy, history, and culture.

Religious Studies is an interdisciplinary minor. Students may take courses with Religious Studies numbers or the courses in other departments, listed below. At least nine hours of the minor in Religious Studies must carry the religious studies (RELG) designation, and at least one course must be taken at the 300-level. A total of 18 hours, nine of which must be taken at Rockford University and an earned 2.0 GPA in the courses appropriate to the minor, are required for graduation.

**College of Science, Math, and Nursing**

**NURSING**

**Assistant Dean of Nursing Education**

Nancy K. Kertz, PhD, FNP-BC

**Faculty**

Prof. Nola Addante, MS, RN; Chair  
Prof. Andrea Anderson, MS, RN  
Prof. Denise Boxleitner, MS, RN  
Prof. Jacqueline Garland MS, RN  
Prof. Jennifer Grobe MS, RN  
Prof. Kimberly Hartwig MSN, RN  
Prof. Kimberly McCullough MSN, RN  
Prof. Cheryl Troxel, MS, RN

The Rockford University nursing department is approved by the State of Illinois Department of Financial and Professional Regulation and is accredited by:  
Accreditation Commission for Education in Nursing (ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326  
P. 404.975.5000  
www.acenursing.org

**Mission**

The Department of Nursing, as an integral part of Rockford University, holds a mission and philosophy that is consistent with the mission and beliefs of the University. The mission of the Rockford University baccalaureate nursing program is to prepare registered professional nurses to provide quality nursing care to individuals, families, groups, communities and populations with diverse health needs. The graduate will attain the knowledge, skills, and values necessary for professional nursing practice by integrating liberal education and professional nursing education.
Based upon its mission, the goals of the Rockford University nursing program are to:

- Synthesize knowledge and skills from nursing, psychosocial and biophysical sciences, and the liberal arts into professional nursing practice.
- Prepare graduates to practice as nurse generalists and contributing members of the nursing profession to promote, maintain, and restore health of clients to meet the diverse health needs of populations.
- Facilitate the internalization of the values of the discipline of nursing, which include altruism, autonomy, human dignity, integrity and social justice.
- Prepare graduates as lifelong learners who demonstrate essential skills in inquiry, information literacy and research to support continued personal and professional growth, and transition into graduate study.

The nursing department offers the following track options of study that lead to a Bachelor of Science in Nursing (BSN) degree.

- The basic four-year track is for students interested in becoming registered nurses. Successful completion of the basic track qualifies students to apply for the professional nurse licensure examination.

The liberal arts education of Rockford University fosters a holistic view of persons, facilitates critical thinking and decision-making, provides opportunities for exchanging ideas, stimulates intellectual growth and creativity, and encourages contributions to the nursing profession and society. The integration of professional and liberal arts education at Rockford University ensures that students gain an appreciation for diversity, develop confidence in their own abilities, and apply their talents within a practice discipline.

The competencies of the graduate emerge from the philosophy of the nursing department. Their purpose is to describe the competencies we expect our graduates to attain upon completion of the nursing program.

- As a **caregiver**, collaboratively utilizes the nursing process to effectively provide therapeutic nursing interventions in meeting the health care needs of individuals, families, groups and communities.
- As a **communicator**, communicates effectively in a goal directed manner.
- As a **critical thinker**, consistently demonstrates critical thinking to effectively practice professional nursing.
- As a **diagnostician**, formulates accurate conclusions about health related conditions and situations amenable to nursing intervention.
- As a **leader**, uses leadership knowledge and skills in productive relationships with others to create a vision and inspire goal achievement for the profession.
- As a **manager**, engages in activities to plan, organize, direct, and control the human, material, and financial resources needed to achieve quality nursing care.
- As a **teacher**, adapts the educational process to empower learners.

**Career Opportunities**
A career in nursing is challenging and dynamic. Registered nurses with BSN degrees have numerous employment and advanced educational opportunities. Graduates from the Rockford University nursing program have positions as staff nurses in acute care and community health, become nurse managers and staff developers, and practice occupational, home health, and school nursing. Many enter graduate school to pursue a specialized interest in nursing, such as nurse practitioners or nurse educators.

**Degree Requirements**
Special requirements include CPR certification for health care providers, immunizations, uniforms and equipment, and malpractice insurance. The majority of these items are at students’ expense. Students will be notified in advance of expenses. Students are responsible for renewing CPR certification and obtaining annual TB tests.

**Baccalaureate Nursing Program**
The BSN program helps students acquire knowledge, skills, values and attitudes essential to professional nursing. The strong community-based clinical component provides opportunities for the student to apply knowledge and skills in clinical settings.

First-year students and transfer students at Rockford University enroll in general education courses and prerequisites for the nursing major. First-year students and transfer students should have successfully completed high school biology, chemistry, four semesters of English and two years of math. They should possess basic computer skills, and have achieved a cumulative GPA of 2.75 at time of application to the major.

An "Early Decision Option" is open to high school seniors, and is a formal understanding between the high school student and Rockford University in which the student may be granted admission to Rockford University and admission into the first nursing course of the BSN program upon successful completion of the admission
requirements. Students seeking to apply for the early decision option may submit their applications during their senior year of high school and must demonstrate the following:

- Complete an application to Rockford University and be accepted for admission.
- Submit application to the nursing program prior to January 31 of their senior year.
- Submit proof of ACT composite score of at least 23.
- Complete a personal interview.
- Submit a statement of interest.

Submit high school transcript showing completion of the following courses with a cumulative GPA of 3.0 or better on a 4.0 scale: biology, English, chemistry and math (two semesters, including algebra). Selection is competitive and only a limited number of applicants will be accepted.

Students not seeking enrollment via the Early Decision Option apply for admission to the nursing major in either the spring or the fall semester based on completion of a minimum of 45 credit hours at conclusion of semester preceding entrance to nursing major. To be accepted into the nursing major students must:

1. Complete an application to Rockford University and be accepted for admission.
2. Achieve a minimum cumulative grade point average of 2.75 at Rockford University or on transferable course work at time of application.
3. Fall entrance nursing application due March 1 and for spring entrance nursing application due September 1.
4. Complete the nurse entrance exam.
5. Complete required social and natural science support courses with at least a "C" grade.
6. Demonstrate math competence by one of the following means:
   - ACT math component score of 20 or higher within the last 5 years, or
   - Complete either MATH 120 – Functions and Models or a College Algebra course with a grade of C or better within the last 5 years, or
   - Achieve proficiency level or higher on the nurse entrance exam math subscore, or
   - Rockford University math placement exam score of 3 or higher

Students are responsible for their own transportation to clinical experiences, and each student must have a car available for community health clinical experience (NURS 406).

Student Spotlight – Paige Smith '14
I have really enjoyed Rockford University's Nursing program. There are a lot of clinical experiences, and three hospitals are close by within the City of Rockford. The Nursing students and professors are a very close community; we work very hard together, and we really feel like family. Two of my actual family members are nurses, and I can't imagine wanting to do anything else. I enjoy caring for people and making them smile. Currently, I am a member of the Nursing Student Organization and also work as a medical scribe at SwedishAmerican Hospital in Rockford. After graduation, I plan on returning home to Michigan to work in intensive care (ICU) for 2 years. Afterwards, the plan is to pursue my master's degree, so I can become a Certified Registered Nurse Anesthetist (CRNA).

College of Social Sciences, Commerce, and Education

PEACE AND CONFLICT STUDIES

Faculty
Dr. Thomas McIntyre, Coordinator

Peace and conflict studies is an interdisciplinary field of study regarding the causes of conflict and violence, and the ways to resolve, manage, and control both violent and nonviolent conflicts at all levels—international, intergroup and interpersonal. The academic minor integrates theory and research on international, intergroup and interpersonal conflict, and direct approaches to conflict resolution such as negotiation, mediation and facilitation.

The minor in peace and conflict studies complements other academic programs at Rockford University and would be especially helpful to students with educational and career goals in law, international affairs, social work, education, criminal justice, business and psychology.
College of Arts and Humanities

PERFORMING ARTS

Faculty
Prof. Timm Adams
Prof. Jeff Hendry
Prof. Deborah Mogford, Chair
Prof. Amy Wright

The performing arts department offers all Rockford University students a unique opportunity to explore dance, music and theatre as separate, but interrelated, art forms in an innovative, experimental environment where they can express themselves creatively, study the performing arts in their historical-cultural context, and participate in departmental programs and productions. Our faculty members believe in a hands-on approach of positive instruction and guidance to nurture creative and intellectual abilities. Classes are small for maximum student-teacher interaction. Some courses involve team teaching to provide a full understanding of the interrelationships of dance, music and theatre.

Students will have numerous opportunities to enhance their education in the performing arts. We stress to all our majors the importance of disciplining themselves to the rigors of academia within and outside the performing arts, attending artistic events and workshops with professional artists, and participating in student-produced as well as faculty-directed productions. Juniors and seniors also may take advantage of internship programs with professional artistic organizations in the Rockford and Chicago areas.

We offer Bachelor of Arts degrees in General Music or in Theatre Arts, and Bachelor of Fine Arts degrees in Musical Theatre Performance, Acting/Directing, Design/Tech, and Theatre Management. Minors are available in Music, Theatre Arts, and Communication. Please refer to course listings under each area and the interdisciplinary performing arts courses.

Career opportunities
Graduates in the performing arts may choose from a variety of career options. Some will move on to careers as performers or technicians. Some attend professional training schools and/or graduate school for further concentration in their studies in dance, music or theatre. Others earn certification through the Rockford University education department and teach at the primary or secondary level.

Performing arts graduates often pursue careers in jobs requiring presentational abilities: teaching, advertising, public relations, radio, sales, television, repertory and community theatres, recreation and film. The performing arts degree also may lead to a career in the performing arts, arts therapy, private studio teaching or arts management.

Music programs

General Music
Students may pursue the Bachelor of Arts in Music, which will give them an opportunity to concentrate work in the disciplines of music, and be assured broad exposure to other disciplines at Rockford University. This program is useful if students would like to develop an interdivisional major and concentrate work in more than one department. Likely combinations would be music and business, music and religion or music and international studies.

Special requirements for all music majors
- Prospective music majors must audition and demonstrate an acceptable level of proficiency or aptitude in the major applied area of study (voice, piano, strings, etc.).
- All entering first-year music majors must take a music theory placement examination administered by the music faculty.
- All music majors must demonstrate a basic proficiency in piano by successful completion of the piano proficiency examination no later than the end of their junior year.
- All music majors must attend a specified number of recitals and concerts each semester.
- All music majors must participate in an ensemble for a minimum of five semesters.
- Special requirements for the applied area of study:
  - A minimum of four credit hours of private instruction must be in the same applied area.
  - A minimum of four credit hours of private instruction in the major applied area must be at the 300-level.
  - All music majors will be evaluated in performance before the music faculty at the end of each semester of private instruction in the major applied area.
Theatre programs
The performing arts department offers a Bachelor of Fine Arts in Theatre with concentrations in Musical Theatre Performance, Acting/Directing, Design/Tech, or Theatre Management; and a Bachelor of Arts in Theatre for students interested in a generalist degree or who are pursuing secondary education certification.

- Students planning to major in theatre arts must go through an audition and/or interview process before the theatre faculty. The following are policies and guidelines for all B.A. and B.F.A. candidates in Theatre:
  - Students planning to major in theatre arts are required to go through an audition and/or interview process before the theatre faculty. Students planning to major in musical theatre are also required to have a dance and voice audition.
  - All theatre arts majors (both B.A. and B.F.A. candidates) must participate in ALL mainstage productions (exceptions will be made only with prior approval of the performing arts faculty).
  - B.A. majors must maintain a 2.0 GPA; B.F.A. majors must maintain a 3.0 GPA in the major and 2.0 overall.
  - B.F.A. performance majors must audition for all mainstage plays.
  - B.F.A. majors must participate in a production-oriented Senior Seminar.
  - B.F.A. majors must maintain adequate professional progress towards the degree.

Any major not in compliance with any of the above guidelines (as they apply to the degree program chosen) may be prohibited from auditioning for a main stage production for up to one year, and may not participate in departmental co-curricular activities such as Three-Penny productions. The student may also be dropped from the program at the discretion of the performing arts faculty. A student placed on academic probation will be allowed one semester probation and one semester continued probation before being dropped from the program.

Teacher licensure 6–12
Students interested in becoming licensed to teach theatre arts at the secondary level must complete all theatre arts major degree requirements, a minor in secondary education, and additional general education requirements for state licensure. For further information see the Education section of this catalog.

Minor programs

Minor in Communication
A minor concentration in communication can be tailored to students' specific career or education goals.

Minor in Dance
The dance minor provides a broad artistic and academic dance education that includes technique, choreography, and performance.

Policies
- All dance minors must audition for the dance concert and fulfill performance requirements for two semesters. In addition, all minors will be expected to assist with the production of the concert.
- Students must receive approval either from their technique instructor or through a placement audition in order to advance to each subsequent level of technique.
- Dance technique must be taken for at least six semesters

College of Arts and Humanities

PHILOSOPHY
Faculty
Dr. Matthew Flamm, Chair
Dr. Stephen Hicks
Dr. Shawn Klein

Philosophy, the "love of wisdom," is a field of study devoted to fundamental questions concerning knowledge, truth, and experience: What is real? Does God exist? What is the self? What is morality? What is knowledge? Do I have free will? What ought I do with my life? These fundamental human questions are posed and answered in strikingly powerful and original ways by major philosophers and traditions. Gaining a literacy and appreciation for philosophic figures and traditions is the foundation of any liberal arts education worthy of the name. Students pursuing a philosophy degree can expect to develop knowledge, skills, and values transferable to all major levels of human life, civic and personal.

The philosophy department offers the Bachelor of Arts degree with a major and minor option, including a focused minor in Ethics.
Career opportunities
Career opportunities for philosophy majors are numerous. Philosophy majors have proven successful in business, writing, teaching, and editing. In addition to training students for graduate studies in philosophy and the humanities, the philosophy major is a popular choice for pre-law students because of its rigorous development of abstract, analytical and argumentative abilities that the study of philosophy makes possible.

Student Spotlight – Jennifer Harrolle ’14
I chose to attend Rockford University because I wanted to go to a college where I would be able to have smaller classes and a more one-on-one relationship with professors. The Philosophy courses challenge me and have pushed me to become a more critical thinker. After graduation, I hope to find work in the non-profit sector, possibly conducting research.

College of Social Sciences, Commerce, and Education

PHYSICAL EDUCATION

Faculty
Prof. Tammy Schiek, Chair
Prof. Ann Boe
Dr. Jason Hunter

The physical education department offers Bachelor of Arts and Bachelor of Science degrees through a program of study focused on the art and science of human movement and sport. Physical Education majors choose either a physical education teacher education (PETE) or sport management track.

PHYSICAL EDUCATION TEACHER EDUCATION

A wide range of career opportunities exist for graduates in physical education. Graduates who pursue teacher licensure may receive an endorsement in physical education to teach physical education at the elementary, middle, or high school levels. The physical education program has a good reputation and boasts a strong placement record.

Illinois licensure requirements
Rockford University general education requirements, listed earlier in this catalog, may not completely satisfy the general education standards for teacher licensure in Illinois. While some Rockford University requirements can be satisfied by proficiency or placement examinations, students may be required to complete additional standards-based coursework to meet state licensure standards. Please refer to the Education section for Illinois licensure course requirements.

On successful completion of this course of study and successful passage of the Illinois Licensure exams, physical education candidates seeking licensure will be granted a Professional Educator License (PEL) with a Physical Education endorsement K-12.

Student Spotlight – Michelle Tucker ’11
I chose PE because I had taught fine arts dance for years through grant programs in the Harlem School District. I loved the reward that came with teaching students fitness and movement. Eventually I decided to complete my licensure with an endorsement in PE. I’m happy to say I successfully completed it with the help of Rockford University and am now doing what I love. I teach 6th, 7th and 8th grades here at RESA in the Rockford Public School District. I instruct four classes of PE and one class of 6th grade Health. I am able to integrate dance into my current curriculum while still teaching the discipline of physical fitness and skill. The PE Teaching track was organized and always fun. Rockford University’s professors are supportive, and they helped make sure I stayed inspired in my career path. When I left RU, I was offered a coaching position a month after I took a teaching job at Christian Life in Rockford. We ended up winning our first regional championship in 13 years and went on to face the state championship team in our first sectional game. I’m so happy I took that opportunity because it was one of the most fulfilling coaching jobs I’ve had to date.

SPORT MANAGEMENT

Physical education majors seeking a business emphasis must complete the physical education core, Rockford University, and business requirements. Upon completion of the following coursework, sport management candidates will earn a minor in business administration (see Business Administration).
Physical education graduates who pursue the sports management track may find employment opportunities with professional sports organizations, park districts, youth groups, recreational centers, and private wellness clubs.

**Student Spotlight – Kipton Bucey ’12**

I chose Sport Management because it blended business management and physical education seamlessly. I’ve always had a dream of becoming a general manager of a professional sports team. While a student, I also enjoyed playing collegiate baseball. Rockford University allowed me to pursue my personal interests and my professional goals at the same time. During the summer of 2011, I was an intern for the Rockford IceHogs. My duties included updating the website and social media accounts, writing press releases for the IceHogs and Chicago Blackhawks, and graphic design work. I also led a project with Lincoln Middle School in creating an educational workbook focused around the sport of hockey where students could learn everything about the sport through their main classroom subjects, including geography, math, reading, science and nutrition.

**Minor in Physical Education**

Students who have earned an education degree may want to add this minor to their credentials. However, the minor is not limited to education students. It may be designed to accommodate specific career needs in other disciplines. If it is for an education major, the course work for the minor is designed by the physical education advisor to satisfy state requirements that have not yet been met by the individual’s other course work. This minor would be identical to the plan of study used by graduate students requesting physical education endorsement along with their master’s degree in secondary education.

**Minor in Health Education**

Students seeking teacher licensure may want to add this minor to their credentials. In addition to earning a minor in Health Education, an endorsement may be added to the Secondary (09) or Special (10) teaching license. The secondary endorsement requires 24 hours of course work including 12 hours of upper college or graduate level course work. Students must also pass the Health Education (142) state content exam.

**Minor in Coaching**

The coaching minor is desirable for persons who wish to coach at any age level. Knowledge of how and why the body moves; how to teach specific skills; injury prevention and care; first aid; organization of teams, leagues, and tournaments; ethics in the profession and life; managerial requirements; and psychological and sociological aspects of athletes, parents, and coaches all are valuable in the area of coaching. In the state of Illinois, you may coach with a teaching license. If you are not a licensed teacher, you must obtain an American Sports Education Program (ASEP) certificate. The minor in coaching can satisfy this requirement.

**Physical education activities courses (PHYP)**

Two semester hours of PHYP courses are required for graduation for all undergraduate degrees. Successful completion of PHYP 110, Wellness, accounts for one hour. The remaining hour is completed by activity offerings, which emphasize lifetime sports and fitness skills. Each PHYP course is one semester credit hour.

PHYP 147 has been devised for students who have physical impairments and/or are unable to participate in typical course offerings. Students must receive approval through Lang Center for Health, Wellness, Counseling, and Disability Services and present written documentation of their activity restrictions.

**College of Social Sciences, Commerce, and Education**

**POLITICAL SCIENCE**

**Faculty**

Dr. Jules Gleicher, Chair
Prof. Robert Evans

The political science department helps students develop their minds and, one hopes, also their characters to become decent, responsible, informed citizens. Political science shows the relation of politics to human nature and examines the basic alternatives in political life. The ordinary citizen has decent opinions about justice and the common good. The educated citizen should move from opinion toward knowledge and understanding, while maintaining good will, sincerity, tolerance, generosity and fairness. A political education in the liberal arts tradition equips students to analyze and criticize their country without becoming destructive of the common good or domestic tranquility.
The department's academic offerings attempt to cover the range of essential areas in the discipline of political science: political philosophy, constitutional law, American government and politics, comparative politics and international relations.

Students interested in political science for the purpose of becoming secondary school teachers should also consult the catalog section on the social sciences divisional major.

The political science department offers Bachelor of Arts and Bachelor of Science degrees.

**Pre-law**
Political science has long been the traditional major of choice for students who plan to attend law school. While law schools do not require any particular undergraduate major, the study of politics, including courses that make use of legal materials and legal reasoning and that illumine the political context of court decisions, is arguably the most logical and appropriate academic area for those intending a career in law. Whatever their major, pre-law students should consult with Prof. Robert Evans (the pre-law advisor) or with other members of the department on which particular courses in political science and in other departments would most suitably prepare them on matters having to do with applying to law school.

**Off-campus political experiences**
The department sponsors a Washington Semester program for upper-division students. Regular semester and summer internships are available, as appropriate, for individual students locally, in Washington and at Regent's College in London. See Prof. Jules Gleicher for more information.

**Career opportunities**
Governmental work is one of the most extensive areas of opportunity for political science graduates. The degree can also lead to positions with private businesses or in law, politics, journalism and teaching, among others.

**Student Spotlight – David Smith ‘12**
While at RU, I was an English major and a Political Science major. I added the Political Science major because I have always been very interested in government and politics and decided that I wanted to pursue law school after graduation. For me, what I like most about political science is how it deals with the fundamental issues of American government; the classes related to and could be applied to what was going on in the world, and they helped me understand how things work and why things work the way that they do in our government. I also participated in the Washington Semester program, and it was an amazing experience. I met senators and congressmen from all over the country, prominent thinkers and powerful voices on a wide range of political topics. The impact on my education and career has been entirely positive. I have made connections that I never would have had otherwise. I was also fortunate enough to get a great internship at a small lobbying firm on the Hill, which gave me invaluable experience while in DC. Currently, I am pursuing a law degree at Northern Illinois University College of Law.

**College of Science, Math, and Nursing**

**PRE-PROFESSIONAL PROGRAMS: HEALTH PROFESSION ADVISING**

*Health Professions Advising*

**Advisors**
Dr. Sean Beckmann, Chief Health Professions Advisor
Dr. Deborah Breiter

Rockford University offers academic programs which provide a sound foundation for entering a professional school in the health professions, including: dentistry, medicine, pharmacy, and related areas. Rockford University and most professional schools believe that it is desirable for the student to complete a bachelor's degree before beginning professional training. For many professional schools the major studied at the undergraduate level is irrelevant to entry into a professional program, as long as the specific prerequisite courses are taken prior to applying. The requirements for professional programs can vary dramatically by institution. Therefore students should consult with a health professions advisor and complete and submit a Declaration of Health Professions Concentration early in their education at Rockford University. This form can be found on the Rockford University portal or from a health professions advisor.
In addition to academic performance and entrance exams (MCAT, GRE, etc.), most professional schools place significant weight on the interview and the written portion of the application. Experience in the small classes provided at Rockford University with frequent oral class participation and writing assignments may enhance these skills for applicants. Medical students must read and absorb large amounts of scientific information; therefore, medical schools are interested in verbal reasoning skills, which are enhanced by a liberal arts education. A broad, well-balanced education is seen as an asset to any applicant.

In addition to a strong academic background, students should demonstrate an interest in the field and their knowledge of what the profession requires by establishing a record of volunteer work related to the field, and extracurricular involvement. Many programs require a minimum number of hours of experience in the field of interest in order to be considered for admission. Independent experience or internships available through Rockford University are excellent ways to become more familiar with the professional aspects of your field of interest.

Most professional application procedures begin in the summer between the junior and senior year or early fall of the senior year. This may be particularly important to transfer students who may need letters of evaluation to include in their packets. It is imperative that you contact and meet with a pre-professional advisor well in advance of applying to a program. You should also seek them out for assistance with the application process.

Allied health professions
Students interested in the allied health professions, including medical technology, physical therapy, occupational therapy and others may obtain a Rockford University degree (B.A. or B.S.) and then go to the appropriate professional school to complete their education. They may major in any field as long as they fulfill the specific entrance requirements of the professional school.

The prerequisites for entry into allied health programs vary greatly depending on the program and institution. For most schools, these requirements include one to two years of biology, one to two years of chemistry, one year of physics, one course in statistics, and supporting courses from the humanities. Also, the desired terminal degree has changed for several of the allied health professions. For example, most physical therapy programs have eliminated bachelor degree programs in favor of masters or doctoral programs. With frequent changes and variety in these programs, a student must first become familiar with the current requirements for the specific programs of interest, then work with their advisor to ensure their six or eight semester plan will enable them to qualify for several programs while completing their degree at Rockford University.

Pre-medical, dental, pharmacy, veterinary programs
Because medical, dental, pharmacy and veterinary school requirements are constantly changing, students are strongly urged to become familiar with the specific requirements of the schools to which they intend to apply. Information on the specific requirements may be found on the professional schools’ websites, and a pre-professional advisor can assist students in their searches.

If students have strong foundations in science, they may major in almost any area. However, a major in chemistry with the addition of Biology 150 and 201, a major in biology with a full year of physics, or a major in biochemistry generally meet the requirements.

Almost all professional schools require applicants to take a standardized admissions exam: the Medical College Admission Test (MCAT) for medical school; Dental Aptitude Test (DAT) for dental school; Graduate Record Exam (GRE) for veterinary school; and Pharmacy College Admission Test (PCAT) for pharmacy school. Students usually take these exams in the spring of their junior year. Applications for most exams are available via the Internet. Your pre-professional advisor can assist you in selecting additional courses that may aid in your preparation for one of these exams.

Dual Acceptance Program in Pharmacy
Rockford University and Midwestern University-Chicago College of Pharmacy (CCP) offer a dual acceptance program in pharmacy. Students who complete the program will be granted early acceptances to CCP. The following is a brief outline of the pre-pharmacy program requirements. For further details, please contact the Rockford University chief health professions advisor or a member of the admission staff.

Students meeting the following criteria are eligible to apply to the Dual Acceptance Program, through Rockford University, by February 15 of their senior year in high school. Criteria are as follows:
- Must score in the top 20 percent on a college entrance exam (ACT: 25 OR SAT (3 sections): 1700)) that includes a writing component score.
- Earn a minimum cumulative grade point average of 3.2 on a 4.0 scale.
• Show a people/service orientation through community service or extracurricular activities.
• Show proper motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer, or other life experiences.
• Possess the oral and written communication skills necessary to interact with patients and colleagues, as evaluated by group interviews and candidate visits.

Accepted applicants will be ensured a seat at CCP upon successful completion of the program requirements:
• All pharmacy prerequisite courses (outlined below) must be taken at Rockford University and completed within two years. Students who do not meet this requirement can still apply via the traditional procedure.
• An Advanced Placement (AP) score of 4 or above posted on a Rockford University transcript will fulfill the corresponding course requirement.
• A minimum overall grade point average (GPA) of 3.20 must be achieved at the end of the spring semester of the first and second pre-professional years and at the end of all pre-pharmacy course work at Rockford University.
• Students must earn a grade of “C” or higher in all required courses. A grade of C- or less is not acceptable.
• Students are not permitted to repeat courses for a higher grade.
• Students must submit all required deposit fees according to the schedule in their letters of understanding, which are provided to students at the time of acceptance to the Dual Acceptance Program.
• Students must comply with the requirements outlined in the matriculation agreement and technical standards certification form, which are provided to students in the spring of their second pre-pharmacy year.
• The PCAT and PharmCAS applications are waived for students who successfully complete the program requirements.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Rockford University Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition*</td>
<td>RHET 101 Introduction to Academic Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>RHET 102 Introduction to Rhetoric</td>
<td>3 credits</td>
</tr>
<tr>
<td>Speech (public speaking)</td>
<td>RHET 351 Advanced Rhetoric</td>
<td>3 credits</td>
</tr>
<tr>
<td>Biology (w/lab)</td>
<td>BIOL 150 Principles of Biology</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>BIOL 201 Organismal Diversity and Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>Anatomy</td>
<td>BIOL 209 Human Anatomy and Physiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>General Chemistry (w/lab)</td>
<td>CHEM 105 General Chemistry I</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>CHEM 106 General Chemistry II</td>
<td>4 credits</td>
</tr>
<tr>
<td>Organic Chemistry (w/lab)</td>
<td>CHEM 205 Organic Chemistry I</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>CHEM 206 Organic Chemistry II</td>
<td>4 credits</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 105 Fundamentals of Physics I</td>
<td>4 credits</td>
</tr>
<tr>
<td>Calculus*</td>
<td>MATH 130 Calculus</td>
<td>4 credits</td>
</tr>
<tr>
<td>Statistics*</td>
<td>MATH 223 Elementary Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 101 Microeconomics OR</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>ECON 102 Macroeconomics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social and Behavioral Science Electives</td>
<td>Two courses within the areas of psychology, sociology and/or anthropology</td>
<td>6 credits</td>
</tr>
<tr>
<td>General Education</td>
<td>Three courses within the areas of humanities, foreign language</td>
<td>8 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>fine arts, business, and computer science. Must be non-science, non-math, non-health care, non-physical education related</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

Total Hours: 66 credits

*Placement exams are required for English and math courses. Therefore, students may be required to take additional hours if they need to complete prerequisite course work. Summer courses may be required to complete the program within the two year timeframe.

Other pre-professional programs
Although other pre-professional programs are not listed in the catalog, the pre-professional advisors can help a student form an academic plan to assist them in applying the value of a Rockford University liberal arts education to many other professional programs. Please contact a pre-professional advisor for additional information.
Psychology and Human Development

Faculty
Dr. Joel Lynch, Chair
Prof. Elaine Sharpe
Dr. Jonathan Skalski
Dr. Belinda Wholeben

The psychology department offers two majors: a major in Psychology and a major in Human Development.

Psychology
Students in the psychology major develop an understanding of human thought and behavior through active learning. Our interdisciplinary approach, grounded in science, research reflection, encourages self-exploration and engagement with the community. This challenging course of study empowers students to develop to their fullest potential intellectually, socially, and emotionally.

Career opportunities
The Rockford University psychology major prepares students equally well for both graduate training and for the world of work. Students enter career positions in areas such as mental health, educational services, social work, and personnel work. Others obtain positions in conventional business or social service settings not directly related to psychology, but in which psychological knowledge and skills may be applied. A number of students also pursue graduate degrees: counseling, health psychology, clinical psychology, industrial psychology, school psychology, developmental psychology, academic and research psychology and more. Students also can choose course work to prepare for graduate programs outside of psychology leading to professional specializations in business, social work, law, medicine, and education.

Student Spotlight – Pamela Ward '16
I am the current president of the Rockford University Psych Society and am majoring in Psychology. I really enjoy this major because I am interested in how people think and feel, and how we, as humans, react to our lives and the world we live in. As a non-traditional student returning to college, I feel that psychology is a rewarding field for me in that I can offer my life experience as well as the knowledge and practical applications I gain here at RU to help people through therapy. After graduation, my goal is to attend graduate school and then become a licensed clinical professional counselor.

Human Development
The human development major combines theory with hands-on experience in the classroom and in the community. This practical, applied programming is interdisciplinary and includes coursework in education, philosophy, and sociology. The human development major offers three areas of concentration: research, child and adolescent development, and gerontology.

Career opportunities
The Rockford University human development major prepares students for entry-level positions in the work force and for graduate study. The field of human development is an expansive and diverse discipline that requires highly knowledgeable individuals who are prepared to serve all types of people throughout all stages of their lives.

Child and Adolescent Development Concentration
Students within this concentration pursue careers in areas such as child care, child welfare, child/adolescent/family therapy, school psychology, child protective services, court services, and mental health.

Gerontology Concentration
Careers in the field of aging will experience a 23% increase in the next decade alone, far exceeding national averages. The fastest growing categories of employment will be those requiring a university degree or higher for entry level positions. The field of gerontology, specifically, will be creating new positions to meet the growing demand for services generated by the aging baby boomers. Graduates with a major in human development with a concentration in gerontology pursue careers in a variety of areas including adult day care, assisted living communities, advocacy groups, case management, community organizations, counseling, elder law, government agencies, HMOs, hospitals, insurance companies, marketing, mental health, nursing homes, pharmaceutical companies, religious organizations, skilled nursing facilities, and transportation.
Research Concentration
Many psychology students choose to pursue graduate school as their career path. The Research concentration requires students to take 14-16 credit hours of quantitative and qualitative research courses, culminating in a senior seminar research project. This concentration provides a competitive advantage in graduate school and in the workplace.

Internships
Four credit hours of internship are required. Internships are available in child care facilities, schools, hospitals, community centers, substance abuse centers, older adult programs and facilities, law enforcement agencies, community mental health agencies, hospice, human resources, and community action programs. Sites for internships are available for clients of all ages: children, adolescents, and adults.

Student Spotlight – Maja Kuljanin ’14
I chose Rockford University because I heard it was a great college. I didn’t want to go far from home, so I decided to stay in Rockford. I love the small class sizes, and the faculty and staff are amazing! I chose the Human Development major because I’ve always wanted to help people with their lives, whether helping them overcome substance abuse or learning skills. I enjoy seeing people happy, and the feeling I have when I know I changed someone’s life is amazing. After I graduate, I plan to start graduate school to pursue my master’s degree in social work.

Certificate in Geropsychology
Geropsychology is concerned with the psychological, behavioral, biological, and social aspects of aging (APA Committee on Aging, 2009). As defined by the American Psychological Association (APA), geropsychology “applies the knowledge and methods of psychology to understanding and helping older persons and their families maintain well-being, overcome problems, and achieve maximum potential during later life” (APA Office on Aging, 2011). While the Certificate in Geropsychology does not in and of itself culminate in a college degree, students choosing to continue coursework to earn a bachelor’s degree may apply the hours accumulated through the certificate program towards attainment of a major in Human Development or a minor in gerontology.

Career Opportunities
Rockford University’s Certificate in Geropsychology provides accessible training designed to enhance the competency of social service and health professionals who care for the older adult population. The completion of this certificate indicates a standard of competency in caring for the developmental needs of the aging population. Individuals pursuing a Certificate in Geropsychology find themselves working in a variety of settings including social service agencies, senior living facilities, community programs, home health, and nursing care facilities.

The U.S. Bureau of Labor and Statistics describes job growth opportunities in several occupations related to the field of aging. Positions for workers associated with home health-care will increase by 50% during the 10-year period from 2008-2018. Human Service specialists at the associate and bachelor level will increase at a faster-than-average rate (7-13%) as well. Social and human service assistants, estimated to experience a 23% growth rate, will serve in providing direct care and in locating and securing resources for older adults (Bureau of Labor Statistics, 2011). Students trained in geropsychology will be competitive in this job market.

Pre-requisites
Prerequisites for admission to the certificate program are completion of the following courses with a grade of C- or better: (a) a course in Introduction to Psychology or General Psychology (equivalent to at least 3 college credit hours) and (b) 2 courses in English Composition or Rhetoric (equivalent to 6 college credit hours). These courses can be completed at other institutions. Another criterion for acceptance into the certificate program is at least one year of full-time employment (or the equivalent) in the field of aging. Students without a year of relevant work experience will be required to complete an additional credit hour of internship experience. In that all courses in this certificate will be delivered in an asynchronous online platform, familiarity with computer work, including word processing, is encouraged. Rockford University degree-seeking students are not eligible for the certificate program. This program is open to Illinois residents only.
The Bachelor of Science in Management Studies (BSMS) is an accelerated degree completion program designed to meet the needs of adult learners. The BSMS is a cohort program consisting of approximately 15 non-traditional age students who have at least five years of work-related experience and who are seeking a quality educational experience. The BSMS provides the opportunity for students to fulfill a lifelong personal dream of attaining a bachelor’s degree while also providing the degree necessary for professional advancement.

Grounded in the mission and vision of Rockford University, the BSMS provides the student with a strong liberal arts education to develop effective, engaged citizen-practitioners. BSMS students develop the ability to think critically and analytically, to communicate clearly and forcefully with the written and spoken word, and to understand the process and role of ethical decision-making in society. As a fundamental aspect of today’s global work world, students learn how to interact effectively in diverse team environments, and how to enhance their leadership abilities and effectiveness by applying leadership theory in a practical manner. As another key aspect of today’s work world, decisions about managing organizations must be informed by data in order to permit those decisions to improve performance. Students, therefore, will be provided the skills necessary to conduct a research project, as well as the skills necessary to analyze and communicate data.

Students generally enroll in one course at a time. Courses within the program are taught in sequential five-week sections. Rather than relying on lecture, faculty members facilitate courses in a manner such that student interaction and participation are at the crux of student learning. Experiential learning methods such as in-class exercises, assignments, presentations, cases, role-plays, and discussions comprise the heart of each class period. Methods such as these, which aim to enhance liberal arts learning, are intrinsically bedded within the mission of the University.

The BSMS department offers the following tract options of study that lead to a Bachelor of Science in Management Studies (BSMS) degree.

- The general management track allows students to take a broad variety of course work and prepares them for general management responsibilities.
- The human resources track prepares graduates to work as generalists or as functional area specialists within an organization’s human resource management department.

**Admissions Requirements**

For admission into the Rockford University Bachelor’s of Science in Management Studies program (BSMS) students must meet the following admission criteria:

- The previous college cumulative grade point average of all institutions combined must be 2.0 or above with a minimum grade of C for each course being accepted for transfer credit.
- Be 25 years of age or older.*
- Have five years of full-time work experience*
- Demonstrate competency in writing skills by submitting a writing sample for verification.
- Submit two “Personal Reference Forms.”
- Submit official transcripts from accredited institutions of higher learning for evaluation.

*Applicants to the BSMS may petition for admission if they do not meet all the admission requirements. Petitions will be given consideration on a case by case basis.

**or equivalent courses
Career Opportunities
Students in business often choose to concentrate in one of the functional areas of finance, marketing or management. Career in administration, banking, government, sales, public administration and international agencies are among student options.

BSMS Requirements
To graduate with a Bachelor of Science in Management Studies (BSMS) degree, students must meet the following graduation requirements:

- Complete a minimum of 124 semester hours. The 124 hours must include all college degree specific general education requirements, all degree specific requirements, and all major requirements.
- General education: 24–25 hours
- Electives, including supporting requirements: 39–40 hours
- Major requirements*: 51 hours
- Upper divisional liberal arts courses**: 9 hours

A cumulative GPA as required by the school and program. The minimum GPA for the major in the BSMS program is 2.0, with the student being required to receive a passing grade in all major courses.

*No more than 15 hours within the major excluding senior seminar, may be transferred into the BSMS program.
** Students will be required to complete nine hours of upper division liberal arts requirements as part of the major. These courses will be offered on a regular basis within the cohort format.

ROCKFORD UNIVERSITY CENTER FOR LEARNING STRATEGIES (CLS)

Faculty
Jeanne Grey, Director
Elizabeth Bergstrom, Program Coordinator
Carol Carbone, adjunct
Scott Grey, adjunct
Louis Jurisch, adjunct
Clare Landry, adjunct
Pamela Novotnak
Sherry Zenk, adjunct

The Rockford University Center for Learning Strategies offers courses to help students enhance their learning, reading, math and learning strategies. Although these courses do not count toward hours required for graduation, they are counted when considering students’ semester course loads.

Enrollment in these courses is limited to undergraduates only. There is no tuition charge for matriculated Rockford University students.

The Rockford University Center for Learning Strategies also offers the following services for Rockford University Students:

- Peer tutoring, professional tutoring and walk-in tutoring.
- Diagnostic testing.
- GRE, GMAT, ACT/TAPS workshops.
- Accommodations for documented special needs.

CLS services are free of charge for all Rockford University undergraduate students with the exception of the workshops.

ROCKFORD UNIVERSITY LEARNING ABROAD PROGRAM AT REIGNET’S AMERICAN COLLEGE, LONDON, ENGLAND

For more than 20 years, Rockford University has offered its students a once in a lifetime opportunity to study at one of the most beautiful international college settings. Students who wish to study at the Regent’s American College London (Regent’s College) must submit an application, which is available at the Office of International Students and Scholars Services (ISSS). An applicant whose minimum GPA is 2.5 may attend Regent’s for a semester during their junior or senior year. Applicants should determine, in consultation with their academic advisor, which semester and year of attendance at Regent’s would be most appropriate for their declared major(s). Selection is highly competitive and is based on a combination of academic achievement, academic plan, letters of recommendation, and demonstrated maturity and motivation for extended study abroad.

Following acceptance into the Regent’s program, students are required to pay a deposit to reserve housing space...
and to attend the pre-departure orientation program to prepare for living and studying in London. The application process is a competitive process. Selection is based on a combination of academic achievement, academic plan and demonstrated motivation appropriate for extended study abroad.

The Rockford University Learning Abroad program at Regent’s College in London, England, offers students a unique international focus on their normal course of study. Every Rockford University student who attends Regent’s College is required to take a class which continues the orientation process and provides for immersion into the culture in a structured academic format. Students may select any one of the following Regent’s College courses to fulfill this requirement when offered:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHS 4350/71</td>
<td>Topics in Art History: English Country Houses and Royal Palaces</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 4200</td>
<td>Advanced Studies in European History: Roman Britain</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 2280/70</td>
<td>History of England: Age of Faith (RELG 2420)</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 2000</td>
<td>Social History: The Making of London</td>
<td>3 hours</td>
</tr>
<tr>
<td>THEA 3040</td>
<td>Topics in Theatre: Contemporary London Theatre</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

The Regent’s American College London’s academic calendar is designed to coincide with the U.S. undergraduate semester system, but contains slightly different beginning, mid-term break and ending dates than Rockford University. Course schedules and course descriptions will be posted and updated on the Rockford University website as they become available.

College of Science, Math, and Nursing

**SCIENCE AND MATHEMATICS**

The divisional major in science and mathematics is an individually-designed, integrated program linking courses that are intellectually related. It has two main purposes:

- To give students flexibility in preparing for a career involving a diverse background in the sciences.
- To allow students to concentrate in areas of specialization that cross the traditional scientific disciplines.

The major provides students an opportunity to concentrate in a maximum of three related disciplines, with not less than 44 hours of course work appropriately divided among the disciplines. Students must develop the program in consultation with the appropriate department chairs, and obtain the approval of the college as a whole. Science and mathematics majors must complete a substantial amount of 300-level work (7-8 courses) in at least two departments of the college.

**Career opportunities**

The science and mathematics collegial major is designed to recognize the interdisciplinary nature of modern science and may be suitable for a variety of specific career goals or preparation for specific fields of study. Careers in business that are related to the sciences, such as scientific supply, technical services, pharmaceutical and health-related supplies and equipment, pharmaceutical research and development, environmental testing, public health, and other related fields are examples where a science and mathematics major might be more appropriate than a traditional major. Other opportunities might include work as a science librarian, science writing and publishing, secondary school teaching, mathematical modeling of biological, chemical or physical processes and other fields requiring integration of knowledge among a variety of scientific disciplines.

College of Social Sciences, Commerce, and Education

**SOCIAL STUDIES**

A collegial major in the social sciences provides students with a certain degree of flexibility in selecting a program of study from among the disciplines in the University. Students must take a senior seminar in one of the disciplines studied, and the major must be approved by the chair of the department (in which students will take the senior seminar) and the SSCE college dean.

At least 30 hours of the major must be taken at Rockford University, and at least six of the courses must be taken at the 300- or 400-level. Students may take a Bachelor of Arts or Bachelor of Science degree in the collegial major.
Career opportunities
The collegial program leading to the bachelor's degree in the social sciences may be a desirable alternative to one of the departmental programs, especially for those students who plan careers in secondary teaching, social work, governmental administration or foreign commerce.
GRADUATE ACADEMIC DEPARTMENTS AND PROGRAMS

College of Social Sciences, Commerce, and Education

MASTER OF ARTS IN TEACHING

Faculty and Administration
Prof. Kimberlee Wagner, Unit Head, Chair, Education Department
Dr. Debra Dew
Dr. Lydia Gerzel-Short
Dr. Jacob Hardesty
Dr. Robin Miller-Young
Dr. Susan S. Smith
Prof. Lynn Stafford
Dr. Karen Walker, MAT Director

Policies
• Students seeking state licensure as part of the MAT program must achieve a passing score on the Illinois Test of Academic Proficiency (TAP 400) or ACT Plus Writing (22 or higher) or SAT (1030 or higher for admission to the teacher education program. Students are expected to enroll in at least one course every academic year (fall semester through summer session). Failure to comply will result in deactivation of student files. To be readmitted, students must reapply and follow the rules, regulations, and requirements in effect at the time of reapplication. Students must have a signed plan of study on file before they will be allowed to register for certain courses, to apply for student teaching (licensure candidates only), and to apply for graduation. Plans must be developed in consultation with advisors before the pre-registration period.
• Students must complete all requirements for the degree within five years.

C Grade Rule
Illinois State Board of Education Teacher Licensure: C Grade Rule Requirement in the Teacher Education Program at Rockford University

All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than “C” in order to be counted towards fulfillment of the applicable requirements.

Cross-listed courses
Some graduate courses are cross-listed with undergraduate courses. Course requirements differ significantly for graduate students enrolled in these courses.

MAT Programs
MAT Programs Leading to Professional Educator License (PEL)
The Rockford University Master of Arts in Teaching program is designed to further students’ knowledge in one or more academic disciplines, increase understanding of the educational process, and enhance various skills involved in teaching. All MAT tracks require at least 36 semester hours; 32 hours if the thesis option is available and selected. As of July 1, 2013, a professional license system replaced the teacher certification system in the state of Illinois. Students completing approved teacher education programs at Rockford University will receive a Professional Educator's License (PEL) with endorsements in their chosen areas of study. Rockford University offers several endorsements for those seeking an Illinois PEL.

IMPORTANT NOTE: Illinois licensure requirements may change, and students must satisfy Illinois State Board of Education (ISBE) requirements in effect at the time of application for licensure, endorsements, and approvals, Rockford University has no control over any such changes in state requirements, and state requirements are not negotiable.

The following endorsements are available in MAT programs leading to licensure.
• Early Childhood
• Elementary
• Secondary: Biology, Chemistry, Drama/Theatre Arts, English/Language Arts, History, Mathematics
• K-12: Foreign Language: French, German, Spanish; Physical Education; Visual Arts
• Special Education (LBS1)

252
The following endorsements are available for licensed educators.

- Bilingual
- English as a Second Language
- Learning Behavior Specialist 1
- Middle School
- Reading Teacher
- Reading Specialist

An early childhood special education approval Pre-K only is available for licensed educators holding endorsements in either early childhood education or special education (LBS1).

**MAT Degree Programs without Professional Educator License (PEL)**

The following MAT degrees without licensure are available.

- MAT in Education
- MAT in Instructional Strategies

College of Social Sciences, Commerce, and Education

**MASTER OF BUSINESS ADMINISTRATION**

**Faculty**
- Prof. Jeffrey Fahrenwald, MBA Director
- Prof. Christine Albert
- Dr. Mehmet Dik
- Dr. Filiz Dik
- Prof. Hank Espensen
- Prof. Robert Evans
- Dr. Ina Freeman
- Prof. Andrea Gibbs
- Prof. Lori Glawe
- Dr. Stephen Hicks
- Prof. Stan Klaka
- Dr. Caleb Lewis
- Prof. Gary Lubbert
- Dr. Masoud Moallem

**MBA Overview**

The Master of Business Administration program is a 36 - 39 semester-hour program (excluding possible prerequisites) designed for individuals in, or aspiring to, middle or upper-level management or leadership positions in profit, not-for-profit or public organizations. The program commonly consists of 12 three-hour courses: nine required (27 semester hours) and three elective (nine semester hours), plus up to five prerequisites designed to help students successfully complete the required course work which need to be taken, if possible during the first half of the MBA program.

Students may enroll in the general track of the MBA or choose a specific concentration. The general track allows the most flexibility as students can choose any three electives to complement the nine required courses. Any three electives in a specific field constitute a concentration, except for the MBA/CPA or Public and Not-for-Profit Management, both of which have a slightly different configuration of requirements and electives. There are eight concentrations from which students can choose: accounting/CPA, entrepreneurship, finance, health administration, management, marketing, project management, public and not-for-profit management, and strategic.

Designed to develop general managerial effectiveness, the MBA program covers a variety of functional areas, such as accounting, economics, marketing, and management, with a strong emphasis on the development of effective leadership, analytical, and communication skills. The program is designed for part-time study for those who can attend class only during the evening, early morning, or weekend hours; however, a small number of foreign and domestic students enroll full-time.

Admission is predicated on a background of necessary organizational skills or courses, but students can begin the program while taking the program prerequisites and up to four MBA courses without formally completing the application process, however if possible these should be taken during the first half of the MBA program. Intensive prerequisite courses are offered in each of the skill areas for students without the necessary background. See General Graduate Program information for complete details regarding admissions requirements.
MBA Policies
All students interested in pursuing a Master of Business Administration degree at Rockford University must be aware of and comply with these general regulations. Any questions about these regulations should be addressed to the academic advisor or the director of the MBA program.

- Students must comply with all graduate program policies
- Students must maintain a 3.0 GPA in all required graduate course work attempted in the MBA program, and receive a grade of greater than a C- in every required graduate course. If a student receives less than a “C” in a required graduate course, the course will need to be repeated. Prerequisite MBA courses do not count as part of the required courses.
- Accepted students must have signed plans of study on file before they will be allowed to register for courses. Plans must be developed in consultation with their advisor before the registration period.
- Students must complete all requirements for the degree within five years (unless approved by the MBA Director) of the date of matriculation into the degree program.
- If students feel they have completed equivalent courses within the past five years with a grade of at least “B,” they can request course substitutions in consultation with their advisor and the MBA director.
- Students who feel they have acquired the knowledge of one of the prerequisite requirements without taking the prerequisite course work must pay a proficiency exam fee and pass the proficiency exam for that prerequisite.
- Students may not take more than two MBA courses as a tutorial without approval of the MBA committee.

Only students admitted to the MBA degree program who have completed at least seven of the ten required courses may take 600-level courses. Exceptions to this rule are by petition only to the MBA director and the professor teaching the course.
COURSE NUMBERING

000-099  Special course, pre-college courses
100-199  Introductory courses open to all students
200-299  Courses open to sophomores, juniors, seniors
300-399  Courses open to juniors and seniors
400-499  Courses open to seniors
500-599  Courses offered for graduate credit
         (open to anyone with a bachelor’s degree)
600-699  Courses offered for graduate credit
         (open only to students admitted to a Rockford College graduate degree program)

COURSE LISTING CODES

A  Fulfills arts requirement
B  Studio course
C  Includes community-based learning component
EL  Meets general elective requirement
F  Fulfills foreign language requirement
H  Enrollment by invitation only
L  Meets language and literature requirement (unless used for foreign language)
M  Meets science and math requirements
N  May be used for major requirement
O  May be used for minor requirement
R  Approved as Third World course
Rh  Fulfills rhetoric sequence requirement
S  Meets social science requirement
T  Laboratory science course
W  Online courses
X  Does not count toward 124 hours required for graduation
ACCOUNTING

ACCT 223  Principles of Accounting I  4
A comprehensive introduction to financial accounting for corporate and non-corporate firms. Topics include basic accounting, merchandising, balance sheets, income statement, statement of retained earnings, and statement of changes in financial position.
PRQ: Sophomore standing.
Scheduled: Fall, yearly.
Meets: NO.

ACCT 224  Principles of Accounting II  4
A completion of topics in financial accounting and a comprehensive introduction to managerial accounting. Topics include cost-volume-profit analysis, budgeting, decision-making techniques, and methods of evaluating and controlling performance through accounting systems. This course will typically be taken only by non-accounting majors.
Scheduled: Spring, yearly.
Meets: NO.

ACCT 230  Principles of Accounting II for Majors and Minors  4
A review and completion of financial accounting topics introduced in ACCT 223. Emphasis on transaction analysis including the identification, measurement, and summarization of economic events. Detail introduction of the accounting recording process with debit/credit analysis and summarization of recordings into trial balance worksheets leading into financial statements.
PRQ: ACCT 223.
Scheduled: Spring, yearly.
Meets: NO.

ACCT 340  Intermediate Accounting Theory I  4
The first third of a three-semester sequence. Topics include accounting theory and its formation, inventory, and present-value techniques. There will be an in-depth analysis of current and long-term assets and liabilities. Appropriate professional literature will be integrated in such discussions. PRQ: ACCT 230 or equivalent.
Scheduled: Fall, yearly.
Meets: NO.

ACCT 341  Intermediate Accounting Theory II  4
The second third of a three-semester sequence. Topics include stockholders equity, earnings per share calculations, investments, and the statement of cash flows. Revenue recognition, accounting changes, income tax allocation, pensions, and leases are all discussed in depth.
PRQ: ACCT 340
Scheduled: Spring, yearly.
Meets: NO.

ACCT 342  Intermediate Accounting Theory III  4
The final course of a three-semester sequence, the most important financial accounting tract for accounting majors. This course will complete the financial accounting topics, including leases, statement of cash flows, accounting changes, and financial statement analysis. The course will "cap off" with various advanced level issues to be solved using a computerized spreadsheet approach.
PRQ: ACCT 340, 341. May be taken concurrently with ACCT 444, 445, 446, 460 and/or 495.
Scheduled: Fall, yearly.
Meets: NO.

ACCT 344  Cost Accounting  4
A comprehensive introduction to the U.S. federal tax system with emphasis on individual income taxes. Topics include gross income determination, business deductions, and non-business deductions. Special computations and credits will be discussed along with ordinary gains and losses and capital gains and losses.
PRQ: ACCT 224 or 230.
Scheduled: Spring, yearly.
Meets: NO.

ACCT 345  Federal Taxes  4
A comprehensive introduction to the U.S. federal tax system with emphasis on individual income taxes. Topics include gross income determination, business deductions, and non-business deductions. Special computations and credits will be discussed along with ordinary gains and losses and capital gains and losses.
PRQ: ACCT 224 or 230.
Scheduled: Spring, yearly.
Meets: NO.

ACCT 391  Independent Study  1-4
PRQ: Junior standing and departmental approval.
Scheduled: Fall and Spring, yearly.

ACCT 398  Accounting Internship  1-4
PRQ: ACCT 340, 341. May be taken concurrently with ACCT 444, 445, 446, 460 and/or 495.
Scheduled: Spring, yearly.
Meets: NO.

ACCT 444  Advanced Cost Accounting  4
An in-depth analysis of special topics in cost accounting. A variety of advanced methods for the use of managerial accounting information will be presented with the mathematical methods necessary for their use.
PRQ: ACCT 344 and MATH 223 or 224.
Scheduled: Spring, yearly.
Meets: NO.

ACCT 445  Advanced Federal Taxes  4
An in-depth study of tax situations in partnerships, estates, trusts, and corporations. Emphasis will be on special tax problems for business, along with estate and gift taxes.
PRQ: ACCT 224 or 230, 345.
Scheduled: Fall, yearly.
Meets: NO.

ACCT 446  Advanced Accounting  4
An advanced course in accounting theories and practices. Topics include partnership accounting, estates and trusts, international operations, and governmental accounting. The major emphasis will be placed on consolidated financial statement theory and preparations, including the areas of acquisition and intercompany transactions.
ACCT 447 Auditing Theory and Practice 4
A comprehensive presentation of the theory and practice involved in the auditing process. The environment of auditing will be presented, including the AICPA professional standards. The methods of verifying accounting records will be discussed, along with sampling techniques, EDP auditing, and the auditors report. The use of professional literature and practical examples will aid the development of the practices involved.
PRQ: ACCT 341 and MATH 223 or 224.
Scheduled: Fall, yearly.
Meets: NO.

ACCT 544 Cost Accounting 3
A comprehensive introduction to the U.S. federal tax system with emphasis on individual income taxes. Topics include gross income determination, business deductions, and non-business deductions. Special computations and credits will be discussed along with ordinary gains and losses and capital gains and losses.
Scheduled: Spring, yearly.

ACCT 460 Accounting Information Systems 4
This course will examine the design and operation of accounting information systems and the interrelationship between such programs and commercial spreadsheet and word processing programs. The course will include a laboratory component and will be heavily problem-oriented.
PRQ: CSCI 101 and 102 or equivalent experience, and ACCT 344.

ACCT 491 Independent Study: Accounting 1-4
Independent Study: Accounting

ACCT 498 Accounting Internship 1-4
PRQ: Senior standing and departmental approval.
Scheduled: Fall and Spring, yearly.

ACCT 540 Intermediate Accounting Theory I 3
The first third of a three-semester sequence. Topics include accounting theory and its formation, inventory, and present-value techniques. There will be an in-depth analysis of current and long-term assets and liabilities. Appropriate professional literature will be integrated in such discussions.
Scheduled: Fall, yearly.

ACCT 541 Intermediate Accounting Theory II 3
(XL: ACCT 341) The second third of a three-semester sequence. Topics include stockholders equity, earnings per share calculations, investments, and the statement of cash flows. Revenue recognition, accounting changes, income tax allocation, pensions, and leases are all discussed in depth.
PRQ: ACCT 540.
Scheduled: Spring, yearly.
Meets: NO.

ACCT 542 Intermediate Accounting Theory III 3
(XL: ACCT 342) The final course of a three-semester sequence, the most important financial accounting tract for accounting majors. This course will complete the financial accounting topics, including leases, statement of cash flows, accounting changes, and financial statement analysis. The course will "cap off" with various advanced level issues to be solved using a computerized spreadsheet approach.
PRQ: BSAD 524, ACCT 540, 541. May be taken concurrently with ACCT 644, 645, 646
Scheduled: Fall, yearly.
Meets: NO.
**Anthropology Sociology**

**ANSO 100 Introduction to Cultural Anthropology**

An introduction to the basic concepts of anthropology and methods used to study cultures, with emphasis on analyzing descriptive material about cultures.

PRQ: None.

Scheduled: Spring, yearly.

Meets: SNOR.

**ANSO 150 Introduction to Sociology**

Introduction to the scientific point of view in social relations, including social structure, culture patterns, the person and social groups, social institutions, social interaction, social control, stratification and social change. Analysis of selected social issues and participation in small study groups to analyze particular social topics.

PRQ: None.

Scheduled: Fall, yearly.

Meets: SNO.

**ANSO 160 The Sociology of Deviant Behavior**

An introduction to the sociological study of deviance. The main objective is thus to help develop students' sociological "eye." At the same time, three complementary objectives will be pursued: (1) to familiarize students with some of the key concepts and approaches used by sociologists to study deviance; (2) to acquaint students with some of the major research findings regarding varieties of social phenomena identified in American society as deviant; and (3) to provide students with an opportunity to examine the influence of social control on his or her personal life.

PRQ: None.

Scheduled: Spring, yearly.

Meets: SNO.

**ANSO 176 Special Course in Anthropology/Sociology**

Special Course in Anthropology/Sociology

**ANSO 228 Introduction to Peace and Conflict Studies**

(XL: POLS 228) The purpose of this course is to deepen our understanding of the causes and consequences of war, violence, and conflict and of the means of conflict resolution and management. The course will explore different approaches taken by the social sciences in the study of conflict resolution and management.

(Note: Course satisfies major and minor requirements in Political Science, but does not satisfy major or minor requirements in Anthropology/Sociology.)

PRQ: None.

Scheduled: Spring yearly.

Meets: SNO in Political Science, C.

**ANSO 250 Introduction to Criminal Justice**

This survey course is designed to provide students with an introduction to the concepts, phenomenon, and issues of concern in the scientific study of crime and justice practices. It provides the student with an overview of the nature, dynamics, and etiological theories of crime and criminal behavior as well as the structure, and operation of each of the principle components of the Criminal Justice System (i.e., police, courts, and corrections). Special emphasis is given to current research findings in crime policy and criminal practice.

PRQ: ANSO 100 or ANSO 150 or permission by instructor

Scheduled: Fall, every other year, or on request

Meets: N, O, S

**ANSO 260 Applied Anthropology**

An introduction to applied anthropology and sociology as a tool to address real world problems related to development, social justice, the environment, health, violence, and poverty. Explores the role of anthropology and sociology in the workplace and how their perspectives/methods can be translated into career skills.

PRQ: ANSO 100 or permission by instructor

Scheduled: Fall, every other year, or on request

Meets: C, N, O, S

**ANSO 276 Special Topics in Anthropology/Sociology**

Special Topics in Anthropology/Sociology

**ANSO 291 Independent Study**

1-4

**ANSO 295 Senior Sem Prep: Writing for Social Sci**

2

For most students writing is a difficult task. The purpose of this course is to prepare Anthropology/Sociology students for writing across the social sciences. It will teach students how to write a research proposal and report.

Scheduled: Fall, every year

Meets: N

PRQ: ANSO 100 or 150

**ANSO 303 The Family**

The study of the family as the basic social institution and its important functions of procreation and socialization. Emphasis on the permanence and pervasiveness of this social institution and the fact that there is no human society in which some form of the family does not appear; nor, so far as we know, has there ever been such a society. Cross-cultural description and analysis of family forms; major focus on the family in the United States.

PRQ: ANSO 100 or 150

Scheduled: Spring, odd years.

Meets: SNO.

**ANSO 304 Urban Social Problems**

Any situation which a significant number of the members of a group regard as a threat to one or more of the groups' basic values and which they believe to be remediable by collective action is a social problem. This course focuses particularly on those social problems experienced within urban environments. After reviewing classical statements on the urban community from Weber, Simmel, Redfield, Jacobs, Warren and Mumford, and alternative approaches to studying urban problems, problems such as crime, poverty, homelessness, violence, and drug abuse will be analyzed. Students will have the opportunity to engage in a service learning project, of 20 hrs out-of-class duration,
in cooperation with a community-based agency to develop a fuller understanding of a particular urban problem addressed in the course.
PRQ: ANSO 100 or 150.
Scheduled: Spring, even years.
Meets: SNO.

ANSO 305 Criminology 4
Analysis of causes and consequences of criminal behavior in terms of behavior systems rather than legal classification. Topics include maturation in crime, criminal associates, police roles and practices, and functioning of courts. Emphasis on theoretical approaches, criminal typologies, and empirical research.
PRQ: ANSO 150.
Scheduled: Spring, even years.
Meets: SNO.

ANSO 306 Juvenile Delinquency 4
A study of the history, causes, and consequences of juvenile misbehavior. Development of a conceptual scheme for classifying delinquency research. Discussion of institutional efforts to control, treat, rehabilitate, and prevent juvenile deviance.
PRQ: ANSO 150.
Scheduled: Spring, odd years.
Meets: SNO.

ANSO 307 Corrections 4
Study of various programs, social structures, and administrative organizations for treating criminal offenders, as well as evaluation of their effectiveness. Analysis of criminal justice and social processes; punishment and treatment techniques; probation; parole; diversion; and correctional institutions of the future.
PRQ: ANSO 150.
Scheduled: Fall, odd years.
Meets: SNO.

ANSO 308 Race and Ethnic Relations 4
Analysis of the causes and consequences of prejudice and discrimination. Examination of minority/majority relations in the economy, political and legal institutions, education, and religion. Study of anti-Semitism; the black experience in white society; Americans of Indian, Puerto Rican, Mexican, Oriental, Hawaiian, and Cuban descent. Discussions of conflict and resolution.
PRQ: ANSO 100 or 150.
Scheduled: Fall, even years.
Meets: SNOR.

ANSO 309 Social Class in America 4
An introduction to the principal sociological approaches to problems of inequality through critical examination of empirical studies. Topics include theories of social stratification, types of stratification systems, consequences of stratification and mobility, and changes in systems of stratification, with particular focus on American society.
PRQ: ANSO 100 or 150.
Scheduled: Fall, odd years.
Meets: SNO.

ANSO 310 Sociology of Law 4
This course offers an analysis of the role played by sociologists and jurists in the development of modern law. Topics include foundational works on law and society, the sociological movement in law, law and morality, and the power of the law.
PRQ: ANSO 150.
Scheduled: When staffing allows.
Meets: SNO.

ANSO 318 Social Change 4
Study of contemporary changes in rural and urban societies; analysis of their social institutions, social organizations and value systems, and their adequacy in meeting needs of peoples. Theories of social change, social and political movements, and consequences of their successes and failures.
PRQ: ANSO 100 or 150.
Scheduled: When staffing allows.
Meets: S.

ANSO 322 Sociology of Aging 4
Analysis of the theory and methods of social gerontology. Attention to the developmental, disengagement, activity, continuity and age stratification approaches to aging, and to cohort and maturation explanations of the position and problems of the aged in urban-industrial societies. Topics include comparative and historical perspectives of the roles and statuses of older people in familial, community and institutional settings and in the economy and political life.
PRQ: ANSO 150.
Scheduled: Fall, even years.
Meets: SNO.

ANSO 325 Social Science Research Methods 4
(XL: HIST, POLS 325) A survey course to familiarize students with social science research methods, including the use of survey techniques, interviewing, participant observation, and content analysis. B.S. students should take this course before their senior year.
Scheduled: Fall and spring, yearly.
Meets: SNO.

ANSO 326 Social Science Theory 4
A close examination of the work of leading classical theorists from Comte to Parsons with particular emphasis on Marx, Durkheim, Weber and Simmel tracing their influence on contemporary sociological thinkers. Analysis of current sociological work from the functional, conflict, symbolic interactionist, exchange, and ethnomethodological perspectives. B.S. students should take this course before their senior year.
PRQ: Consent of instructor.
Scheduled: Spring, yearly.
Meets: SNO.
ANSO 330  Intro to Social Work  
History and present organization of social work; casework, group work; community organization, public agencies, administration and research. This course cannot be used to satisfy the Social Studies Divisional requirements. PRQ: ANSO 100 or 150. Scheduled: Every three semesters.

ANSO 331  Methods of Social Work Intervention  
Special study of the profession of social work; casework, group work; community organization, public agencies, administration and research. This course cannot be used to satisfy the Social Studies Divisional requirements. PRQ: ANSO 100 or 150. Scheduled: Every three semesters.

ANSO 340  Sociology of War and Peace  
This course seeks to examine the complex interrelationships between war as an historically emergent social institution and society and culture. Among the topics to be studied are socialization for warfare, civil-military relations, war and inequality, war and social change, and the military in a new environment. The course will provide for the selective examination of empirical studies and theories in the areas of social change, social movements, and military sociology. PRQ: ANSO 150 or consent of instructor. Scheduled: Spring, odd years. Meets: SNO.

ANSO 351  Urban Anthropology  
Urbanism, the culture of living in cities, and urbanization, the growth and development of cities and their hinterlands, are analyzed using cross-cultural perspectives. Particular attention will be paid to cities in developing countries. PRQ: ANSO 100 or 150. Scheduled: Fall, every year. Meets: SNOR.

ANSO 352  Political Anthropology  
(XL: POLS 352) The evolution of political processes and institutions including bands, tribes, chiefdoms and the archaic state. Special topics in contemporary non-western societies include succession to office, conflict resolution, factions, and brokerage. PRQ: ANSO 100 or 150. Scheduled: Fall, odd years. Meets: SNOR.

ANSO 353  Suicide, Homicide and Genocide in Cross-Cultural Perspective  
Applying theories developed to account for violent behavior in large-scale societies, this course will attempt to discover whether homo sapiens’ violence is inherent to the species, whether it is a set of learned behaviors or whether it is the result of some combination of variables. Case materials will be drawn from societies which have existed in different geographic area and during different periods of world history.

ANSO 357  Religion, Witchcraft, Sorcery and Magic in Cross-Cultural Perspective  
An examination of belief systems people use to make sense of the universe, and the world, in which they live. Using information from around the world, and from different historical periods, students will explore how humanity has attempted to deal with this intractable problem. PRQ: ANSO 100 or consent of instructor. Scheduled: Spring, every year. Meets: SNO.

ANSO 358  Medicine and Healing in Cross-Cultural Perspective  
An examination of the concept of illness and of the medical, pharmacological, and healing practices used to combat illness in different parts of the world. The course will address the relative efficacy of scientific and traditional medicines and techniques, and the different ways practitioners address the whole array of physical, mental, and social problems. The roles of physician, nurse, shaman, medicine man, witch doctor, and herbalist will be examined. PRQ: ANSO 100 or consent of instructor. Scheduled: Spring, odd years. Meets: SNO.

ANSO 359  Suffering and Intervention  
An introduction to the impact that suffering has on community well-being. The course focuses on the use of medical anthropology to bridge the gap between identifying suffering and alleviating it. It also explores the contributions of anthropological theory to program development and design through instructor-directed community-based learning projects. PRQ: ANSO 100 and ANSO 325. Co-requisites: (If applicable) Scheduled: Spring, every other year. Meets: C, N, O, S.

ANSO 376  Special Course in Anthropology/Sociology  
Special Course in Anthropology/Sociology

ANSO 391  Independent Study  
Independent Study in Anthropology/Sociology

ANSO 398  Internship  
Internship in Anthropology/Sociology

ANSO 491  Independent Study  
Independent Study in Anthropology/Sociology
ANSO 495  Senior Seminar  2
The second of the seminar series required of all majors. During the course students will write a scholarly research paper and prepare a public presentation. Scheduled: Spring, every year
Meets: N
PRQ: ANSO 295, ANSO 326, ANSO 325

ANSO 498  Internship in Anthropology/Sociology  1-4
Senior internship in Anthropology/Sociology

ANSO 591  Independent Study  1-4

ART
ART 105  Beginning Drawing  3
Drawing defined as a response to perceptual understanding; emphasis on developing eye-hand coordination, understanding light as it applies to illusion of structure, and an introduction to composition.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

ART 107  Beginning Painting  3
An introductory course in the paint medium building on the foundation developed in drawing. Various properties of paint and techniques of application will be explored, as well as further emphasis on composition.
PRQ: None.
Scheduled: Fall and Spring yearly.
Classified: B.
Meets: ANO.

ART 109  Basic Design (2-D)  3
An introduction to two-dimensional design stressing the formal analysis of lines and shapes on a flat plane, color theory, organizational systems, space and perspective, representation of values and texture as they apply to the flat surface.
PRQ: None.
Scheduled: Fall and Spring yearly.
Classified: B.
Meets: ANO.

ART 110  Basic Design (3-D)  3
An introduction to three-dimensional design stressing the formal analysis of lines and shapes in space, organizational systems, additive and reductive construction methods, color and texture as elements in the round.
PRQ: None.
Scheduled: Fall and Spring yearly.
Classified: B.
Meets: ANO.

ART 113  Beginning Ceramics  3
An introduction to creating art using the ceramic process. The nature of clay and the firing process will be combined with units on hand-building, throwing on the wheel, methods of decoration and glazing and the development of a personal aesthetic.

PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

ART 115  Beginning Sculpture  3
Introduction to sculpture through modeling and casting. Perceptual skills will be combined with the development of a sculptural aesthetic through a variety of exercises.
PRQ: None.
Scheduled: Scheduled as needed.
Classified: B.
Meets: ANO.

ART 117  Graphic Design I: Intro to Typography  3
This course utilizes the theories and history of typography in the context of graphic design. Students will focus on the intricacy of the letterform and how typography can function as a foundation for communication. Students will participate in conceptual projects, readings, and discussions. All projects will be completed using the Adobe Creative Suite on the Macintosh Platform Computers. A working knowledge of Illustrator and Photoshop is helpful.
PRQ: None
Meets: ABNO
Scheduled: Scheduled fall and spring yearly

ART 119  Beginning Printmaking  3
An introduction to the various processes of fine art printmaking, including etching and engraving, woodcuts, monotypes, relief prints, and collage prints. This is an overview of various hands-on techniques that create texture, line, tone, and multiple color in the development of personal expression. Class content will emphasize an understanding of composition, color theory, and the aesthetics of printmaking as a unique art form.
PRQ: None.
Scheduled: Fall and Spring yearly.
Classified: B.
Meets: ANO.

ART 121  Introduction to Art by Computer  2
An introduction to the use of computer programs as a tool for self-expression. Course will emphasize visual esthetics, critical analysis, and skill development.
PRQ: One of the following: ART 105, ART 109, ART 119, ART 127, or consent of instructor.
Scheduled: Fall and Spring yearly.
Classified: B.
Meets: ANO.

ART 176  Special Topics in Art  2
Special Topics in Art

ART 205  Intermediate Drawing  3
Continued development of drawing skills with an emphasis on compositional uses of representational subject matter. Developing a personal aesthetic is also covered.
ART 214 Intermediate 3D Media 3
Further introductory work in the three-dimensional media with emphasis on the development of more advanced techniques, an artistic vocabulary and the creative thought process. This course has a lab fee.
PRQ: ART 113 or ART 115 or consent of instructor.
Scheduled fall and spring yearly.
Classified B.
Meets: ANO.

ART 216 Intermediate 2D Media 3
Further introductory work in the two-dimensional media with emphasis on the development of more advanced techniques, an artistic vocabulary and the creative thought process. This course has a lab fee.
PRQ: Art 105 or 107 or 119 or consent of instructor.
Scheduled fall and spring yearly.
Classified B.
Meets: ANO.

ART 217 Graphic Design II: Intro to Communication Design 3
In this course, students will explore design history, theory, technique and the formal language of graphic communications. Students will combine the theories in typography and image and apply them to conceptual projects. The history of graphic design will be discussed as well as new trends in the field. Assignments, critiques, lectures and discussions will critically analyze the nature of design problems, research, articulation and presentation. Fluency in the Macintosh platform will be further developed.
PRQ: None.
Scheduled: Fall and Spring, yearly.
Meets: ABNO

ART 247 Introduction to Visual Culture 3
Images surround us today in all aspects of our lives. Much of what we know about the world comes from our ability to interpret, or read, images. Textbooks, magazines, newspapers, billboards, television, film, the visual arts, and the Internet all depend upon images to communicate to their audience. As such it has become increasingly important to be able to think critically and communicate about the position and role of images in our own lives and in society at large.
A starting point for this course is the premise that visual images operate differently than spoken and/or written texts. This course will introduce students to what it means to be visually literate and will teach them how to think and write critically about the function, uses, and manipulation of images in our culture in a variety of fields from "high art," to the media, to advertising.
PRQ: None
Scheduled: Spring, yearly
Meets: ANO.

ART 276 Special Topics in Art 3
Special Topics in Art

ART 279 Special Topics in Art or Art History 3
Special topics in studio art and/or art history. This course has a lab fee when a studio course.
PRQ: None. Scheduled as needed.
Classified B when a studio course.
Meets: ANO.

ART 291 Independent Study in Art 1-3
Independent study in art or art history.
PRQ: Instructor permission

ART 305 Advanced Drawing I 3
The use of drawing to create art with emphasis on personal expression, creative exploration and mastery of a variety of drawing media. Students will seek growth and refinement at each level as they pursue a high level of artistic competence.
PRQ: ART 205 or consent of instructor.
Scheduled: Fall and Spring yearly.
Classified: B.
Meets: ANO.

ART 314 Advanced 3D Media 3
Further exploration of the three-dimensional media with emphasis on developing an intellectual basis for personal imagery, sound conceptual and technical skills, good work habits and creative independent thinking. Projects will be developed in consultation to meet the needs of the student. This course has a lab fee.
PRQ: ART 110 and Art 214 or consent of instructor.
Scheduled fall and spring yearly.
Classified B.
Meets ANO.

ART 316 Advanced 2D Media 3
Further exploration of the two-dimensional media with emphasis on developing an intellectual basis for personal imagery, sound conceptual and technical skills, good work habits and creative independent thinking. Projects will be developed in consultation with the instructor to meet the needs of the student. This course has a lab fee.
PRQ: ART 109 and ART 216 or consent of instructor.
Scheduled fall and spring yearly.
Classified B.
Meets ANO.

ART 317 Graphic Design III: Advanced Typography 3
In this course students will utilize the fundamentals of typography to solve complex design problems. Projects will focus on real world design solutions that will help build their portfolio. Students will refine their typographic skills by working on large-scale environmental projects as well as small-scale design systems. Computer and craftsmanship skills as well as creative problem solving will be further developed.
PRQ: Art 109 and Art 217
Meets: NO
Scheduled: fall, spring, yearly
ART 321  Art by Computer  3
Instruction in the use of the Adobe Photoshop and Adobe
Illustrator programs. Course will emphasize the application
of these programs to the student's personally derived
images in art. Students are encouraged to combine this
material with other art media, such as painting, drawing,
printmaking, and photography.
PRQ: Art Major, Junior standing, or consent of instructor.
Scheduled: Fall and Spring, yearly.
Classified: B.
Meets: ANO.

ART 376  Special Courses in Art  1-4
Special courses in Art or Art History

ART 377  Print Production & Presentation  3
Technique
Introduction to the fundamentals of design production
including scheduling, budgeting, pre-press, paper
selection, printing, digital files, and vendor communication.
Students will develop skills in producing mock-ups, and
professional presentations. There is no lab fee for this
course.
PRQ: 117 or consent of instructor.
Scheduled as needed.
Classified B.
Meets ANO.

ART 379  Special Topics in Art  3
Special topics in studio art or in Western or Non-Western
Artistic Traditions.

ART 391  Independent Study in Art  1-3
Independent Study in Art

ART 405  Advanced Drawing II  3
The use of drawing to create art with emphasis on
personal expression, creative exploration and mastery of a
variety of drawing media. Students will seek growth and
refinement at each level as they pursue a high level of
artistic competence.
PRQ: ART 305 or consent of instructor.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

ART 414  Advanced 3D Media II  3
Further exploration of the three-dimensional media with
emphasis on developing an intellectual basis for personal
imagery, sound conceptual and technical skills, good work
habits and creative independent thinking. Establishing a
cohesive body of work and personal artistic voice will be
emphasized. Projects will be developed in consultation
with the instructor to meet the needs of the student. This
course has a lab fee.
PRQ: ART 316 or consent of instructor.
Scheduled fall and spring yearly.
Classified B.
Meets ANO.

ART 416  Advanced 2D Media II  3
Further exploration of the two-dimensional media with
emphasis on developing an intellectual basis for personal
imagery, sound conceptual and technical skills, good work
habits and creative independent thinking. Establishing a
cohesive body of work and personal artistic voice will be
emphasized. Projects will be developed in consultation
with the instructor to meet the needs of the student. This
course has a lab fee.
PRQ: ART 316 or consent of instructor.
Scheduled fall and spring yearly.
Classified B.
Meets ANO.

ART 417  Graphic Design IV: Advanced
Communication  3
In this course students will refine their design skills and
begin to establish an individual style. The course will
concentrate on issues of identity, branding, and design
systems to help establish conceptual and formal
consistency for multiple items in a design program.
Computer and craftsmanship skills as well as creative
problem solving will be further developed.
PRQ: Art 317
Meets: NOP
Scheduled: fall, spring, yearly

ART 430  The Practices of Art History:
Methodology, Theory, and Writing  4
This seminar will provide students in art history with an
understanding of the origins and evolution of the field and
its practices through readings and discussions, several
research and writing assignments, and presentations. The
readings for the course will reflect the traditional
methodologies of art history, theories from other
disciplines that have shaped "New Art History" since the
1960s, and recent developments in the interdisciplinary
field of Visual Culture. Students will complete a variety of
written assignments that reflect the different types of
writing in the field, including catalogue entries, criticism,
and research papers. Lastly, students will informally
present reading summaries each week and will prepare a
larger presentation for the end of the semester, geared to
each student's interest beyond their undergraduate
degrees.
PRQ: Senior Art History majors only; or consent of
instructor
Scheduled: On request
Meets: ANO.

ART 491  Independent Study in Art  1-3
Independent Study in Art

ART 494  Senior Project  3
Senior Project in either studio or art history

ART 495  Senior Seminar  4
An examination of the formal problems and aesthetic
theories confronting the visual artist in the 20th century,
taught partially within the context of the students work.
PRQ: Senior art majors.
Scheduled: Fall, yearly.
Meets: N.

ART 498  Internship in Art  1-3
Internship in Art or Art History
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>PRQ:</th>
<th>Scheduled</th>
<th>Meets:</th>
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</thead>
<tbody>
<tr>
<td>ARTH 130</td>
<td>Art Appreciation</td>
<td>3</td>
<td>This course is designed specifically to give non-studio art majors an introduction to and general understanding of the visual arts through lectures and discussion. The formal elements, principles of design, and the various media and techniques of art making will be covered. In addition, this course explores the different ways in which art and the artist have been defined, notions or definitions of style, and the institutions (schools, museums, patrons) that have shaped and continue to shape artistic traditions. This course is not a survey of the history of art, but instead is intended to provide students with the tools, concepts, and vocabulary for understanding and discussing art. PRQ: None. Scheduled: Fall, yearly. Meets: A (&amp; NO for art history majors and minors only).</td>
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<tr>
<td>ARTH 176</td>
<td>Special Topics in Art History</td>
<td>2</td>
<td>Special Topics in Art History</td>
<td>PRQ: None. Scheduled: As needed. Non-studio. Meets: ALNOS.</td>
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<tr>
<td>ARTH 210</td>
<td>Archaeology of the Ancient World</td>
<td>3</td>
<td>(XL: CLAS 210) A study of the monuments and other material remains that illustrate the historical development of Greece and Rome. Some attention will be paid to the topography of Athens and Rome and of other selected sites. Guest lecturers, such as those of the Archaeological Institute of America, may present information in related areas, e.g., on the Egyptians, Phoenicians, etc. Some major archaeologists will be discussed for their contributions. PRQ: None. Scheduled: As needed. Non-studio. Meets: ALNOS.</td>
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<tr>
<td>ARTH 245</td>
<td>Survey of World Art and Architecture I</td>
<td>4</td>
<td>This course traces significant developments in the history of art and architecture across the globe from Pre-History into the Medieval Period. One of the goals of this course is for students to understand individual works and monuments as expressive of their unique social, cultural, political, and economic periods and of their creators' and patrons' individual sensibilities. In addition, this course is designed to introduce students to the nature, vocabulary, materials, and techniques of art making. Lastly, this course seeks to encourage a broad appreciation and enjoyment of the visual arts and provides the foundations for further study in the field. PRQ: None. Scheduled: Fall, yearly. Meets: ANOR</td>
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<tr>
<td>ARTH 246</td>
<td>Survey of World Art and Architecture II</td>
<td>4</td>
<td>This course is a continuation of the ideas explored in ART 245, with the emphasis being upon the significant developments in the history of art and architecture across the globe from the late Medieval Period to the present.</td>
<td>PRQ: None. Scheduled: Fall, yearly. Meets: ANOR</td>
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<tr>
<td>ARTH 247</td>
<td>Intro Visual Culture</td>
<td>3</td>
<td>Images surround us today in all aspects of our lives. Much of what we know about the world comes from our ability to interpret, or read, images. Textbooks, magazines, newspapers, billboards, television, film, the visual arts, and the Internet all depend upon images to communicate to their audience. As such it has become increasingly important to be able to think critically and communicate about the position and role of images in our own lives and in society at large. A starting point for this course is the premise that visual images operate differently than spoken and/or written texts. This course will introduce students to what it means to be visually literate and will teach them how to think and write critically about the function, uses, and manipulation of images in our culture in a variety of fields from &quot;high art,&quot; to the media, to advertising. PRQ: None. Scheduled: Spring, yearly. Meets: ANOR.</td>
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<tr>
<td>ARTH 248</td>
<td>American Art &amp; Architecture</td>
<td>3</td>
<td>This course seeks to understand the origins and developments of American art within the context of our nation's political, economic, and cultural transformation into a global power. Students will explore the impact that this transformation had on general developments in American art and on individual artists. Topics include, but are not limited to: the conflict between tradition and modernism, the reconciliation of the cultural legacies of both the Old and the New Worlds, attempts to define a national identity as &quot;American&quot; and the challenges to that notion, immigration, and women's suffrage. PRQ: None. Scheduled: As needed. Meets: ANO.</td>
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<tr>
<td>ARTH 276</td>
<td>Special Topics in Art History</td>
<td>3</td>
<td>Special Topics in Art History</td>
<td>PRQ: None. Scheduled as needed. Meets: ANO.</td>
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<tr>
<td>ARTH 279</td>
<td>Special Topics in Art History</td>
<td>3</td>
<td>Special topics in art history. PRQ: None. Scheduled as needed. Meets: ANO.</td>
<td>PRQ: None. Scheduled as needed. Meets: ANO.</td>
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<tr>
<td>ARTH 291</td>
<td>Independent Study in Art History</td>
<td>1-4</td>
<td>Independent Study in Art History</td>
<td>PRQ: None. Scheduled as needed. Meets: ANO.</td>
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<tr>
<td>ARTH 346</td>
<td>Medieval Art &amp; Architecture</td>
<td>3</td>
<td>This course examines Medieval art and architecture from the 4th to the 15th century across Western and Eastern Europe within the political, cultural and social contexts of the various periods. The majority of the course is devoted to the exploration of Christian art and architectural traditions from the Persecution Period through the Gothic Period, but some secular traditions will also be examined. The effects of the Crusades, pilgrimages, and iconoclasm on artistic traditions will be discussed. The media explored includes: frescos, murals, paintings, manuscript illumination, textiles, portable arts, and architecture. In</td>
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addition, the course explores the traditions of art making in the period, including the monastic/monastery traditions of illumination and the guild system.

PRQ: Junior standing; ARTH 245 or 246 or 248; or consent of instructor

Scheduled: Scheduled as needed.

Meets: ANO

ARTH 347 Renaissance Art & Architecture 3
This course focuses upon Renaissance art and architecture from the 14th to the 16th century, from Northern to Southern Europe. We will explore developments in the visual arts within the political, cultural, and social context that marks the emergence of Early Modern Europe. In addition, the careers of individual artists from different locales will be explored in depth, providing students with an understanding of the similarities and differences that comprise Renaissance art across different countries. Lastly, we will explore topics central to the period that fundamentally changed subsequent artistic practices for centuries, including: the guild system and forms of patronage, the notion of artistic genius, the importance of the signature, the rise of artist's biography and the field of art history, the emergence of "known" women artists and patrons, etc.

PRQ: Junior standing; ARTH 245 or 246 or 248; or consent of instructor

Scheduled: Scheduled as needed.

Meets: ANO

ARTH 349 16th-18th Century Eur Art & Architecture 3
This course traces the significant developments in European art and architecture from 1520 to c. 1785, or from the end of the Renaissance period to just prior to the outbreak of the French Revolution. The movements discussed include Mannerism, Baroque, Rococo, and Early Neo-Classicism. Developments in the visual arts in relationship to their political, cultural, and social context are explored. The impact of the Reformation and Counter-Reformation, individual monarchs, and increased contact with the non-western world on European art in general and individual artists in particular is addressed. The rise of academies, hierarchies of subject matter, Salons, the formation of an art public and art critics, and how these changes in art making and patronage affected women artists are also explored.

PRQ: Junior standing, ARTH 245 or 246 or 248, or consent of instructor

Scheduled: Scheduled as needed.

Meets: ANO

ARTH 351 19th Century European Art & Architecture 3
This course explores selected aspects of the visual arts in Europe from the late-18th through the late-19th centuries. The primary focus will be upon understanding painting in relation to the social, political, and cultural context in France and England, but key developments in other countries and media will also be covered. The goal of this course is to explore key themes and critical issues that informed the most advanced art of the period. Such topics include: political and industrial revolutions, the birth of the avant-garde, modernism and modernity, the emergence of capitalism, urbanization, the rise of the bourgeoisie, the changing role of the art in society and in relation to patrons, the demise of traditional art institutions and practices, the rise of landscape painting and the female nude, and gender issues throughout the period.

PRQ: Junior standing, ARTH 245 or 246 or 248, or consent of instructor

Scheduled: Scheduled as needed.

Meets: ANO

ARTH 352 Early 20th Century Art & Architecture 3
This course explores the significant developments in European and American art and architecture from the late 19th century through 1940. Major movements and individual artists will be discussed within their historical, social, and political contexts. Issues of particular interest will include: political ideologies of the period, the effects of revolutions/wars, primitivism, abstraction, psychoanalysis, increased mechanization, the Depression, issues of gender and race, and the central issues and debates surrounding how we define Modernism.

PRQ: Junior standing, ARTH 245 or 246 or 248; or consent of instructor

Scheduled: Scheduled as needed.

Meets: ANO

ARTH 356 Mid-20th to Early 21st Century Art & Arch 3
This course examines the significant developments in European and American art and some architecture from c. 1945 to the present. In some aspects, this course will be a continued discussion of some of the themes and concepts introduced in ART 352. In addition, this course will examine the intersections between fine art, the media, outsider art, and popular culture that in many ways define the visual culture of the period. Issues of gender and race, censorship, art activism and public art, the environment, the role of the museum, and "new" artistic media will also be explored. The ongoing debate amongst cultural historians and artists concerning the definitions of Modernism and Post-Modernism will also be discussed.

PRQ: Junior standing, ARTH 245 or 246 or 248; or consent of instructor.

Scheduled: Scheduled as needed.

Meets: ANO

ARTH 376 Special Courses in Art History 1-4
Special Courses in Art History

ARTH 379 Special Topics in Art History 3
Special topics in studio art or in Western or Non-Western Artistic Traditions.

ARTH 391 Independent Study in Art History 1-4
ARTH 491 Independent Study in Art History 1-4

ARTH 495 Senior Seminar 4
An examination of the formal problems and aesthetic theories confronting the visual artist in the 20th century, taught partially within the context of the students work.
BIOL 110  Biology of Sports and Exercise  4
Why are some people naturally better athletes than others? What is muscle memory? How does training impact athletic performance? What about nutrition? These and many other questions form the basis of this non-majors biology lab course. This course explores the basic principles of biology at the cellular level and then applies them to the human body and themes in sports and exercise. Topics include: how a nerve functions, the production of energy at a cellular level, the breakdown and use of nutrients, genetics, tissue growth and repair, muscle contraction, as well as a discussion of mechanisms to maintain the status quo in the human body.
PRQ: none, high school biology recommended.
Scheduled: as available
Meets: M, T.

BIOL 120  Concepts in Biology  3
An introduction to principles of biological science with an emphasis on cellular and organismic biology. Most disciplines in biology will be surveyed. Emphasis is on features of living things which distinguish them from nonliving. Topics will include cell biology, genetics, physiology, ecology and evolution.
PRQ: None.
Scheduled: Summer, as needed.
Meets: M.

BIOL 125  Aquatic Ecosystems  4
A summer session course that introduces the student to biological principles as they apply to freshwater habitats. Students study the types of organisms and life habitats on lake and stream systems and the interrelationships of these organisms and their environment. Includes field sampling methods, lab identification, and lab analysis methods.
PRQ: None.
Scheduled: Summer, as needed.
Classified: T.
Meets: M.

BIOL 126  Reef Ecosystems  4
The lecture component will take place on campus during the spring semester. The course’s laboratory component will be a field trip that will take place during the spring break at a Caribbean dive site. The lab part of the course will involve field trips to and studies of various tropical communities that interact with the reef system in the area, patch reefs, turtle grass beds, mangrove systems, sea shore (both rock and sandy), etc. Students will participate in formal lectures, laboratory exercises, and snorkeling and/or SCUBA diving field trips during the approximately 7-day stay.

BIOL 176  Special Topics in Biology  1-4
Special Topics in Biology

BIOL 201  Organismal Diversity  4
This course introduces students to the evolutionary relationships within and among major groups of organisms including bacteria, archaea, and several major groups of eukaryotes. Within each group the course also focuses on the relationship between the structure and physiology of organisms. Focus will be placed on several fundamental processes within these groups including cellular respiration, circulation of nutrients, organismal respiration, water and salt balance, and reproduction. Early emphasis will be placed on the principles of evolutionary theory and their application to change within and among populations, including the mechanisms of speciation. Throughout the course the role of evolution in shaping the relationship between the form of various organismal structures and their functions, as well as the similarities and differences in form and function across taxa will be emphasized. Laboratory sessions will provide opportunities to further explore several of these processes.
PRQ: BIOL150 or permission of instructor.
spring
O, T.
Credits: 4

BIOL 202  Organismal Diversity and Physiology II  4
This course introduces students to the evolutionary relationships within and among major groups of eukaryotic organisms, as well as the relationship between the structure and physiology of organisms within each of these major groups. Focus will be placed on several fundamental processes within these groups including cellular respiration, circulation of nutrients, organismal respiration, water and salt balance, and reproduction. Emphasis will be placed on role of evolution in shaping the relationship between the form of various organismal structures and their functions, as well as the similarities and differences in form and function across taxa. An
additional emphasis of this course will be placed on the ecology of species, particularly the interactions among organisms and species in an ecosystem. Laboratory sessions will provide opportunities to further explore several of these processes.

PRQ: BIOL150 or permission of instructor.

Scheduled: fall annually.

Meets: M, N, O, T.

Credits: 4

BIOL 209  Anatomy and Physiology  4
An introduction to the basic principles of human anatomy and physiology. The structure and function of the eleven major body systems will be explored through both lecture and laboratory. Laboratory sessions will focus on body systems from a microscopic level up to an organ system level. Laboratory work will include observation of models, as well as dissection of representative organisms that closely approximate body systems in humans. This course is geared toward students pursuing careers in the allied health, sports, and physical education fields and does not meet the requirements for a biology major.

PRQ: high school or college biology; or permission of instructor.

Scheduled: Spring and Summer, every year

Meets: M, T

Credits: 4

BIOL 210  Environmental Biology  3
Provides a basic understanding of biologically significant problems in our environment. Through lecture-discussion, lecture-demonstration, and outside reading, students become aware of these problems and their importance, of some of the proposed solutions, and how he or she can help alleviate these problems. Lecture plus lab.

PRQ: None.

Scheduled: As needed.

Classified: T.

Meets: MNO.

BIOL 230  Microbiology and Infectious Diseases  4
A brief overview on different types of microorganisms including bacteria, fungi, protozoa, helminthes, and viruses with a primary emphasis on their association with human disease. Topics will include causative agents, epidemiology, transmission, symptoms, diagnosis, prevention and treatments of multiple diseases. Additional topics include brief overviews of the host immune response and vaccines. The laboratory section of this course is designed to apply lecture content to experimental projects. This course is primarily for allied health students, and does not count towards the biology major.

PRQ: 3 credits of college level biology

Scheduled: Spring every year

Meets: M, T

Credits: 4

BIOL 276  Special Topics in Biology  3-4
Special Topics in Biology

BIOL 305  Evolution  3
Evolution is one of the central organizing principles of biology. This course will explore the development of the theory of evolution from before Darwin to the present. The course will cover mechanisms of evolutionary change, speciation, history of life, and the relationship between evolution and developmental biology. This course is part of the evolution and ecology track.

PRQ: BIOL 201 & 202 or permission of instructor

Scheduled: Spring, odd years

Meets: N, O

Credits: 3

BIOL 308  Microbiology  4
A study of the classification, morphology, physiology, and ecology of microorganisms with emphasis upon bacteria. Additional topics include the use of microbes to clean up environmental pollutants, biotechnology and bacterial mechanisms used to cause disease. This course is part of the cellular and molecular biology track.

PRQ: BIOL 201 & 202 or permission from instructor

Scheduled: Spring every year

Meets: N, O

Credits: 4

BIOL 310  Cellular Physiology  4
A detailed study of cellular structure and function with emphasis on the physiological mechanisms responsible for many cellular features. When applicable, comparisons between prokaryotic and eukaryotic cells are emphasized. Topics include energy production, use, and storage; DNA expression, regulation, and replication; organelle structure and function; cellular locomotion; and cell cycle controls and division. Laboratory sessions will focus on the application of practical techniques associated with materials covered in lecture. When possible students will develop and test hypotheses associated with these techniques. This course is part of the cell and molecular biology track.

PRQ: BIOL 202 or permission of instructor.

Scheduled: Fall, every other year

Meets: N, O

Credits: 4

BIOL 314  Comparative Vertebrate Anatomy  4
A comprehensive examination of the morphology, natural history, and evolutionary relationships of vertebrate taxa. Primary focus will be on the evolutionary origins, structure, and comparative function of body systems across vertebrate taxa. Special attention will be given to comparing the structure and function of systems to those of humans. Laboratory sessions will focus on physical comparison of body systems across taxa, telescoping from a microscopic to an organismal level. This course is part of the ecology and evolution track.

PRQ: BIOL 202 or permission of instructor.

Scheduled: Fall, every other year.

Meets: N, O.

Credits: 4
BIOL 316  Vertebrate Physiology  3
A comprehensive study of the physiological processes of vertebrate taxa from the cellular through the organ systems level. Special attention will be placed on the maintenance of homeostasis within and among body systems. Presentation and discussion of processes will be grounded in an evolutionary and ecological context with human processes forming the basis of comparison. This course is an elective for either the cell and molecular biology or evolution and ecology track.
PRQ: BIOL 101 and CHEM 205 or permission of instructor.
Scheduled: Spring, as needed.
Classified: T.
Meets: MNO

BIOL 321  Ecology  4
This course is an investigation of the relationships between organisms, and between organisms and their environments. The course will cover multiple levels of organization, including physiological, behavioral, population, community, ecosystem, and landscape ecology. Labs will include both theoretical and field components. This course is part of the evolution and ecology track.
PRQ: BIOL 201 & 202 or permission of instructor
Scheduled: Fall, even years
Meets: N, O
Credits: 4

BIOL 324  Conservation Biology  4
This course investigates the importance of biological diversity in ecosystems and in human economies. Students will understand the ethical, economic, and ecological arguments for preserving this biodiversity, and then discuss the various approaches available for protecting this diversity. Labs will include a mixture of field and modeling exercises covering both concepts and practices in the discipline. This course is part of the evolution and ecology track.
PRQ: BIOL 201 or permission of instructor
Scheduled: Spring, odd years
Meets: N, O
Credits: 4

BIOL 325  Aquatic Ecosystems  4
A summer session course that introduces the student to biological principles as they apply to freshwater habitats. Students study the types of organisms and life habitats on lake and stream systems and the interrelationships of these organisms and their environment. Includes field sampling methods, lab identification, and lab analysis methods.
PRQ: BIOL 101.
Scheduled: Summer, as needed.
Classified: T.
Meets: MNO.

BIOL 326  Reef Ecosystems  4
The lecture component will take place on campus during the spring semester. The course's laboratory component will be a field trip that will take place during the spring break at a Caribbean dive site. The lab part of the course will involve field trips to and studies of various tropical communities that interact with the reef system in the area, patch reefs, turtle grass beds, mangrove systems, sea shore (both rock and sandy), etc. Student will participate in formal lectures, laboratory exercises, and snorkeling and/or SCUBA diving field trips during the approximately 7-day stay.
PRQ: BIOL 101
Scheduled: Spring, as needed.
Classified: T.
Meets: MNO

BIOL 327  Field Ecology of Florida Ecosystems  3
This course will explore the diversity of terrestrial and aquatic ecosystems throughout the state of Florida. This will include in person study of temperate, subtropical, and tropical habitats, flora, and fauna. A large part of the course will consist of a field trip through the entire state of Florida prior to the start of the spring semester. During the trip, students will engage in lectures, field excursions, and exercises. Data collected during the trip will be analyzed during the spring semester as part of formal laboratory periods in Rockford.
PRQ: BIOL 202 and permission of instructor.
Scheduled: Spring, as needed.
Meets: N, O.

BIOL 328  Introduction to Marine Science  3
A study of the chemistry, geology, and biology of ocean systems. Topics include the basic physical properties of oceanic systems, the processes that form ocean ecosystems, the diversity of life in oceans, and the ecology of the various ocean ecosystems. This course is part of the evolution and ecology track.
PRQ: BIOL 201 & 202 or permission of instructor
Scheduled: Spring, even years
Meets: N, O
Credits: 3

BIOL 330  Animal Behavior  3
This course is an investigation of the response of animals to stimuli. The focus will be on both the proximate mechanisms by which animals perceive and respond to stimuli, and the ultimate evolutionary pressures that make behaviors adaptive. This course is part of the evolution and ecology track.
PRQ: BIOL 201 & 202 or permission of instructor
Scheduled: Fall, odd years
Meets: N, O
Credits: 3

BIOL 333  Genetics  3
A thorough study of the molecular basis of biological inheritance, gene manipulation, and DNA analysis. Mendelian laws of genetics and patterns of inheritance are also covered. This course is part of the cellular and molecular biology track.
PRQ: BIOL 202 or permission from instructor
Scheduled: Fall every year
Credits: 3
Meets: N, O
BIOL 341  Invertebrate Zoology  4
A comprehensive examination of the morphology, natural history, and evolutionary relationships of invertebrate phyla. Attention will be given to the roles of specific invertebrate phyla in representative ecosystems, as well as how introduced invertebrate taxa affect their new ecosystems. Laboratory sessions will include field trips to oak and pine forests, tall grass prairies, lakes, rivers, and ponds in order to focus on local representative invertebrates. Lab work also includes observation and dissection of representative invertebrates across several phyla. Laboratory work is fully integrated with the lecture for this course. This course is part of the evolution and ecology track.
PRQ: BIOL201 or permission of instructor.
Scheduled: Spring, every other year.
Meets: N, O.

BIOL 358  Immunology  3
This course will discuss fundamental topics associated with the human immune response. Immunologic topics will include the cellular and molecular pathways associated with the immune system, immunologic development, pathogen recognition, and immunoregulation. Further immunologic application topics will focus on autoimmunity, tumor immunology, immunodeficiencies and immunotherapy. This course is part of the Cell and Molecular Biology Track.
PRQ: BIOL 202 or permission from instructor
Scheduled: Spring, every other year
Meets: N, O
Credits: 3

BIOL 359  Immunology Lab  1
This course is offered concurrently with BIOL 358 Immunology. It is designed to apply lecture content to experimental projects. Students will learn and engage in common immunologic techniques used in clinical and laboratory-based research including ELISAs, Western Blot, aseptic tissue culture techniques, and immunocytochemistry. This course is part of the cell and molecular track.
PRQ: BIOL 358 or with concurrent BIOL 358
Scheduled: Spring, every other year
Credits: 1
Meets: N, O

BIOL 345  Mammalogy  4
A thorough examination of the fundamentals of mammalian biology. Focus will be placed on the ecology and evolutionary biology of mammals through examination of their origins, diversity, functional morphology, reproduction, behavior, population biology, ecological roles, classification and identification. Special attention will be placed on the mammals of northern Illinois. Laboratory sessions include field trips to oak and pine forests, tall grass prairies, lakes, rivers, and ponds in order to focus on the ecology and identification of local representative mammals. Lab work also includes observation mammalian skins, bones, and tissues. This course is part of the evolution and ecology track.
PRQ: BIOL 201 or permission of instructor.
Scheduled: Spring, every other year.
Meets: N, O
Credits: 4

BIOL 348  Ornithology  4
A focused study of birds. Topics will include the origins of birds, the general anatomy and physiology of birds including important physiological adaptations to flight, and the ecology of birds. Labs will include both a detailed investigation of the systematics of birds and an introduction to identification of common birds of northern Illinois. This course is part of the evolution and ecology track.
PRQ: BIOL 201 & 202 or permission of instructor
Scheduled: Spring, every years
Meets: N,O
Credits: 4

BIOL 350  Advanced Topics in Plant Biology  4
Offered to meet specific student needs, including such topics as plant anatomy, plant physiology, plant taxonomy, comparative ecosystems, comparative animal physiology, physiological ecology, neurophysiology, endocrinology, and principles of electronic instrumentation.
PRQ: BIOL 101 and 102 or 103, or permission of the instructor.
Scheduled: as needed.
Meets: MNO.
**BUSINESS ADMINISTRATION**

**BSAD 305 Business Law I**
An introductory course in private law with emphasis on its application to business. The case analysis method is used to survey the legal environment in which business decisions are made. Study will focus on the legal reasoning and philosophy underlying both common and statutory laws.
PRQ: Junior standing.
Scheduled: Fall and summer, yearly.
Meets: NO.

**BSAD 306 Business Law II**
A second course in private law, distinct from BSAD 305, focusing on settling controversies between individuals over issues that concern mainly themselves. Topics include several kinds of property law, including land law, the law of transmission of wealth, and the law of business organization.
PRQ: Junior standing.
Scheduled: Spring, yearly.
Meets: NO.

**BSAD 309 Public Finance**
Xlisted: ECON 309. This course will examine basic principles of financial management as they apply to public and not-for-profit organizations. Issues will include budgeting and costs, financial accountability, governance and decision-making structures, and relations with governmental and private funding sources. Where appropriate, comparisons will be made between public and not-for-profit finance on the one hand, and with for-profit finance on the other hand.
PRQ: ECON 101.
Scheduled: Fall, yearly.
Meets: SNO.

**BSAD 310 Principles of Marketing**
Fundamental concepts and problems of marketing within the economic, political, business and social environments, stressing essential areas in the formation of marketing strategies and a systematic approach to problem-solving and decision-making within the total marketing environment.
PRQ: ECON 101.
Scheduled: Fall, spring, and summer, yearly.
Meets: NO.

**BSAD 311 Money and Banking**
The course focuses on the institutional structure of the financial markets that comprise the fabric of the American economy. Macroeconomic policy provides the framework within which public and private sector partnerships function to assure a stable and growing environment for American citizens to seek to realize their economic goals. Topics included in the course may include: monetary theory, the role of money in a market economy, the structure of the financial marketplace as it relates to and is influenced by monetary policy as formulated and implemented by the Federal Reserve System. Skills developed in this course include: critical reading and thinking, clear and concise academic writing, and preparation and delivery of oral presentations.
PRQ: ECON 101 or 102.
Scheduled: Fall, yearly.
Meets: SNO.

**BSAD 312 International Finance**
This course applies the principles of finance to international issues in financial management. It covers topics such as the valuation of foreign subsidiaries, estimating the cost of capital of foreign investments, investing in foreign multinational firms, international capital asset pricing, pricing of foreign currency bonds, currency swaps, the correlation of returns across international security markets, hedging foreign-exchange risk, and the use of foreign-securities markets. Students will also examine the challenges and problems faced by firms planning on doing business in Western Europe, Eastern Europe, the Far East, Mexico, Canada, South America, Africa, India, and other regions during the next decade.
PRQ: BSAD 318
Scheduled: Fall, Yearly.
Meets: NO
BSAD 335  Production and Operations  4
Organization and administration of an industrial concern: production and quality control, incentive wage concern: capital investment, analysis, capacity and inventory management.
PRQ: ECON 101, BSAD 334.
Scheduled: Spring, yearly.
Meets: NO.

BSAD 343  Human Resource Management  4
Philosophies and techniques of modern personnel management, including recruitment, selection, managerial evaluation and development, leadership and supervision, and the development of administrative skills and social responsibilities.
PRQ: ECON 101, BSAD 334.
Scheduled: Spring, yearly.
Meets: NO.

BSAD 352  Business Forecasting  4
In this course, the students will learn the application of a variety of statistical techniques that are useful for preparing business forecasts for short term decision making and long-term planning. Forecasting business sales, inventories, and personnel requirements using different time-series techniques will be covered. These techniques include various exponential smoothing methods, moving average, regression analysis, classical time-series decomposition methods, and ARIMA (Box-Jenkins) models. How to build forecasting models, how to generate forecasts, and how to evaluate the reliability of the forecasts generated will also be covered. Computer applications are an integral component of the course.
Meets: NO.
Scheduled: Spring, Yearly.

BSAD 353  Promotion Management  4
A study of the effects of promotion on sales and society from managerial and behavioral points of view. Topics covered include the planning, implementing, and controlling of advertising, personal selling, and sales promotion.
PRQ: ECON 101, BSAD 316.
Scheduled: Yearly.
Meets: NO.

BSAD 354  Consumer Behavior  4
Contributions from marketing and the behavioral sciences to the analysis of buying behavior. Specific attention is given to market segmentation, environmental influences on and individual determinants of consumer behavior, and consumer decision processes.
PRQ: ECON 101.
Scheduled: Fall, yearly.
Meets: NO.

BSAD 355  Organizational Behavior  4
The concepts of behavior appropriate to profit and nonprofit organizations both internally and externally, and the implications of general theories related to organizational design and groups of people.
PRQ: ECON 101 or 102, BSAD 334.
Scheduled: Fall, yearly.
Meets: NO.

BSAD 356  International Business  4
A study of the management decisions, financial issues, and marketing questions faced by international business organizations.
PRQ: ECON 101, BSAD 316 and 334.
Scheduled: Spring, yearly.
Meets: NO.

BSAD 361  Government and Business  4
(XL: ECON 361) The growth of government influence in the economic sector from both theoretical and historical viewpoints. Particular emphasis is placed on antitrust activity, government regulatory agencies, government prohibition of activities, and government run economic enterprises.
PRQ: ECON 101.
Scheduled: Fall, even years.
Meets: SNO.

BSAD 362  Entrepreneurship  4
This course examines the role of entrepreneurship in a changing, challenging, and complex global business environment and the special challenges and opportunities entrepreneurs face when developing, starting, and growing an entrepreneurial organization.
PRQ (Pre-requisites): BSAD 316 or BSAD 334
Scheduled: Yearly
Meets: N, O

BSAD 365  Managerial Economics and Operational Research  4
(XL: ECON 365) Exposition of theoretical and analytical tools of economics which are useful in managerial decision-making and illustrating applications of managerial concepts. Different market structures and various government policies also are examined to evaluate the scope of their influence on business decisions.
PRQ: ECON 101.
Scheduled: Fall, yearly.
Meets: NO.

BSAD 376  Special Topics in Business Administration  4
Special topics courses in Business Administration

BSAD 391  Independent Study in Business Administration  1-4
Independent Study in Business Administration.

BSAD 398  Internship in Business Administration  1-4
PRQ: Junior standing and departmental approval.
Scheduled: Fall and Spring, yearly.
BSAD 416  
Marketable Research  
4  
A course designed to survey marketing research practices and procedures and to develop measurements of reliability of various statistical techniques and their application to the market research process. Emphasis is placed on: steps in the marketing research process, research design, data collection methods, data analysis, and communication of research results.  
PRQ: BSAD 316, MATH 223 or 224.  
Scheduled: Spring, yearly.  
Meets: NO.

BSAD 495  
Senior Seminar  
4  
PRQ: Senior standing, BSAD 316, 318, 334.  
Departmental approval required for registration.  
Scheduled: Fall and spring, yearly.  
Meets: N.

BSAD 498  
Internship in Business  
1-4  
PRQ: Senior standing and departmental approval.  
Scheduled: Fall and Spring, yearly.

BSAD 501  
Mathematical Analysis for Management  
3  
Basic mathematical concepts used in management for students with little or no previous work in calculus or in management science. Topics include a study of mathematical functions commonly arising in management science, elementary matrix theory, linear systems, linear programming, and informal introduction to basic concepts of calculus. Application to management problems is emphasized throughout.  
PRQ: College algebra or consent of instructor.

BSAD 502  
Survey of the Principles of Economics  
3  
An intensive survey of the principles of micro- and macroeconomics analysis for graduate students who have had little or no recent work in economics. The course fulfills the prerequisite requirement of ECON 101 and 102 for all MBA students.

BSAD 503  
Managerial Economics  
3  
Introduces microeconomic theory and analysis that is useful for managerial decision making and policy formulation. Applies economic principles to the analysis of production, marketing, and financial issues, and to developing general operating strategies. Linear programming, input-output analysis and other quantitative techniques are introduced.  
PRQ: ECON 101 and 102 or BSAD 502; BSAD 501 or equivalent.  
Skills developed: analytical and problem solving  
Practical application: analysis of case problems using collaborative learning, mathematical tools, computer software and non-quantitative reasoning

BSAD 504  
Business and the National Economy  
3  
Considers public economic policies that control price levels, employment levels, and economic growth rate, and their impact on the firm and the nation. Includes discussion of national income accounting, factors responsible for economic fluctuations, and the role of fiscal and monetary policy. The use of economic indicators and the development of simple forecasting models are also considered.  
PRQ: ECON 101 and 102 or BSAD 502; BSAD 501 or its equivalent.  
Skills developed: analytical, research, presentation, and problem solving  
Practical application: weekly discussions of current articles from the Wall Street Journal to relate theory to the economic news, research conducted on current economic topics, and formal topic presentations

BSAD 505  
Business Law I  
3  
Introduces microeconomic theory and analysis that is useful for managerial decision making and policy formulation. Applies economic principles to the analysis of production, marketing, and financial issues, and to developing general operating strategies. Linear programming, input-output analysis and other quantitative techniques are introduced.  
PRQ: ECON 101 and 102 or BSAD 502; BSAD 501 or equivalent.  
Skills developed: analytical and problem solving  
Practical application: analysis of case problems using collaborative learning, mathematical tools, computer software and non-quantitative reasoning

BSAD 506  
Business Law II  
3  
A second course in private law, distinct from BSAD 505, focusing on settling controversies between individuals over issues that concern mainly themselves. Topics include several kinds of property law, including land law, the law of transmission of wealth, and the law of business organization.  
Skills developed: analytical, research, case analysis  
Practical application: discussion of current cases and court decisions

BSAD 509  
Public Finance  
3  
This course will examine basic principles of financial management as they apply to public and not-for-profit organizations. Issues will include budgeting and costs, financial accountability, governance and decision making structures, and relations with governmental and private funding sources. Where appropriate comparisons will be made between public and not-for-profit finance on the one hand, and with for profit finance on the other hand.  
PRQ: BSAD 502 or equivalent  
Skills developed: analytical, problem solving and speaking  
Practical application: discussions and research concerning actual financial problems faced by public and not-for-profit organizations

BSAD 510  
Legal Environment of Business  
3  
Examines the legal environment in which business operates, presenting selective problems of a commercial society and how laws respond to them. Topics include how courts, taxation and regulation, governments, administrative law, antitrust law, labor law, and legal trends affect business policy.  
Skills developed: analytical, research, problem solving, and presentation.
Practical application: research of current legal matters, and written analysis of the research, focusing on how legal matters relate to business.

BSAD 517 Money and Banking 3
The course focuses on the institutional structure of the financial markets that comprise the fabric of the American economy. Macroeconomic policy provides the framework within which public and private sector partnerships function to assure a stable and growing environment for American citizens to seek to realize their economic goals. Topics included in the course may include: monetary theory, the role of money in a market economy, the structure of the financial marketplace as it relates to and is influenced by monetary policy as formulated and implemented by the Federal Reserve System. Skills developed in this course include: critical reading and thinking, clear and concise academic writing, and preparation and delivery of oral presentations.
PRQ: ACCT 223 and 224 or BSAD 524 or its equivalent.
Scheduled: Fall, yearly.

BSAD 518 Business Finance 3
Provides insight into the basic conceptual framework within which financial management occurs. Study of the use of appropriate tools to derive objective information is integrated with an appreciation for the necessity of sound judgment within the decision-making process of the firm. This course fulfills the finance prerequisite.
PRQ: ACCT 223 and 224 or BSAD 524 or its equivalent.

BSAD 524 Accounting Concepts 3
A comprehensive introduction to accounting concepts in organizations. Both financial and managerial principles are covered. Emphasis is placed on the users of accounting information, the development, presentation, and limitations of accounting, and the use of accounting as a control device will be discussed. The course fulfills the prerequisite requirement of ACCT 223 and 224 for all MBA students that did not take two terms of accounting prior to entering the program.
Skills developed: analytical and problem solving

BSAD 530 Managerial Accounting and Control 3
Discusses the use of accounting in managing and controlling a firm. The use of financial statements by both managers and outsiders will be covered, with emphasis on using managerial accounting information to report, evaluate, and control performance. Dangers of poorly designed accounting systems and computers as accounting tools are highlighted.
PRQ: ACCT 223 and 224 or BSAD 524.
Skills developed: analytical, problem solving, and speaking
Practical application: case study project on comparative material plan systems

BSAD 540 Financial Management 3
Studies the financial framework within which business operates and the principles governing the operation of financial markets. Examines reasons for choosing capital-investment projects, the sources and uses of short-term and long-term corporate financing, and valuation problems.
PRQ: BSAD 501 or its equivalent; BSAD 518; BSAD 530.
Skills developed: team building, communications, critical thinking, and leadership
Practical application: computer simulations, practical case analysis, and presentations

BSAD 550 Management Theory and Practice 3
Emphasizes the functional areas of planning, organizing, leading, and controlling an organization. Behavioral aspects of management including leadership, motivation, and organization theory are also studied.
Skills developed: analytical, speaking, writing, and leadership
Practical application: case study analysis, and presentation of current management book

BSAD 560 Marketing 3
Analyzes the formation of marketing policies and strategies. Examines product planning and development, selection and development of marketing channels, marketing research, and cost allocation. Managerial aspects of marketing and the relationship of marketing to the total organizational operation are discussed.
Skills developed: problem solving, presentation, and team building
Practical application: case analysis and marketing consulting projects for local organizations

BSAD 561 Government and Business 3
The growth of government influence in the economic sector from both theoretical and historical viewpoints. Particular emphasis is placed on antitrust activity, government regulatory agencies, government prohibition of activities, and government run economic enterprises.
PRQ: ECON 101 or BSAD 502. Scheduled: Fall, even years.
Skills developed: analytical, problem solving, and written
Practical application: case analysis and group discussions

BSAD 576 Special Topics in Business Administration 3
Special courses in Business Administration

BSAD 580 Introduction to Business Research 3
Emphasizes understanding research purposes and processes from the viewpoint of a producer and/or consumer of research. Topics include problem analysis and hypothesis formulation, research design and implementation, and analysis of research results.
PRQ: MATH 223, BSAD 501 or its equivalent.
Skills developed: research, oral, project management, problem solving, and analytical
Practical application: applied research for a local organization and analysis of current research

BSAD 590 Organizational Communication 3
A study of communications in an organizational context. The course will examine the different modes and methods of communication that occur in organizations. This course will help students become more effective communicators in all organizational settings. The areas of communication
that will be concentrated on include: written, verbal and non-verbal, presentations, meetings, diversity and listening skills.
Skills developed: writing, speaking, problem solving, and team building
Practical application: problem-solving, interpersonal skill building report and presentation on organization-related topic

BSAD 641 Investment Management 3
Surveys and evaluates techniques of investment analysis and portfolio management. The theories of efficient capital markets and hedging models are emphasized.
PRQ: BSAD 540.
Skills developed: problem solving, analytical, oral, written, and research
Practical application: analysis of investment portfolios, and individual/group presentations

BSAD 645 Fund Development & Marketing 3
This course provides an understanding of the many fund development techniques and funding sources that general financial support for government agencies and not-for-profit organizations, as well as the context in which these methods may be used. Topics include the relationship between strategic planning and fund development, fund-raising options and processes, gathering community support, establishing business partnerships, lobbying, developing and communicating a clear message both internally and externally to the organization, using the correct marketing techniques to support fund development activities, and ethical considerations of fund development.
PRQ: BSAD 560.
Skills developed: leadership, writing, problem solving and presentation
Practical application: development of a fund development plan for an organization or event

BSAD 650 Operations Management 3
Introduces the decision-making process in production and operational areas. Topics include the theoretical foundations for operations management, approaches to production problems, production processes, plant layout, maintenance, scheduling, quality control, and production control in both service and manufacturing environments.
PRQ: BSAD 550.
Skills developed: analytical, presentation, written, and team building
Practical application: case analysis, individual/group presentations, and application to current organizational situations

BSAD 651 Organizational Behavior 3
Provides working concepts of nonprofessional human resource management. Reviews motivation theory, interpersonal relationships, and group dynamics as applied to managing efforts to obtain personal and organizational goals.
PRQ: BSAD 550.

Skills developed: problem solving, presentation, writing, leadership, and team building
Practical application: written case analysis, group presentations, and application to current organizational situations

BSAD 652 International Business 3
Examines the markets of multinational firms and the strategies and practices needed to service and expand in the international market place. Topics include marketing, research, production, labor costs, distribution systems, and management.
PRQ: BSAD 550; BSAD 560.
Skills developed: analytical, written, research, presentation, and cultural
Practical application: groups presentation, in-depth research on specific countries, and presentations on current topics affecting international operations

BSAD 654 Human Resource Management 3
Analyzes the dynamic interactions of individual needs, company goals, and environmental factors in relation to the human resource function. Focuses on understanding human behavior and on the management skills and knowledge needed when attempting simultaneously to manage the human resource function and to meet organizational objectives.
PRQ: BSAD 550.
Skills developed: analytical, written, presentation, training, and team building
Practical application: written/oral case analysis and individual/group presentations

BSAD 660 Consumer Behavior 3
Focuses on buyer behavior, including its theoretical bases and applications to problems of management. Topics include motivation, learning, attitude formation, and the relationship between attitudes and behavior as applied to buyers. Innovation, market communication, and the social/cultural concepts underlying strategies of market segmentation also are discussed.
PRQ: BSAD 560.
Skills developed: written, case analysis, research, and presentation
Practical application: written/oral case analysis and individual/group presentations

BSAD 661 Integrated Marketing Communications 3
An analysis of promotion problems from a managerial perspective. The role of promotion in the total set of marketing strategies and an evaluation of the effectiveness of promotion expenditures are discussed.
PRQ: BSAD 560.
Skills developed: problem solving, analytical, written, and oral
Practical application: written/oral case analysis and individual/group presentations

Skills developed: problem solving, presentation, writing, leadership, and team building
Practical application: written case analysis, group presentations, and application to current organizational situations
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BSAD 665</td>
<td>Public and Non-Profit Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 670</td>
<td>International Trade and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 676</td>
<td>Special Topics in Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 680</td>
<td>Information Systems in Business</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 685</td>
<td>Contemporary Topics and Issues in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 696</td>
<td>Business Planning and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 120</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>BSMS 121</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>BSMS 176</td>
<td>Special Course</td>
<td>3</td>
</tr>
</tbody>
</table>

**BSAD 665 Public and Non-Profit Management**

Provides an understanding of the many fund development techniques and funding sources that generate financial support for government agencies and not-for-profit organizations, as well as the context in which these methods may be used. Topics include the relationship between strategic planning and fund development, fundraising options and processes, gathering community support, establishing business partnerships, lobbying, developing and communicating a clear message both internally and externally to the organization, using the correct marketing techniques to support fund development activities, and ethical considerations of fund development. PRQ: BSAD 560.

Skills Developed: leadership, writing, problem solving and presentation

Practical application: development of a fund development plan for an organization or event

**BSAD 670 International Trade and Financial Management**

An analysis of fundamental economic principles, forces, and governmental policies which determine economic relations between countries under changing world conditions, and an investigation of the theories and practices of international financial management. Topics include international trade theory, balance of payments, foreign exchange markets, international capital budgeting, multinational enterprises, and the international monetary system.

PRQ: BSAD 502 or equivalent and BSAD 540.

Skills developed: problem solving, analytical, written, research, and financial.

Practical application: written/oral practical case studies and individual/group presentations.

**BSAD 676 Special Topics in Business Administration**

Special topics course in Business Administration

**BSAD 680 Information Systems in Business**

A comprehensive presentation of the flow of information in a business. Topics range from the completely manual system to the most sophisticated computerized environment. Includes human interaction as well as methods of choosing, designing, implementing, and evaluating an information system.

PRQ: BSAD 580.

Skills Developed: problem solving, analytical, communications, process flow.

Practical application: written/oral practical case studies and individual/group presentations.

**BSAD 685 Contemporary Topics and Issues in Organizations**

A critical examination of developments that are pertinent to those completing an MBA including selected current issues and topics. Course content may change each time offered. May be repeated for credit.

Skills Developed: depends on the topic.

Practical application: depends on the topic.

**BSAD 696 Business Planning and Strategies**

Investigates the forming, implementing, and evaluating of strategic planning within an organization. Focuses on management policy-making and problem analysis in light of the relationships between an organization and its owners, customers, employees, suppliers, competitors, various governments, the media, and other special interest groups. Presents the organizational enterprise as part of a larger social, political, and economic system.


Skills developed: problem solving, analytical, written, research, leadership, conceptual, and team building

Practical application: computer simulation, written/oral case analysis, development of corporate reports, and individual/group presentations

**BACHELOR OF SCIENCE IN MANAGEMENT STUDIES**

**BSMS 120 Principles of Microeconomics**

In this course we acquire some of the basic tools of economic analysis. We define economics, look at the problems of scarcity, choice, and costs. We learn how good decisions are made at the margin. We also look at the operation of our economy from the perspective of the individual consumer, worker, and firm. Of particular interest to us is the analysis of the important role that prices and markets play in directing and allocating scarce resources between and among these participants. Specifically, our study will cover important topics such as demand and supply, basic market structures, the operation of the price system, and the distribution of income. Once these basic theoretical tools have been introduced, our attention will be directed to some applied areas of microeconomics such as international trade and poverty. Above all, it is hoped that the student will be better able to critically analyze economic issues and problems.

Scheduled: Regular intervals within BSMS cycle

PRQ: None

Meets: N

**BSMS 121 Principles of Macroeconomics**

The course surveys basic economic concepts with an emphasis on macroeconomic analysis and fiscal and monetary policies. Current economic problems such as inflation, unemployment, and stagflation are studied from the perspective of several economic models. Additionally, the course deals with explanations for economic growth and international finance. This discussion also includes an analysis of the current dilemmas and debate confronted by macroeconomic policymakers and business leaders.

Scheduled: Regular intervals within BSMS cycle

PRQ: None

Meets: N

**BSMS 176 Special Course**

Special course in the BSMS program
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BSMS 220</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 221</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 230</td>
<td>Principles of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 276</td>
<td>Special Course in the BSMS program</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 301</td>
<td>Team Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 305</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 315</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 316</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 323</td>
<td>Development &amp; Review of Financial Information</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 336</td>
<td>Government &amp; Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**BSMS 220 Principles of Financial Accounting**  
This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.  
Scheduled: Regular intervals within BSMS cycle  
PRQ: None  
Meets: N

**BSMS 221 Principles of Managerial Accounting**  
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems and the use of cost (and non-financial) information in organizational planning and control processes. Students will also understand cost behavior patterns and how these patterns affect financial decision-making.  
Scheduled: Regular intervals within BSMS cycle  
PRQ: BSMS 220 or equivalent  
Meets: N

**BSMS 230 Principles of Statistics**  
An introduction to Statistics designed for students in the BSMS Program. Topics include descriptive statistics for numerical data, probability distributions (Binomial, Normal, t, and F), sampling, estimation, decision-making, correlation, regression, and analysis of variance.

**BSMS 305 Organizational Communication**  
Students will examine the core communication concepts valuable to all organizational leaders. Written communication, spoken communication, and non-verbal communication are the core concepts that will be covered in this course. The interactions between communications, diversity, and technology will also be analyzed.

**BSMS 315 Organizational Ethics**  
This course is designed to introduce the student to ethical and moral issues that arise in the management setting. Through the use of readings and cases, students will learn basic theoretical approaches to ethical reasoning and methods for applying these theories to practical real-world situations. There will be discussion as to how to incorporate these concepts into policies and the decision-making process of the firm. Topics to be covered will include the following: profit, corporate responsibility, justice, and ethical considerations relevant to specific business functions such as finance, advertising, and personnel management.

**BSMS 316 Critical Thinking**  
Critical thinking is the mental process of conceptualizing, analyzing, synthesizing, and applying information generated by a variety of sources including personal observation, experience, reflection, and reasoning as a tool in decision-making. The traditional standards for defining critical thinking are clarity, accuracy, precision, consistency, relevancy, depth, breadth, objectivity, sound evidence, and reasoning. Complex critical thinking requires an appreciation for qualities such as constancy of change, connections and interrelationships, and the dialectical and transformative relationship between the subject and object. Complex critical thinking is dynamic and frequently results in quantitative and qualitative changes in both the subject and object and creation of new thoughts and knowledge. This course attempts to provide an understanding of critical thinking and its application in decision making with ample practical exercises and examples in business, particularly managerial and financial decision-making.

**BSMS 323 Development & Review of Financial Information**  
This course will provide the student with a comprehensive introduction to financial and accounting information. Topics include an understanding of financial and accounting principles and their impact on the presentation of information, financial statement analysis and ratio analysis (an understanding of interrelationships), financial information for decision making, financial forecasting and budgeting, time value of money, and net present value analysis. The final project will include completion of a case analysis involving a review and analysis of a set of financial statements and forecasts for a firm.

**BSMS 336 Government & Organizations**  
Government regulation in the United States consists of three kinds. The first, called antitrust regulation, is regulation to promote competition. The second, called economic or utility regulation, is regulation of those industries which are considered to be ill-suited for competition. The third, called non-economic or social regulation, is regulation of conditions which cut across industries. Examples of this kind of regulation include OSHA or EPA regulation. Examples of the various types of regulation and court cases will be examined. The social purposes of regulation will be considered in historical perspective.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BSMS 338</td>
<td>Negotiation &amp; Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 341</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 343</td>
<td>Rdgs in Managemnt &amp; Organization Theory</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 345</td>
<td>Leadership Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 348</td>
<td>HR Foundations</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 351</td>
<td>Global Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 353</td>
<td>Global Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 355</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 358</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 361</td>
<td>Research Proposal</td>
<td>3</td>
</tr>
<tr>
<td>BSMS 362</td>
<td>Research Design</td>
<td>1</td>
</tr>
</tbody>
</table>

**BSMS 338 Negotiation & Conflict Resolution**

Every human interaction, in which there is an intention to change the relationship, is a negotiation. Conflict is a consequence of the process of negotiation gone awry. Individuals encounter opportunities to practice negotiation daily. This course is designed to familiarize the student with the art of negotiation and the various methodologies involved in resolving conflict. Strategic thinking linked to each process will form a fundamental basis for the course of study. Techniques and specific strategies will be studied and practiced in a case-based setting.

**BSMS 341 Organizational Behavior**

This course will focus on an individual's behavior, thoughts and emotions as related to their work and how these ideas and concepts drawn from business and psychology might be used to enhance effectiveness at work. Students will focus on how these concepts and ideas can assist in the development of personal and organizational change. Topics to be covered in the course include: historical and current perspectives of the principles and practices of business psychology; personnel selection and assessment; the causes, consequences and management of occupational stress; organizational commitment to job and work satisfaction, consumer psychology; and working conditions, safety and ergonomics.

**BSMS 343 Rdgs in Managemnt & Organization Theory**

This course is designed to have students examine the literature in organizational theory. Students will read and prepare a synopsis and present their findings on several works in organizational theory. The material covered will include foundational, historic, and contemporary works.

**BSMS 345 Leadership Seminar**

Students will examine the development of leadership theory and practice as it applies to organizations. Particular emphasis will be placed on practical applications of leadership theories and the development of personal leadership characteristics. Topics to be covered will include the similarities and differences between leadership and management, the impact of mission and vision on leadership effectiveness, leadership styles, the leader as decision maker, and the role of the follower in the leadership equation. Students will perform a personal leadership assessment and write a personal leadership development plan as part of this seminar.

**BSMS 348 HR Foundations**

In this course, students will learn philosophies and techniques of modern human resource management including recruitment, screening, selection, training and development, performance evaluation, and the development of administrative skills and social responsibilities. Important regulations and laws will be highlighted. The course will contain a threaded discussion component and follow all other existing BSMS policies. PRQ: Admission to BSMS Program Scheduled: Fall, Spring, and Summer, Yearly Meets: N 3 credit hours

**BSMS 351 Global Diversity**

This course is a preliminary exploration of global diversity and related issues and will focus on understanding, implementing, and managing global and cultural diversity. The practical objective of the course is to increase the student's professional understanding of global diversity and to acquire the skills and knowledge of practices which value diversity. Students will develop an approach to facilitate creation of organizational and strategic policies which recognize diversity and are designed to improve communication and efficiency. The readings will cover both theoretical and practical aspects of global diversity with examples of companies and case studies addressing these issues at the regional, national, and international levels.

**BSMS 353 Global Business Applications**

In this course, students examine the markets of multinational firms and the strategies and practices needed to service and expand in the global market place. Topics include marketing, research, production, labor costs, distribution systems, and management. The course will contain a threaded discussion component and follow all other existing BSMS policies. PRQ: BSMS 120, 121, 358, 361, and 368 Scheduled: Fall, Spring, and Summer, Yearly Meets: N

**BSMS 355 Consumer Behavior**

This course is designed to provide students with a theoretical and empirical understanding of consumer judgment and behavior and the processes that underlie them. It focuses on consumer phenomena at both the intrapersonal and interpersonal level. Topics to be covered include: consumer judgment and decision processes, attitude formation and change, reactions to advertising, consumer information processing, affective cognitive and motivational determinants of consumer behavior, family and group decision processes, and cultural and individual differences in consumer behavior.

**BSMS 358 Marketing**

This course emphasizes strategic decision making from a marketing perspective. Students examine the impact of environmental factors on the various elements of the marketing mix: product, price, promotion, and distribution. Additional topics include market research, segmentation, buyer behavior, ethics, and social responsibility.

**BSMS 361 Research Proposal**

In this course, students will select a management-related topic for their research. They will develop the question(s) or hypothesis that their research intends to test. Following approval of the topic, the student will prepare a short proposal outlining the plan for their research project.

**BSMS 362 Research Design**

Following the preliminary readings on the chosen topic, the student, with the advisor's help, will design the methodology to be utilized to test the hypothesis and answering the questions pertinent to completing the research project.
BSMS 363 Literature Review
Following an extensive reading of the pertinent research on the chosen topic, the student will prepare a literature review. This review will be completed with the development of a relevant bibliography.

BSMS 364 Data Analysis
The student will use statistical methods to clean up the data and perform the necessary estimations to test the hypothesis and answer the question(s) probed by the research. In this component, the student will utilize the data gathered in the Research Design module.

BSMS 365 Data Presentation
In this final stage, the student will prepare the research findings, draw conclusions, and devise recommendations based on the findings. Finally, the results from all different stages of the student's research project will be professionally presented to the cohort and members of the faculty.

BSMS 366 Finance
This course is designed to provide the student with an understanding of the tools of finance and financial management. This course builds on the integration of skills from economics that provides much of the theory underlying the techniques of analysis and accounting which provides much of the data upon which decisions are based.

BSMS 371 Technology
This course is designed to help the student understand the various roles and relationships between technology and the firm. Students will deal with the issue of how an organization might effectively utilize technology with emphasis on understanding various application software and Internet applications that are relevant to report formation and decision-making in the various functional areas of the organization.

BSMS 376 Special Course
Special course in the BSMS program.

BSMS 380 Topics in the Social Sciences
This course is designed to provide the student in the BSMS program with an opportunity to have an exposure to one of the fields in the disciplines of the social sciences in a manner that demonstrates the relationship between that field of study and business management. Course content may change each time the course is offered.

BSMS 381 Topics in the Sciences
This course is designed to provide the student in the BSMS program with an opportunity to have an exposure to one of the fields in the disciplines of the sciences in a manner that demonstrates the relationship between that field of study and business management. Course content may change each time the course is offered.

BSMS 382 Topics in the Humanities
This course is designed to provide the student in the BSMS program with an opportunity to have an exposure to one of the fields in the disciplines of the humanities in a manner that demonstrates the relationship between that field of study and business management. Course content may change each time the course is offered.

BSMS 391 Independent Study
Independent Study in Business Administration
PRQ: Consent of instructor

BSMS 395 Strategy & Policy
In this course students will investigate the formation, implementation, and evaluation of business strategy within an organization. Emphasis will be placed on management policy-making and development of strategy in the context of the relationships among and between the various stakeholders and the organization itself in the social, political, and economic environment.

BSMS 495 Senior Capstone Educational Experience
This course is the capstone course for the program. Case studies and/or simulations will be used to focus students on organizational strategy, competitor analysis, cross-functional analysis and team-building. This course is designed to allow students to integrate the material covered throughout the program while learning about the relationship that exists among and between the various functional areas of business organizations.

CENTER FOR LEARNING STRATEGIES
RLC 030 Study Skills
Test-taking strategies, active learning strategies, SQ3R study technique, and time management are stressed.
Does not count toward graduation. PRQ: Recommendation of the Academic Standards Committee, Admissions, Advisor, or Director of the Rockford Learning Center, and open to interested students. Matriculated undergraduate students only.
Scheduled: Fall and spring yearly.
Classified: X.

RLC 039 Reading Skills for International Students
Vocabulary development, idiomatic language skills, and reading comprehension skills are stressed. Does not count towards graduation hours.
PRQ: Matriculated undergraduate students only.
Scheduled: Fall and spring, yearly.
Classified: X.

RLC 040 Reading Improvement
Vocabulary improvement, comprehension skills, and increasing rate of reading are stressed. Does not count towards graduation hours.
PRQ: Matriculated undergraduate students only.
Scheduled: Fall and spring yearly.
Classified: X.

RLC 041 Advanced Reading Skills
Inferential reading, flexible reading rate, contextual reading, and critical reading skills are stressed. Does not count towards graduation hours.
PRQ: Matriculated undergraduate students only.
Scheduled: On request.
Classified: X.
RLC 050 Basic Mathematics 3
A review of the operations of whole numbers, fractions, and decimals, percent notation, ratios and proportions, problem solving, solving equations and inequalities, the operations of polynomials, and the factoring of polynomials. Does not count towards graduation hours.
PRQ: Matriculated undergraduate students only.
Scheduled: On request.
Classified: X.

CHEMICAL & BIOLOGICAL SCIENCES

CBS 171 Introductory Research Experience 1-3
A research experience designed for promising students who have not completed their introductory course sequence but are interested in doing original research. Requires the consent of a faculty advisor and the department chair.

CBS 176 Special Topics in CBS 1-4

CBS 200 Introduction to Research 2
This course continues a student's introduction to the nature of primary literature and the vital role that the literature plays in the development of research in chemistry, biochemistry, and biology. Students will use the literature as a resource for designing experiments and interpreting results. Students will gain proficiency in the fundamentals of the measurement process, including sampling, the use of negative and positive controls, statistical testing and presentation of results. Several common types of instrumentation and basic techniques from chemistry and biology will be used to acquire data. Laboratory work is fully integrated with the lecture for this course.
PRQ: CHEM 106 or BIOL 202 or Instructor Permission
Meets: N, O
Credits: 2

CBS 370 Research Design and Proposal 1
This course prepares students for their specific undergraduate research project. Students will obtain consent from both a faculty advisor and the department chair to begin work on an original research project. Students will then prepare an annotated bibliography of peer-reviewed research relevant to their projects to help them design a research project proposal under the mentorship of a faculty advisor. Students must complete both a bibliography and a proposal before moving to undergraduate research (CBS 371).
PRQ: CBS 200 (may be taken concurrently) or permission of the department chair
Scheduled: Fall, yearly
Meets: N, O

CBS 371 Undergraduate Research 1-3
Students will conduct laboratory investigations described in the research proposal developed in CBS 370. The experimental work is designed to develop student's ability to work independently and to interpret and communicate experimental results. The course may be repeated for additional credit.

Students can also conduct research at off-campus facilities, with prior approval of the department chair.
PRQ: CBS 370 or permission of department chair
Meets: N, O
Credits: 1-3

CBS 495 Senior Seminar 2
A capstone seminar during which students discuss topics that extend and expand on their classroom experiences. They will discuss, write papers, and give oral presentations on a wide range of topics.

CHEMISTRY

CHEM 102 Chemistry in Our Environment 4
Designed and developed especially for non-science majors, this course examines current societal issues related to chemistry and the environment. Course topics may include air quality, water quality, ozone depletion, global warming, alternative energy sources and conservation, solid waste disposal and recycling, polymers, drugs, and nutrition. Appropriate chemistry is introduced as topics are presented. A goal of the course is to enhance critical thinking skills while providing a foundation of knowledge for making informed decisions about environmental issues. Laboratory experiments are related to the course content and emphasize environmental topics.
Classified: T.
Scheduled: On request.
Meets: M.

CHEM 104 Introductory Chemistry 4
This one semester lecture/lab course in general chemistry is designed to put chemistry in the context of the allied health sciences as well as other disciplines in which an understanding of the fundamentals of chemistry and of living things is valuable. The course will start with an introduction to elements, atoms, and the periodic table and continue with the quantitative nature of chemistry. Chemical reactions, stoichiometry, energies, rates, and equilibria precede information on topics that are relevant to the chemistry of life: gases, liquids, solids, solutions, acids and bases, and nuclear chemistry. Students in this course will learn to appreciate how the principles of chemistry are at work in their daily lives. Lecture 3 hours; lab 3 hours.
Prerequisites: none
Meets: M
Classification: T
Scheduled: Spring, yearly

CHEM 105 General Chemistry I 4
This course is an introduction to the principles of chemistry, including types of chemical reactions, atomic structure, chemical bonding, acid-based chemistry, gas laws, molecular geometry, thermochemistry, and nuclear chemistry. Laboratory experiments emphasize proper reporting and analysis of scientific data. Lecture 3 hours; recitation 1 hour; lab 3 hours.
CHEM 105 Contemporary Nutrition  3
Want to look good, be more energetic, prevent disease, and maybe get better grades? Boost your nutrition savvy by exploring contemporary issues and controversies in nutrition - an applied science. This course will be taught from an interdisciplinary perspective and provide depth of scientific knowledge and practical skills for eating healthy for a lifetime. Scope of course extends from personal to global nutrition and includes a community-based learning component.
Prerequisites: None
Scheduled: Fall Annually
Meets: CMNO

CHEM 205 Organic Chemistry I  4
An introduction, in this first organic course, to topics covering basic theory, stereochemistry, some reaction mechanisms, properties, preparations, and reactions of several functional groups. The lab work covers basic techniques of organic chemistry and some reactions.
Lecture 3 hours, lab 3 hours.
PRQ: CHEM 106.
Classified: T.
Meets: NO.
Scheduled: Fall, yearly.

CHEM 206 Organic Chemistry II  4
As a continuation of CHEM 205, the course focuses on a number of other important functional groups, reaction mechanisms, and spectroscopy. The lab includes some qualitative analysis and syntheses. Lecture 3 hours; lab 3 hours.
PRQ: CHEM 205.
Scheduled: Spring, yearly.
Classified: T.
Meets: NO.

CHEM 305 Physical Chemistry I  4
This course serves to develop the student's understanding of classical thermodynamics, chemical potential, chemical and phase equilibria, electrochemistry and chemical kinetics. Laboratory experiments serve to illustrate the material covered in the lectures. Lecture 3 hours; lab 3 hours. PRQ: CHEM 106, PHYS 202 (or PHYS 106), MATH 130, or consent of instructor. [Note: While it is not required, students are strongly advised to have taken two semesters of calculus.]
Scheduled: Fall, On request.
Classified: T.
Meets: NO.

CHEM 306 Physical Chemistry II  4
The second course in physical chemistry includes an introduction to quantum chemistry as well as discussion of atomic and molecular spectroscopy and statistical mechanics. Lab experiments relate to the material presented in lecture and will emphasize quantitative skills as well as proper reporting of experimental results. Lecture 3 hours; recitation 1 hour; lab 3 hours.
PRQ: CHEM 105.
Scheduled: Spring, yearly.
Classified: T.
Meets: NO.

CHEM 311 Biochemical Methods  1
Laboratory techniques commonly used in biochemistry will be introduced. Experiments will demonstrate methods used in the purification and characterization of proteins and will illustrate principles of enzyme kinetics.
PRQ: CHEM 315, or concurrent enrollment in CHEM 315.
Scheduled: Fall, yearly.
Classified: T.
Meets: NO.

CHEM 315 Biochemistry I  3
This one-semester course introduces the structure and function of lipids, carbohydrates, proteins, and polynucleic acids. An exploration of the regulatory relationships found in living cells will be accomplished by analyzing intermediary metabolism, especially carbohydrate metabolism. The thermodynamic and kinetic foundation of metabolism will also be examined. This course will also introduce the basic flow of genetic information in living systems.
PRQ: CHEM 206.
Scheduled: Fall, yearly.
Meets: NO.
CHEM 316 Biochemistry II 3
This one semester course is designed to build on the fundamentals of biomolecular structure, thermodynamics, kinetics, and metabolism, introduced in Biochemistry I, by analyzing advanced topics. The storage and transfer of genetic information will be examined in depth. Current topics will be explored using a number of different sources, including the primary literature. Emphasis will be placed on understanding the underlying thermodynamic and kinetic bases of energy metabolism and its regulation.
PRQ: CHEM 315.
Scheduled: Spring, yearly.
Meets: NO.

CHEM 321 Methods of Analysis 2
This course provides an introduction to the general principles of analysis in the natural and physical sciences. As such, it will serve as a valuable preparation for undergraduate research in chemistry, biochemistry, biology or any science. Several common types of instrumentation will be used to support the analysis of samples. Students will gain proficiency in the fundamentals of the measurement process, including sample preparation, the use of negative and positive controls, and the attendant reliability and uncertainty of such measurements. An introduction to formal Good Laboratory Practices (GLP) will also be addressed.
Lecture 3 hours, lab 3 hours
PRQ: Chem 106
Classified: T
Meets: NO.

CHEM 322 Practice of Chemical Analysis 2
In this course students will learn common methods of quantitative chemical analysis, including separation techniques, titration, spectrophotometry, chromatography, and gravimetric analysis. The interfacing of computers with instruments will also be employed. Lecture 3 hours; lab 3 hours for ½ semester.
PRQ: CBS 200
Scheduled: On Request
Classified: T.
Meets: NO.
Credits: 2

CHEM 340 Instrumental Analysis - Spectroscopy 2
In this survey of modern Spectroscopic instrumentation, students continue to develop skills and techniques from previous courses. However, the theory, design, and operation of advanced instrumentation will be the focus of this course. Laboratory work will emphasize both independent and group work. Lecture 3 hours; lab 3 hours. - Half semester Course
Scheduled: On request.
PRQ: CBS 200 and (PHYS 106 or PHYS 202)
Meets: N.O
Classified: T

CHEM 350 Instrumental Analysis - Chromatography 2
In this survey of modern chromatographic instrumentation, students continue to develop skills and techniques from previous courses. However, the theory, design, and operation of advanced instrumentation will be the focus of this course. Laboratory work will emphasize both independent and group work. Lecture 3 hours; lab 3 hours.
- Half semester Course
Scheduled: On request.
PRQ: CBS 200
Meets: N.O
Classified: T

CHEM 376 Special Topics in Chemistry 4
Special Topics in Chemistry

CHEM 391 Independent Study 1-4

CHEM 398 Internship in Chemistry 1-8
PRQ: Consent of instructor. Also, the student must have completed 45 hours of college work (15 at Rockford College) and have a cumulative GPA of 2.5 or better.
Scheduled: On request.
Meets: N.

CHEM 406 Special Topics in Chemistry 3
This course provides students with an intensive advanced study of one aspect of chemistry, such as organic, physical, biophysical, bioanalytical, or bioinorganic chemistry. This course may be repeated for credit provided a different topic is covered. Lecture.
PRQ: Consent of instructor.
Scheduled: On request.
Meets: NO.

CLASSICS

CLAS 111 Mythology of Greece and Rome 3
A study of Greek and Roman myths with consideration of the various theories of their origin and development and their importance in English literature. Special emphasis is put on understanding Greek and Roman religions, their divinities and their religious practices.
PRQ: None.
Scheduled: yearly.
Meets: LNO.

CLAS 123 Greek Civilization 3
The Greek contribution to western civilization. Topics: Homer's Iliad, the Bronze Age, geometric art, the age of lyric poetry, the city-state, the great histories of Herodotus and Thucydides, classical art and architecture, the early works of Plato.
PRQ: None.
Scheduled: Alternate years.
Meets: LNO.

CLAS 124 Roman Civilization 3
The rise and fall of Rome, the most influential city in the study of western civilization. Topics: the age of kings, heroism and diplomacy, the rise of individualism, the Gracchi, Marius, Sulla, Pompey the Great, Julius Caesar, Augustus. Study selections from Latin literature (drama,
Cicero, Vergil's Aeneid, other poetry) will bring Romans to life.
PRQ: None.
Scheduled: Alternate years.
Meets: LNO.

**CLAS 130**  Vocabulary Building and Scientific Term  3
A study of Greek and Latin roots, prefixes and suffixes, together with English words derived from them. Practice in analyzing words and discussion of the principles of deriving scientific and medical terms.
PRQ: None.
Scheduled: Yearly.
Meets: L.

**CLAS 140**  Women in Antiquity  3
An introduction to ancient Greek and Roman, literature and culture through the lens of the roles of women, including for example, female figures among the gods and women in religious practice; female characters in literature; political and social roles.
PRQ (Pre-requisites): NONE
Scheduled: On request
Meets: LNO

**CLAS 150**  Ancient Greek & Roman Athletics & Sport  3
An introduction to ancient Greek and Roman history, literature and culture through the lens of ancient athletics, sport and spectacle, including for example, the ancient Greek Olympics; famous funeral games in Greek and Latin literature; the spectacle of military triumphs; the blood sports of the Colosseum; the gymnasium and public bath.
PRQ (Pre-requisites): NONE
Scheduled: On request
Meets: LNO

**CLAS 176**  Special Topics in Classics  1-3
Special Topics in Classics

**CLAS 210**  Archaeology of the Ancient World  3
(XL: ARTH 210) A study of the monuments and other material remains that illustrate the historical development of Greece and Rome. Some attention will be paid to the topography of Athens and Rome and of other selected sites. Guest lecturers, such as those of the Archaeological Institute of America, may present information in related areas, e.g., on the Egyptians, Phoenicians, etc. Some major archaeologists will be discussed for their contributions.
PRQ: None.
Scheduled: As needed.
Non-studio. Meets: ALNOS.

**CLAS 221**  Greek and Roman Epic in Translation  3
A study of the Iliad, the Odyssey, and the Aeneid with possible references to related literature.
PRQ: None.
Scheduled: As needed
Meets: LNO.

**CLAS 276**  Special Topics in Classics  1-3

**CLAS 291**  Independent Study: Classics  1-3
Independent study in classics.
PRQ: Consent of instructor

**CLAS 313**  History of Ancient Greece  3
(XL: HIST 313) A survey of Greek history from early beginnings to the Roman conquest. Topics to be emphasized: the formation of the city-state, the development of democracy at Athens, the two great military conflicts of the fifth century B.C. (the Persian and the Peloponnesian wars), ancient Greek historians and their interpretation of history.
PRQ: HIST 101 or CLAS 123 or consent of instructor.
Scheduled: Alternate years.
Meets: LNOS.

**CLAS 314**  History of Ancient Rome  3
(XL: HIST 314) A study of the rise of Rome and its maturity with emphasis on the political and constitutional developments, social and political revolutions, and the conquest of the Mediterranean. Study also of the Augustan age, the Pax Romana, and the decline of the western Roman Empire.
PRQ: HIST 101 or CLAS 124 or consent of instructor.
Scheduled: Alternate years.
Meets: LNOS.

**CLAS 322**  Greek and Roman Literature in Translation: Drama and Lyric Poetry
The origins and development of drama among the ancient Greeks and Romans. Study of various topics (the birth of the genre, the role of drama in ancient society, ancient theaters and staging) through the reading of ancient plays. We will consider selections from Greek tragedy (Aeschylus, Sophocles, Euripides) and Old Comedy (Aristophanes) and discuss their influence on Roman tragic and comic playwrights.
PRQ: None.
Scheduled: Alternate years.
Meets: LNO.

**CLAS 391**  Independent Study in Classics  1-3
Independent Study in Classics

**CLAS 495**  Senior Seminar  3
PRQ: Senior standing and consent of department chair.
Scheduled: On request.
Meets: N.
CSCI 100  Basic Programming  3
For students with little or no previous programming experience. It introduces problem-solving algorithms, flowcharting and structured computer programming, using the language Visual Basic. Students will spend much of their time composing, debugging, and executing computer programs. PRQ: MATH 106, high school algebra, or consent of instructor.
Scheduled: Every semester.
Meets: M.

CSCI 103  Introduction to Database Management: Access  1
This course introduces students to database management. Students will learn how to electronically create, store, update, manipulate and report data using the popular database manager Access. PRQ: CSCI 113
Scheduled: Fall, yearly.
Meets: M.

CSCI 104  HTML and the Internet  1
Web pages on the Internet. Students will build individual Web pages and place them in a hierarchical Web structure. Topics include Web terminology, page design, graphics, links, tables, site structure, use of Web browsers, and Internet protocols. Testing will be done in a "test environment" to ensure page correctness and production readiness.
PRQ: None.
Scheduled: Every semester.
Meets: M.

CSCI 106  Desktop Publishing Using Microsoft Publisher  1
This course will cover step-by-step creation of brochures, newsletters, letterhead, business cards, and flyers. Appropriate usage of typefaces, spacing, graphics DTP terms, and type specifications will be stressed.
PRQ: Familiarity with MS Word.
Scheduled Every semester.
Meets: M.

CSCI 108  Advanced Power Point  1
This course will expand upon the skills learned in CSCI 107, preparing the student for Expert level MOUS certification using MS Power Point. Topics included in this course: importing files, managing files, creating forms using MS Visual Basic, creating self-running presentations, and distribution of presentations to remote audiences using NETSHOW.
PRQ: CSCI 107 or consent of instructor.
Scheduled: Every semester.
Meets: M.

CSCI 110  Introduction to Computers and Technology  3
This course introduces students to computers and the use of technology. Topics include: The evolution of the computer and technology and the role computers and technology have and will play in the development our society; How computers work, an introduction to personal computers, data communication systems, the Internet, the World-wide-web, and an understanding of the use of software and hardware will be covered. Students will understand how information systems work and are incorporated into all areas of society. A knowledge of how the human/computer interface occurs will be studied.
PRQ: None.
Scheduled: fall and spring, yearly.
Meets: MNO.

CSCI 112  Introduction to Word Processing: MS Word  1
In this set of courses we offer the basics of three important Microsoft applications; Word, Excel, and PowerPoint. Taken together, these provide students with an array of skills that will aid in their learning. Students will learn the basics of MS-Word along with useful tips and procedures, will be introduced to the use of Excel spreadsheets as a way to create, edit, format, store and print tables and graphs and incorporate them into Word documents or PowerPoint presentations, and will learn to use PowerPoint to prepare presentations, import and manage files, create forms using Visual Basic, and tie this software to other MS Office products.
PRQ: None.
Scheduled: Every semester.

CSCI 113  Intro to Electronic Spreadsheets: Excel  1
In this set of courses we offer the basics of three important Microsoft applications; Word, Excel, and PowerPoint. Taken together, these provide students with an array of skills that will aid in their learning. Students will learn the basics of MS-Word along with useful tips and procedures, will be introduced to the use of Excel spreadsheets as a way to create, edit, format, store and print tables and graphs and incorporate them into Word documents or PowerPoint presentations, and will learn to use PowerPoint to prepare presentations, import and manage files, create forms using Visual Basic, and tie this software to other MS Office products.
PRQ: None.
Scheduled: Every semester.

CSCI 114  Power Point  1
In this set of courses we offer the basics of three important Microsoft applications; Word, Excel, and PowerPoint. Taken together, these provide students with an array of skills that will aid in their learning. Students will learn the basics of MS-Word along with useful tips and procedures, will be introduced to the use of Excel spreadsheets as a way to create, edit, format, store and print tables and graphs and incorporate them into Word documents or PowerPoint presentations, and will learn to use PowerPoint to prepare presentations, import and manage files, create forms using Visual Basic, and tie this software to other MS Office products.
PRQ: None.
Scheduled: Every semester.
CSCI 118  Computing in the Sciences  2
This course will introduce students to the use of Excel spreadsheets and Mathcad software as they apply to the science laboratory and in general problem-solving. Topics will include the use of these software tools for statistical and graphical analysis, interpolation, finding roots of equations, linear and non-linear regression, curve-fitting, symbolic calculations, linear algebra, matrices, and an introduction to differentiation and integration.
PRQ: Math placement of 3 or better; or MATH 106-108, or consent of instructor.
Meets: M.
Scheduled: On Demand

CSCI 140  Applications Program Development Java  4
A beginning computer problem solving and programming course using Java as the vehicle language. This course also includes hands on laboratory experience.
PRQ: None.
Scheduled: Fall Yearly.
Meets: MNO

CSCI 150  Applications Program Development I  4
A beginning computer problem solving and programming course using COBOL as the vehicle language. This course also includes hands on laboratory experience.
PRQ: None.
Scheduled: Fall Yearly.
Meets: MNO

CSCI 240  Web Technologies and Systems  3
Introduction to Web technologies and systems. Emphasis on design, development, testing, implementation, and applications of Web-based systems and technologies including related software, data exchange protocols, interfaces, and tools.
PRQ: CSCI 140.
Scheduled: Fall Yearly.
Meets: MNO.

CSCI 250  Intro to Management Information Systems  3
An introduction to the need for and uses for information systems within business organizations. Emphasis is placed on information requirements in organizations, history, systems development, and the data processing cycle as it encompasses hardware, software and operations. Experience with application software packages will be included. Intended as an entry point to the MIS curriculum, and as a literacy course for business-oriented students.
PRQ: Sophomore standing or consent of instructor.
Scheduled: Fall Odd years or as needed.
Meets: MNO.

CSCI 252  Scientific Application Programming: FORTRAN  3
This course will help the student achieve competency in programming in FORTRAN and in using the computer as a tool to solve problems in mathematics and science. Problem-solving, flowcharting, pseudo-code, structured programming techniques, and documentation standards will be emphasized.
PRQ: Previous programming experience.
Scheduled: Fall, odd years.
Meets: MNO.

CSCI 254  Database Management Systems  3
This course emphasizes the use of database methods in designing and implementing solutions to business systems problems. Fourth generation programming techniques will be employed in application development on both mainframe and microcomputers. Also stressed will be basic knowledge in data structures, normalization of data, data modeling and the theory of database development and utilization.
PRQ: CSCI 150 or CSCI 140 or consent of instructor.
Scheduled: Spring Yearly or as needed.
Meets: MNO.

CSCI 270  Object-Oriented Programming  4
An advanced computer problem solving and programming course using object-oriented methodology using Visual Basic as the vehicle language. This course also includes hands on laboratory experience.
PRQ: CSCI 140 or CSCI 150.
Scheduled: Spring Yearly or as needed.
Meets: MNO

CSCI 320  Computer Organization  4
A computer problem solving and programming course using object-oriented methodology using C++ as the vehicle language. This course also includes hands on laboratory experience.
PRQ: CSCI 140 or CSCI 150.
Scheduled: Fall Yearly or as needed.
Meets: MNO.

CSCI 330  Computer Organization II  4
An advanced computer problem solving and programming course using object-oriented methodology with C++ as the vehicle language. The course introduces students to advance topics such as the theory underlying the design of the fundamental hardware/software components of a computer system and gaming systems. This course also includes hands on laboratory experience.
PRQ: CSCI 320.
Scheduled: Spring Yearly or as needed.
Meets: MNO

CSCI 352  Systems Analysis and Design  3
This course uses case studies of actual business situations as the vehicle to develop the students' understanding of MIS and related concepts as applied to business problems. Use of the microcomputer as a tool in the solution of real-world business problems will be emphasized.
PRQ: CSCI 150 or CSCI 140 or consent of instructor.
Scheduled: Fall Even Years or as needed.
Meets: MNO.
CSCI 354  Database Management Systems  3
This course emphasizes the use of database methods in designing and implementing solutions to business systems problems. Fourth generation programming techniques will be employed in application development on both mainframe and microcomputers. Also stressed will be basic knowledge in data structures, normalization of data, data modeling and the theory of database development and utilization.
PRQ: CSCI 260 or consent of instructor.
Scheduled: Spring, even years.
Meets: MNO.

CSCI 356  Data Communications  3
This course introduces the student to an environment which is undergoing rapid change through developments such as microcomputer-based workstations, digital-voice communications, local area networks, computer load sharing, decentralized transaction processing, distributed databases and other evolving technologies. Implications for systems design and development under conditions of distribution, autonomy, centralization and decentralization will be emphasized.
PRQ: CSCI 150 or CSCI 140 or consent of instructor.
Scheduled: Spring Yearly or as needed.
Meets: MNO.

CSCI 358  Project Management Systems  3
Methods of project management including systems view and systems methodology, project scope, initiation and planning, management concepts and types of management plans, project metrics and estimates, tools for project management, project reports and documentation.
PRQ: Junior standing or Instructors permission.
Scheduled: Fall Even or as needed.
Meets: MNO.

CSCI 360  Information Systems Security  3
An introduction to the various technical and administrative aspects of information security and assurance. Provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features.
PRQ: CSCI 140 or CSCI 150 or Instructors permission.
Scheduled: Fall Odd Years or as needed.
Meets MNO.

CSCI 362  Integrative Programming and Technology  3
Data mapping and exchange: metadata, XML, encoding schemes, data stream transformations, and data integration and exchange between computer systems. Integrative programming and technology: design patterns, interfaces, inheritance, reusability, and security practices. Computer information systems integration: architectures, socket programming, Web services, message and queuing services.
PRQ: CSCI 240.
Scheduled: Fall Odd Years or as needed.
Meets: MNO.

CSCI 364  Operating Systems  3
An introduction to the basic concepts of operating systems. Topics may include processes, interprocess communication and synchronization, management of computer resources, deadlock problems and avoidance, sharing and protection of processes and data, file systems and implementation.
PRQ: CSCI 260 or consent of instructor.
Scheduled: On demand.
Meets: M.

CSCI 365  Computer Graphics  3
The study of the fundamental principles of computer-controlled graphics. The student will be expected to partially implement and use a graphics system in a high-level language (such as C++ or Visual Basic) in a variety of programs. Other topics may include segmentation of graphic files, windowing and clipping, problems of representation of three-dimensional objects, drawing of curves, shadowing and animation.
PRQ: CSCI 100 or 270 or consent of instructor.
Scheduled: On demand.
Meets: M.

CSCI 367  Programming Languages  3
This course introduces the formal study of language specification and analysis. Emphasis is on understanding the organization of programming languages and the runtime behavior of programs.
PRQ: CSCI 270 or consent of instructor.
Scheduled: On demand.
Meets: M.

CSCI 370  PHP/ASP & SQL  4
This class integrates/builds on the theories of Web Development and Database Management with hands on laboratory experience. It uses PHP/ASP and SQL as the vehicle languages.
PRQ: CSCI 240, CSCI 254, & CSCI 362.
Scheduled: Spring Yearly or as needed.
Meets: MNO.

CSCI 376  Special Topics in Computer Sciences  3
Current topics in the field of Computer Science are discussed. Course content will vary to meet the needs of students and the expertise of instructors.
PRQ: Consent of instructor.
Scheduled: On demand.
Meets: M.

CSCI 398  Internship in Computer Science  4
A practical experience in which students will have the opportunity to utilize computers in their areas of study. Depending on the major, students will spend several hours each week in a closely supervised industrial, commercial, business or research environment.
PRQ: Declared Csci major or minor, and consent of instructor.
Scheduled: On request.
Meets: N.
CSCI 495 Senior Seminar 3-6
This course is the culmination of students' undergraduate computer science studies. It consists of a Practicum experience (internship), a term project and a series of readings and discussions on the state of the art. In the practicum, students are placed in an industrial, commercial, or research environment for several hours a week to gain practical experience. The term project is a research project extending students' knowledge in some aspect of computer science.
PRQ: Senior CSCI major or consent of instructor.
Scheduled: Spring, yearly.
Meets: N.

CSCI 498 Internship in Computer Science 1-4
A practical experience in which students will have the opportunity to utilize computers in their areas of study. Depending on the major, students will spend several hours each week in a closely supervised industrial, commercial, business or research environment.
PRQ: Declared Csci major or minor, and consent of instructor.
Scheduled: On request.
Meets: N.

COMMUNICATION

COMM 127 Beginning Photography I 2
A studio experience in exploring basic photographic tools to increase visual awareness and to develop individual creative expression.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

COMM 210 Forms of Oral Communication 4
Basic principles of effective communication and developing skills fundamental to conversation, discussion, public speaking and oral reading.
PRQ: None.
Scheduled: Spring, yearly.
Meets: U (provided ENGL 112 and 45 credit hours have been completed).

COMM 226 Oral Interpretation of Literature 4
The theory of oral interpretation as communication of intellectual and aesthetic meaning. Analysis of poetry and prose for oral presentation, with emphasis on performance as a part of the study of literature.
PRQ: None.
Scheduled: Fall, yearly.
Classified: B.
Meets: AU (provided ENGL 112 and 45 credit hours have been completed).

COMM 252 Introduction to Film 3
In-depth study and criticism of selected major films, foreign and American. Designed to deepen students' appreciation of the art of filmmaking through viewings, weekly written critiques, lectures, and class discussions.
PRQ: RHET 102 or equivalent.
Scheduled: Upon request.
Meets: ANO.

COMM 256 Journalism 4
A course to improve the writing skills of students interested in journalism.
PRQ: RHET 102 or equivalent.
Scheduled: Fall, yearly.
Meets: NO.

COMM 276 Special Topics in Communication 1-4
Special topic course in Communication

DANCE

DANC 101 Introduction to Dance 1
An introduction to ballet, modern, jazz, and social dance. Students are introduced to these basic dance forms through technique.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: A.

DANC 200 Dance in Elementary Education 2
This course is designed to familiarize students with the tools necessary to integrate creative movement exercises into the classroom. Creative movement can be utilized to enhance curriculum areas such as mathematics, science, language arts, and basic concepts such as shapes, letters, and numbers.
PRQ: None.
Scheduled: Fall, yearly.
Classified: B.
Meets: A.

DANC 201 Dance History 3
A survey beginning with primitive and ancient dance. Major emphasis is on the development of ballet and modern dance in western civilization.
PRQ: None.
Scheduled: As needed.
Meets: A.

DANC 211 Ballet I 1
Theory and practice of ballet technique.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: A.

DANC 212 Modern I 1
Theory and practice with emphasis on the awareness of dance as an artistic form. Designed as an introduction to the modern dance style.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: A.

DANC 213 Jazz I 1
Introduces various styles of jazz and the practice of these styles.
PRQ: None.
Scheduled: Spring, yearly.
Classified: B.
Meets: A.
DANC 214  Tap I  
The theory and practice of tap dancing.  
PRQ: None.  
Scheduled: Fall, odd years.  
Classified: B.  
Meets: A.  

DANC 221  Conditioning for Dancers  
This course is meant to supplement the goals of the study of dance technique and performance by helping students increase their strength, flexibility, and stamina.  
PRQ: None  
Scheduled: Every semester  
Classified: B  
Repeatable up to six times.  

DANC 222  Anatomy, Physiology, and Somatics  
This class will combine the study of human anatomy, wellness, and nutrition with the principles of various somatic practices to address the academic component of dance in terms of total body connectivity, efficiency of movement, and clarity from the inner to the outer.  
PRQ: DANC 211 or 212  
Scheduled: Spring Odd Years  
Meets: O  

DANC 223  Improvisation  
A basic dance improvisation course focusing on play and discovery as methods for generating movement and exploring the full potential of the authentic body in motion.  
PRQ: DANC 212 or approval of instructor  
Scheduled: Fall Odd Years  
Classified: B  
Meets: O  

DANC 231  Musical Comedy  
The practice and analysis of various choreographic styles found in the theatrical world of musical comedy.  
PRQ: none.  
Scheduled: Every spring.  
Classified: B.  
Meets: A.  

DANC 232  World Dance Forms  
Students will explore cultural dance forms from Europe, Africa, and Polynesia.  
PRQ: None  
Scheduled: Fall Odd Years  
Classified: B  
Meets: AO  

DANC 233  Social Dancing Workshop  
Students will learn the fundamentals of various social and ballroom styles including smooth, latin, and swing.  
PRQ: None  
Scheduled: Fall Even Years  
Classified: B  
Meets: AO  

DANC 241  Choreography I  
An introduction to the basic tools of dance composition, including space, time, energy, gesture, and elements of design.  
PRQ: DANC 212 and 223  
Scheduled: Fall Odd Years  
Classified: B  
Meets: O  

DANC 276  Special Course in Dance  
Special Course in Dance  

DANC 311  Ballet II  
Theory and practice of ballet technique.  
PRQ: DANC 211; may be repeated.  
Scheduled: Fall and spring, yearly.  
Classified: B.  
Meets: A.  

DANC 313  Intermediate/Advanced Modern Dance I  
Introduces various styles of jazz and the practice of these styles.  
PRQ: DANC 213; may be repeated.  
Scheduled: Spring, yearly.  
Classified: B.  
Meets: A.  

DANC 314  Tap II  
A continuation of DANC 214.  
PRQ: DANC 214 or consent of instructor.  
Scheduled: Spring, even years.  
Classified: B.  
Meets: A.  

DANC 341  Choreography II  
Using the tools introduced in Choreography I, students will explore new methods of generating movement, delving into language, rhythmic and musical studies, props and architecture, sources of inspiration, and meaning making.  
PRQ: DANC 241  
Scheduled: Fall Even Years  
Classified: B  
Meets: O  

DANC 376  Selected Topics in Dance  

DANC 391  

DANC 411 Ballet III 1
Theory and practice of ballet technique.
PRQ: DANC 311; may be repeated.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: A.

DANC 412 Modern III 1
Theory and practice with emphasis on the awareness of dance as an artistic form. Designed as an introduction to the modern dance style.
PRQ: DANC 312; may be repeated.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: A.

DANC 413 Jazz III 1
Introduces various styles of jazz and the practice of these styles.
PRQ: DANC 313; may be repeated.
Scheduled: Spring, yearly.
Classified: B.
Meets: A.

DANC 441 Choreography III 2
A continuation of the ideas introduced in Choreography I and II, students will create a large and varied body of work over the course of the semester. New ideas include the integration of technical and theatrical elements into the creation and presentation of choreography. The course will culminate in a fully produced concert of the students’ work.
PRQ: DANC 341
Scheduled: Spring Even Years
Classified: B

ECON 101 Principles of Microeconomics 4
Production and distribution within the American economy. Topics include the effects of different market structures on product price and output; determinants of demand for labor and other resources; history of government regulation; labor history and collective bargaining; economic determinants of income distribution; international trade; pollution; poverty; and farm subsidies.
PRQ: None.
Scheduled: Fall, spring, and summer, yearly.
Meets: SNO.

ECON 102 Principles of Macroeconomics 4
The aggregate level of economic activity in the American economy and determinants of the national income, employment, and price levels. Topics include fiscal policy, money and banking, wage-price controls, the Marxian critique of capitalism, limits to growth and equality, poverty and economic justice.
PRQ: None.
Scheduled: Spring and summer, yearly.
Meets: SNO.

ECON 176 Special Course in Economics 4
Theories of consumer behavior, of the firm under conditions of competition and monopoly, allocation of productive resources, and product distribution in a system regulated by prices and markets.
PRQ: ECON 101.
Scheduled: Fall and summer, yearly.
Meets: SNO.

ECON 203 Price Theory 4
An examination of aggregate economic behavior; the determinants of national income, output, employment, consumption, and investment behavior, and the impact of fiscal policy on aggregate expenditure are the principal topics.
PRQ: ECON 102.
Scheduled: Spring, Yearly.
Meets: SNO.

ECON 208 National Income and Employment Theory 4
An examination of aggregate economic behavior; the determinants of national income, output, employment, consumption, and investment behavior, and the impact of fiscal policy on aggregate expenditure are the principal topics.
PRQ: ECON 102.
Scheduled: Spring, Yearly.
Meets: SNO.

ECON 280 Applied Quantitative Methods for the Social Sciences 4
Quantitative techniques to conduct and understand social science research. Topics include mathematics, statistics and other relevant subjects, with special emphasis on understanding which techniques and tools are appropriate in different situations; relatively little emphasis will be placed on calculating statistics. You are expected to master at least one specialized computer program during the semester.
PRQ: High school algebra and sophomore standing.
Scheduled: On request.

ECON 305 Public Policy Analysis 4
The merit and efficiency of certain governmental programs require renewed examination. This course attempts to improve our abilities to understand social problems, to identify policy choices. Specific public policies will be examined as illustrations of general problems of policy analysis.
PRQ: ECON 101 or 102.
Scheduled: Spring, odd years.
Meets: SNO.

ECON 309 Public Finance 4
Xlisted: BSAD 309. This course will examine basic principles of financial management as they apply to public and not-for-profit organizations. Issues will include budgeting and costs, financial accountability, governance and decision-making structures, and relations with governmental and private funding sources. Where appropriate, comparisons will be made between public and not-for-profit finance on the one hand, and with for-profit finance on the other hand.
PRQ: ECON 101.
Scheduled: Fall, yearly.
Meets: SNO.
ECON 310  Seminar in Policy Analysis  4
Examines a limited number of topics in some detail, including theoretical and methodological development of policy issues. There will be an opportunity to pursue research in the field.
PRQ: ECON 101 or 102.
Scheduled: Spring, even years.
Meets: SNO.

ECON 317  Money and Banking  4
The course focuses on the institutional structure of the financial markets that comprise the fabric of the American economy. Macroeconomic policy provides the framework within which public and private sector partnerships function to assure a stable and growing environment for American citizens to seek to realize their economic goals. Topics included in the course may include: monetary theory, the role of money in a market economy, the structure of the financial marketplace as it relates to and is influenced by monetary policy as formulated and implemented by the Federal Reserve System. Skills developed in this course include: critical reading and thinking, clear and concise academic writing, and preparation and delivery of oral presentations.
PRQ: ECON 101 and 102.
Scheduled: Fall, yearly.
Meets: SNO.

ECON 320  International Economics  4
Introduction to essential economic principles of international economic relationships, including theoretical and institutional aspects of international trade; effects of trade; and factor movements on economic welfare; balance of payments; problems of international disequilibrium; barriers to trade; and the search for economic stability and growth through international cooperation.
PRQ: ECON 101.
Scheduled: Spring, odd years.
Meets: SNO.

ECON 321  History of Economic Thought  4
Development of economic thought from the Greek philosophers to the present. Focus will be on the economic ideas of the mercantilists, classical economists, Karl Marx, neo-classical economists, Austrian school, John M. Keynes and Milton Friedman.
PRQ: ECON 101.
Scheduled: Fall, odd years.
Meets: SNO.

ECON 327  Economic Growth and Development  4
Economic conditions in developing countries, with a thorough analysis of different theories of economic growth and development as well as issues and problems of development, such as income distribution, population growth, health and education, gender, race and ethnicity, and socio-political institutions.
PRQ: ECON 101 or ECON 102.
Scheduled: Spring, even years.
Meets: SNO.

ECON 329  American Economic History  4
(XL: HIST 329) An examination of the historical development of the American economy. The development, maturation, and alteration of capitalism will be the focus of the course. Topics to be emphasized include capital formation, industrialization, entrepreneurship, and the evolving relationship between the public and private sectors.
PRQ: ECON 101 or 102 and 3 hours in history.
Scheduled: On request.
Meets: SNO.

ECON 335  Introduction to Mathematical Economics  4
Microeconomics and Macroeconomics concepts in a mathematical setting. Basic application of mathematical concepts to marginal analysis, equilibrium, and optimization. Application to matrix theory to input-output analysis and the solution of economic equilibrium.
PRQ: ECON 101 and 203.
Scheduled: Fall, even years.
Meets: SNO.

ECON 336  Econometrics  4
This course is an introduction to econometric theory. It includes parameter estimation and simple and multiple equation economic models as well as inferences and hypothesis testing. Special attention is given to the development of econometric models to be used in economic forecasting.
PRQ: ECON 101, ECON 203 and MATH 224.
Scheduled: Spring, odd years.
Meets: SNO.

ECON 352  Business Forecasting  4
In this course, the students will learn the application of a variety of statistical techniques that are useful for preparing business forecasts for short term decision making and long-term planning. Forecasting business sales, inventories, and personnel requirements using different time-series techniques will be covered. These techniques include various exponential smoothing methods, moving average, regression analysis, classical time-series decomposition methods, and ARIMA (Box-Jenkins) models. How to build forecasting models, how to generate forecasts, and how to evaluate the reliability of the forecasts generated will also be covered. Computer applications are an integral component of the course.
Meets: NO.
Scheduled: Spring, Yearly.

ECON 361  Government and Business  4
(XL: BSAD 361) The growth of government influence in the economic sector from both theoretical and historical viewpoints. Particular emphasis is placed on antitrust activity, government regulatory agencies, government prohibition of activities, and government run economic enterprises.
PRQ: ECON 101.
Scheduled: Fall, even years.
Meets: SNO.
ECON 365  Managerial Economics and Operations Research
(XL: BSAD 365) Exposition of theoretical and analytical tools of economics which are useful in managerial decision-making and illustrating applications of managerial concepts. Different market structures and various government policies are examined to evaluate the scope of their influence on business decisions.
PRQ: ECON 101.
Scheduled: Fall, yearly.
Meets: NO.

ECON 376  Special Course in Economics
Special course in Economics

ECON 391  Independent Study in Economics
Independent study in Economics

ECON 398  Internship in Economics
PRQ: Junior standing and departmental approval.
Scheduled: Fall and Spring, yearly.

ECON 418  Financial Economics
Integrates the fundamental tools of finance, investments and economics to allow you to apply these concepts to theoretical and real world situations through the case method.
PRQ: ACCT 223, BSAD 318, BSAD 319, ECON 208.
Scheduled: Spring, even years.
Meets: SNO.

ECON 498  Internship in Economics
PRQ: Senior standing and departmental approval.
Scheduled: Fall and Spring, yearly.

ECON 509  Public Finance
This course will examine basic principles of financial management as they apply to public and not-for-profit organizations. Issues will include budgeting and costs, financial accountability, governance and decision making, and relations with governmental and private funding sources. Where appropriate comparisons will be made between public and not-for-profit finance on the one hand, and with for profit finance on the other hand.
PRQ: BSAD 502 or equivalent
Skills developed: analytical, problem solving and speaking
Practical application: discussions and research concerning actual financial problems faced by public and not-for-profit organizations

ECON 510  Seminar in Policy Analysis
Examines a limited number of topics in some detail, including theoretical and methodological development of policy issues. There will be an opportunity to pursue research in the field.
PRQ: ECON 101 or 102, and 305, or equivalent.
Scheduled: Spring, even years.

ECON 517  Money and Banking
The course focuses on the institutional structure of the financial markets that comprise the fabric of the American economy. Macroeconomic policy provides the framework within which public and private sector partnerships function to assure a stable and growing environment for American citizens to seek to realize their economic goals. Topics included in the course may include: monetary theory, the role of money in a market economy, the structure of the financial marketplace as it relates to and is influenced by monetary policy as formulated and implemented by the Federal Reserve System. Skills developed in this course include: critical reading and thinking, clear and concise academic writing, and preparation and delivery of oral presentations. PRQ: ECON 101 and 102, or ECON 502.
Scheduled: Fall, yearly.
Meets: SNO.

ECON 520  International Economics
Introduction to essential economic principles of international economic relationships, including theoretical and institutional aspects of international trade; effects of trade; and factor movements on economic welfare; balance of payments; problems of international disequilibrium; barriers to trade; and the search for economic stability and growth through international cooperation.
PRQ: Scheduled: Spring, odd years.

ECON 521  History of Economic Thought
Development of economic thought from the Greek philosophers to the present. Focus will be on the economic ideas of the mercantilists, classical economists, Karl Marx, neo-classical economists, Austrian school, John M. Keynes and Milton Friedman.
PRQ: ECON 101.
Scheduled: Fall, yearly.

ECON 529  American Economic History
An examination of the historical development of the American economy. The development, maturation, and alteration of capitalism will be the focus of the course. Topics to be emphasized include capital formation, industrialization, entrepreneurship, and the evolving relationship between the public and private sectors. Scheduled: On request.

ECON 561  Government and Business
The growth of government influence in the economic sector from both theoretical and historical viewpoints. Particular emphasis is placed on antitrust activity, government regulatory agencies, government prohibition of activities, and government run economic enterprises. Scheduled: Fall, even years.

ECON 576  Special Topics in Economics
Special Topics in Economics
ECONOMICS, BUSINESS, & ACCOUNTING

EBA 120  Business in the Global Economy  2
Commerce is conducted today in a global economy. Businesses operate simultaneously in a domestic and an international environment, affected by different social, political, and cultural factors in each. Managers can call on a liberal arts education to face these challenges. In this course, we will focus on the applications of a liberal arts education to the conduct of business enterprise. This course is designed for all students. It is especially useful for students who have not decided on a major or who plan to major in a field other than business. The course is suitable for anyone who wishes to obtain a basic understanding of the elementary issues involved in the conduct of business enterprise.
PRQ: None.
Scheduled: Yearly
Meets: O

EBA 490  Advanced Honors Study in Economics, Business, and Accounting
This is the second of two honors courses in the department. The course requires satisfactory completion of a supervised research project. The topic for the project must be interdisciplinary, spanning and integrating the fields of economics, business, and accounting. The results of the research are reviewed by a faculty committee and presented at a public forum. Satisfactory completion of this course along with EBA 390 and maintenance of a satisfactory grade point average will be recognized formally by the department.
PRQ: 60 credit hours; GPA of 3.00 overall and in the major field; completion of one intermediate or two upper level courses in economics, business, or accounting; satisfactory completion of EBA 390.
Scheduled: As needed
Meets: S, N, O.

Early Childhood Education

EDEC 200  Field Experience: Early Childhood I
To pursue teaching licensure, undergraduate students must take two total semester hours of supervised early childhood-level field experience in diverse settings as sophomores or juniors to earn a minimum of 120 total clock hours of clinical work at the early childhood level before student teaching; the first field experience course should not be taken prior to second semester sophomore year.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: N.

EDEC 200G Field Experience: Early Childhood I
To pursue teaching licensure, undergraduate students must take two total semester hours of supervised early childhood-level field experience in diverse settings as sophomores or juniors to earn a minimum of 120 total clock hours of clinical work at the early childhood level before student teaching; the first field experience course should not be taken prior to second semester sophomore year.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDEC 317</td>
<td>History &amp; Philosophy of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 353</td>
<td>Literature for the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 360</td>
<td>Working with Families of YC w/ SPED</td>
<td>3</td>
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<tr>
<td>EDEC 361</td>
<td>Typical/Atypical Speech/ Language Dev YC</td>
<td>3</td>
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</tbody>
</table>

**EDEC 201 Field Experience: Early Childhood**
This course is a continuation of supervised early childhood-level field experience as sophomores and/or juniors to earn a minimum of 120 clock hours of clinical work at the early childhood level before student teaching.
PRQ: EDEC 200, passing score on the Illinois Basic Skills Certification Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Meets: N.

**EDEC 201G Field Experience: Early Childhood**
This course is a continuation of supervised early childhood-level field experience as sophomores and/or juniors to earn a minimum of 120 clock hours of clinical work at the early childhood level before student teaching.
PRQ: EDEC 200, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Meets: N.

**EDEC 203 Intro to Early Childhood Education**
An overview of the field of early childhood education covering the historical roots and current issues, this course includes an introduction to a variety of early childhood programs: child care centers, family child care, parent-child centers, Head Start, hospitals, prekindergarten, preschools, and elementary schools. Emphasis is on elements common to all "best practices" programs, governing standards and regulations, historical perspectives, and career options for early childhood professionals.
PRQ: None.
Scheduled: Fall and spring, yearly.
Meets: N.

**EDEC 305 Observation/Assmt Infant Toddler YC Dev**
(XL: EDEC 505, HDEV 305)
An introduction to observation techniques and developmentally appropriate assessment of young children including children at risk and children with special needs, this course examines the use of formal and informal observation and assessment to guide decision-making and inform instructional planning, along with ethical and legal considerations.
PRQ: HDEV 248, or taken concurrently with HDEV 248.
Scheduled: Fall and spring, yearly.
Meets: N.
EDEC 362  Diagnosis & Assessment in EC  3
SPED
(XL: EDEC/SPED 562) This course examines nondiscriminatory identification, diagnosis, and assessment of young children with special needs and diverse cultural and linguistic backgrounds using a variety of informal and formal assessment tools to evaluate social, emotional, cognitive, communication, and motor skills within the context of school, home, and community learning environments. Strategies to prepare both formative and summative individual and program evaluations in relation to providing services appropriate to young children with special needs and family concerns, priorities, and resources are explored. This course should not be taken prior to junior year.
PRQ: HDEV 248, SPED 342/542, and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.
Meets: N.

EDEC 363  Methods for Infants Toddlers &  3
YC
(XL: EDEC/SPED 563) Developmentally and individually appropriate methods to support social, emotional, communication, cognitive, adaptive, and motor development and learning in young children with special needs in a variety of settings, including the home, school, and community, are explored. Curriculum, instructional methods, and materials are examined, as is the relationship between instructional methods and current issues including compliance with relevant legislation, teaming and collaboration, IEPs/IFSPs, Response to Intervention (RTI), accommodations and modifications for educating young children with special needs in the least restrictive environment, assistive technology, and family-centered programming. This course should not be taken prior to junior year.
PRQ: HDEV 248, SPED 342/542, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.
Meets: N.

EDEC 365  Classroom Management for EC  3
Teachers
An exploration and evaluation of theory and practical, effective methods for establishing and maintaining order while facilitating learning in early childhood settings, this course reviews a variety of developmentally appropriate management systems. This course should not be taken prior to junior year.
PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.
Meets: N.

EDEC 367  Emergent Literacy& Beg  3
Reading Instructn
(XL: EDEC 567) A study of language and early literacy skill development in children ages 3 through 8 years, this course examines contextual influences on language and literacy development and growth, reading and writing as integrated processes, and models of developmentally appropriate practices to foster emergent language and literacy. Topics include teaching strategies, research, curriculum design and implementation, assessment and evaluation, technology, and family involvement. This course should not be taken prior to junior year.
PRQ: EDEC 361/561, and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.
Meets: N.

EDEC 368  EC Methods in Language Arts&Soc Studies  3
(XL: EDEC 568) This course examines the nature, theory, and application of instructional methods and curriculum materials for effective integration of social studies and language arts instruction and assessment, based on developmentally appropriate practices, for young children. This course should not be taken prior to junior year.
PRQ: EDEC 353/553, EDEC 363/563, EDEC 367/567, or taken concurrently with EDEC 353/553, EDEC 363/563, EDEC 367/567; and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.
Meets: N.

EDEC 370  EC Methods in Math & Science  3
(XL: EDEC 570) Instructional methods and curriculum materials for teaching math and science to young children in early childhood settings are explored, including planning, facilitating, and assessing science inquiry and math learning, while developing an understanding of the interrelationships among science, math, and society. This course should not be taken prior to junior year.
PRQ: EDEC 363/563, or taken concurrently with EDEC 363/563; Math 116, Math 117, and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.
Meets: N.

EDEC 372  Early Childhood Methods in the Arts  3
(XL: EDEC 572) An exploration of the nature, theory, and application of developmentally appropriate practices in play-based curriculum and instructional methods that recognize the interrelationships between dance, music, drama, and visual arts for young children is conducted. This course should not be taken prior to junior year.
PRQ: EDEC 363/563, or taken concurrently with EDEC 363/563; and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.
Meets: N.

EDEC 374  Curriculum & Methods in Early Childhood  3
(XL: EDEC 574) Taken the semester prior to student teaching, this course focuses upon the theory, curriculum, methods, and materials for developing creative, positive, and healthy environments in which young children can
play and learn. Included are the pedagogical fundamentals of mathematics, science, social studies, music, and the arts for young children.

PRQ: Senior standing, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.

Scheduled: Fall and spring, yearly.

Meets: N.

EDEC 406 Early Childhood Student Teaching Seminar
3
To be taken concurrently with EDEC 409 Student Teaching in Early Childhood I and EDEC 410 Student Teaching Early Childhood II. This weekly seminar for undergraduate students provides direct mentoring support by Rockford University supervisors and helps student teachers develop techniques related to teaching methods, procedures, and problem solving in early childhood settings. Emphasis is on self-assessment, professional development, and reflection.

PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; and passing score on the appropriate APT exam.

Scheduled: Fall and spring, yearly.

Meets: N

EDEC 409 Student Teaching in Early Childhood I
6
To be taken concurrently with EDEC 406 Early Childhood Student Teaching Seminar and EDEC 410 Student Teaching in Early Childhood II, the undergraduate student teaching experience focuses upon classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and university supervisor.

PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; passing score on the appropriate APT exam.

Scheduled: Fall and spring, yearly.

Classified: C.

Meets: N.

Fees: $150

EDEC 410 Student Teaching in Early Childhood II
6
To be taken concurrently with EDEC 406 Early Childhood Student Teaching Seminar and EDEC 409 Student Teaching in Early Childhood I, the undergraduate student teaching experience focuses upon classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and university supervisor.

PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; passing score on the appropriate APT exam.

Scheduled: Fall and spring, yearly.

Classified: C. Fees: $300

EDEC 495 Senior Seminar
3
Expands, supplements, and integrates previous studies in early childhood education and diversity. Fundamentals of research emphasized.

PRQ: Senior standing, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.

Scheduled: Fall and spring, yearly.

Meets: N.

EDEC 505 Observation/Assmt Infant Toddler YC Dev
3
(XL: EDEC 305) An introduction to observation techniques and developmentally appropriate assessment of young children including children at risk and children with special needs, this course examines the use of formal and informal observation and assessment to guide decision-making and inform instructional planning, along with ethical and legal considerations.

PRQ: HDEV 248, or taken concurrently with HDEV 248.

Scheduled: Fall and spring, yearly.

EDEC 506 Early Childhood Student Teaching Seminar
3
To be taken concurrently with EDEC 509 Early Childhood Student Teaching - Preschool-Kindergarten, this weekly seminar for graduate students provides direct mentoring support by Rockford University supervisors and helps student teachers develop techniques related to teaching methods, procedures, and problem solving in early childhood settings. Emphasis is on self-assessment, professional development, and reflection along with the development of a Professional Portfolio. Student must be accepted into student teaching.

PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate APT exam; passing of the Illinois Early Childhood Education Content Area Test 107.

Scheduled: Fall and spring, yearly.

Meets: N.

EDEC 509 Student Teaching in Early Childhood
6
To be taken concurrently with EDEC 506 Early Childhood Student Teaching Seminar, the graduate student teaching experience focuses upon classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and university supervisor. The candidate spends eight weeks in a preschool - kindergarten setting. Student must be accepted into student teaching.

PRQ: Passing passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite, passing score on the appropriate APT exam, passing of the Illinois Early Childhood Education Content Area Test 107.

Scheduled: Fall and spring, yearly.

Classified: C. Fees: $300
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 517</td>
<td>History &amp; Philosophy of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An examination of the historical and philosophical antecedents of education programs for young children, focusing on major historical thinkers and early childhood programs, this course also critically examines educational philosophies and methods in light of current social and political issues. PRQ: None</td>
<td></td>
</tr>
<tr>
<td>EDEC 553</td>
<td>Literature for the Young Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A comprehensive study of children's literature and the role it plays in the development of young children. Topics include history, genres, elements of literature for young children, storytelling, resources, and strategies for presenting books to young children. PRQ: None</td>
<td></td>
</tr>
<tr>
<td>EDEC 560</td>
<td>Working with Families of YC w/ SPED</td>
<td>3</td>
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<td></td>
<td>(XL: EDEC/SPED 560) Strategies for developing positive and supportive relationships with socially, culturally, and linguistically diverse families of young children with special needs focused upon family-centered services, family participation in education, and family and professional rights and responsibilities in the special education process. Models for effective collaboration and consultation with other professionals and community agencies, including techniques to support family strengths and address family needs, priorities, and concerns as they access community resources, are also explored. This course should not be taken prior to junior year. PRQ: HDEV 248, SPED 342/542, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.</td>
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<tr>
<td>EDEC 561</td>
<td>Typical/Atypical Speech/Language Dev YC</td>
<td>3</td>
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<td></td>
<td>(XL: EDEC/SPED 361) Major theoretical perspectives and research on typical and atypical language development in young children from infancy through third grade, with special emphasis on birth through age 5; specific language disabilities, the relationship between communication delays and other areas of early learning and development, and alternative communication systems for young children with disabilities are addressed. Procedures in early identification of developmental risk and screening and diagnostic assessment of communicative competencies, as well as appropriate intervention models, strategies, and programs are taught. This course should not be taken prior to junior year. PRQ: HDEV 248, SPED 342/542, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Spring and summer, yearly. Meets: N.</td>
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<tr>
<td>EDEC 562</td>
<td>Diagnosis &amp; Assessment in EC SPED</td>
<td>3</td>
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<td>(XL: EDEC/SPED 362) This course examines nondiscriminatory identification, diagnosis, and assessment of young children with special needs and diverse cultural and linguistic backgrounds using a variety of informal and formal assessment tools to evaluate social, emotional, cognitive, communication, and motor skills within the contexts of school, home, and community learning environments. Strategies to prepare both formative and summative individual and program evaluations in relation to providing services appropriate to young children with special needs and family concerns, priorities, and resources are explored. This course should not be taken prior to junior year. PRQ: HDEV 248, SPED 342/542, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly. Meets: N.</td>
<td></td>
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<tr>
<td>EDEC 563</td>
<td>Methods for Infants Toddlers &amp; YC</td>
<td>3</td>
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<tr>
<td></td>
<td>(XL: EDEC/SPED 363) Developmentally and individually appropriate methods to support social, emotional, communication, cognitive, adaptive, and motor development and learning in young children with special needs in a variety of settings, including the home, school, and community, are explored. Curriculum, instructional methods, and materials are examined, as is the relationship between instructional methods and current issues including compliance with relevant legislation, teaming and collaboration, IEPs/IFSPs, Response to Intervention (RTI), accommodations and modifications for educating young children with special needs in the least restrictive environment, assistive technology, and family-centered programming. This course should not be taken prior to junior year. PRQ: HDEV 248, SPED 342/542, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.</td>
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<tr>
<td>EDEC 565</td>
<td>Classroom Management for EC Teachers</td>
<td>3</td>
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<td>An exploration and evaluation of theory and practical, effective methods for establishing and maintaining order while facilitating learning in early childhood settings, this course reviews a variety of developmentally appropriate management systems. This course should not be taken prior to junior year. PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly. Meets: N.</td>
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<tr>
<td>EDEC 567</td>
<td>Emergent Literacy &amp; Beg Reading Instructn</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of language and early literacy skill development in children ages 3 through 8 years, this course examines contextual influences on language and literacy development and growth, reading and writing as integrated processes, and models of developmentally</td>
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</tbody>
</table>
appropriate practices to foster emergent language and literacy. Topics include teaching strategies, research, curriculum design and implementation, assessment and evaluation, technology, and family involvement. This course should not be taken prior to junior year.
PRQ: EDEC 361/561, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.

**EDUC 200G Field Experience: Elementary I**
1
To pursue teaching licensure, students must take two semester hours, one in a diverse setting, of supervised elementary-level field experience as sophomores and/or juniors to accommodate a minimum of 120 clock hours of clinical work at the elementary level before student teaching; this field experience should not be taken prior to second semester sophomore year.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: N.

**EDUC 201 Field Experience: Elementary II**
1
A continuation of supervised elementary-level field experience as sophomores and/or juniors to accommodate a minimum of 120 clock hours of clinical work at the elementary level before student teaching; this field experience should not be taken prior to junior year.
PRQ: EDUC 200 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: N.

**EDUC 200G Field Experience Elementary I**
1
To pursue teaching licensure, students must take two semester hours, one in a diverse setting, of supervised elementary-level field experience as sophomores and/or juniors to accommodate a minimum of 120 clock hours of clinical work at the elementary level before student teaching; this field experience should not be taken prior to second semester sophomore year.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: N.

**EDUC 201 Field Experience: Elementary II**
1
A continuation of supervised elementary-level field experience as sophomores and/or juniors to accommodate a minimum of 120 clock hours of clinical work at the elementary level before student teaching; this field experience should not be taken prior to junior year.
PRQ: EDUC 200 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: N.
EDUC 201G  Field Experience Elementary II  1
A continuation of supervised elementary-level field experience as sophomores and/or juniors to accommodate a minimum of 120 clock hours of clinical work at the elementary level before student teaching; this field experience should not be taken prior to junior year.
PRQ: EDUC 200 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: N.

EDUC 312  Philosophy of Education  3
Introduces contemporary American philosophers of education and their writings. Requires heavy reading and thinking to become familiar with the main concepts of idealistic, realistic, neo-Thomist, experimental and existential points of view in education and to develop personal philosophies of education.
PRQ: Junior standing.
Meets: NO.

EDUC 202G  Field Experience Secondary & K-12 II  1
A continuation of supervised secondary-level field experience as sophomores and/or juniors to accommodate a minimum of 120 clock hours of clinical work at the middle/high school level before student teaching; this field experience should not be taken prior to second semester sophomore year.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: O.

EDUC 203  Field Experience: Secondary & K-12 II  1
A continuation of supervised secondary-level field experience to accommodate a minimum of 120 clock hours of clinical work at the middle/high school level before student teaching.
PRQ: EDUC 202 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: 0.

EDUC 203G  Field Experience: Secondary & K-12 II  1
A continuation of supervised secondary-level field experience to accommodate a minimum of 120 clock hours of clinical work at the middle/high school level before student teaching.

EDUC 315  Middle School Programs  3
(XL: EDUC 515) Focuses on the philosophy, curriculum, and instruction of the middle school, grades 5-8. Major components of middle school philosophy, advisor/advisee programs teaming, interdisciplinary teaching, flexible block scheduling, core/encore curriculum, authentic assessment, and parental and community involvement will be examined. Required for middle school endorsement.
PRQ: Junior standing.
Scheduled: Fall, spring, and summer, yearly.

EDUC 317  History of Education  3
Education in the United States since colonial times, emphasizing leading theories of education and descriptions of school and teacher performance in the light of major problems of an era. Attention will be given to research skills.
PRQ: Junior standing.
Scheduled: Fall, spring and summer, yearly.
Meets: NO.

EDUC 320  Visual Arts Methods (K-12)  3
Introduces and analyzes the visual arts curriculum at the elementary, middle, and secondary school levels. Instructional methodology and classroom management techniques unique to teaching visual arts will be examined. This course is required for any student seeking secondary endorsement in visual arts.
PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Spring yearly.
Meets: O

EDUC 323  Foreign Language Methods (K-12)  3
This course introduces foreign language curriculum at the elementary, middle, and high school levels. Instructional methodology and classroom management techniques unique to teaching foreign language will be examined. This course is required for any student seeking secondary endorsement in a foreign language.
EDUC 324 Secondary Social Science Methods (6-12)
Introduces social studies curriculum at the middle and high school levels. Instructional methodology and classroom management techniques unique to the teaching of social studies will be examined. This course will be required for secondary endorsement.
PRQ: Passing passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Spring, yearly.
Meets: O.

EDUC 326 Secondary Science Methods (6-12)
This course introduces science curriculum at the middle school and high school levels. Instructional methodology and classroom management techniques unique to the teaching of the sciences will be examined.
PRQ: Junior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall, spring, and summer, yearly.

EDUC 336 Educational Psychology
Child and adolescent development, principles of learning and teaching, memory, and motivation are studied with a special emphasis on meeting the needs of individual differences among students. The role of the teacher in assessment, coordination and referral of students to health and social services is also addressed. One of three education courses required for middle school endorsement.
PRQ: None
Scheduled: Fall, spring, and summer, yearly.
Meets: NO.

EDUC 346 Technology in the Classroom
XL: EDUC 546 An introduction to the use of technology in the classroom. Topics include integrating the internet into student learning through the use of on-line projects, hardware, software, ethics, development of multi-media projects, and setting up a technology classroom.
PRQ: Junior standing.
Scheduled: Fall and spring, yearly.

EDUC 351 Math Methods (K-9)
XL: EDUC 551 Topics and techniques for the teaching of mathematics in the K-9 classroom. Instructional topics include: numeration, addition, subtraction, multiplication, division, geometry, algebra, graphing, probability, assessment, and problem solving.
PRQ: MATH 116 or 117, or consent of instructor and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall, spring and summer, yearly.
Meets: N.

EDUC 352 Secondary Math Methods (6-12)
XL: EDUC 552 Introduction to various methods for teaching mathematics at the secondary level. Knowledge of underlying mathematical theory is presumed. To be taken before student teaching.
PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Spring, yearly.
Meets: O.

EDUC 353 Literature for Children
Acquaints students with the selection, critical analysis, and historical development of literature for children. Emphasis is placed on selecting recreational and informational materials reflecting our multicultural society; identifying techniques, activities, and strategies which motivate children to read and respond to literature; and developing critical abilities for evaluating literature.
PRQ: Junior standing.

EDUC 358 Literature for Adolescents
Acquaints students with the selection, critical analysis, and historical development of literature for adolescents. Emphasis is placed on selecting recreational and informational materials reflecting our multicultural society; identifying techniques, activities, and strategies which motivate adolescents to read and respond to literature; and developing critical abilities for evaluating literature.
PRQ: Junior standing.

EDUC 363 Secondary English Methods (6-12)
XL: 563 Prospective English teachers will learn about theoretical models for the teaching of writing and literature. Practical application of methods is gained through design and presentation of various assignments and through assessment of student work.
PRQ: RHET 102 or equivalent and junior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Spring, yearly.
Meets: O.

EDUC 365 Classroom Management
XL: 565 Theory and practical, effective methods for establishing and maintaining order and facilitating learning in the classroom. A variety of management systems, including methods of cooperative learning, will be included. This course will be required for all education majors, minors, and licensure track students before student teaching.
PRQ: Junior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall, spring, and summer, yearly.
Meets: NO.

EDUC 376 Special Topics in Education
Independent Study

EDUC 391 Independent Study
EDUC 401 Teaching Methods (K-6) 3
XL: EDUC 501 Introduces various teaching methods, including lesson planning and presentation, discussion skills, assessment, learning packets, and developing units. Emphasis on meeting the needs of all students.
PRQ: Senior standing, semester prior to student teaching and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Meets: N.

EDUC 402 Teaching Methods (6-12) 3
XL: 502 Introduces teaching strategies, lesson and unit planning, questioning skills, content area reading, and assessment techniques used in the secondary school classroom. Emphasis on meeting the needs of all students.
PRQ: Junior standing; enrollment one or two semester before student teaching and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Meets: O.

EDUC 405 Elementary Student Teaching Seminar 3
To be taken concurrently with EDUC 407 Student Teaching in Elementary I and EDUC 408 Student Teaching in Elementary II. This weekly seminar for undergraduate students provides direct mentoring support by Rockford University supervisors and helps student teachers develop techniques related to teaching methods, procedures, and problem solving in elementary settings. Emphasis is on self-assessment, professional development, and reflection.
PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; and passing score on the appropriate APT exam.
Scheduled: Fall and spring, yearly.
Meets: N.

EDUC 406 Secondary & K-12 Student Teaching Seminar 3
To be taken concurrently with EDUC 409 Student Teaching in Secondary & K-12 I and EDUC 410 Student Teaching in Secondary & K-12 II. This weekly seminar for undergraduate students provides direct mentoring support by Rockford University supervisors and helps student teachers develop techniques related to teaching methods, procedures, and problem solving in secondary and K-12 settings. Emphasis is on self-assessment, professional development, and reflection.
PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; and passing score on the appropriate APT exam.
Scheduled: Fall and spring, yearly.
Meets: O.

EDUC 407 Student Teaching in Elementary I 6
To be taken concurrently with EDUC 405 Elementary Student Teaching Seminar and EDUC 408 Student Teaching in Elementary II, the undergraduate student teaching experience focuses upon classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and university supervisor.
PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; passing score on the appropriate APT exam.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: N.
Fees: $150

EDUC 408 Student Teaching in Elementary II 6
To be taken concurrently with EDUC 405 Elementary Student Teaching Seminar and EDUC 407 Student Teaching in Elementary I, the undergraduate student teaching experience focuses upon classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and university supervisor.
PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; passing score on the appropriate APT exam.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: N.
Fees: $150

EDUC 409 Student Teaching in Secondary & K-12 I 6
To be taken concurrently with EDUC 406 Secondary & K-12 Student Teaching Seminar and EDUC 410 Student Teaching in Secondary & K-12 II, the undergraduate student teaching experience focuses upon classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and university supervisor.
PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; passing score on the appropriate APT exam.
Scheduled: Fall and spring, yearly.
Classified: C.
Meets: O.
Fees: $150

EDUC 410 Student Teaching in Secondary & K-12 II 6
To be taken concurrently with EDUC 406 Secondary & K-12 Student Teaching Seminar and EDUC 409 Student Teaching in Secondary & K-12 I, the undergraduate student teaching experience focuses upon classroom observation, assistance to the teacher, and actual
EDUC 491 Independent Study in Education 1-4
Independent Study in Education

EDUC 495 Senior Seminar 3
Expands, supplements and integrates previous studies in education and diversity. Fundamentals of research emphasized.
PRQ: Senior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Meets: N.

EDUC 498 Internship 2-12
Internship in Education.
PRQ: Senior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Classified: C.

EDUC 502 Teaching Methods (6-12) 3
Introduces teaching strategies, lesson and unit planning, questioning skills, content area reading, and assessment techniques used in the secondary school classroom. Emphasis on meeting the needs of all students.
PRQ: Enrollment one or two semesters before student teaching and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Scheduled: Fall and spring, yearly.
Meets: N.

EDUC 505 Reading Interventions 3
To be taken with EDUC 407/408, elementary student teaching. A seminar to help student teachers develop techniques related to methods, procedures, and problem solving in the elementary classroom. Emphasis on Illinois Professional Teaching Standards.
PRQ: Acceptance into student teaching; passing score on the content-area exam, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; and passing score on the appropriate APT exam.
Scheduled: Fall and spring, yearly.
Meets: N.

EDUC 506 Secondary & K-12 Student Teaching Seminar 3
Complements the student's concurrent student teaching experience. Helps the student develop techniques related to methods, procedures and problem solving in the secondary classroom. Emphasis on Illinois Professional Teaching Standards.
PRQ: Acceptance into student teaching; passing of Illinois State Subject Area exam and passing of the Illinois Basic Skills Certification Exam or the Test of Academic Proficiency (TAP).
Scheduled: Fall and spring, yearly.
Meets: O.

EDUC 507 Student Teaching in Elementary 6 School
Classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and university supervisor.
Fee: $300.00.
PRQ: Application to teaching semester; passing score on the content-area exam; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; and passing score on the appropriate APT exam, full admission to the MAT program, and an approved plan of study on file; passing of the Illinois State Subject Matter Knowledge Test; full admission to the MAT program and an approved plan of study on file; and passing of the APT test.
Scheduled Fall and spring, yearly.

EDUC 509 Student Teaching in Secondary & K-12 6
Classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and college supervisor.
Fee: $300.
PRQ: Application to the student teaching semester; passing of the Illinois Basic Skills Certification Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; and passing score on the appropriate APT exam, passing of the Illinois State Subject Matter Knowledge Test; full admission to the MAT program and an approved plan of study on file; and passing of the APT test.
Scheduled: Fall and spring, yearly.

EDUC 510 Teaching with Primary Sources 3
Students will access, integrate, and produce curricula utilizing primary source materials from the digital collections of the Library of Congress. The course will focus on the benefits of inquiry and primary source instruction, classroom applications for digital technology, and using primary sources to address the Common Core State Standards.
XL (Cross-listed): N/A
PRQ (Pre-requisites): Teacher licensure or consent of instructor
Co-requisites: None
Scheduled: Summer
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 512</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduces contemporary American philosophers of education and their writings. Requires heavy reading and thinking to become familiar with the main concepts of idealistic, realistic, neo-Thomist, experimental and existential points of view in education and to develop personal philosophies of education.</td>
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</tr>
<tr>
<td>EDUC 515</td>
<td>Middle School Programs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Focuses on the philosophy, curriculum, and instruction of the middle school, grades 5-8. Major components of middle school philosophy, advisor/advisee programs, teaming, interdisciplinary teaching, flexible block scheduling, core/encore curriculum, authentic assessment, and parental and community involvement will be examined. Required for middle school endorsement. PRQ: None. Scheduled: Spring, yearly.</td>
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<tr>
<td>EDUC 517</td>
<td>History of Education</td>
<td>3</td>
</tr>
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<td></td>
<td>Education in the United States from colonial times to the present, with emphasis on leading theories in education and descriptions of school and teacher performance in the light of major problems of a given era. Attention will be given to research skills in this field.</td>
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<tr>
<td>EDUC 518</td>
<td>Strategies for Inclusive Classroom</td>
<td>3</td>
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<td>In the education realm of Response to Intervention and differentiation, classroom teachers need practical, research-based strategies that consistently enhance student achievement for ALL students. In this course, participants will explore strategies and design lessons that focus on the learning challenges of diverse learners commonly encountered in an inclusive classroom. This course explores strategies and activities in six areas of instruction that are focused on the academic and social success of a community of learners.</td>
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<tr>
<td>EDUC 520</td>
<td>Visual Arts Methods (K-12)</td>
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<td>Introduces and analyzes the visual arts curriculum at the elementary, middle, and secondary school levels. Instructional methodology and classroom management techniques unique to teaching visual arts will be examined. This course is required for any student seeking secondary certification in a foreign language. PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Spring yearly.</td>
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<tr>
<td>EDUC 521</td>
<td>Foundations of Literacy</td>
<td>3</td>
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<td>Explores the components of early reading as defined by the National Reading Panel and International Reading Association. Participants will build a knowledge base, including a portfolio of teaching strategies, for each component and then apply that knowledge in a classroom setting. Several modules will conclude brief discussions on compatible informal assessments. At the end of the course participants will construct a final capstone lesson plan that incorporates each early reading component for use in the classroom.</td>
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<tr>
<td>EDUC 523</td>
<td>Foreign Language Methods (K-12)</td>
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<td>This course introduces foreign language curriculum at the elementary, middle, and high school levels. Instructional methodology and classroom management techniques unique to teaching foreign language will be examined. This course is required for any student seeking secondary certification in a foreign language. PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Spring, yearly.</td>
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<tr>
<td>EDUC 524</td>
<td>Secondary Social Science Methods (6-12)</td>
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<td>Introduces social studies curriculum at the middle and high school levels. Instructional methodology and classroom management techniques unique to the teaching of social studies will be examined. This course will be required for secondary certification. PRQ: Passing passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Spring, yearly.</td>
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<tr>
<td>EDUC 525</td>
<td>Infusing Arts Into the Curriculum Online</td>
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<td>Arts infusion is a powerful approach to teaching and learning. This course explores the role of the arts in education. It introduces the elements inherent in the four art forms (music, dance, drama and visual arts) and models infusion for the arts disciplines across the curriculum, specifically within Language Arts, Math, Social Studies and Science. Arts-based teaching strategies are described and applied. Participants develop arts-infused lesson plans and the course culminates with the design of an arts-infused unit of study. No prerequisites.</td>
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<tr>
<td>EDUC 526</td>
<td>Secondary Science Methods (6-12)</td>
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<td></td>
<td>This course introduces science curriculum at the middle school and high school levels. Instructional methodology and classroom management techniques unique to the teaching of the sciences will be examined. PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Spring yearly.</td>
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<tr>
<td>EDUC 527</td>
<td>Cultural Competence: Transformative Journ</td>
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<td>Equip experienced and beginner educators with the knowledge, awareness, and skills to work in today's diverse classroom settings for the goal of student success. Participants will have opportunities to critically examine how privilege and power impact educational outcomes and to understand the role of educators as agents of change for social justice. Learns will use the framework &quot;know yourself, your students, and your practice&quot; to better understand their roles in student achievement. By exploring diversity through multiple...</td>
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perspectives, participants will gain insight into how their own cultural lenses impact their relationships with students and families.

No prerequisites.

**EDUC 528 Strategies for Middle School Science Teachers**
Examines the methods, strategies, and curriculum of the successful middle school science classroom. Participants will investigate the unique characteristics of the middle school learner and become familiar with a variety of techniques to involve those students in a meaningful educational experience in science. Topics will include developing effective lesson plans, integrating technology in science, managing and organizing the classroom, utilizing appropriate formal and informal assessments, questioning and communication strategies, meeting the needs of diverse learners, and connecting the science classroom to the real world.

**EDUC 530 The Gifted Child**
This course provides a theoretical and experiential overview of gifted and talented students and/or gifted and talented programs. A broad, comprehensive look at giftedness, including identification and characteristics of the gifted child and methods of differentiating curricula, is the primary focus.
Scheduled: Summer, yearly.

**EDUC 531 Gifted Child: Special Topics**
Identification and characteristics of the gifted child are addressed in this course. Topics include a rationale for gifted education, program prototypes, and an introduction to differentiated curriculum, including scope and sequence. Participants will create curricula, differentiated units of study, and assessments for gifted and talented students.
Scheduled: Summer, yearly.

**EDUC 532 Critical Issues in Secondary Education**
Emphasis to be placed on identifying critical issues that impact learning and behavior in our nation's secondary schools. In addition to identifying critical issues, students will analyze the impact of these issues on classroom learning and/or behaviors and apply sound educational principles of educational research, psychological and philosophical foundations of education, and positive instructional strategies to propose workable solutions.
Scheduled: Summer, yearly.

**EDUC 539 Counseling and Guidance**
The rationale behind various techniques used to help individuals make the best use of their capabilities; includes lectures, discussions, and demonstrations.

**EDUC 540 Building Online Collaborative Environments**
How can classroom teachers harness the power of online technologies like blogs, podcasts, and wikis for student engagement and learning? Course participants will experience the web as more than a source of information, instead as a means of constructing new knowledge through conversation, networking, and collaboration.

Focus is on currently available tools and effectively utilizing them for student research, writing, and learning.

**EDUC 542 Action Research in E-Learning Environment**
Action research is a process of inquiry and reflection in which educators examine their personal instructional practice systematically using the techniques of research. This online course addresses concepts associated with action research, the processes and procedures for conducting action research, culminating in the development of an action research plan.

**EDUC 543 Blended & Synchronous Learning Design**
Given the growth of online teaching and learning, educators explore ways to incorporate best practices to meet the needs of all learners. This online course focuses on designing courses and activities for blended (part online and part face-to-face) and synchronous online learning environments. Participants will progress from defining these environments to designing course outlines and learning activities, and will conclude with considerations for implementation, assessment and evaluation of each.

**EDUC 544 Instructional Design for Online Educator**
This course details the process of developing instruction, beginning with an analysis of the learner and learning needs. The course focuses on the development of skills and knowledge related to the design of online instruction with a real-world virtual classroom as the context. Participants will begin by analyzing the learning needs in an online classroom and progress through the development of an instructional plan set up to steer students to successful online learning.
No prerequisites.

**EDUC 545 Sims & Gaming Technologies for Class**
This course will familiarize teachers with contemporary gaming technologies, enable them to understand the pedagogical models behind games, and demonstrate how gaming models may be used for learning. Video games provide today's youth with new kinds of learning experiences-such as leading a virtual civilization or running a virtual guild with hundreds of other participants from around the real world. Through gaming, children engage in complex problem-solving, sophisticated collaboration, and creative expression. However, there is some doubt about the effectiveness of gaming as a learning tool when restricted by old learning models. Today's youth must contend with this dichotomy: life outside school-open access to information, opportunities for deep expertise, multiple pathways for learning-and the learning inside school-traditional learning models, limited access to technology. With growing momentum, a new generation of educators is embracing games for learning. Some are already using learning games like Civilization, a commercially-produced game, in the classroom. Promising research shows that games can-and will-become powerful learning environments for children.
Using the interactivity inherent in video games but with complex learning models, this new generation of games is becoming readily available. No prerequisites.

**EDUC 546 Technology in the Classroom 3**
An introduction to the use of technology in the classroom. Topics include integrating the internet into student learning through the use of on-line projects, hardware, software, ethics, development of multi-media projects, and setting up a technology classroom. Scheduled: Summer, yearly.

**EDUC 547 Using Online Resources to Bring Primary Sources to the Classroom 3**
To understand how digital primary source archives can enhance and improve student learning, participants will use online resources to access and analyze primary sources, think critically about classroom applications, and develop authentic, engaging learning expertise for students. This course introduces a selection of online resources that provides access to primary sources, teaches how to navigate the sites, and shows how to locate appropriate resources. Practical and thought-provoking evaluation techniques help participants analyze primary sources which enrich instructional practices and classroom activities. No prerequisites.

**EDUC 548 Educating the Net-Generation Online 3**
The Net Generation uses different learning styles than their Baby Boomer or Generation X teachers. They value technology, experiential learning, working in teams, and social networking. This course examines the learning styles, expectations, and technical acumen of the Net-Generation and explains the implications for classroom learning environments. During the course, participants will learn the key differences between the generations and how to bridge those differences through sound instructional design techniques. Participants will also learn how to leverage the gadgets, games, and gizmos of these students to create pedagogy that meets Net Generation needs and transfers knowledge from teacher to student. No prerequisites.

**EDUC 549 Rigor, Relevance, Relationship Classroom 3**
Focuses on the sophisticated skills and habits of mind students need to be successful in post-secondary education, the world of work, and life in general. This course demonstrates the importance of integrating rigor, relevance, and relationships into classroom practice in order to provide these skills and improve achievement throughout the K-12 system. Educators will develop a deeper understanding of the terms as they are used in academic settings and will have multiple opportunities to reflect on their own practices, engage with new ideas, and apply tools and processes to us with their students. Scheduled: yearly.

**EDUC 551 Math Methods (K-9) 3**
Topics and techniques for the teaching of mathematics in the K-9 classroom. Instructional topics include: numeration, addition, subtraction, multiplication, division, geometry, algebra, graphing, probability, assessment, and problem solving. PRQ: Six hours of math and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall, spring, and summer, yearly.

**EDUC 552 Secondary Math Methods (6-12) 3**
Introduction to various methods for teaching mathematics at the secondary level. A knowledge of underlying mathematical theory is presumed. PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Spring, yearly.

**EDUC 553 Literature for Children (K-6) 3**
Acquaints students with the selection, critical analysis, and historical development of literature for children. Emphasis is placed on selecting recreational and informational materials reflecting our multicultural society; identifying techniques, activities, and strategies which motivate children to read and respond to literature; and developing critical abilities for evaluating literature.

**EDUC 554 Teaching Algebra to Middle School Students 3**
This course provides an overview of and an opportunity to review the major concepts necessary to teach algebra to middle school students. Among the several core competencies that students need to develop strong skills in algebra is algebraic number sense. Teachers will have opportunities to evaluate their own mastery of algebraic number sense, develop a stronger number sense, and explore ways to help students enhance their own number sense. In addition, participants will learn the importance of scaffolding concepts for student understanding. This course will both challenge teachers to explain these concepts and to demonstrate how they will teach and relate them to their students. Participants will also explore methods of teaching mathematical concepts that employ the use of narrative and storytelling to describe, analyze, and solve contextual mathematical problems in real-life applications. No prerequisites.

**EDUC 555 Teaching the English Language Learner Online 3**
Provides educators with the knowledge, skills, attitudes, insights, and resources to service English language learners (ELL) in their journey to becoming linguistically proficient while acquiring academic content to compete with native speakers in a consistently competitive global and information-driven society. Accessing information is vital for all learners. Therefore, teachers must be prepared to help second-language learners in the classroom become self-directed so they can confidently use English in listening, speaking, reading, and writing for social and academic purposes. Participants will become acquainted with the English language learner as well as...
the most popular theories and best practices as a result of a strong body of research in the field that guides second-language instruction. No prerequisites.

EDUC 558  Literature for Adolescents  3
Acquaints students with the selection, critical analysis, and historical development of literature for adolescents. Emphasis is placed on selecting recreational and informational materials reflecting our multicultural society; identifying techniques, activities, and strategies which motivate adolescents to read and respond to literature; and developing critical abilities for evaluating literature.

EDUC 560  Student Engagement and Standards Based Learning  3
Using a standards-based approach as its foundation, Student Engagement and Standards Based Learning is a course that offers high-yield instructional strategies designed to help teachers optimize student learning. Participants will use standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement. After reviewing how to align standards, assessments, scoring guides, and activities, participants will evaluate existing instructional activities and prioritize learning based on curriculum. A variety of instructional activities aligned to national content and process standards which address students' learning needs and foster progress toward deeper retention and transfer of learning are featured in this course. Prerequisite: Graduate status.

EDUC 561  Educational Leadership  3
This course is designed to develop the qualities teachers need to create an educational environment characterized by excellence. Leadership issues such as motivation, communication and conflict resolution, standards-led instruction, quality assessment, learning targets and Illinois Professional Teaching Standards will be the focus.

EDUC 562  Verbal and Nonverbal Communications  3
Emphasis on current research related to the effects of verbal and nonverbal communication in the classroom. Also included will be how to develop nonverbal skills, how to interpret others' nonverbal communications, and how to reinforce learning with the use of nonverbal techniques.

EDUC 563  Secondary English Methods (6-12)  3
Introduction to various methods for teaching writing. Topics to be covered include teaching students about invention; incorporating grammar into writing instruction; teaching students how to revise; integrating reading and writing; designing writing assignments and informal writing activities that enhance learning; assessing student work. PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Spring, yearly.

EDUC 564  Advanced Teaching Methods  3
Introduces a variety of teaching methods for elementary and secondary teachers. Emphasis on application to individual grade level. Topics include unit planning, multiple intelligences, cooperative learning, differentiated learning, creativity/inquiry, learning styles, portfolios, centers, classroom management, and learning packets. Open to licensed teachers only.

EDUC 565  Classroom Management  3
Theory and practical, effective methods for establishing and maintaining order and facilitating learning in the classroom. A variety of management systems, including methods of cooperative learning, will be included. This course will be required for all education majors, minors, and licensure track students before student teaching. PRQ: Passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall, spring, and summer, yearly.

EDUC 566  Classroom Management Experienced Teacher  3
Using research based techniques and strategies, this course will examine the critical features of a well-managed classroom. The focus of this course is to address classroom management issues for teachers who are currently teaching or have previous classroom experience. Participants will explore how to restructure their classroom to establish desirable student behavior, minimize problem behaviors, and increase student time on-task.

EDUC 573  LEP Students Specific Disabilities: Methods & Materials  3
Analysis and application of methods and materials for teaching English language learners with specific disabilities. Special attention given to academic, linguistic, and cultural needs. Scheduled: As needed.

EDUC 574  Characteristics LEP Students with Specific Disabilities  3
Addresses the legal, linguistic, and cultural issues related to the identification and education of students with both limited English proficiency and special disabilities. Scheduled: As needed.

EDUC 575  Reading Across the Curriculum  3
This course provides research-based active reading comprehension strategies which participants can apply to their grade level or content area. Emphasis is on learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivation, and grade-level vocabulary. No prerequisites.

EDUC 576  Special Topics in Education  3
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 577</td>
<td>Designing Motivation for All Learners</td>
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<td>Enables teachers to design learning experiences and develop effective leadership strategies that promote motivation for all learners. Teachers will learn verbal encouragement techniques that motivate by reinforcing student effort and reducing risk and discover how purposeful work and goal achievement can support all types of learners. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<td>EDUC 578</td>
<td>Reading to Learn: Comprehensive Instruction</td>
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<td>Learn to implement a balanced, integrated approach to teaching reading comprehension centered on scientific-and research-based strategies with connections to the National Reading Panel Report. Use an interactive CD_ROM to identify curriculum resources, teaching strategies and reading research. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<td>EDUC 579</td>
<td>Learning to Read (PreK-2)</td>
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<td>Examines assessment and instruction in emergent literacy including print awareness, phonemic awareness, phonics and writing. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<td>EDUC 580</td>
<td>Building Communication &amp; Teamwork in the Classroom</td>
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<td>Presents various skills and strategies which can be used to manage the classroom more effectively. Teachers will learn to create an environment that increases teaching time while improving student cooperation. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<td>EDUC 581</td>
<td>P.R.I.D.E.</td>
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<td>Presents strategies and techniques which can increase classroom effectiveness through more precise teaching skills, enhancing smooth classroom operation and reducing stress. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<td>EDUC 582</td>
<td>Teaching Through Learning Channels</td>
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<td>Explores how to increase academic success for all students by identifying and using learning channel strengths. Focuses on developing strategies to meet the needs of all students. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<td>EDUC 583</td>
<td>Brain-Based Ways We Think &amp; Learn</td>
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<td>This course reveals patterns by which students of all ages think. Teachers will experience various activities demonstrating patterns used by the mind and will learn how to use effective questioning techniques to increase student thinking.</td>
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<td>EDUC 584</td>
<td>Behavioral, Academic, and Social Intervene</td>
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<td>Provides educators with research-based interventions in the behavioral, academic, and social areas of student performance. Through a multi-tiered response to an intervention model, educators implement a solution seeking cycle for gathering information, identifying issues, and planning and assessing early and effective interventions. The course focuses on the teacher as the primary interventionist and includes universal and targeted interventions for the classroom that promote student resiliency and encourage students to demystify the learning experience, focus on strengths-based learning, collaboratively set goals, and monitor the progress of behavioral, academic and social interventions. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<td>EDUC 585</td>
<td>Live Event Learning</td>
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<td>This course focuses on the use of live events - real-life experiences - as a basis for lesson plans which integrate academic curriculum with important life skills. Mirroring cognitive research about how the brain takes in and stores information, the course allows students to practice and promote lifelong learning habits. Carefully selected videotapes, articles, and substantive research document the need to provide meaning and impart learning for students in a real-world environment. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<tr>
<td>EDUC 586</td>
<td>Achieving Student Outcomes Through Cooperative Learning</td>
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<td>For teachers who would like to use cooperative strategies as an alternative to competition and individualization to improve achievement and develop interpersonal skills. Activities include cooperative simulations, learning and using cooperative learning models, and creating lesson plans to implement cooperative learning. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<tr>
<td>EDUC 587</td>
<td>Teaching the Skills of the 21st Century</td>
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<td>Techniques for analysis of school curriculum, its relationship to society, and present practices in schools will be presented. Includes an overview of quality school theory and related research. Curriculum will be evaluated with an emphasis on teaching students to think critically and creatively, problem solve, and work cooperatively. PRQ: Graduate standing and teaching license or consent of instructor.</td>
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<tr>
<td>EDUC 588</td>
<td>Meaningful Actvs to Gen Interstng Class</td>
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</table>
|          | This highly interactive course is designed to provide exciting and engaging learning activities that are experienced firsthand. Teachers will learn how to structure and evaluate new and interesting activities that unlock the creative minds of their students. Many powerful learning strategies, such as simulations, games, physical activities, and races, will be demonstrated. Students will also be
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 589</td>
<td>Purposeful Learning Through Multiple Intelligences</td>
<td>3</td>
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<tr>
<td>EDUC 590</td>
<td>Special Topics in Instructional Strategy</td>
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<td>EDUC 591</td>
<td>Independent Study: Education</td>
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<td>EDUC 592</td>
<td>Differentiated Instruction Today's Classroom</td>
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<td>EDUC 593</td>
<td>Building Your Technology Education and Skills</td>
<td>3</td>
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<td>EDUC 594</td>
<td>Coaching Skills for Successful Teaching</td>
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<td>EDUC 595</td>
<td>Successful Teaching for Acceptance of Responsibility</td>
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<tr>
<td>EDUC 596</td>
<td>Classroom Management: Orchestrating a Community of Learners</td>
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<td>EDUC 597</td>
<td>MEGABYTES</td>
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<tr>
<td>EDUC 605</td>
<td>Philosophical Foundations of Education</td>
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<tr>
<td>EDUC 615</td>
<td>Introduction to Research</td>
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<td>EDUC 620</td>
<td>Psychological Foundations of Education</td>
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<tr>
<td>EDUC 625</td>
<td>Master of Arts in Teaching Seminar</td>
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<tr>
<td>EDUC 626</td>
<td>Master of Arts in Teaching Research (Thesis)</td>
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<tr>
<td>EDSL 367</td>
<td>Foundations of Language Minority Educ</td>
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**EDUC 589  Purposeful Learning Through Multiple Intelligences**  
This course is designed to introduce current research on multiple intelligence with an emphasis on Gardner's theory. The intelligences and strategies for teaching to intelligences will be studies in depth.  
PRQ: Graduate standing and teaching license or consent of instructor.

**EDUC 590  Special Topics in Instructional Strategy**

**EDUC 591  Independent Study: Education**  
Independent Study

**EDUC 592  Differentiated Instruction Today's Classroom**

**EDUC 593  Building Your Technology Education and Skills**

**EDUC 594  Coaching Skills for Successful Teaching**

**EDUC 595  Successful Teaching for Acceptance of Responsibility**

**EDUC 596  Classroom Management: Orchestrating a Community of Learners**

Enables teachers to learn the skills of effective classroom management to create a positive classroom structure that maximizes student learning. Teachers will develop techniques to increase desired student behaviors and decrease undesired behaviors and create an action plan of practical strategies to implement immediately in the classroom.

**EDUC 597  MEGABYTES**

**EDUC 605  Philosophical Foundations of Education**

A study of various philosophical perspectives involved in the means and ends of education within society and in the schools.

**EDUC 615  Introduction to Research**

**EDUC 620  Psychological Foundations of Education**

**EDUC 625  Master of Arts in Teaching Seminar**

**EDUC 626  Master of Arts in Teaching Research (Thesis)**

**EDUCATION: ENGLISH AS A SECOND LANGUAGE**

**EDSL 367  Foundations of Language Minority Educ**

An introduction to the historical, philosophical, political, social, and educational issues that have contributed to policy regarding public school services for language minority populations.  
Scheduled: As needed.
EDSL 368  Assessment of Language Minority Students  3
Selection, administration, and interpretation of measurement instruments including multicultural, bilingual, ESL, language competency tests, and language proficiency/achievement testing. Linguistic/cultural aspects of intelligence and alternative forms of classroom assessment will also be discussed. Scheduled: As needed.

EDSL 369  Teaching Bilingual Students  3
Methodologies and materials appropriate for working with students in a bilingual classroom. Scheduled: As needed.

EDSL 370  Teaching ESL Students: Mthds & Materials  3
Methodologies and materials appropriate for working with students in an ESL classroom. Scheduled: As needed.

EDSL 371  Cross-Cultural Education  3
The role of culture in the American educational system and how various ethnolinguistic groups contribute to the cultural dynamics of the classroom. Participants examine behavioral expectations and learning styles of students of different cultural backgrounds, how teacher expectations can affect the perceptual judgments of individual students, and how multicultural education practices enable students of all backgrounds to succeed in a multicultural world. Scheduled: As needed.

EDSL 372  Introduction to Linguistics for TESOL  3
The study of linguistics applied to teaching limited-English-speaking students. Includes English and non-English phonology, syntax, analysis, and application of linguistic theory. Scheduled: As needed.

EDSL 376  Special Topics in Education in ESL  1-4

EDSL 567  Foundations of Language Minority Educ  3
An introduction to the historical, philosophical, political, social, and educational issues that have contributed to policy regarding public school services for language minority populations. Scheduled: As needed.

EDSL 568  Assessment of Language Minority Students  3
Selection, administration, and interpretation of measurement instruments including multicultural, bilingual, ESL, language competency tests, and language proficiency/achievement testing. Linguistic/cultural aspects of intelligence and alternative forms of classroom assessment will also be discussed. Scheduled: As needed.

EDSL 569  Teaching Bilingual Students  3
Methodologies and materials appropriate for working with students in a bilingual classroom. Scheduled: As needed.

EDSL 570  Teaching ESL Students: Mthds & Materials  3
Methodologies and materials appropriate for working with students in an ESL classroom. Scheduled: As needed.

EDSL 571  Cross-Cultural Education  3
The role of culture in the American educational system and how various ethnolinguistic groups contribute to the cultural dynamics of the classroom. Participants examine behavioral expectations and learning styles of students of different cultural backgrounds, how teacher expectations can affect the perceptual judgments of individual students, and how multicultural education practices enable students of all backgrounds to succeed in a multicultural world. Scheduled: As needed.

EDSL 572  Introduction to Linguistics for TESOL  3
The study of linguistics applied to teaching limited-English-speaking students. Includes English and non-English phonology, syntax, analysis, and application of linguistic theory. Scheduled: As needed.

EDSL 576  Special Topics in Education in ESL  1-4

EDUCATION: READING

EDRD 303  Language Arts Methods  3
XL: EDRD 303 Examines elements of a language arts program with emphasis on teaching writing. Includes considerations for English Language Learners, history of English, and content area reading. PRQ: Junior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly. Meets: N.

EDRD 304  Guided Reading  3
XL: EDRD 504 Enables teachers to skillfully execute the guided reading experience. How to use benchmarking programs, progress monitoring data, running records and anecdotal notes to guide teaching decisions. How the look and feel of guided reading changes from early elementary to late elementary grades and into middle school. Covers management techniques for keeping on-task during guided reading time. PRQ: Junior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall, yearly Meets: None.
EDRD 305  
Reading Interventions  
XL: EDRD 505 Examines a framework for reading interventions, including universal screeners and diagnostic tools and small group and individual interventions. Explores an assessment wall for progress monitoring and coordinating delivery of interventions as well as best practices for creating a classroom curriculum that meets diverse needs of students.  
PRQ: Junior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.  
Scheduled: Summer, yearly.  
Meets: None

EDRD 311  
Reading Methods  
Provides prospective teachers an array of instructional techniques to teach beginning reading, word recognition, comprehension, and vocabulary reading.  
PRQ: Junior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.  
Scheduled: Fall and spring, yearly.  
Meets: None

EDRD 313  
Reading and Writing in Middle and HS  
XL: EDRD 513 Theories and models for developmental instruction in reading for pupils throughout grades 6-12 are examined. Organization of such a program, materials, methods currently in use, and means of evaluation are considered. Includes considerations for the literacy needs of diverse populations. Three credit hours.  
PRQ: Junior Standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.  
Scheduled: Fall and spring, yearly.

EDRD 322  
Reading in Content Areas (4-12)  
XL: EDRD 522 Provides current theory and techniques for teaching reading in various content areas for middle and high school teachers.  
PRQ: Junior standing and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.  
Scheduled: Even years - summer; Odd years - spring and fall.

EDRD 333  
Literature for Children and Adolescents  
XL: EDRD 533 Selection, critical analysis, and historical development of literature for use K-12 classrooms. Areas emphasized are: selecting materials reflecting our multicultural society; identifying techniques, activities, and strategies which motivate children and adolescents to read and respond to literature; and integrating literature across the curriculum.  
PRQ: Junior standing.

EDRD 503  
Language Arts Methods  
Examines elements of a language arts program with emphasis on teaching writing. Includes considerations for English Language Learners, history of English, and content area reading.  
PRQ: Passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).

EDRD 504  
Guided Reading  
XL: EDRD 304 Enables teachers to skillfully execute the guided reading experience. How to use benchmarking programs, progress monitoring data, running records and anecdotal notes to guide teaching decisions. How the look and feel of guided reading changes from early elementary to late elementary grades and into middle school. Covers management techniques for keeping on-task during guided reading time.  
PRQ: Passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).  
Scheduled: Fall, yearly.  
Meets: None

EDRD 505  
Reading Interventions  
XL: EDRD 305 Examines a framework for reading interventions, including universal screeners and diagnostic tools and small group and individual interventions. Explores an assessment wall for progress monitoring and coordinating delivery of interventions as well as best practices for creating a classroom curriculum that meets diverse needs of students.  
PRQ: Passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).  
Meets: None

EDRD 511  
Reading Methods  
Provides prospective teachers an array of instructional techniques to teach beginning reading, word recognition, comprehension, vocabulary and content area reading.  
PRQ: Passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).  
Scheduled: Fall and spring, yearly.

EDRD 513  
Reading and Writing in Middle and HS  
Description: Theories and models for developmental instruction in reading for pupils throughout grades 6-12 are examined. Organization of such a program, materials, methods currently in use, and means of evaluation are considered. Includes considerations for the literacy needs of diverse populations.  
PRQ: Passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).  
Scheduled: Spring, yearly.

EDRD 522  
Reading in Content Areas (4-12)  
Provides intermediate, middle school, and high school teachers with current theory and techniques for teaching of reading in various content areas.
EDRD 633  Research Applications in the Reading Program  
A theoretical course that examines the history of reading instruction and emphasizes interpreting and applying scholarly literature in decision making about current issues in reading, with special attention to the field’s major research summaries. 
PRQ: EDRD 559; EDUC 615; and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. 
Scheduled: Summer, yearly.

ENGLISH

ENGL 150  Introduction to Literature  
3
An introduction to world literatures and literary genres. Includes Western and non-Western texts composed since the early- to mid-twentieth century. 
PRQ: None. 
Meets: LNOR.

ENGL 154  Introduction to Creative Writing  
3
This course introduces students to the composition of the literary genres of fiction, poetry, and creative non-fiction. Students will approach the genres from the perspective of the writer and will read representative texts from each genre, including Western and non-Western texts. Special attention will be paid to the craft of composing literary texts, both as explained by published authors and as practiced by students in the class. 
PRQ: None. 
Scheduled: Fall and spring, yearly. 
Meets: LNOR.

ENGL 176  Special Topics  
3

ENGL 240  Introduction to Critical Theory and Literary Studies  
3
Introduction to critical theories and methods of criticism. 
PRQ: RHET 102, with a C or better, or equivalent; and either ENGL 150 or ENGL 154, or equivalents. 
Scheduled: Fall, yearly. 
Meets: NO

ENGL 276  Special Topics in English  
1-4

ENGL 280  Survey of Literatures in English I  
3
Historical survey of major texts in various cultural traditions from the 8th through the 15th centuries. 
PRQ: RHET 102, with a C or better, or equivalent; and either ENGL 150 or ENGL 154, or equivalents. 
Scheduled: Fall, even years. 
Meets: LNO

ENGL 281  Survey of Literatures in English II  
3
Historical survey of major texts in various cultural traditions from the 16th to the mid-18th centuries. 
PRQ: RHET 102, with a C or better, or equivalent; and either ENGL 150 or ENGL 154, or equivalents. 
Scheduled: Spring, odd years. 
Meets: LNO
ENGL 282  Survey of Literatures in English III  3
Historical survey of major texts in various cultural traditions from the mid-18th to the mid-19th centuries.
PRQ: RHET 102, with a C or better, or equivalent; and either ENGL 150 or ENGL 154, or equivalents.
Scheduled: fall, odd years.
Meets: LNO

ENGL 283  Survey of Literatures in English IV  3
Historical survey of major texts in various cultural traditions from the mid-19th century to the early-20th century.
PRQ: RHET 102, with a C or better, or equivalent; and either ENGL 150 or ENGL 154, or equivalents.
Scheduled: spring, odd years.
Meets: LNO

ENGL 342  Seminar in Critical Theory  3
Course description: Selected theories in literary and cultural criticism. In this course, students also write a senior seminar project prospectus. Based on the prospectus, students are assigned to an English department faculty member who agrees to supervise their project in the fall or spring term of the following academic year.
Prerequisites: PRQ: ENGL 240.
Meets: NOP
Scheduled: Spring, yearly

ENGL 364  Creative Writing in Multiple Genres  3
Creative writing workshops in selected genres.
PRQ: Junior standing, or consent of the instructor.
Scheduled: fall or spring, yearly.
Meets: LNO

ENGL 376  Special Topics in English  3
Special Topics in English

ENGL 381  Seminar in Literature  3
Selected topics or themes in literature across historical periods and cultures.
PRQ: RHET 102 or equivalent, junior standing, or consent of the instructor.
Scheduled: fall and spring, yearly.
Meets: LNO.

ENGL 391  Independent Study in English  1-3
Independent study in English
PRQ: Consent of instructor

ENGL 398  Internship: English  2-3
PRQ: RHET 351 and junior standing. Minimum GPA 2.5 overall; 3.0 GPA in English.
Scheduled: Fall and spring, yearly.
Meets: NO.

ENGL 491  Independent Study in English  1-3
Independent study in English
PRQ: Consent of instructor

ENGL 495  Senior Seminar  3
Course description: Senior seminar is the capstone project of the English major. The senior seminar project is based on a project prospectus that a student submits in ENGL342. Fall semester senior seminarians present their projects in ENGL240, and spring semester senior seminarians present their projects in ENGL342.
Prerequisites: PRQ: ENGL 342, approved prospectus, and senior standing.
Meets: NP
Scheduled: Fall and spring, by arrangement.

ENGL 498  Internship in English  1-4
Internship for English majors
PRQ: RHET 351 and senior standing. Minimum GPA 2.5 overall; 3.0 GPA in English.
Scheduled: fall and spring, yearly.

ENGL 542  Seminar in Critical Theory  3
Selected theories in literary and cultural criticism.
PRQ: Engls 240 or equivalent.
Scheduled: Spring, yearly.

ENGL 564  Seminar in Creative Writing  3
Selected topics or themes in literature across historical periods and cultures.
Scheduled: fall and spring, yearly.

FREN

FREN 101  Elementary French I  4
Pronunciation, conversational skills, cultural readings, and basic grammar. Laboratory work required. Conducted in French.
PRQ: None.
Scheduled: Fall, yearly.
Meets: F(all majors) L (for non-BA majors only).

FREN 102  Elementary French II  4
Pronunciation, conversational skills, cultural readings, and basic grammar. Laboratory work required. Conducted in French.
PRQ: FREN 101 or equivalent, placement exam or consent.
Scheduled: Spring, yearly.
Meets: F(all majors) L (for non-BA majors only).

FREN 176  Special Course in French  1-4

FREN 203  Intermediate French  4
Review of grammar; development of oral and writing proficiency. Laboratory work required. Conducted in French.
PRQ: FREN 102 or equivalent, placement exam or consent.
Scheduled: Fall, yearly.
Meets: FNO (all majors) L (for non-BA majors only).
FREN 207 Intermediate French Conversation 3
Continued practice and development of conversational French through oral presentations and discussions of readings from contemporary cultural materials. The emphasis of this course is the acquisition of practical thematic vocabulary and idiomatic expressions. Conducted in French.
PRQ: FREN 203 or equivalent. Scheduled: Spring, yearly. Meets: LNO.

FREN 208 Intermediate French Composition 2
Further acquisition of vocabulary and increased control of grammar in written French. Conducted in French.
PRQ: FREN 203 or equivalent. Scheduled: Spring, yearly. Meets: LNO.

FREN 210 Beginning Translation 3
An introductory course in translation theory and practice, which may explore such fields as business, law, and medicine, or other vocational interests. Conducted in French and English.
PRQ: FREN 203 or equivalent, placement exam, or consent of instructor. Scheduled: On request. Meets: LNO.

FREN 276 Special Course in French 1-4
Special Course in French

FREN 279 Topics in French-Speaking Cultures 3
This course is an introduction to major ideas, trends, and events that have shaped and defined French-Speaking cultures of the world. Topics and focus will vary. Conducted in French or English as needed.
PRQ: None. Scheduled: On request. Meets: LNO.

FREN 303 Advanced Conversation 2
Conversation, oral reports, debates, and discussions on selected topics. Conducted in French.
PRQ: FREN 207 or consent. Scheduled: On request. Meets: LNO.

FREN 304 Advanced Composition 2
Practice in "theme" and free compositions to develop greater flexibility and precision in writing. Conducted in French.
PRQ: FREN 208 or consent. Scheduled: On request. Meets: LNO.

FREN 308 French Culture and Civilization 3
A study of the historical, social, political, and artistic institutions of France. Conducted in French.
PRQ: FREN 203 or consent. Scheduled: On request. Meets: LNO.

FREN 310 Survey of French Literature 4
Selected readings from the Middle Ages to the present. Conducted in French.
PRQ: FREN 203 or equivalent, placement exam, or consent of instructor. Scheduled: On request. Meets: LNO.

FREN 321 Theater and Poetry 4
A study of representative works of theater and poetry in France and in the wider French-Speaking world. Conducted in French.
PRQ: FREN 203 or equivalent, placement exam, or consent of instructor. Scheduled: on request. Meets: LNO.

FREN 334 Narrative Fiction 4
A study of selected novels and short stories from France and the wider French-Speaking world. Conducted in French.
PRQ: FREN 203 or equivalent, placement exam, or consent of instructor. Scheduled: On request. Meets: LNO.

FREN 376 Special Topics in French 3
Special Topics in French

FREN 379 Selected Topics in French-Speaking Cultures and Civilizations 3
In-depth study of the world's many French-Speaking cultures, which may include the Magreb, French West Africa, French Oceania, the French Caribbean, and Quebec. Conducted in French. PRQ: FREN 203 or equivalent, placement exam, or consent of instructor. Scheduled: On request. Meets: LNO.

FREN 391 Independent Study in French 1-3
Independent Study in French
PRQ: Consent of instructor

FREN 495 Senior Seminar 4
Conducted in French.
PRQ: Senior standing. Scheduled: On request. Meets: N.

GENDER STUDIES

GNDR 101 Introduction to Gender Studies 3
An introduction to the major historical, multi-disciplinary and theoretical contexts for studying the construction and meaning of gender. Students will study common readings and also explore in greater depth topics of individual interest.
PRQ: none
Co-requisites: (If applicable) NONE
Scheduled: As needed Meets: L, O
GNDR 176  Special Topics in Gender Studies  1-3

GNDR 201  Gender Theory  3
A survey of gender theories relating to women's studies, gender studies, masculinity studies and queer studies. By working with common readings students will develop skills to examine multiple facets of identity and notions of community. Students will apply these skills to analyze a range of interdisciplinary sources.
PRQ GNDR 101
Co-requisites: (If applicable) NONE
Scheduled: As needed
Meets: L, O

GNDR 494  Capstone Project  3
The capstone for the minor is an independent project focusing on library, empirical, or community research within an area of Gender Studies chosen by the student. Projects that incorporate a community-based learning component will be encouraged, and all projects will be presented in a public form, given that the field of Gender Studies examines issues grounded in human communities. Project topics and design must be approved by the faculty director of the capstone project.
PRQ Instructor approval
Co-requisites: (If applicable) NONE
Scheduled: As needed.
Meets: O

GERMAN

GER 101  Elementary German I  4
Pronunciation, conversational skills, cultural readings, and basic grammar. Laboratory work required. Conducted in German.
PRQ: None.
Scheduled: Fall, yearly.

GER 102  Elementary German II  4
Pronunciation, conversational skills, cultural readings, and basic grammar. Laboratory work required. Conducted in German.
PRQ: GER 101.
Scheduled: Spring, yearly.
Meets: F(all majors) L (for non-BA majors only).

GER 203  Intermediate German  4
Review of grammar; development of basic proficiency in written and spoken German. Laboratory work required. Conducted in German.
PRQ: GER 102 or equivalent, placement exam or consent.
Scheduled: Fall, yearly.
Meets: FNO (all majors) L (for non-BA majors only).

GER 207  German Conversation  2
Development of oral ability in German through drills, presentations, and discussions of readings based upon contemporary topics. Conducted in German.
PRQ: GER 203.
Scheduled: On request.
Meets: LNO.

GER 208  Intermediate Composition  2
Practice in writing and reading German with emphasis on the structure of the language. Course work involves translations, written exercises, discussions of syntactical problems, and compositions based on literary, scientific, and cultural readings. Conducted in German.
PRQ: GER 203.
Scheduled: On request.
Meets: LNO.

GER 301  Survey of German Literature I  3
Study of the most representative writers and the major literary movements of German literature from 800 to 1750. Conducted in German.
PRQ: GER 207, 208 or equivalent, placement exam or consent.
Scheduled: On request.
Meets: LNO.

GER 302  Survey of German Literature II  3
Study of the most representative writers and the major literary movements of German literature from 1750 to present. Conducted in German.
PRQ: GER 207, 208 or equivalent, placement exam or consent.
Scheduled: On request.
Meets: LNO.

GER 303  Advanced Conversation and Composition I  3
Development of oral and written communication in German based on contemporary and vocational topics. Conducted in German.
PRQ: GER 207, 208 or consent.
Scheduled: On request.
Meets: LNO.

GER 304  Advanced Conversation and Composition II  3
Development of oral and written communication in German based upon cultural and historical topics. Conducted in German.
PRQ: GER 207, 208 or consent.
Scheduled: On request.
Meets: LNO.

GER 310  German Poetry  3
A chronological examination of the most important German poets from the Middle Ages to the present. Conducted in German.
PRQ: One 300-level course or consent.
Scheduled: On request.
Meets: LNO.

GER 312  German Novel  3
Study of representative writers. The works selected will vary. Conducted in German.
PRQ: One 300-level course or consent.
Scheduled: On request.
Meets: LNO.
GER 314  German Drama  
Study of representative dramatists. The dramas selected will vary. Conducted in German.
PRQ: One 300 level course or consent.
Scheduled: On request.
Meets: LNO.

GER 376  Special Topics in German  
Special Topics in German

GER 495  Senior Seminar  
Senior Seminar in German

GREEK
GRK 101  Elementary Greek I  
The study of the alphabet, the pronunciation, and the grammatical forms of Attic Greek.
PRQ: None.
Scheduled: On request.
Meets: FLNO.

GRK 102  Elementary Greek II  
Grammar and reading of simple selections from Greek writers, as well as practice in pronunciation.
PRQ: GRK 101.
Scheduled: On request.
Meets: FLNO.

GRK 176  Special Topics in Greek  

GRK 203  Intermediate Greek  
Allows completion of necessary grammar with readings from Plato and/or the New Testament. PRQ: GRK 101 & 102 or consent of instructor.
Scheduled: On request.
Meets: FLNO.

GRK 204  Intermediate Greek Poetry: Iliad or Odyssey  
Selections from Homer's Iliad or Odyssey.
PRQ: GRK 203 or consent of instructor.
Scheduled: On request.
Meets: FLNO.

GRK 379  Readings in Greek  
Advanced readings in Greek. The course may be repeated for various authors and/or topics.
PRQ: GRK 204 or equivalent.
Scheduled: On request.
Meets: LNO.

HISTORY
HIST 101  Western Civilization I: circa 1600 B.C.E. to 900 C.E.  
This survey focuses on developments that have had a lasting impact on Western Civilization. The cultures of Mesopotamia, ancient Egypt, Persia, Classical Greece, Rome and early Medieval Europe will be considered.
PRQ: None.
Scheduled: Fall, yearly.
Meets: SNO.

HIST 102  Western Civilization II: circa 900 C.E. to 1688 C.E.  
This is an introductory investigation into the major intellectual and political developments of the period with a special focus on the Renaissance, the Reformation and Tudor-Stuart England.
PRQ: None.
Scheduled: Spring yearly.
Meets: SNO.

HIST 103  Western Civilization III: circa1600-1871  
The general political structure of modern Europe is examined against a background of revolutionary movements, cultural and intellectual developments and social change. Topics include 17th and early 18th Century France, the French Revolution, Napoleon and Napoleonic Europe, the creation of modern Germany and early 19th Century Russia.
PRQ: None.
Scheduled: Fall yearly.
Meets: SNO.

HIST 104  Modern Europe  
This survey focuses on European development in the late 19th and 20th centuries. Topics include the German Empire, Russia's reform movements and Revolutions, the World Wars and their impact, Fascism, Nazism, and Stalinism, the Cold War, development of the European Union and fall of communism.
PRQ: None.
Scheduled: Spring yearly.
Meets: SNO.

HIST 110  Creation of the United States: 1600-1865  
This lecture and discussion course provides an overview of the American historical experience from the settlement of the United through the Civil War. In addition to examining events and leaders, the course concentrates on the how and why of American history as Americans settled the colonies, gained independence, then struggled to create a government that reconciled the collective needs of society with forces of individual freedom, social justice, and democratic values.
PRQ: None.
Scheduled: Every third semester in rotation with HIST 111 and 112.
Meets: SNO.

HIST 111  Evolution of the United States: 1865-1945  
This lecture and discussion course provides an overview of the American historical experience from the Civil War through World War II. Although specific events and leaders are included in the course, the how and why of American history is a strong focus. First, Americans struggled to recover from the devastation-political, social, and economic-of the Civil War, then the nation evolved through industrialization, urbanization, immigration, imperialism, progressivism, and two world wars while balancing society's collective needs against the various cultural and diplomatic struggles of the nation.
HIST 112  Modern America since 1945  3
This course examines American culture and the nation's political and diplomatic development in the post-war, Cold War environment of the late 20th century. Exploring the domestic and cultural aspects of American society exposes the links between international and political events in the lives of ordinary Americans during the decades after World War II.
PRQ: None.
Scheduled: Every third semester in rotation with HIST 110 and 111.
Meets: SNO.

HIST 176  Topics in History  3
Topics in History

HIST 191  Independent Study in History  1-3
Independent Study in History

HIST 202  History through Film  2
This discussion course explores the history in various examples of the filmmaker's craft which include historical settings, stories, characters, and lessons.
PRQ: None.
Scheduled: Alternating years.
Meets: SNO.

HIST 204  The Novel as History  2
This course uses novels to develop the stories of history and critically explore events within the context of a given time period and place. This course may be repeated for credit provided a different topic is covered.
PRQ: None
Scheduled: Alternating years
Meets: SNO

HIST 205  Historical Lives  1-3
A biographical approach to history which treats the lives of important historical figures.
Scheduled: Alternating years.
Meets: SNO.

HIST 206  The Female Experience in America  3
This course examines the history of women in the United States from the colonial period to the late 20th century, including the experiences of women of different ethnic, racial, and class backgrounds. In addition, the course explores how the influences of geographic locations, urbanization, technology, and war affect women's political, social, economic, and intellectual lives.
PRQ: None.
Scheduled: Alternating years.
Meets: SNO.

HIST 208  The African-American Journey  3
In this survey course, students will examine a broad range of problems and experiences of African-Americans in North America from colonial times through the 1970s. Beginning with the earliest arrivals of African slaves to work in the Spanish and Portuguese empires through the American Civil Rights Movement, the course explores relationships not only between black and white societies, but also within the African-American community.
PRQ: None.
Scheduled: Alternating years.
Meets: SNO.

HIST 212  Modern Asia  3
From the beginning of European contact with the Asian world, a clash of cultures shaped the development of both halves of the globe. This course focuses on the 18th-20th century historical experiences of China, India, Japan, Korea, and Southeast Asia in relation to each other and the Western world that confronted them.
PRQ: None.
Scheduled: Alternating years.
Meets: SNOR.

HIST 215  Latin America in the 19th and 20th Centuries  3
A survey of Latin American history since the wars of independence, this course explores the efforts of Latin American nations to establish modern nation states in the 19th and 20th centuries. The examination includes how Latin American nations responded to each other and the hegemonic United States that often overshadowed them.
PRQ: None.
Scheduled: Alternating years.
Meets: SNOR.

HIST 218  The Civil War Era  3
The American Civil War was a defining moment in U.S. history, pitting brother against brother, nearly tearing the nation asunder, and yet, in the end, forging a single country struggling to heal and rebuild. This course will explore the myriad issues of war from sectional economic rivalry and constitutional political differences to social dislocations and western expansion, the outbreak and conduct of the war, its resolution, consequences and Reconstruction.
PRQ: None.
Scheduled: Alternating years.
Meets: SNO

HIST 219  World War I  3
This lecture and discussion course covers the American experience during the First World War, including political, diplomatic and military aspects of the war, U.S. early efforts to stay out of the war, and eventually, its efforts to shape the peace. Women's roles on the home front and the war's influence on the lives of African Americans and other minority groups will be explored to illustrate the domestic and international significance of the war. The course provides an understanding of why WWI was not "the war to end all wars" as so many hoped.
PRQ: None.
Scheduled: Alternating years.
Meets: SNO
HIST 220  World War II  3
This course covers the lives of specific American soldiers who fought in both theaters of operation during the Second World War, covering their military experiences and the impact of their lives on those left behind at home. American political and military decisions and events will also be discussed to provide a base for overall understanding of the significance of the war. The course provides a valuable study for understanding both the Second World War and America's "Greatest Generation."
PRQ: None.
Scheduled: Alternating years.
Meets: SNO

HIST 221  The Vietnam War Era  3
Beginning in 1945, this course explores the roots of U.S. involvement in Indochina from the period of French colonialism, through our 1954-1973 war with Vietnamese Revolutionary forces to the reunification of the nation in 1975. Military, diplomatic, domestic and cultural perspectives are included.
PRQ: None.
Scheduled: Alternating years.
Meets: SNO

HIST 276  Special Topics in History  1-3
Special Topics in History

HIST 291  Independent Study  1-4

HIST 300  The Civilization of London  4
The topics discussed will include the following: the geography and physical development of the city from its Roman beginnings to the present; the sociology and problems of the modern megalopolis. The course divides equally between class-based lecture sessions and field trips. By the end of the course, students should be well acquainted with key historical themes and sites associated with the city and its environs.
PRQ: None.
Meets: SNO.

HIST 310  History of Ideas  2
The topics covered in this course will vary, but will include subjects like Marxism, Nationalism, Fascism and Romanticism. The focus will be on reading and analyzing primary sources.
PRQ: 3 hours in history.
Scheduled: On request.
Meets: SNO.

HIST 312  Renaissance and Reformation  3
The cultural developments of the Renaissance, the theological issues within the Reformation, and political changes of the period will be considered.
PRQ: None.
Scheduled: Occasionally.
Meets: SNO.

HIST 313  History of Ancient Greece  3
(XL: CLAS 313) A survey of Greek history from early beginnings to the Roman conquest. Topics to be emphasized: the formation of the city-state, the development of democracy at Athens, the two great military conflicts of the fifth century B.C. (the Persian and the Peloponnesian wars), ancient Greek historians and their interpretation of history.
PRQ: HIST 101 or CLAS 123 or consent of instructor.
Scheduled: Alternating years.
Meets: LNOS.

HIST 314  History of Ancient Rome  3
(XL: CLAS 314) A study of the rise of Rome and its maturity with emphasis on the political and constitutional developments, social and political revolutions, and the conquest of the Mediterranean. Study also of the Augustan age, the Pax Romana, and the decline of the western Roman Empire.
PRQ: HIST 101 or CLAS 124 or consent of instructor.
Scheduled: Alternating years.
Meets: LNOS.

HIST 317  Modern Revolutions  2
This course will examine one major Revolution from amongst the English, American, French, Russian or Chinese Revolutions. In addition to the political developments, the cultural changes and historiography of the period will also be considered. This course may be repeated for different revolutions.
PRQ: 3 hours in history.
Scheduled: On request.
Meets: SNO.

HIST 323  American Political Thought  4
(XL: POLS 323) An examination of American political ideas from the Seventeenth through the Twentieth Century.
PRQ: POLS 102 or HIST 104 or 105.
Scheduled: Alternating years.
Meets: SNO.

HIST 324  Tudor-Stuart England  3
This course deals predominantly with the political history of the period, though some aspects of intellectual and social history will also be considered. The religious changes and the discord emerging between the Parliaments and the Monarchs will be areas of focus.
PRQ: None.
Scheduled: Alternating years.
Meets: SNO.

HIST 325  Social Science Methods  4
(XL: ANSO, POLS 325) A survey course to familiarize students with social science research methods, including the use of survey techniques, interviewing, participant observation, and content analysis. B.S. students should take this course before their senior year.
Scheduled: Fall yearly.
Meets: SNO.

HIST 326  Special Topics in History  3
This course offers students exposure to specialized topics in European, U.S., or world history focusing on a specific region or time period. The course may be repeated for credit provided a different topic is covered.
PRQ: 3 hours of history or consent of instructor.
Scheduled: Alternating years.
Meets: SNO.
HIST 329  American Economic History  4  (XL: ECON 329) An examination of the historical development of the American economy. The development, maturation, and alteration of capitalism will be the focus of the course. Topics to be emphasized include capital formation, industrialization, entrepreneurship, and the evolving relationship between the public and private sectors.  PRQ: ECON 101 or 102 and 3 hours in history.  Scheduled: On request.  Meets: SNO.

HIST 333  U.S. Diplomatic History 1800-1945  3  (XL: POLS 333) From its beginning, the United States had a foreign policy based on principles of exceptionalism, independent action, and manifest destiny. By the end of the 19th century, the nation had emerged as a world power. This course examines foreign policy ideology, open door policy, U.S. hegemony over Latin America, American imperialism, and the U.S. role in both world wars.  PRQ: One semester of college-level U.S. history or consent of instructor.  Scheduled: Alternating years.  Meets: SNO.

HIST 334  U.S. Diplomatic History 1945-present  3  (XL: POLS 334) Following victory in World War II, the United States assumed its place as the most powerful nation in the world. Examining both domestic and international forces, this course explores containment and revolutionary nationalism, the rise and fall of the Cold War, wars in Korea and Vietnam, Cuban-American adventures, nuclear deterrence and disarmament, terrorism and the "new world order."  PRQ: One semester of college-level U.S. history or consent of instructor.  Scheduled: Alternating years.  Meets: SNO.

HIST 356  Modern Russia  3  Internal policies, foreign policies and intellectual developments in Russia from the early 19th through the mid-20th century. Possible topics include the reforms of Alexander II, the Russian peasantry, the emergency of Russian radicalism, the revolutions of 1905 and 1917, Stalinism, and post-Stalin Russia.  PRQ: 3 hours in history or consent of instructor.  Scheduled: Alternating years.  Meets: SNO.

HIST 360  Modern Japan  3  The primary focus of the course will be on the political history of Japan from the early 17th century (Tokugawa Japan) to the mid-20th century. Selected aspects of Japan's economic, cultural, and intellectual history will also be considered. Though primarily a lecture course, ample opportunity will exist for discussion.  PRQ: 3 hours in history or consent of instructor.  Scheduled: Alternating years.  Meets: NORS.

HIST 361  Modern Germany  3  This course integrates selected aspects of the political, social, cultural, and intellectual history of modern German. The period from 1815 to 1945 will be the primary concern. Topics include the impact of the French Revolution and Napoleon on Germany, Hegelianism and Marxism, Bismarck and German unification, foreign policy in Wilhelminian Germany, the Weimar Republic and the rise of Nazism, and post-Nazi Germany.  PRQ: 3 hours in history or consent of instructor.  Scheduled: Alternating years.  Meets: SNO.

HIST 362  Revolutionary France  3  This course deals with France from the age of Louis XIV through the Revolutions of 1848. The Revolution of 1789, the Napoleonic era and the Revolutions of 1830 and 1848 will be the principal topics considered.  PRQ: 3 hours in history or consent of instructor.  Scheduled: Occasionally.  Meets SNO.

HIST 363  Middle Eastern History  3  This course is a survey of the Middle East history focusing on the major events and transformations in the region during the last two thousand years. Major emphasis will be placed on the rise of the Islamic Empire and its disintegration; the Persian and Ottoman Empires; the age of colonialism; and the struggle for independence and reforms in modern times.  PRQ: 3 hours in history or consent of instructor.  Scheduled: Alternating years.  Meets: SNOR.

HIST 364  Modern China  3  With China's rise in the 21st century, knowledge of this monumental nation is essential to understanding its explosion on the world scene. This course will explore China since the early-19th century, its culture, people, politics, and world view. Topics include China's relations with the west, the Opium Wars, Boxer Rebellion, fall of the last dynasty, the republican era, conflicts with Japan, and the rise, rule and transformation of communism.  PRQ: 3 hours in history or consent of instructor.  Scheduled: Alternating years.  Meets: SNO.

HIST 370  U.S. Constitutional History  4  (XL: POLS 370) An examination of the relationship between law and politics in American history. The guiding influence of the U.S. Constitution in the development of our political and economic system will be emphasized. Changes in the Constitution will also be analyzed for their impact. Course materials will include selected Supreme Court cases.  PRQ: POLS 102.  Scheduled: On request.  Meets: SNO.

HIST 376  Special Topics in History  1-3  Special Topics in History
HIST 385  History and Politics of the Cold War  3
(XL: POLS 385) An examination of the origins and the successive phases of the Cold War, including its end following the dissolution of Soviet Hegemony in East Europe in 1989 and the unification of Germany in 1990. Based on the general overview of the U.S. Soviet and East-West relations, the course will include discussion of NATO and the Warsaw Pact. American and Soviet strategic doctrines, arms control negotiations, and the Conference on Security and Cooperation in Europe. PRQ: 18 hours of history. Scheduled: Alternating years.

HIST 391  Independent Study in History  1-4
Independent study in history

HIST 395  Reading Seminar  3
Required of all history majors, but open to any student, this seminar course explores various prominent history texts and theories. Topics will vary and can include both European and American topics, but emphasis will be on comparative analysis and critical thinking. PRQ: 6 hours in history or consent of instructor. Scheduled: Spring yearly.
Meets: NO.

HIST 398  Internship: History  1-3
Provides students with an opportunity to work in a local/regional history museum doing curatorial work (inventory, research, and exhibit preparation), educational support/programming, or museum administration. Other opportunities may also be available. PRQ: Consent of department chair and College internship requirements. Scheduled: Fall, Spring, Summer, yearly.
Meets: NO.

HIST 491  Independent Study: History  1-4
Independent Study in History. PRQ: Consent of instructor

HIST 495  Senior Seminar  3
As the second part of the seminar series for majors, this writing seminar provides students with the opportunity to prepare a professional-level paper using primary sources exploring an analytical question on a historical topic/time period of their choice, and public presentation of their work. PRQ: Junior standing. Scheduled: Fall yearly.
Meets: N.

HIST 498  Internship: History  1-3
Provides students with an opportunity to work in a local/regional history museum doing curatorial work (inventory, research, and exhibit preparation), educational support/programming, or museum administration. Other opportunities may also be available. PRQ: Consent of department chair and College internship requirements. Scheduled: Fall, Spring, Summer, yearly.
Meets: NO.

HIST 524  Tudor-Stuart England  3
This course deals predominantly with the political history of the period, though some aspects of intellectual and social history will also be considered. The religious changes and the discord emerging between the Parliaments and the Monarchs will be areas of focus. PRQ: 18 hours of history. Scheduled: Alternating years.

HIST 533  U.S. Diplomatic History: 1800-1945  3
(XL: POLS 533) From its beginning, the United States had a foreign policy based on principles of exceptionalism, independent action, and manifest destiny. By the end of the 19th century, the nation had emerged as a world power. This course examines foreign policy ideology, open door policy, U.S. hegemony over Latin America, American imperialism, and the U.S. role in both world wars. PRQ: 18 hours of history Scheduled: Alternating years.

HIST 534  U.S. Diplomatic History 1950-2000  3
Following victory in World War II, the United States assumed its place as the most powerful nation in the world. Examining both domestic and international forces that buffeted the nation during the second half of the 20th century, the course examines episodes of international revolutionary nationalism, wars in Korea and Vietnam, Cuban-American adventures, years of nuclear deterrence, and the end of the Cold War, including the question "what's next?" PRQ: 18 hours of history. Scheduled: Alternating years.

HIST 561  Modern Germany  3
This course integrates selected aspects of the political, social, cultural, and intellectual history of modern German. The period from 1815 to 1945 will be the primary concern. Topics include the impact of the French Revolution and Napoleon on Germany, Hegelianism and Marxism, Bismarck and German unification, foreign policy in Wilhelminian Germany, the Weimar Republic and the rise of Nazism, and post-Nazi Germany. PRQ: 18 hours of history. Scheduled: Alternating years.

HIST 562  Revolutionary France  3
This course deals with France from the age of Louis XIV through the Revolutions of 1848. The Revolution of 1789, the Napoleonic era and the Revolutions of 1830 and 1848 will be the principal topics considered. PRQ: 18 hours of history. Scheduled: Occasionally.

HIST 585  History and Politics of the Cold War  3
(XL: POLS 385) An examination of the origins and the successive phases of the Cold War, including its end following the dissolution of Soviet Hegemony in East Europe in 1989 and the unification of Germany in 1990. Based on the general overview of the U.S. Soviet and East West relations, the course will include discussion of
PRQ: POLS 282 or consent of instructor.
Scheduled: On request.
Meets: SNO.

HIST 591  Independent Study: History 1–4
Independent Study: History

HONORS IN THE LIBERAL ARTS & SCIENCES
HLAS 101  Introduction to the Liberal Arts and Sciences 3
Students will participate in an interdisciplinary inquiry – an investigation of a topic from the perspectives of several academic disciplines. The topic of the course in a given year will depend on the professor teaching the course, but in all cases students will learn that a complete understanding of an idea requires input from across the disciplines of a university. Students will begin to appreciate the value of a more comprehensive liberal arts education.
PRQ: Admittance to HLAS
Scheduled: spring annually.
Meets:
Credits: 3

HLAS 201  Connections in Liberal Arts and Sciences 3
Students will work with a faculty mentor in their major to investigate a topic chosen by the student. Student and mentor will meet regularly to discuss progress in the investigation and plan the continuing course of the study. Although the mentor will help direct the study, the initiative for the project should come from the student. The culmination of the investigation will be a report (written or oral) as determined by the student and the mentor.
PRQ: HLAS 201
Scheduled: as needed
Meets:
Credits: 3

HLAS 301  Mentored Study 3
Students will continue to investigate the topic chosen in HLAS 301, but the study will move into a discipline outside of the student’s major. Students will work with a mentor from this new discipline, again meeting regularly to discuss progress in the investigation and plan the continuing course of the study. The culmination of the investigation will be a report (written or oral) as determined by the student and the mentor.
PRQ: HLAS 301
Scheduled: as needed
Meets:
Credits: 3

HLAS 302  Mentored Study II 3
Students will continue to investigate the topic chosen in HLAS 301, but the study will move into a discipline outside of the student’s major. Students will work with a mentor from this new discipline, again meeting regularly to discuss progress in the investigation and plan the continuing course of the study. The culmination of the investigation will be a report (written or oral) as determined by the student and the mentor.
PRQ: HLAS 301
Scheduled: as needed
Meets:
Credits: 3

HLAS 303  Mentored Study III 3
Students will continue to investigate the topic chosen in HLAS 301 (& potentially 302), but the study will involve multiple disciplines outside of the student’s major for an explicitly interdisciplinary investigation. Students will work with a set of mentors from these new disciplines, again meeting regularly to discuss progress in the investigation and plan the continuing course of the study. The culmination of the investigation will be a report (written or oral) as determined by the student and the mentors.
PRQ: HLAS 301
Scheduled: as needed
Meets:
Credits: 3

HLAS 495  Honors in Liberal Arts & Sciences Capstone 1
Students will prepare a presentation of a component of their HLAS experience. That could be based on mentored investigations or the experiential learning course. Students will meet regularly with the appropriate faculty mentors while developing the presentation. The final presentation will be an hour lecture open to the entire campus community.
PRQ: HLAS 498
Scheduled: Spring
Meets:
Credits: 1

HLAS 498  Experiential Project in HLAS 1
Students will develop an experiential project that applies some of the lessons of liberal arts scholarship. That project may be an internship, field experience, community-based learning project, or other suitable experience that challenges students to apply their Honors experiences outside of Rockford University. Students will work with the director of HLAS and appropriate faculty sponsors to develop an approved project and goals.
PRQ: HLAS 301
Scheduled: as needed
Meets: None
Credits: 3
PRQ: HDEV 348 OR HDEV 248
Scheduled: Fall and spring, yearly.
Meets: N.

HDEV 338  Child and Adolescent Psychopathology 3
This course explores childhood and adolescent mental health disorders from different theoretical perspectives, putting emphasis on diagnosis, symptoms, etiology, and treatment. Students will study these disorders in the context of individual, family, and school. Focus will span from theory to treatment and prevention of pathological behavior for individuals birth through adolescence.
PRQ: PSYC 100
Scheduled: Spring yearly.
Meets: NO.

HDEV 348  Child Development 3
The period between conception and puberty. Although attention is given to major contemporary theories of development, this course emphasizes empirical research relating to infant capabilities, early childhood experience, social behavior, cognition, sex typing, learning, and socialization. PRQ: PSYC 100 and HDEV 215.
Scheduled: Fall, yearly.
Meets: SNO.

HDEV 349  Adolescent Psychology 3
The period between puberty and the adoption of adult responsibilities and roles. Consideration will be given to human relationships; physical, intellectual, and emotional change; educational and vocational choice; societal and cultural influences, and threats to psychological and physical well being. PRQ: PSYC 100 and HDEV 215.
Scheduled: Spring, yearly.
Meets: SNO.

HDEV 350  Adult Development 3
A survey of the psychological literature concerned with the adult years. Attention will be given to ways of conceptualizing adult development, continuity and change, and the potential gains and losses associated with of this period.
PRQ: PSYC 100 and HDEV 215.
Scheduled: Spring, yearly.
Meets: SNO.

HDEV 361  Psychological Aspects of Aging 3
Growing older is not synonymous with psychological regression. Wisdom, creativity, and the plasticity of the brain enable aging individuals to function well throughout their lifetimes. This course will examine the elements that sustain psychological health as well as those conditions that influence its decline. In addition to healthy psychological aging, there will be a focus on dementia, neurological disorders, neuro trauma, and mental health disorders as they impact older adults and their caregivers.
PRQ: HDEV 260
Schedule: Spring, even years and Fall, odd years.
Meets: NO
HDEV 363  Physical Aspects of Aging  3
Senescence, the natural shift in one's body as it ages, involves both typical and unique changes. In this course, students will explore the impact of genetics, environment, and genetic-environmental interactions which influence the progressive changes in one's body from the age of 65 through end of life. This developmental progression will be viewed at a cellular level and global functioning level.
PRQ: HDEV 260
Schedule: Spring and Fall, odd years.
Meets: NO

HDEV 365  Death, Dying, and Bereavement  3
Loss, grief, and mourning are part of the human condition. Death impacts not only the dying individual, but those who are a part of their lives as well. This course will explore the meaning of death within family and society, the physiological and psychological processes of dying, and various styles of mourning as bound by societal and familial cultures. Typical and atypical grieving will be studied as it applies to lifespan with a focus on loss later in life.
PRQ: HDEV 260
Schedule: Fall, odd years.
Meets: SNO

HDEV 391  Independent Study in Human Dev  1-4
May be repeated for additional credit.
PRQ: Consent of department chair and appropriate instructor.
Scheduled: Fall and spring, yearly.

HDEV 471  Undergraduate Research  1-4
This course provides students with the opportunity to participate in a research or applied project in conjunction with a mentor/collaborator from a local service site. Students with a research concentration will conduct research that meets the needs of a specific site. This research experience allows students to design and conduct empirical research in a variety of settings. Students with a child/adolescent or gerontological concentration will undertake a capstone project specific to the needs of the site to which they have been assigned. The culminating products for senior seminar will be (a) a manuscript or portfolio and (b) an oral presentation. Research/service sites are prearranged one academic semester in advance. Students' interests and future career plans are considered in the placement process.
PRQ: Senior standing and departmental approval.
Schedule: Fall and Spring, yearly.
Meets: N

HDEV 495  Senior Seminar  3
This course introduces students to the principal issues, perspectives, and modes of study in International Studies. Students will become familiar with interdisciplinary approaches to the study of culture, the environment, politics, economics, communication, and the arts globally. Students will gain an international perspective and understanding of current thinking about and possible solutions to critical global issues. We also will explore the resources available to students at Rockford College and beyond in relation to educational and career opportunities.
PRQ: None.
Schedule: Fall, yearly.
Meets: N

HDEV 498  Internship Human Development  1-4
During this field experience, the intern will spend 45-180 contact hours working in the human development field demonstrating and integrating the knowledge they have gained through their coursework. The specific internship location will be assigned, when possible, to involve an area of interest for the intern. A student cannot be considered for their internship experience until they have successfully completed a minimum of four courses in the Rockford College Human Development program. This course may be repeated until the student has earned up to eight credit hours in internships.
Credit hours: 1.00 - 4.00
PRQ: Completion of 12 hours of Human Development coursework.
Schedule: Fall and Spring, yearly.
Meets: NO

INTERNATIONAL STUDIES

INST 101  Introduction to International Studies  3
This course introduces students to the principal issues, perspectives, and modes of study in International Studies. Students will become familiar with interdisciplinary approaches to the study of culture, the environment, politics, economics, communication, and the arts globally. Students will gain an international perspective and understanding of current thinking about and possible solutions to critical global issues. We also will explore the resources available to students at Rockford College and beyond in relation to educational and career opportunities.
PRQ: None.
Schedule: Scheduled on request.
Meets: SNO

INST 115  World Regional Geography  4
For students with no previous background in geography. After an initial discussion of the earth as a planet, this problem-oriented course will focus on the effect the physical environment in each part of the world has had on local social, political, economic, religious and historical developments. The course stresses the ways environmental factors have helped shape human activity (e.g. adaptations to marine, plain, mountain environments, etc.).
PRQ: None.
Schedule: Scheduled on request.
Meets: SNR

INST 495  Senior Seminar in International Studies  3
In this seminar, students will conduct a capstone project that integrates their thematic and regional concentration coursework and international experience in either an original research paper or performance, as appropriate. The paper and/or performance must be presented to the class. The seminar format will provide opportunities for peer input and critique of projects and sharing of content.
PRQ: Senior Standing.
Schedule: Spring.
Meets: N

LATIN

LATN 101  Elementary Latin I  3
The essentials of Latin, how the language works, its verbal and nominal forms and idioms.
PRQ: None.
Schedule: Yearly.
Meets: FLNO.
LATN 102  Elementary Latin II  3
Essentials of grammar, reading of simple selections from Latin literature, and practice in pronunciation.
PRQ: LATN 101.
Scheduled: Yearly.
Meets: FLNO.

LATN 203  Intermediate Latin I  3
Reading of selections form Latin prose, with attention to stylistic differences between genres. Authors may include Cicero, Caeser, and Pliny.
PRQ: LATN 102.
Scheduled: Yearly.
Meets: FLNO.

LATN 204  Intermediate Latin II  3
Reading of Vergil's Aeneid: The discovery of Vergil's mastery of the epic form, his grammar and poetical diction, and his extraordinary story-telling techniques.
PRQ: LATN 203.
Scheduled: Yearly.
Meets: FLNO.

LATN 379  Readings in Latin  3
Advanced readings in Latin. The course may be repeated for various authors and/or topics.
PRQ: LATN 204 or equivalent.
Scheduled: On request.
Meets: LNO.

LATN 495  Senior Seminar  3
PRQ: Senior standing or permission of department chair.
Scheduled: On request.

LIBRARY INFORMATION LITERACY
LIL 101  Introduction to Information Literacy  1
This course is a practical way to get the knowledge and experience you need to do in-depth research or find the answers to elusive questions. It provides an introduction to the principles, concepts, and practices of information literacy, including Internet research, citation formats, copyright and intellectual property, computer technologies, and the critical thinking skills necessary to identify, analyze, evaluate, and use diverse information sources effectively. Through exploration, you will learn to use effective methods and techniques of information gathering, evaluation and presentation. The knowledge and skills gained in the course will prepare students to conduct university level research and develop skills necessary for life-long learning and success.
PRQ: None
Scheduled: Fall and Spring, yearly
Meets: None.

MANDARIN CHINESE
MAND 111  Basic Introduction to Mandarin Chinese  2
Pronunciation, conversational skills, cultural readings, and writing.
PRQ: None
Scheduled: Yearly Fall/Spring.
Meets: L

MATHEMATICS
MATH 101  Fundamental Concepts of Mathematics  3
The nature of mathematics, its cultural significance and role in the humanities, arts, and science. Topics are chosen from number theory, geometry, algebra, logic and the history of mathematics. Meets the prerequisite for statistics courses. Note: only one of Math 101 or 116 may be used to satisfy the Science and Mathematics general education requirement.
PRQ: 1 year high school algebra and 1 year high school geometry.
Scheduled: Every semester.
Meets: M.

MATH 106  Algebra Skills I  1
Topics include positive and negative numbers, exponents, basic operations with polynomials, factoring, fractions, radicals and fractional exponents.
PRQ: MATH 108 or equivalent.
Scheduled: Every semester.
Meets: M.

MATH 107  Algebra Skills II  1
Topics include solving equations and inequalities (involving squares, roots, fractions), and systems of equations.
PRQ: MATH 106 or equivalent.
Scheduled: Every semester.
Meets: M.

MATH 108  Functions and Graphs  1
Topics include graphs of algebraic equations, symmetry, translations, functions, lines, distance formula, parallel and perpendicular lines.
PRQ: MATH 107 or equivalent, pretest and consent of instructor.
Scheduled: Every semester.
Meets: M.

MATH 109  Trigonometry  1
Topics include trig functions via unit circle and right triangles, identities, graphs, sum and difference formulas.
PRQ: MATH 108 or equivalent.
Scheduled: Every semester.
Meets: M.

MATH 110  Probability and Finite Math  1
Topics include permutations, combinations, counting techniques, simple probability, mathematical induction.
PRQ: MATH 107 or equivalent.
Scheduled: On request.
Meets: M.

MATH 111   Sets and Logic   1
Topics include sets, Venn diagrams, operations (complement, union, intersection, differences), truth tables (conjunctions, disjunctions, negation, implications).
PRQ: MATH 107 or equivalent.
Scheduled: On request.
Meets: M.

MATH 116   Nature of Mathematics I   3
A content-course designed for students planning to teach in an elementary school. Topics include set theory, logic, relations, and a structural development of the real number system. Note: only one of MATH 101 or 116 may be used to satisfy the Science and Mathematics general education requirement.
PRQ: 1 year high school algebra and 1 year high school geometry, or consent of instructor. Scheduled: Every semester.
Meets: M.

MATH 117   Nature of Mathematics II   3
A content-course designed for students planning to teach in an elementary school. Topics include probability, descriptive statistics, geometry, and measurement.
PRQ: 1 year high school algebra and 1 year high school geometry, or consent of instructor. Scheduled: Spring, yearly.
Meets: M.

MATH 120   Functions and Models   3
This is a semester long college algebra/pre-calculus course. Topics include algebraic skills, equations and systems of equations, inequalities, functions and their properties, and applications. The emphasis of the course is on using linear, quadratic exponential, logarithmic, and trigonometric functions to model real-world phenomena and on drawing conclusions about the world form those models.
PRQ: Math Placement 2 or higher, or ACT Math sub-score of 16 or higher or instructors permission.
Meets: M
Scheduled: Every semester.

MATH 130   Calculus with Analytic Geometry I   4
Introductory analytic geometry, functions and limits, continuity, differentiation of algebraic functions, applications of derivatives, antiderivatives, and the definite integral.
PRQ: MATH 120.
Scheduled: Every semester.
Meets: MNO.

MATH 176   Special Topics in Mathematics   3

MATH 223   Beginning Statistics   3
Topics include measures of central tendency and variability, grouped data and graphical presentations, the normal distribution, sampling, decision making, t-distribution, correlation, and regression.
PRQ: 3 semesters of high school algebra or MATH 101 or 107.
Scheduled: Every semester.
Meets: MN.

MATH 224   Elements of Statistics   4
Topics include measures of central tendency and variability, grouped data and graphical presentation, the normal distribution, sampling, decision making, t- and F-tests, correlation and regression, and chi-square and other nonparametric methods.
PRQ: 3 semesters of high school algebra or MATH 101 or 107.
Scheduled: Every semester, every summer.
Meets: MNO.

MATH 231   Calculus with Analytic Geometry II   4
Topics include differentiation and integration of transcendental functions, techniques of integration, polar coordinates, indeterminate forms, improper integrals, and infinite series.
PRQ: MATH 130 or equivalent.
Scheduled: Spring, yearly.
Meets: MNO.

MATH 232   Calculus with Analytic Geometry III   4
Topics include solid analytic geometry, vectors in two and three dimensions, partial differentiation, directional derivatives, line integrals, multiple integration and applications, cylindrical and spherical coordinates, and Green's theorem.
PRQ: MATH 231.
Scheduled: Fall, yearly.
Meets: MNO.

MATH 300   Introduction to Linear Algebra   4
Topics include matrix theory, finite dimensional vector spaces, linear transformations, determinants, systems of equations, and applications.
PRQ: MATH 130.
Scheduled: Fall, yearly.
Meets: MNO.

MATH 301   Problem Solving Seminar   2
Many problems are considered, with attention to the problem-solving process. Students will take part in the Putnam competition. (May be repeated for credit.)
PRQ: Invitation.
Scheduled: Fall, yearly.
Meets: MNO.

MATH 305   Mathematical Modeling   3
This course provides a bridge between calculus and the application of mathematics to various fields. Topics include graphing and proportionality techniques, model fitting, optimization models, experimental modeling, and simulation.
PRQ: MATH 231 and programming experience, or consent of instructor.
Scheduled: On request.
Meets: MNO.
MATH 306 Differential Equations  3
PRQ: MATH 231.
Scheduled: Fall, even years.
Meets: MNO.

MATH 310 Numerical Analysis  3
Includes such topics as finite differences, interpolation, numerical differentiation and integration, least squares polynomial approximation, and error analysis.
PRQ: MATH 231.
Scheduled: Spring, even years.
Meets: MNO.

MATH 311 Symbolic Logic  3
(XL: PHIL 311) Sentential connectives, symbolization of everyday language, quantification, general theory of inference, theory of definition, formal and informal proof.
PRQ: MATH 107 or equivalent.
Scheduled: On request.
Meets: LMNO.

MATH 314 Probability Models  3
This course provides an introduction to mathematical probability and probability models. Topics include a review of elementary probability axioms and theorems, the theorem of Bayes, random variables, discrete and continuous probability distributions, expectation and the central limit theorem.
PRQ: MATH 231, or consent of instructor.
Scheduled: Fall, odd years.
Meets: MNO.

MATH 315 Operations Research  3
This course provides an introduction to the field of operations research. Topics include linear programming, network analysis, dynamic programming, game theory, queuing theory and inventory theory.
PRQ: MATH 231, or consent of instructor.
Scheduled: On request.
Meets: MNO.

MATH 320 Abstract Algebra  3
Topics include set theory; compositions of functions and permutations; basic theory of groups, rings, and fields; polynomials.
PRQ: MATH 300.
Scheduled: Spring, even years.
Meets: MNO.

MATH 325 Theory of Numbers  3
Topics include properties of integers, Euclid's algorithm, divisibility, primes, congruences, quadratic residues and reciprocity, number theoretic functions, Diophantine equations and Gaussian integers. Emphasis is on rigor; the theorems of Fermat, Euler, Wilson, Lagrange and Gauss are established.
PRQ: MATH 300 or consent of instructor.
Scheduled: Fall, even years.
Meets: MNO.

MATH 331 Introduction to Complex Analysis  3
Topics include analytic functions, convergence, complex differentiation and integration, Cauchy's theorem, singularities and residues, harmonic functions, and conformal and univalent mappings. PRQ: MATH 232.
Scheduled: Spring, odd years.
Meets: MNO.

MATH 333 Advanced Calculus I: Limits and Differentiation  3
Course provides students with an introduction to theoretical analysis by carefully re-examining the concepts and properties of limits and derivatives from calculus. Construction of mathematical proofs heavily emphasized.
PRQ: MATH 232 or consent of instructor.
Scheduled: Fall, odd years.
Meets: MNO.

MATH 334 Advanced Calculus II: Series and Integration  3
Course provides students with an introduction to theoretical analysis by carefully re-examining the concepts and properties of infinite series and integration from calculus. Construction of mathematical proofs heavily emphasized.
PRQ: MATH 232 or consent of instructor.
Scheduled: On request.
Meets: MNO.

MATH 350 Introduction to Higher Geometry  3
Finite geometries, projective geometry, Euclidean and non-Euclidean geometry.
PRQ: MATH 300.
Scheduled: Spring, odd years.
Meets: MNO.

MATH 376 Special Topics Math  1-4
Special Topics in Math

MATH 391 Independent Study: Mathematics  1-4
Independent study in mathematics.
PRQ: Consent of instructor

MATH 401 History of Mathematics  1-4
Description: This course examines the origins and development of Mathematics and many of its component fields, such as number concepts, numeration systems, arithmetic and its algorithms, algebra, geometry (euclidean, non-euclidean, and analytic), trigonometry, calculus and probability. Great mathematicians and their contributions, great breakthroughs, and classic problems will also be studied. For Math 401, eleven essays (on assigned topics) per credit are required.
Meets: None
Scheduled: Every semester
PRQ: None

MATH 476 Special Topics in Mathematics  3
Special Topics in Mathematics

MATH 491 Independent Study: Mathematics  1-4
Independent study in mathematics
MATH 494 Senior Math Community Service 1
Participants are required to complete at least 40 hours of community service during the semester. All community service projects must be approved in advance by the course instructor. Participants will give oral weekly reports on their projects and a final written report when the hours have been completed.
This course is to be taken concurrently with MATH 495: Senior Seminar

MATH 495 Senior Seminar 4
PRQ: Senior math major or consent of instructor.
Scheduled: Spring, yearly.
Meets: N.

MATH 500 Introduction to Linear Algebra 4
Topics include matrix theory, finite dimensional vector spaces, linear transformations, determinants, systems of equations and applications.
PRQ: MATH 130.
Scheduled: Fall, yearly.

MATH 501 History of Mathematics 3
Description: This course examines the origins and development of Mathematics and many of its component fields, such as number concepts, numeration systems, arithmetic and its algorithms, algebra, geometry (euclidean, non-euclidean, and analytic), trigonometry, calculus and probability. Great mathematicians and their contributions, great breakthroughs, and classic problems will also be studied. For Math 401, eleven essays (on assigned topics) per credit are required; for Math 501, thirteen essays (on assigned topics) per credit are required.
Meets: None
Scheduled: Every semester
PRQ: None

MATH 506 Differential Equations 3
PRQ: MATH 231.
Scheduled: Fall, even years.

MATH 510 Numerical Analysis 3
Includes such topics as finite differences, interpolation, numerical differentiation and integration, least squares polynomial approximation and error analysis.
PRQ: MATH 231.
Scheduled: Spring, even years.

MATH 514 Probability Models 3
This course provides an introduction to mathematical probability and probability models. Topics include a review of elementary probability axioms and theorems, the theorem of Bayes, random variables, discrete and continuous probability distributions, expectation and the central limit theorem.
PRQ: MATH 231, or consent of instructor.
Scheduled: Fall, odd years.

MATH 520 Abstract Algebra 3
Topics include set theory; compositions of functions and permutations; basic theory of groups, rings, and fields; polynomials.
Scheduled: Spring, even years.

MATH 525 Theory of Numbers 3
Topics include properties of integers, Euclid's algorithm, divisibility, primes, congruences, quadratic residues and reciprocity, number theoretic functions, Diophantine equations and Gaussian integers. Emphasis is on rigor; the theorems of Fermat, Euler, Wilson, Lagrange and Gauss are established.
PRQ: MATH 300 or consent of instructor.
Scheduled: Fall, even years.

MATH 531 Complex Analysis 3
Topics include analytic functions, convergence, complex differentiation and integration, Cauchy's theorem, singularities and residues, harmonic functions, and conformal and univalent mappings. PRQ: MATH 232.
Scheduled: Spring, odd years.

MATH 550 Introduction to Higher Geometry 3
Finite geometries, projective geometry, Euclidean and non-Euclidean geometry.
PRQ: MATH 300.
Scheduled: Spring, odd years.

MATH 576 Special Topics in Mathematics 3
Special Topics in Mathematics

MATH 591 Independent Study in Math 1-4
Independent study in mathematics.
PRQ: Consent of instructor

MODERN LANGUAGES
MLAN 176 Special Courses in Modern Languages 2-4
Special Courses in Modern Languages

MLAN 276 Special Courses in Modern Languages 2-4
Special Courses in Modern Languages

MLAN 291 Independent Study: Modern Languages 1-4
Independent Study: Modern Languages

MUSIC
MUSC 101 Fundamentals of Music 3
An introductory course in the fundamentals of music with an emphasis on their practical application in sight singing and aural training. Students also will study basic keyboard skills and basic vocal techniques as part of the class.
Required for ALL Musical Theatre majors.
Scheduled: Spring, yearly.
Classified: B.
Meets: ANO for Musical Theatre only.
**MUSC 102 Music Theory I** 3
A beginning course in the study of music theory and harmony. After a brief review of music fundamentals, students will explore diatonic harmony, cadences, the use of the melodic line, clefs, and inversions of triads. Ear training, sight singing and keyboard exercises will be an integral part of this course, as well.
PRQ: MUSC 101 or consent of instructor.
Scheduled: Spring, even years.
Classified: B.
Meets: ANO.

**MUSC 103 Music Theory II** 3
An intermediate course in the study of music theory and harmony. This course will begin where MUSC 102 left off with a continuing exploration of diatonic harmony, dissonance treatments, secondary dominant harmony, melodic consideration and elementary modulation. Ear training, sight singing and keyboard exercises will be an integral part of this course, as well.
PRQ: MUSC 102 or consent of instructor.
Scheduled: Fall, every other year.
Meets: ANO.

**MUSC 104 Aural Skills I** 1
Introduction to solfege, rhythms, melodic and harmonic dictation. Aural skills exercises in diatonic materials, simple meters.
PRQ: Credit for or concurrent enrollment in MUSC 102, Music Theory I
Meets: A, N, O
Scheduled: fall, every other year

**MUSC 105 Aural Skills II** 1
A continuation of MUSC 104. Aural skills exercises are more advanced and include compound meters, chromaticism, diatonic seventh chords, and some modal work.
PRQ: Credit for or concurrent enrollment in MUSC 103, Music Theory II
Meets: A, N, O
Scheduled: spring, every other year

**MUSC 111 The Art of Listening** 3
An introduction to music of many styles and cultures with an emphasis on developing perceptive listening skills as they apply to fundamentals of music. Historical/cultural background of selected compositions will be given to increase the understanding of the music.
PRQ: None.
Scheduled: Fall, yearly.
Meets: ANO.

**MUSC 113 Introduction to World Music** 3
An introduction to ethnomusicology, this is a survey course of indigenous music from many different cultures and communities outside the Western tradition. Music of Africa, Asia and the Middle East will be listened to and discussed.
PRQ: None.
Scheduled: Fall, every other year.
Meets: ANOR.

**MUSC 114 Music in Film** 3
A course dedicated to the exploration and appreciation of symphonic/art music through the medium of film. Class discussion will include the function of music in film, a general survey of the history of film, an overview of the history of art music, and a chronological look/listen at the films. Music from each musical era (Renaissance, Baroque, Classical, Romantic, and Contemporary) will be examined. The course will not only challenge students to listen more intensely and to gain a deeper appreciation of what he/she hears, but it will also challenge them to examine their emotional and psychological reactions to sounds and music.
PRQ: None
Meets: A

**MUSC 131 Group Piano for Beginners** 1
A basic course in the fundamentals of piano playing for those who have had no previous training.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 132 Piano Lessons I** 1
Half-hour private lessons each week, intended for freshmen music majors and non-music majors. Students may repeat the course up to six times.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 133 Organ Lessons I** 1
Half-hour private lessons each week, intended for freshmen music majors and non-music majors. Students may repeat the course up to six times.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 134 Voice Lessons I** 1
Half-hour private lessons each week, intended for freshmen music majors and non-music majors. Students may repeat the course up to six times.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 135 Woodwind Lessons I** 1
Half-hour private lessons each week, intended for freshmen music majors and non-music majors. Students may repeat the course up to six times.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 136 Brass Lessons I** 1
Half-hour private lessons each week, intended for freshmen music majors and non-music majors. Students may repeat the course up to six times.
PRQ: None.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

MUSC 205  Aural Skills IV  1
A continuation of MUSC 204.
PRQ: Credit for or concurrent enrollment in MUSC 203,
Music Theory IV
Meets: A, N, O
Scheduled: spring, every other year

MUSC 211  Music History I  3
Development of western music from early chant to 1750.
Open to all students.
PRQ: None.
Scheduled: Fall, yearly.
Meets: ANO.

MUSC 212  Music History II  3
Development of western music from 1750 to the present.
Open to all students.
PRQ: None.
Scheduled: Spring, yearly.
Meets: ANO.

MUSC 216  Literature and Style in Musical Theatre  3
The course will focus on understanding the style and literature of musical theatre. Students will research and work on developing a repertoire of music appropriate for their personal and professional use. This course will be offered concurrently with Thea 286 History of Musical Theatre.
PRQ: MUSC 101.
Required for ALL Musical Theatre majors.
Scheduled: Spring, odd years.
Classified: B.
Meets: ANO.

MUSC 241  Gospel Choir  1
A mixed (SATB) ensemble open to all students that brings to Rockford College the tradition of gospel music in American culture. This performance ensemble will explore the rich repertoire and performance practice found in the gospel tradition and related genres, such as spirituals, blues, jazz, R&B and hip-hop.
PRQ: None
Meets: A, B, C, N, and O.
Scheduled: Fall and Spring, yearly.

MUSC 242  Women's Ensemble  1
A women's performance ensemble open to all women on campus. A wide variety of music ranging from the Renaissance to Contemporary and from classical literature to pop/jazz tunes will be explored. Emphasis will be on listening, improving vocal technique and sightreading skills and growing as an overall musician.
The culmination of the preparation will be a performance at the semester-end Performing Arts concert.
PRQ: None.
Scheduled: Fall and Spring, yearly.
Meets: ABNO.

MUSC 243 Regent Singers 1-2
Regent Singers is a mixed (SATB) performance ensemble that performs a wide variety of choral music ranging from the Renaissance to Contemporary and from classical literature to pop/jazz/show tunes. Emphasis will be on listening, improving vocal technique and sightreading skills, and growing as an overall musician.
PRQ: Audition.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

MUSC 245 Opera Workshop 1
Offered as an alternative ensemble to a choir, this workshop course will address the preparation, study and performance of representative scenes from the opera repertoire. Special attention will be given to diction and characterization. The semester's work will culminate in a semester-end performance.
PRQ: Audition or consent of instructor.
Scheduled: Fall, every other year.
Meets: ABNO.

MUSC 246 Chamber Music Ensemble 1
Small ensemble (vocal and/or instrumental) performing experience. May be repeated up to eight times.
PRQ: Audition or consent of instructor.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

MUSC 247 Instrumental Ensemble (Band) 1
Course description: This ensemble is open to students who play brass, woodwind, or percussion instruments. The band plays standard and contemporary literature, and band members are expected to perform at a concerts and other scheduled events. Students should own their own instrument or be prepared to rent one from a local music store. Course may be taken up to 8 times for credit.
PRQ: None
Meets: A, B, N, O
Scheduled: Fall and spring, yearly

MUSC 252 Conducting 2
In this course, students learn basic skills for conducting both vocal and instrumental ensembles, including (1) beat patterns and expressive gestures, (2) score reading and study, (3) rehearsal organization and technique, and (4) introduction to historical styles and repertoire. Students in this course should be able to read music, have some keyboard facility, and have some knowledge of elementary music theory and history.
PRQ: MUSC 103 or consent of instructor.
Scheduled: On request.
Classified: B.
Meets: ANO.

MUSC 276 Special Course in Music 1-3
Special Course in Music

MUSC 302 Form and Analysis 2
Emphasis on the analysis and understanding of the standard historical musical forms.
PRQ: MUSC 203 or consent of instructor.
Scheduled: Fall, odd years.
Meets: ANO.

MUSC 311 Special Topics in Western Music 3
The focus of this course will be one topic of Western music from the Renaissance through the Twentieth Century. The topic will change each semester the class is offered, and the instructor will announce the topic the previous semester. Possibilities might include a single composer, such as Bach or Mahler, or a specific type of music, such as Baroque opera or the Symphony. The course may be repeated for credit as content varies.
PRQ: MUSC 111 (The Art of Listening) or MUSC 211 or 212 (Music History I or II) or consent of instructor.
Scheduled: As required.
Meets: ANO.

MUSC 313 World Music 3
Advanced study in ethnomusicology, its origins, development, theories, methodologies, concepts, problems and questions. The course will focus on the indigenous music and sounds of Africa, Asia and the Middle East.
PRQ: Music major or minor, or MUSC 113 (Intro to World Music).
Scheduled: As required.
Meets: ANOR.

MUSC 314 American Music 3
A study of the origins, evolution and emergence of America's own indigenous music. The course will cover folk, popular and classical music from the colonial period to the present, including focused discussions of early hymnody, blues, jazz, rock and roll and 20th century art music.
PRQ: Junior standing, or consent of instructor.
Scheduled: As required.
Meets: ANO.

MUSC 332 Piano Lessons II 1
Half-hour private lessons each week, intended for music majors and exceptional non-majors. Students may repeat the course up to six times.
PRQ: Two semesters at the 100 level, audition and consent of the department.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

MUSC 333 Organ Lessons II 1
Half-hour private lessons each week, intended for music majors and exceptional non-majors. Students may repeat the course up to six times.
PRQ: Two semesters at the 100 level, audition and consent of the department.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 334</td>
<td>Voice Lessons II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 335</td>
<td>Woodwind Lessons II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 336</td>
<td>Brass Lessons II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 337</td>
<td>Guitar Lessons II</td>
<td>1-2</td>
</tr>
<tr>
<td>MUSC 338</td>
<td>String Lessons II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 339</td>
<td>Percussion Lessons II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 344</td>
<td>Rockford College Vocal Collective</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 352</td>
<td>Vocal Diction</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 356</td>
<td>Music Theatre Workshop</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 361</td>
<td>Seminar in Church Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 376</td>
<td>Special Topics in Music</td>
<td>1-4</td>
</tr>
<tr>
<td>MUSC 379</td>
<td>Special Topics in Performing Arts</td>
<td>1-3</td>
</tr>
<tr>
<td>MUSC 391</td>
<td>Independent Study</td>
<td>1-4</td>
</tr>
<tr>
<td>MUSC 498</td>
<td>Internship</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**MUSC 334 Voice Lessons II**
Half-hour private lessons each week, intended for music majors and exceptional non-majors. Students may repeat the course up to six times.
PRQ: Two semesters at the 100 level, audition and consent of the department.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 335 Woodwind Lessons II**
Half-hour private lessons each week, intended for music majors and exceptional non-majors. Students may repeat the course up to six times.
PRQ: Two semesters at the 100 level, audition and consent of the department.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 336 Brass Lessons II**
Half-hour private lessons each week, intended for music majors and exceptional non-majors. Students may repeat the course up to six times.
PRQ: Two semesters at the 100 level, audition and consent of the department.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 337 Guitar Lessons II**
Half-hour private lessons each week, intended for music majors and exceptional non-majors. Students may repeat the course up to six times.
PRQ: Two semesters at the 100 level, audition and consent of the department.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 338 String Lessons II**
Half-hour private lessons each week, intended for music majors and exceptional non-majors. Students may repeat the course up to six times.
PRQ: Two semesters at the 100 level, audition and consent of the department.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 339 Percussion Lessons II**
Half-hour private lessons each week, intended for music majors and exceptional non-majors. Students may repeat the course up to six times.
PRQ: Two semesters at the 100 level, audition and consent of the department.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.

**MUSC 344 Rockford College Vocal Collective**
A highly select ensemble that will number 4 to 16 singers, this group will focus on a wide variety of choral literature, from Renaissance polyphony to jazz. Emphasis will be on learning music quickly and performing often. The Vocal Collective would be a likely group to perform at college functions and represent Rockford College at community events such as sports games, corporate events and city gatherings.
PRQ: Audition; must be concurrently enrolled in Regent Singers.
Scheduled: Fall and Spring, yearly.
Meets: ANO.

**MUSC 352 Vocal Diction**
An intensive course in the study of vocal diction designed for the classical singer. The course will focus on a systematic study of phonetics as applied to sung Italian, German, French, and Latin, using the International Phonetic Alphabet (IPA) as a guide. Students will gain proficiency in singing in these languages by regularly performing in class.
PRQ: MUSC 111 (Art of Listening) or MUSC 212 (Music History II) and the ability to read music and learn a song on your own.
Meets: NO
Scheduled: As required.

**MUSC 356 Music Theatre Workshop**
An intensive course in the preparation and performance of songs and scenes from the musical theater. Primary emphasis of the course is acting through song. Students will explore a variety of methods designed to "unpack" a song and achieve the most effective performance possible.
PRQ: MUSC 216. Required for all Musical Theater majors.
Scheduled: Fall, odd years.
Meets: ANO.

**MUSC 361 Seminar in Church Music**
This course will focus on the principles underlying worship, the liturgical year, the great liturgies, styles of worship, instruments in the service, the professional church musician, church music methods and resources.
PRQ: MUSC 111 (The Art of Listening) or MUSC 211 (Music History I).
Scheduled: As required.
Meets: ANO.

**MUSC 376 Special Topics in Music**

**MUSC 379 Special Topics in Performing Arts**
PRQ: Consent of instructor.
Scheduled: Occasionally. May be repeated.
Meets: ANO.

**MUSC 391 Independent Study**

**MUSC 498 Internship**
NURSING

NURS 128 Holistic Health for Contemporary Adults 3
This course focuses not only gender physiological differences and specifics, but the most important of the current issues related to people as consumers and participants in a health aware society. Consideration is given equally to issues related to men’s health, women’s health and those concerns that are held in common. Examination of current popular journalism with an eye for becoming able to discriminate between fad, fiction, and reality in health related areas is part of the class. (Open to non-majors)
PRQ: None.
Scheduled: Fall.
Meets: M.

NURS 150 Contemporary Nutrition 3
XL: CHEM 150
Want to look good, be more energetic, prevent disease, and maybe get better grades? Boost your nutrition savvy by exploring contemporary issues and controversies in nutrition - an applied science. This course will be taught from an interdisciplinary perspective and provide depth of scientific knowledge and practical skills for eating healthy for a lifetime. Scope of course extends from personal to global nutrition and includes a community-based learning component.
Prerequisites: None
Scheduled: Spring Annually; summer on request
Meets: CMNO

NURS 176 Special Topics in Nursing 3
Special Topics in Nursing

NURS 200 Fundamentals of Contemporary Nursing Practice 6
The concepts of health, nursing, environment, and persons are examined from historical, philosophical, and current perspectives. The course introduces students to the nursing process and critical thinking, communication, and therapeutic nursing interventions. Basic skills of the nurse as caregiver and communicator are applied in this course. The primary focus is the adult. Emphasis is placed on the application of the nursing process in case studies and patient care situations. Introduction of basic skills is presented within the parameters of the classroom, nursing skills laboratory, and clinical experiences.
PRQ: BIOL 209, CHEM 104 or CHEM 105, PSYC 100, and MATH 120 or achievement of a score of 3 on the Rockford University Math Placement test. Concurrent enrollment or prior completion of NURS 301 or NURS 371.
Scheduled: Fall and Spring yearly.
Meets: N
Lab fee required

NURS 301 Health Assessment 3
Provides an overview of health assessment techniques and recording. Develops knowledge and skills in history-taking and physical assessment of clients throughout the life span, with emphasis on the adult. Identification of findings within the normal range is emphasized and the significance of abnormal findings is explored.
Opportunities for practice are provided.
PRQ: BIOL 209 and CHEM 104 or CHEM 105.
Scheduled: Fall and Spring, yearly.
Meets: N.

NURS 310 Adult Health Nursing I 5
Theory and practice associated with the nursing care of adults is the focus of this course. The nursing process is used for the promotion, maintenance, and restoration of health. Selected strategies such as health education and problem solving are explored. Clinical experiences focus on application of knowledge, attitudes, and skills with adult clients experiencing impaired health.
PRQ: ANSO 150, HDEV 215, and BIOL 230 or 308; NURS 200, NURS 301, and NURS 371.
Scheduled: Fall and spring, yearly.
Meets: N.
Lab fee required

NURS 312 Family Health Nursing 3
Family theory is presented within the framework of the nursing process. Knowledge, attitudes, and skills are developed to provide nursing care to families. Health maintenance and promotion are emphasized in clinical experiences with childbearing families.
PRQ: ANSO 150, HDEV 215, and BIOL 230 or 308; NURS 200, NURS 301, and NURS 371.
Scheduled: Fall and spring, yearly.
Meets: N.

NURS 314 Child Health Nursing 3
Child Health theory is presented within the framework of the nursing process. Knowledge, attitudes, and skills are developed to provide nursing care to children and their families. Health maintenance and promotion are emphasized in clinical experiences with families with children. PRQ: NURS 310 and NURS 312.
Scheduled: Fall and Spring yearly.
Meets: N
Lab fee required

NURS 316 Mental Health Nursing 3
Mental health theories and practices associated with the nursing care of psychiatric clients are the focus of this course. The nursing process is used as a framework for strategies designed to promote improved mental health for those exhibiting psychiatric pathology. Various clinical settings provide an opportunity for the application of nursing knowledge and skills across all developmental life stages.
PRQ NURS 310 and NURS 312.
Scheduled: Fall and spring, yearly.
Meets: N.

NURS 320 Nursing Research 3
Introduction to research methodologies with focus on the research process. Concepts include history of research in nursing, scientific inquiry, research ethics, communication of research findings, and the nurses role in research.
PRQ: Concurrent enrollment in or prior completion of MATH 223 or MATH 224.
Scheduled: Fall and Spring, yearly. Summer on request.
Meets: N.
NURS 371  Pathopharmacology I  3
This course is part I of a two-part sequence that addresses pathophysiologic and pharmacologic concepts basic to nursing practice. Pathophysiologic concepts discussed are essential for understanding major health problems that occur across the life span. Emphasis is on understanding how and why various pathophysiologic changes occur and the related pharmacologic modes of treatment.
Prerequisites: BIOL 209, CHEM 104 or CHEM 105, or permission of the instructor
Scheduled: Fall and Spring Annually
Meets: N

NURS 372  Pathopharmacology II  3
This course is part II of a two-part sequence that addresses pathophysiologic and pharmacologic concepts basic to nursing practice. Pathophysiologic concepts discussed are essential for understanding major health problems that occur across the life span. Emphasis is on understanding how and why various pathophysiologic changes occur and the related pharmacologic modes of treatment.
Prerequisites: BIOL 209, CHEM 104 or CHEM 105, NURS 200, NURS 301, and NURS 371 or permission of the instructor
Scheduled: Fall and Spring Annually
Meets: N

NURS 386  Transitions in Nursing  3
This course assists students with ADN/Diploma preparation to make the transition to baccalaureate education in practice. Course content includes: the RN to BSN student experience, review of articulation documents, the current status of the nursing profession, and contemporary professional practice. Prior student learning and practice is valued and used as a foundation for future personal and professional career development.
PRQ: Admission to the nursing major and RN licensure.
Scheduled: On request.
Meets: N.

NURS 391  Independent Study in Nursing  2-4
Independent Study in Nursing

NURS 402  Older Adult Health Nursing  3
Issues related to the nursing care of older adults are a major factor in the evolving health care system throughout the world in the twenty-first century. This course focuses on factors influencing the normal health and functional ability of older adults. Problems prevalent in this population are discussed with emphasis placed on ways to manage their complex, multi-system health care problems for continuity and safety. Content also includes legal, ethical, economic, social, and political issues impacting older adults. Clinical settings provide an opportunity for the application of nursing knowledge and skills towards the older adult.
PRQ: NURS 310.
Scheduled: Fall and spring, yearly
Meets: N.

NURS 406  Community Health Nursing  4
Synthesis and application of theories and principles in community health nursing. Specific health needs of populations are identified and strategies are planned to promote their health. The utilization of community resources and coordination of services within the health care system are explored. The clinical experiences provide opportunities to apply theoretical knowledge to nursing practice with families, groups, and populations.
PRQ: NURS 314, NURS 320, NURS 386 (BSN-C only).
Scheduled: Fall and spring, yearly.
Meets: N
Lab fee required

NURS 408  Management and Leadership in Nursing  2
This course focuses on the role of the professional nurse as a leader and manager within an ever-changing health care environment. Theoretical content includes organizational systems and change theory. Application of principles of leadership and management in collaboration with others in the health care system are discussed.
Leadership and management in formal and informal systems are analyzed.
Prerequisites: NURS 310, 314, and 316.
Meets: N
Scheduled: Fall and spring yearly

NURS 410  Adult Health Nursing II  5
Theory and practice associated with nursing care of the critically ill adult. Specialized knowledge and interventions will be utilized to deal specifically with human responses to life-threatening problems. Caring and healing practices that potentiate health will be explored. Practicum experiences focus on application of knowledge, attitudes, and skills with clients and their families in a variety of acute care service areas.
PRQ: NURS 406.
Scheduled: Fall and Spring, yearly.
Meets: N.

NURS 495  Senior Seminar  3
Contemporary issues and future trends affecting the nursing profession are investigated and analyzed. Discussions focus on professional, social, legal, ethical, political, and economic forces that influence nursing. Opportunities are provided to synthesize professional knowledge attitudes, values, and skills in the classroom and in the completion of their final project. There is one credit for theory and two credits for clinical experience.
Prerequisites: NURS 406
Meets: N
Scheduled: Fall and spring yearly

NURS 496  Special Topics in Nursing  1
This one semester course will introduce students to state of the art information in the filed of nursing and health. The intent is to discuss enrichment topic other core courses did not have the opportunity to cover in the curriculum. Topics may change on a yearly basis and will be based on the current practice of what is occurring in nursing.
PRQ: concurrent or prior completion of NURS 406 and 495. Scheduled as requested.
PERFORMING ARTS

PFMA 301 Performing Arts Seminar 3
An interdisciplinary seminar in the performing arts, concentrating on the synthesis of dance, music, and theatre as utilized in a variety of art forms such as performance art, opera, ballet, and musical theatre. The student will study the aesthetic principles of these art forms through theoretical research and by viewing performances. Required for all majors in the performing arts department.
PRQ: Junior standing, and one of the following: THEA 101, DANC 211, MUSC 111, or consent of instructor.
Scheduled: Fall, odd years.
Meets: AO.

PFMA 365 Seminar in Arts Administration 3
An introductory course into the world of Arts Administration. Topics of study would include marketing the arts, fundraising, technology, writing styles for arts administrators, and arts management issues. A portion of the course might certainly include some sort of community-based learning that could lead to an internship in arts administration.
PRQ: Junior standing or consent of instructor.
Scheduled: As needed.
Meets: ANO.

PFMA 379 1-3
Selected Topics in the Performing Arts
PRQ: Consent of instructor.
Scheduled: Occasionally. May be repeated.
Meets: ANO.

PFMA 398 Internship for Performing Arts 1-4

PFMA 495A Senior Seminar 2
The student will engage in an in-depth research project of their own choosing, which will culminate in a paper presented for the entire department (PA) or the performance of a pre-assigned role with accompanying process journal and post performance analysis.
PRQ: Senior standing.
Scheduled: Spring, yearly; Fall as needed.

PFMA 495B Senior Seminar 1
This class will focus on contemporary issues in the arts, such as, but not limited to, arts in education, censorship, art as a political and social too and state funding for the arts. Students will be expected to read current articles and discuss these topics from a local, national and international perspective.
PRQ: Senior standing.
Scheduled: Spring, yearly.

PHILOLOGY

PHIL 103 Introduction to Philosophy 3
Through a survey of major issues including free will, immortality, logic and reasoning, the existence of God, and ethics, students learn to examine theories critically and to think independently.
PRQ: None.
Scheduled: Fall, yearly.
Meets: LNO.

PHIL 105 Critical Thinking 3
This course teaches practical reasoning skills that are useful in reading, writing, and discussion. Extensive real-life examples are used from debates over the death penalty, torture, the nature of poetry, and the extinction of the dinosaurs.
PRQ: None.
Scheduled: Fall, yearly.
Meets: LNO.

PHIL 122 Ethics 3
A survey of theories of values and virtues, rights and duties, with application to contemporary issues such as affirmative action, capital punishment, environmentalism, and censorship.
PRQ: None.
Scheduled: Spring, yearly.
Meets: LNO.

PHIL 176 3

PHIL 221 Logic 3
A study of principles and methods of correct reasoning. Topics include fallacies, definition, syllogistic logic, some truth-functional logic, and inductive reasoning.
PRQ: None.
Scheduled: Spring, yearly.
Meets: LNO.

PHIL 223 Sports Ethics 3
A study of moral issues in sports, including the relative fairness of performance enhancing drugs and techniques, cheating and deception, ethical issues in the economics of sports, and the nature of sportsmanship. Other topics may include ethical issues in youth sports and the role of violence in sport.
Prerequisites: None
Meets: LNO
Scheduled: Fall yearly

PHIL 256 Biomedical Ethics 3
Moral issues in medical practice and research, including defining life and death, abortion, euthanasia, confidentiality and informed consent, in vitro fertilization, and funding. No special technical knowledge is needed in advance.
PRQ: None.
Scheduled: Fall, yearly.
Meets: LNO.

PHIL 276 Special Courses in Philosophy 3
Special Courses in Philosophy

PHIL 304 Ethical Theory 3
Through the study of landmark works of past and contemporary moral philosophers, issues of values, virtues, rights, duties, relativism and universalism are studied in depth.
PRQ: None.
Scheduled: Once every two years.
Meets: LNO.
<table>
<thead>
<tr>
<th>PHI 310</th>
<th>Classical Philosophy</th>
<th>3</th>
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<tbody>
<tr>
<td>Lecture, readings, and discussion about the major philosophers and movements in ancient Greece and Rome. Figures and movements covered may include the Presocratics, Socrates, Plato, Aristotle, the Atomists, Cynics, Skeptics, and Stoics.</td>
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<td>PRQ: A course in Philosophy</td>
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<td>Scheduled: Every two years</td>
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<tr>
<th>PHI 311</th>
<th>Medieval &amp; Renaissance Philosophy</th>
<th>3</th>
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<tbody>
<tr>
<td>Lecture, readings, and discussion about the major philosophical movements in Europe from the Middle Ages and the Renaissance. Figures and movements covered may include Augustine, Boethius, Aquinas, Scotus, Ockham, and the Humanists.</td>
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<td>PRQ: A course in Philosophy</td>
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<td>Scheduled: Every two years</td>
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<tr>
<th>PHI 312</th>
<th>Early Modern Philosophy</th>
<th>3</th>
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<tbody>
<tr>
<td>Lecture, readings, and discussion about the major philosophical movements in Europe up to Kant. Figures and movements covered may include Hobbes, Bacon, Descartes, Locke, Leibniz, Spinoza, Hume, and Kant.</td>
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<td>PRQ: A course in Philosophy</td>
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<tr>
<th>PHI 313</th>
<th>Contemporary Anglo-American Philosophy</th>
<th>3</th>
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<tbody>
<tr>
<td>Lecture, readings, and discussion about the major philosophical movements in the English-speaking world after 1800. Figures and movements covered may include Mill, James, Dewey, Russell, Wittgenstein, Logical Positivism, Pragmatism, Objectivism, and Analytic Philosophy.</td>
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<td>PRQ: A course in Philosophy</td>
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<tr>
<th>PHI 314</th>
<th>Contemporary European Philosophy</th>
<th>3</th>
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<tbody>
<tr>
<td>Lecture, readings, and discussion about the major philosophical movements in Europe after 1800. Figures and movements covered may include Hegel, Schopenhauer, Marx, Nietzsche, Phenomenology, Existentialism, Structuralism, and Post-Moderism.</td>
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<td>PRQ: A course in Philosophy</td>
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<tr>
<th>PHI 315</th>
<th>Special Topics in History of Philosophy</th>
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<tr>
<th>PHI 325</th>
<th>Business and Economic Ethics</th>
<th>3</th>
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<tr>
<td>Through readings and cases, moral problems encountered in economic life are studied. Topics include the profit motive, justice, corporate responsibility, private ownership and public interest, advertising, and resolutions of disagreements.</td>
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<tr>
<td>PRQ: None.</td>
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<td>Scheduled: Spring yearly.</td>
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<tr>
<th>PHI 329</th>
<th>Philosophy of Religion</th>
<th>3</th>
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<tbody>
<tr>
<td>Through readings of major thinkers, the crucial issues of religion are explored: distinguishing theism, agnosticism, and atheism, arguments for and against the existence of God, the question of whether faith is legitimate, and whether ethics depends upon religion.</td>
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<td>PRQ: None.</td>
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<td>Scheduled: On request.</td>
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<td>Meets: LNO</td>
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<tr>
<th>PHI 330</th>
<th>Philosophy of Science</th>
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<tr>
<td>Issues in Philosophy of Science including observation, scientific method, relativism, skepticism. Case studies from the history of science.</td>
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<td>PRQ: A course in either Biology, Chemistry, Physics, or Mathematics.</td>
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<td>Scheduled: On request.</td>
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<tr>
<th>PHI 335</th>
<th>Philosophy of Human Nature</th>
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<tr>
<td>Exploration of fundamental questions about the human condition: The mind/body problem; free will and determinism; the original goodness, neutrality, or sinfulness of humanity; the relationship between reason and emotion; issues of death and immortality.</td>
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<td>PRQ: A course in Philosophy</td>
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<td>Scheduled: Every two years</td>
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<tr>
<th>PHI 340</th>
<th>Philosophy of Sport</th>
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<tr>
<td>An inquiry into philosophical ideas and issues in sport. Topics and readings will vary, but may include: the nature and definition of sport, the mind-body relationship in sport, the effects of technology on sport, epistemological issues in officiating, and the aesthetics of sport.</td>
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<td>PRQ: A course in philosophy or permission by instructor</td>
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<td>Scheduled: Spring</td>
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<tr>
<th>PHI 345</th>
<th>Free Speech and Censorship</th>
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<tbody>
<tr>
<td>Who should decide what books are read? Should pornography be censored? What about politically rebellious pamphlets? Or the advertising of tobacco on television? Or hate language that attacks a person's sex, race, or ethnic origin? Should church and state be separated? If the government does not fund some artists on the grounds that their work is offensive, is that censorship? In this course, we will study what some of the greatest minds in history have argued about free speech and censorship in Art, Politics, Religion, Business, Science, and Sex.</td>
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<td>PRQ: None.</td>
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<tr>
<td>Scheduled: On request.</td>
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<td>Meets: LNO</td>
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PHIL 349 Philosophy of Art 3
Aesthetics interprets the artistic and related aspects of human life, and raises questions about the nature and value of art, criteria for criticism, and about beauty.
PRQ: None.
Scheduled: On request.
Meets: LNO.

PHIL 376 Special Courses in Philosophy 3
Special Courses in Philosophy

PHIL 379 Special Topics in Philosophy 3
A particular philosophical issue is studied in detail.
PRQ: A course in Philosophy
Scheduled: On demand or at the discretion of the Philosophy Department
Meets: LNO

PHIL 391 Independent Study in Philosophy 1-3
Independent Study in Philosophy
PRQ: Consent of Instructor

PHIL 398 Internship 1-4

PHIL 495 Senior Seminar 3
A particular problem, theme, or philosopher is studied in depth, with presentations of student research and thinking central.
PRQ: Senior standing.
Scheduled: On request.
Meets: N.

PHYSICAL ACTIVITIES

PHYP 110 Wellness 1
A multidimensional approach to personal health and fitness, intended to encourage students to develop healthier lifestyles through changes in attitudes, behaviors, and personal habits. Includes presentations and discussions in exercise and fitness, nutrition, weight control, substance abuse, stress and relaxation, and health care as it relates to holistic medicine. Meets two hours per week, with some independent activity required.
PRQ: None.
Scheduled: Each semester.

PHYP 131 Archery/Golf 1
Students will learn rules and skills for playing archery and golf at the beginner level. $10 fee
1 credit
PRQ: none
Scheduled: fall or spring yearly

PHYP 132 Tennis/Badminton 1
Students will learn rules and skills for playing tennis and badminton at the beginner level.
1 credit
PRQ: none
Scheduled: Fall or spring yearly

PHYP 134 Beginning Weight Training 1

PHYP 136 Swimming/Aquatic Games 1
Students will learn swimming skills at the beginner to intermediate level and learn rules and skills for water games.
1 credit
PRQ: none
Scheduled: Fall or spring yearly

PHYP 140 Aerobic Fitness 1

PHYP 142 Pickleball/Bowling 1
Students will learn the rules and skills to play pickleball and bowl at the beginning level. $25 fee
1 credit
PRQ: none
Scheduled: fall or spring yearly

PHYP 145 Yoga/Pilates 1
Yoga/Pilates

PHYP 146 Scuba Diving 1
PRQ: Equipment, text and instruction kit extra. Scheduled: On request.

PHYP 147 Modified Activities 1
PRQ: Medical statement prohibiting enrollment in all other PHYP offerings except PHYP 110.
Scheduled: Fall and Spring, as needed.

PHYP 151 Beginning Tae Kwon Do 1
Code Q: Course fee or additional costs (see instructor)

PHYP 155 Tai Chi 1
Tai Chi

PHYP 176 Special Course in Physical Education Activity 1
Special course in Physical Education Activity

PHYP 191 Independent Study: Physical Activity 1-3
Independent Study in Physical Activity
PRQ: Consent of instructor

PHYP 291 Independent Study: Physical Activity 1-3
Independent Study in Physical Activity
PRQ: Consent of instructor

PHYSICAL EDUCATION

PHYE 102 Foundations of Sport and P.E. Programs 2
An introduction to the nature and historical foundations of sports and physical education, including professional preparation, career opportunities, issues and challenges confronting professionals in this field.
PRQ: None.
Scheduled: Fall, yearly.
Meets: NO.
PHYE 104  First Aid/C.P.R. Certification  2
Advanced training in first aid and cardiopulmonary resuscitation which enables students to receive American Red Cross Instructor Certification in each area.
PRQ: None.
Scheduled: Fall, yearly.

PHYE 108  Fitness Concepts for Healthy Lifestyles  1
Introduction to the basic concepts of physical conditioning with emphasis on aerobic activity, strength training, and flexibility training. Exploration of the role of exercise and diet in the maintenance of a healthy body.
PRQ: None.
Scheduled: Offered on request.
Meets: NO.

PHYE 203  Teaching Fitness/ Conditioning Programs  2
Programs and methodology appropriate to develop total fitness in elementary and secondary grade levels. Aspects of testing, analysis, and programming will be provided.
PRQ: None.
Scheduled: Spring, yearly.
Meets: NO.

PHYE 205  Personal Health Concepts  2
Methods of teaching health to elementary and secondary students. Curriculum plans and state requirements. Satisfies the requirement for an Illinois Professional Educator License (PEL) with a Physical Education endorsement.
PRQ: None.
Scheduled: Offered every third semester.
Meets: NO.

PHYE 210  Biomechanics  3
Scientific study of the dynamics of human motion with emphasis on neural, physiological, and motor learning patterns. Topics include body balance, flexibility, physique and body composition, and vector and trigonometric analysis, as applied to human movement.
PRQ: BIOL 209.
Scheduled: Offered every third semester.
Meets: NO.

PHYE 211  Water Safety Instruction/ Lifeguarding  2
Follows American Red Cross format; Red Cross certification is available upon completion. Emphasis is on the teaching methodology of a variety of aquatic skills at different ability levels and on lifeguarding.
PRQ: Swimming proficiency.
Scheduled: Fall, yearly.
Meets: NO.

PHYE 215  Principles of Athletic Coaching  2
This course will form the foundation of a body of information designed to prepare students to coach athletic teams at the age group, interscholastic, and intercollegiate levels. Upon successful course completion, students may attain national certification through the National Federation of Interscholastic Coaching Education Program.
PRQ: None.
Scheduled: Offered every third semester.
Meets: O.

PHYE 216  Introduction to Sport Management  3
This course provides an in-depth study of the nature and scope of sport management, including an overview of different career opportunities available in the field. Examines historical and current trends in sport management as well as prepares the student for further professional study in facility and event management, sport marketing, sport communication, collegiate athletic administration, international sport, sport tourism, professional sports, history of sport, national and international governing bodies, and campus recreation.
PRQ: None.
Scheduled: Fall, yearly.
Meets: NO.

PHYE 217  Sales in Sport  2
This course is an introduction to the process of successful selling and negotiating within the sport business climate. The purpose of the course is immersion into sales within the sport environment. Components of effective sales promotions and strategies for sport sales events will be emphasized. Possible topics include but are not limited to ticketing, groups, signage, sponsorship, retail, telemarketing, and cold calling. In addition, developing sales campaigns and maximizing the skills and efforts of the sales staff may be included.
PRQ: None.
Scheduled: Fall, yearly.
Meets: NO.

PHYE 220  Teaching Individual and Dual Sports  3
Training for secondary school physical education teachers and recreation specialists to teach and coach specific individual and dual sports: golf, tennis, badminton, archery, bowling, and mass instruction of skills. Consideration is given to facilities, equipment and specific methods and techniques of teaching and coaching. Course goals are to discuss, devise and utilize methods of teaching and coaching at the secondary level; to familiarize students with theory, strategy, and rules of the specific sports; and to provide opportunities for students to develop proficiencies.
PRQ: None.
Scheduled: Fall, yearly.
Meets: NO.

PHYE 221  Care and Prevention of Athletic Injuries  3
Student participation in discussion and laboratory experience in the care of athletic injuries and the designing of rehabilitation programs to prevent further injuries to the affected area.
PRQ: BIOL 209 or permission of instructor.
Scheduled: Fall, yearly.
Meets: NO.
**PHYE 222**  
**Teaching Methods of Team Sports**  
3  
This course provides students with a variety of teaching and coaching strategies and management skills that are utilized in teaching team sports in the physical education class. Students are expected to demonstrate proficiency in analyzing skills and teaching games.  
Scheduled: Spring, yearly.  
Meets: NO.

**PHYE 224**  
**Tumbling and Basic Movement**  
1  
Course is designed to develop physical proficiencies in basic movement, tumbling, and dance, and offer insights into a progressive approach for teaching these areas to elementary age students.  
PRQ: None.  
Scheduled: Offered every third semester.  
Meets NOC.

**PHYE 228**  
**Methods of Teaching Rhythms and Dance**  
2  
Teaching methods, techniques, and experiences to conduct rhythm and dance activities in curricula from grades K-12. Rhythm activities for rope jumping, gymnastics, and aerobics are emphasized, in addition to folk and square dances, with peer teaching and use of specific methods and techniques.  
PRQ: None.  
Scheduled: TBA.  
Meets: NO.

**PHYE 230**  
**Motor Learning and Development**  
3  
For students and teachers who view physical education from a developmental standpoint, using movement activities as a means of developing and refining movement abilities. This class will be valuable to early childhood teachers, elementary school teachers, and physical education teachers who use a developmental skill theme approach to improve children's movement abilities. This course includes instruction on how the human psychomotor system learns skills and motor patterns and then applies that knowledge to skill development necessary to function adequately.  
PRQ: BIOL 209 or permission of instructor.  
Scheduled: Offered every third semester.  
Meets: NO.

**PHYE 291**  
**Independent Study**  
1-4  
Independent Study

**PHYE 304**  
**Physiology of Exercise**  
3  
Integration of basic concepts and up-to-date scientific information regarding human exercise performance. A holistic approach to the multidimensional study of human performance by emphasizing the body's physiological regulatory mechanisms during physical activity.  
PRQ: BIOL 209.  
Scheduled: Offered every third semester.  
Meets: NO.

**PHYE 305**  
**Sport Marketing and Promotion**  
3  
This course is based on the general principles of marketing and discusses the unique aspects of sport marketing by applying marketing concepts to sport as a product and the promotion of sports activities. Topics focus on the spectator as the product consumer and will include consumer analysis, market segmentation, product licensing and positioning, pricing, promotion, distribution, and sponsorship as they apply to sport.  
PRQ: PHYE 102 or PHYE 216 or consent of instructor.  
Scheduled: Spring, yearly.  
Meets: NO.

**PHYE 306**  
**Risk Management in Sport**  
3  
This course is an introduction to basic legal terminology, court procedures, and risk management. It is designed to help students develop "safety conscious" attitudes in the management of sport and recreation activities. The purpose of the course is to assist the student in understanding the importance of tort law and its critical tie to risk management in sport. Possible topics include the differences between independent contractors and employee relations, negligence, supervision, and the duty to sport providers to inform users of sport facilities.  
PRQ: PHYE 102 or PHYE 216 or consent of instructor.  
Scheduled: Spring, yearly.  
Meets: NO.

**PHYE 310**  
**Sport Facility and Event Management**  
3  
This course is designed to promote an understanding of the management of sporting events and the venues in which they are housed. Topics include ownership and governance, building sport facilities, scheduling, box office management, ancillary services and operations, facility contracts, budget development, tournament organization, and staffing. Field trips to facilities and actual event participation are planned as part of the course.  
PRQ: PHYE 102 or PHYE 216 or consent of instructor.  
Scheduled: Fall, yearly.  
Meets: CNO.

**PHYE 311**  
**Elementary School Curriculum in Physical Education**  
3  
This course covers nearly all aspects of physical education at the elementary school level, primarily for teachers and/or prospective teachers in a self-contained classroom. Specific discussions cover areas of planning and organizing programs, teaching techniques and methods, categories of activities and evaluation instruments. Students will have practical experience in teaching activities and planning programs.  
PRQ: None.  
Scheduled: Spring, yearly.  
Meets: NO.

**PHYE 312**  
**Organization and Administration of Physical Education Programs**  
3  
Provides the knowledge and insight regarding the various aspects of organization and administration of physical education programs in the public school. Particular emphasis will be placed on programs and curriculum, budget and finances, personnel and facilities. Program components will include activity classes, intramural and
recreation programs, and the athletic program.

PRQ: PHYE 102.
Scheduled: Spring, yearly.
Meets: NO.

**PHYE 313 Psychological and Sociological Dimensions of Sports**
This course will focus primarily on psychological and sociological factors influencing participation and performance in physical education, sport, and recreational settings. Representative experiences include lecture, discussion, laboratories, observations, and participation.
PRQ: PSYC 100.
Scheduled: Offered every third semester.
Meets: NO.

**PHYE 314 Measurement for Evaluation of Sport and Physical Education Programs**
PRQ: PHYE 102.
Scheduled: Fall, yearly.
Meets: NO.

**PHYE 315 Instructional Strategies in Physical Education**
Instructional methodology and classroom management techniques unique to teaching elementary and secondary physical education. Hands-on experiences such as problem solving, peer teaching, videotaping lessons are included.
PRQ: Junior standing.
Scheduled: Fall, yearly.

**PHYE 330 Teaching Adapted Physical Education**
A survey of handicapping conditions and methods, materials, and activities available for adapted physical education programs in elementary, secondary, and self-contained schools.
PRQ: none.
Scheduled: Fall, yearly.
Meets: NO.

**PHYE 398 Physical Education Internship**
PRQ: Junior standing and consent of instructor.
Scheduled: Every semester.

**PHYE 495 Senior Seminar**
PRQ: Senior standing and consent of instructor.
Scheduled: Fall, Spring.
Meets: N.

**PHYE 498 Physical Education Internship**
PRQ: Senior standing and consent of instructor.
Scheduled: Every semester.

**PHYE 504 Physiology of Exercise**
Integration of basic concepts and up-to-date scientific information regarding human exercise performance. A holistic approach to the multidimensional study of human performance by emphasizing the body's physiological regulatory mechanisms during physical activity. Two one-hour lectures and one two-hour lab per week.
Scheduled: Every third semester.

**PHYE 511 Elementary School Curriculum in Phys Ed**
This course covers nearly all aspects of physical education at the elementary school level, primarily for teachers and/or prospective teachers in a self-contained classroom. Specific discussions cover areas of planning and organizing programs, teaching techniques and methods, categories of activities and evaluation instruments. Students will have practical experience in teaching activities and planning programs.
Scheduled: Spring, yearly.

**PHYE 512 Organization and Administration of PE Programs**
Provides the knowledge and insight regarding the various aspects of organization and administration of physical education programs in the public school. Particular emphasis will be placed on programs and curriculum, budget and finances, personnel and facilities. Program components will include activity classes, intramural and recreation programs, and the athletic program.
Scheduled: Spring, yearly.

**PHYE 513 Psychological and Sociological Dimensions of Sports**
This course will focus primarily on psychological and sociological factors influencing participation and performance in physical education, sport, and recreational settings. Representative experiences include lecture, discussion, laboratories, observations, and participation.
Scheduled: Every third semester.

**PHYE 514 Measurement for Eval of Sport/PE Progrms**
Scheduled: Fall, yearly.

**PHYE 515 Instructional Strategies in Physical Ed**
This course combines instructional methodology and classroom management techniques with an on-campus teaching experience. Curriculum planning, organization and evaluation opportunities are provided in the classroom, as well as in a hands-on experience. Students will have opportunities to utilize a variety of teaching styles.
Scheduled: Fall, yearly.
PHYE 530  Teaching Adapted Physical Education 3
A survey of handicapping conditions and methods, materials, and activities available for adapted physical education programs in elementary, secondary, and self-contained schools.
PRQ: none.
Scheduled: Fall, yearly.

PHYS

PHYS 101  Physics for Poets and Non Poets 4
Physics and physical concepts as applied to everyday life. This includes motion, heat energy, acoustics, electricity and magnetism, modern physics, nuclear physics, and light. For non-science majors. Lecture 3 hours; lab 3 hours.
PRQ: High school algebra.
Scheduled: Every semester on request.
Meets: MO.

PHYS 103  Medical Physics 2
Principles of physics as applied to diagnostics and treatment of medicine.
PRQ: High school algebra.
Scheduled: Spring and yearly.
Classified: T.
Meets: MO.

PHYS 105  Fundamentals of Physics I 4
A beginning course in physics without calculus. Designed to give a general understanding of the basic principles of physics. Lecture 3 hours; lab 3 hours.
PRQ: High school algebra.
Scheduled: Fall, yearly.
Classified: T.
Meets: MO.

PHYS 106  Fundamentals of Physics II 4
A continuation of PHYS 105. Lecture 3 hours; lab 3 hours.
PRQ: PHYS 105.
Scheduled: Spring, yearly.
Classified: T.
Meets: MO.

PHYS 176  Special Topics 1-3

PHYS 176  Special Topics 3

PHYS 201  Introduction to Physics I 5
A basic course in physics for science majors. Especially recommended for those majoring in biology, chemistry, computer science, engineering, mathematics, pre-dentistry, and pre-medicine. Lecture 4 hours; lab 3 hours.
PRQ: Concurrent enrollment in MATH 231.
Scheduled: Fall, yearly.
Classified: T.
Meets: MO.

PHYS 202  Introduction to Physics II 5
A continuation of PHYS 201. Lecture 4 hours; lab 3 hours.
PRQ: PHYS 201.
Scheduled: Spring, yearly.
Classified: T.
Meets: MO.

PHYS 205  Engineering Statics Dynamics 4
PRQ: PHYS 201, MATH 232.
Scheduled: On request.
Meets: MO.

PHYS 305  Thermodynamics 4
Study of the First and Second laws of Thermodynamics as applied to thermal, mechanical and fluid systems.
PRQ: PHYS 202, MATH 232, CSCI 252/270.
Scheduled: On request.
Meets: MO.

PHYS 309  Mechanics 4
Dynamics of particles, rigid bodies and continual, normal modes, LaGrangian and Hamiltonian formulations.
PRQ: PHYS 202, MATH 232.
Scheduled: On request.
Meets: MO.

PHYS 313  Modern Physics 4
A unified treatment of quanta, photons, electrons, atoms, molecules, matter, nuclei and particles. Quantum mechanics will be developed at the start and used to link and explain older and newer experimental phenomena of modern physics. Lecture 3 hours; lab 3 hours.
PRQ: PHYS 202, MATH 306.
Scheduled: On request.
Classified: T.
Meets: MO.

PHYS 315  Atomic Nuclear Physics 4
Elementary particles, radioactivity, atomic models, Bohr's theory of atomic structure, elementary wave mechanics, quantum theory of solids, properties of atomic nuclei, nuclear structure and transformers, nuclear instruments and experimental methods.
PRQ: PHYS 309, MATH 306.
Scheduled: On request.
Classified: T.
Meets: MO.

PHYS 317  Introduction to Quantum Mechanics 4
The basic concepts of quantum theory which underlie modern theories of the properties of materials. Topics covered include elements of atomic and nuclear theory; kinetic theory of statistical mechanics; quantum theory and simple applications; atomic spectra and atomic structure; molecular structure and chemical bonding.
PRQ: PHYS 309, MATH 306.
Scheduled: On request.
Meets: MO.
<table>
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<th>Course Code</th>
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<th>Credits</th>
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<td>PHYS 328</td>
<td>Electromagnetics</td>
<td>4</td>
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<tr>
<td>PHYS 330</td>
<td>Introduction to Solid State Physics</td>
<td>4</td>
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<tr>
<td>POLS 101</td>
<td>Introduction to Political Science</td>
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<tr>
<td>POLS 102</td>
<td>American Government</td>
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<tr>
<td>POLS 176</td>
<td>Special Topics in Political Science</td>
<td>1-3</td>
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<tr>
<td>POLS 180</td>
<td>Current Issues in Global Affairs</td>
<td>3</td>
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<tr>
<td>POLS 202</td>
<td>Politics through Film</td>
<td>2</td>
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<tr>
<td>POLS 228</td>
<td>Introduction to Peace and Conflict Studies</td>
<td>4</td>
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<td>POLS 241</td>
<td>Comparative Politics</td>
<td>3</td>
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<td>POLS 276</td>
<td>Special Topics in Political Science</td>
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<td>POLS 282</td>
<td>International Relations</td>
<td>3</td>
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<td>POLS 310</td>
<td>Seminar in Policy Analysis</td>
<td>4</td>
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<tr>
<td>POLS 320</td>
<td>Seminar in Political Philosophy</td>
<td>4</td>
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</table>

**PHYS 328 Electromagnetics**

Electric and potential fields due to static charge distributions, concepts of vector analysis, capacitance. The magnetic field with applications to magnetic force and inductance. Maxwell's equations applied to elementary problems of engineering significance such as plane waves, radiation, wave guides, cavities, and transmission lines.

PRQ: PHYS 202, MATH 306.
Scheduled: On request.
Meets: MO.

**PHYS 330 Introduction to Solid State Physics**

Bonding and structure of crystals, energy bands in insulators, semiconductors and metals, electrical conductivity, optical properties, lattice vibrations, elasticity, point defects, and dislocations.

Scheduled: On request.
Meets: MO.

**POLS 101 Introduction to Political Science**

Fundamental issues of politics, as perceived by a variety of great minds. Among topics explored are the relations of the individual and the family to the political community, the relation between polity and economy, citizenship, forms of government, and doctrines of revolution. Selected ancient and modern texts are read.

PRQ: None.
Scheduled: Fall or spring, yearly.
Meets: SNO.

**POLS 102 American Government**

The principles of the American political system as understood by the Framers; organization, powers, and operation of the branches of the national government; federal-state relations; political parties and national politics.

PRQ: None.
Scheduled: Fall and spring, yearly.
Meets: SNO.

**POLS 176 Special Topics in Political Science**

Special Topics in Political Science

**POLS 180 Current Issues in Global Affairs**

An analysis of major current topics in the world, including e.g., regional organization (the European Union, Free Trade Area of the Americas, World Trade Organization), environmental impact of human activities, terrorism, religion and politics, development and population, the Middle East, the role of the US in the world, China, and other issues, to be determined by class participants.

PRQ: None
Scheduled: On request
Meets: SNO.

**POLS 202 Politics through Film**

Using a series of films selected around a particular theme (e.g., elections, international relations, China, civil rights), the class explores the background, representation, and treatment of the subject through film. The cinematic base is used in conjunction with coordinated readings and focused discussion to provide a full treatment of the topic.

PRQ: None
Scheduled: On request.
Meets: SNO.

**POLS 228 Introduction to Peace and Conflict Studies**

(XL: ANSO 228) The purpose of this course is to deepen our understanding of the causes and consequences of war, violence, and conflict and of the means of conflict resolution and management. The course will explore the different approaches taken by the social sciences in the study of conflict resolution and management. (Note: Course satisfies major and minor requirements in Political Science, but does not satisfy major or minor requirements in Anthropology/Sociology.)

PRQ: None.
Scheduled: Spring yearly.
Meets: S; NO in Political Science, C.

**POLS 241 Comparative Politics**

Analyzes the main types of political regimes, governmental institutions, and political processes in a comparative perspective and examines the politics and governments in several Western and non-Western nations (e.g., Great Britain, Germany, China, Japan, one or several Latin American and/or African nations).

PRQ: None.
Scheduled: Fall, even years.
Meets: SNO.

**POLS 276 Special Topics in Political Science**

Special Topics in Political Science

**POLS 282 International Relations**

Theory and practice of international relations. Elements of national power, the balance of power, collective security, international law, international organization, and diplomacy.

PRQ: None.
Scheduled: Fall or spring, yearly.
Meets: SNO.

**POLS 310 Seminar in Policy Analysis**

(XL: ECON 310) Examines a limited number of topics in some detail, including theoretical and methodological development of policy issues. There will be an opportunity to pursue research in the field.

PRQ: POLS 102.
Scheduled: Spring, even years.
Meets: SNO.

**POLS 320 Seminar in Political Philosophy**

Close examination of significant texts and issues in the history of political philosophy, from antiquity to the present.
POLS 323  American Political Thought  4
(XL: HIST 323) An examination of American political ideas from the Seventeenth through the Twentieth Century.
PRQ: POLS 102 or HIST 104 or 105.
Scheduled: On request.
Meets: SNO.

POLS 325  Social Science Methods  4
(XL: ANSO, HIST 325) A survey course to familiarize students with social science research methods, including the use of survey techniques, interviewing, participant observation, and content analysis. B.S. students should take this course before their senior year.
Scheduled: Fall and spring, yearly.
Meets: SNO.

POLS 326  Politics & Education  4
The aim of this course is to broaden and deepen our view of education and its place in our political order through a study of one or more seminal texts of political philosophy that have as a central theme the education of the young, e.g., Plato's Republic, Locke's Some Thoughts Concerning Education, and Rousseau's Emile. Questions to be considered will include "What is the best polity?" and "What education is suitable to it and to the best way of life?"
Prerequisites: POLS 101 or consent of instructor
Meets: S, N, O
Scheduled: Occasional summers

POLS 333  U.S. Diplomatic History 1800-1945  3
(XL: HIST 333) From its beginning, the United States had a foreign policy based on principles of exceptionalism, independent action, and manifest destiny. By the end of the 19th century, the nation had emerged as a world power. This course examines foreign policy ideology, open door policy, U.S. hegemony over Latin America, American imperialism, and the U.S. role in both world wars.
PRQ: 3 hours of history or consent of instructor.
Scheduled: Alternating years.
Meets: SNO.

(XL: HIST 334) Following victory in World War II, the United States assumed its place as the most powerful nation in the world. Examining both domestic and international forces, this course explores containment and revolutionary nationalism, the rise and fall of the Cold War, wars in Korea and Vietnam, Cuban-American adventures, nuclear deterrence and disarmament, terrorism and the "new world order."
PRQ: One semester of college-level U.S. history or consent of instructor.
Scheduled: Alternating years.
Meets: SNO.

POLS 342  Politics of Russia/The Soviet Union and the CIS  3
Analysis of the origins and evolution of the Soviet political and economic system, including the historical foundations of Russian revolutionary radicalism and the ideology of Marxism-Leninism, the reforms introduced under the leadership of Mikhail Gorbachev, and the collapse of the Soviet regime and state in 1991. The basic outline of the systems of government and the political prospects of the Soviet successor states within the Commonwealth of Independent States (CIS), with special focus on the Russian Federation.
PRQ: POLS 241 or consent of instructor.
Scheduled: On request.
Meets: SNO.

POLS 345  Topics in European Politics  3
Issues in contemporary European politics, e.g., comparative constitutions, comparative party systems, European security arrangements, the politics of economic integration.
PRQ: POLS 241 or 282, as appropriate, or consent of department chair.
Scheduled: On request; offered yearly at Regent's College.
Meets: SNO.

POLS 347  Regional Politics  3
An overview of the politics of various regions of the world, including discussion of common elements of the region's history, political culture, socio-economic conditions, and political institutions and processes. The course also includes a selection of case studies of individual countries of the region.
PRQ: POLS 241 or consent of instructor.
Scheduled: on request.
Meets: SNO.

POLS 352  Political Anthropology  4
(XL: ANSO 352) The evolution of political processes and institutions including bands, tribes, chiefdoms and the archaic state. Special topics in contemporary non-western societies include succession to office, conflict resolution, factions, and brokerage.
PRQ: ANSO 100 or 150.
Scheduled: Fall, odd years.
Meets: SNOR.

POLS 361  Constitutional Law: Powers of Government  4
An historical and theoretical analysis of the U.S. Supreme Court with emphasis on its relationship to the other branches of national government; analysis of landmark cases in judicial review, separation of powers, federalism and commerce.
PRQ: POLS 102.
Scheduled: Spring, even years.
Meets: SNO.
POLS 362  Constitutional Law: Civil Liberties  4
History, theory, and case law concerning First Amendment freedoms, the procedural guarantees of the Bill of Rights and the civil rights movement.
PRQ: POLS 102.
Scheduled: Fall, even years.
Meets: SNO.

POLS 363  Constitutional Law: Rights of the Accused  4
Analysis of the history and principles of certain basic rights pertaining to persons accused of crimes, as developed in leading constitutional cases.
PRQ: POLS 102.
Scheduled: On request.
Meets: SNO.

POLS 364  Public Administration  4
Organization and management of the executive agencies of American national government, bureaucracy as a problem for liberal democracy, the politics of public administration and its relationship to other branches of government, the adequacy of administration to contemporary problems.
PRQ: POLS 102.
Scheduled: On request.
Meets: SNO.

POLS 365  The Presidency  4
The creation of the American presidency, its historical development, relations with the other national branches, comparison of the office’s powers in domestic and foreign affairs, evaluation of the compatibility of democracy and a powerful chief executive.
PRQ: POLS 102.
Scheduled: Fall, even years.
Meets: SNO.

POLS 366  Congress and the Legislative Process  4
Examination of the structure, operation and role of Congress with emphasis on its relation to the executive and judicial branches and its place within the American political system. Special attention will be given to the internal and external influences on Congress, which affect the formation of public policy.
PRQ: POLS 102.
Scheduled: On request.
Meets: SNO.

POLS 367  Parties and Interest Groups  4
Analysis of the development, function and organization of American political parties with particular regard to the role of parties in a representative democracy. Examination of the role of interest groups and lobbies in the American political system.
PRQ: POLS 102.
Scheduled: On request.
Meets: SNO.

POLS 368  Statesmanship  4
Consideration of political issues as revealed in the careers and writings of such practical practitioners as Cicero, the American founders, Lincoln, Churchill and DeGaulle.
PRQ: POLS 101 or 102 or HIST 103 or consent of instructor.
Scheduled: On request.
Meets: SNO.

POLS 369  History and Politics of the Cold War  3
(XL: HIST 385) An examination of the origins and the successive phases of the Cold War, including its end following the dissolution of Soviet Hegemony in East Europe in 1989 and the unification of Germany in 1990. Based on the general overview of the U.S. Soviet and East-West relations, the course will include discussion of NATO and the Warsaw Pact. American and Soviet strategic doctrines, arms control negotiations, and the Conference on Security and Cooperation in Europe.
PRQ: POLS 282 or consent of instructor.
Scheduled: On request.
Meets: SNO.

POLS 370  U.S. Constitutional History  4
(XL: HIST 370) An examination of the relationship between law and politics in American history. The guiding influence of the U.S. Constitution in the development of our political and economic system will be emphasized. Changes in the Constitution will also be analyzed for their impact. Course materials will include selected Supreme Court cases.
PRQ: POLS 102.
Scheduled: On request.
Meets: SNO.

POLS 375  Environmental Politics  3
An analysis of environmental politics and policy on the national and international levels. Examines policy-making process, actors and interest groups. Traces impact and evolution of policies, as well as cross-national management efforts. Features an emphasis on case studies.
PRQ: Consent of instructor
Meets: SNO.
Scheduled: On request.

POLS 376  Special Topics in Political Science  2-4
Special Topics in Political Science

POLS 384  History and Politics of the Cold War  3
(XL: HIST 385) An examination of the origins and the successive phases of the Cold War, including its end following the dissolution of Soviet Hegemony in East Europe in 1989 and the unification of Germany in 1990. Based on the general overview of the U.S. Soviet and East-West relations, the course will include discussion of NATO and the Warsaw Pact. American and Soviet strategic doctrines, arms control negotiations, and the Conference on Security and Cooperation in Europe.
PRQ: POLS 282 or consent of instructor.
Scheduled: On request.
Meets: SNO.

POLS 386  International Organizations  3
This course examines the role of international organizations in world politics. It begins with an historical perspective, and examines a number of issue areas of concern for international organizations, including collective security, conflict resolution, economic development, trade, human rights and environment. The course includes case studies (e.g., United Nations, World Trade Organization).
PRQ: POLS 228, POLS 282, or consent of instructor.
Scheduled: On request.
Meets: SNO.
POLS 387  Current Issues in American Foreign Policy  3
The world and U.S. foreign policy have changed dramatically in recent years. This course provides an introduction to contemporary U.S. foreign policy in this changing world by reviewing American policy prior to 2001, detailing recent changes in the international environment and their implications for the United States, debating contemporary foreign policy issues, and looking to the future. Topics to be discussed include the war on terror, American efforts to promote democracy around the world, the wars in Iraq and Afghanistan, and dealing with an emerging China. Prerequisite: POLS 180 or 241 or 282 or HIST 334 or consent of the instructor. Meets: SNO. Scheduled: Fall 2008, and subsequently on request.

POLS 391  Independent Study in Political Science  1-4
Independent Study in Political Science
PRQ: Consent of an instructor and approval form

POLS 398  Internship in Political Science  3-4
Internship in Political Science

POLS 491  Independent Study in Political Science  1-4
Independent Study in Political Science
PRQ: Consent of an instructor and approval form

POLS 495  Senior Seminar  4
PRQ: Senior standing.
Scheduled: Fall and spring, yearly.
Meets: N.

POLS 498  Internship in Political Science  3-4
Internship in Political Science

POLS 510  Seminar in Policy Analysis  4
(XL: ECON 510) Examines a limited number of topics in some detail, including theoretical and methodological development of policy issues. There will be an opportunity to pursue research in the field. PRQ: POLS 102 or ECON 305, or equivalent. Scheduled: Spring, even years.

POLS 520  Seminar in Political Philosophy  4
Close examination of significant texts and issues in the history of political philosophy, from antiquity to the present. PRQ: POLS 101 or consent of instructor. Scheduled: On request. Meets: SNO.
This course may be taken more than once, to cover different authors, texts, or topics.

POLS 523  American Political Thought  4
An examination of American political ideas from the 17th century to the present. PRQ: Pols 102 or . Scheduled: On request.

POLS 526  Politics & Education  4
The aim of this course is to broaden and deepen our view of education and its place in our political order through a study of one or more seminal texts of political philosophy that have as a central theme the education of the young, e.g., Plato's Republic, Locke's Some Thoughts Concerning Education, and Rousseau's Emile. Questions to be considered will include "What is the best polity?" and "What education is suitable to it and to the best way of life?" Prerequisites: POLS 101 or consent of instructor Scheduled: Occasional summers

POLS 533  U.S. Diplomatic History 1800-1945  3
(XL: HIST 333) From its beginning, the United States had a foreign policy based on principles of exceptionalism, independent action, and manifest destiny. By the end of the 19th century, the nation had emerged as a world power. This course examines foreign policy ideology, open door policy, U.S. hegemony over Latin America, American imperialism, and the U.S. role in both world wars. Scheduled: Alternating years.

(XL: HIST 534) Following victory in World War II, the United States assumed its place as the most powerful nation in the world. Examining both domestic and international forces that buffeted the nation during the second half of the 20th century, the course examines episodes of international revolutionary nationalism, wars in Korea and Vietnam, Cuban-American adventures, years of nuclear deterrence, and the end of the Cold War, including the question "what's next?" Scheduled: Alternating years.

POLS 545  Topics in European Politics  3
Issues in contemporary European politics, e.g., comparative constitutions, comparative party systems, European security arrangements, the politics of economic integration. Scheduled: On request.

POLS 547  Regional Politics  3
An overview of the politics of various regions of the world, including discussion of common elements of the region's history, political culture, socio-economic conditions, and political institutions and processes. The course also includes a selection of case studies of individual countries of the region.

POLS 561  Constitutional Law: Powers of Government  4
An historical and theoretical analysis of the U.S. Supreme Court with emphasis on its relationship to the other branches of national government; analysis of landmark cases in judicial review, separation of powers, federalism and commerce. Scheduled: Spring, even years.
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<td>Constitutional Law: Civil Liberties</td>
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<td>POLS 563</td>
<td>Constitutional Law: Rights of the Accused</td>
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<td>Analysis of the history and principles of certain basic rights pertaining to persons accused of crimes, as developed in leading constitutional cases. Scheduled: On request.</td>
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<td>POLS 567</td>
<td>Parties and Interest Groups</td>
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<td>Analysis of the development, function and organization of American political parties with particular regard to the role of parties in a representative democracy. Examination of the role of interest groups and lobbies in the American political system. Scheduled: On request.</td>
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<td>POLS 576</td>
<td>Special Topics in Political Science</td>
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<td>POLS 583</td>
<td>National Security Policy</td>
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<td>Examines historical development of U.S. national security policy, nuclear strategy and arms control, limited war and NATO, U.S. military preparedness; comparison with Soviet defense strategy; role of foreign intelligence.</td>
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<td>POLS 584</td>
<td>Statesmanship</td>
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<td>Consideration of political issues as revealed in the careers and writings of such practical practitioners as Cicero, the American founders, Lincoln, Churchill and DeGaulle. PRQ: Consent of instructor. Scheduled: On request.</td>
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<td>POLS 585</td>
<td>History and Politics of the Cold War</td>
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<td>PSYCHOLOGY</td>
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<td>PSYC 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<td>A beginning course in the scientific study of behavior. Topics include perception, learning, motivation, emotion, intelligence, personality, adjustment, and neuroscience. PSYC 100 is a prerequisite to most other courses in psychology. Students must earn a grade of C- or above to qualify for Scholarly Methods. PRQ: None. Scheduled: Fall and spring, yearly. Meets: SNO.</td>
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<tr>
<td>PSYC 200</td>
<td>Scholarly Methods in Psychology</td>
<td>3</td>
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<td>Emphasis on critical thinking skills, especially as related to psychological content; study of seminal research in the general field of psychology; introduction of APA style through preparation of a research manuscript. Required for psychology majors; should be taken before psychology courses requiring term papers. Students must earn a grade of C- or above to qualify for Experimental Psychology and Psychological Tests and Measurement.</td>
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</tbody>
</table>
PRQ: PSYC 100 and RHET 102 or instructor consent. Scheduled: Fall and spring, yearly.
Meets: SNO.

**PSYC 210 Human Sexuality** 3
Human sexual thought and behavior will be examined from psychological, biological, historical, and cultural perspectives across the lifespan. Attitudes and beliefs about sexuality will be explored as the course addresses typical, atypical, and dysfunctional sexual behavior. This course will include, but not be limited to, the following topics: sexual development, sexual identity/orientation, gender roles, sexual scripts, love and attraction, sexual dysfunction and treatment, ethics, and sexual law.
PRQ: PSYC 100
Meets: SNO

**PSYC 212 Neuroscience** 3
The biological bases of behavior, learned and innate, emphasizing the role of the nervous system. Topics include memory, pain, sleep, learning, and psychoneuroimmunology.
PRQ: PSYC 100.
Scheduled: Spring, yearly.
Meets: SNO.

**PSYC 226 Introduction to SPSS (Statistical Package for the Social Sciences)** 2
This hands-on course introduces students of social and behavioral science to SPSS, one of the most widely used and powerful statistical analysis packages. Students will learn a variety of data management techniques. Also, they will conduct a number of descriptive and inferential statistical analyses.
PRQ: MATH 223 or 224 (students must earn a grade of C- or above).
Scheduled: Fall and spring, yearly.
Meets: SNO.

**PSYC 276 Special Topics** 3

**PSYC 300 Experimental Psychology** 3
Common experimental designs and the principles of experimentation. Familiarization with basic laboratory equipment and its operation. Training in routine laboratory techniques, particularly in human perception. Practice in data analysis. Designed to develop skills of careful observation and accurate reporting.
PRQ: PSYC 100, 200, and MATH 224 or MATH 223 (students must earn a grade of C- or above); PSYC 226 (may be taken concurrently).
Scheduled: Fall and spring, yearly.
Meets: NO.

**PSYC 312 Sensation and Perception** 3
An introduction and survey of the major areas in the field of sensation and perception. Course includes the different physiological and perceptual mechanisms that control the sensory modalities.
PRQ: PSYC 100 and 212 or consent of instructor.
Scheduled: Spring, even years.
Meets: SNO.

**PSYC 313 Cognitive Psychology** 3
The mental processes involved in acquiring, organizing, and using knowledge, including perception, pattern recognition, attention, memory, learning, language, problem solving, and thinking. Computer models and neural organization models are considered.
PRQ: PSYC 100 or consent of instructor.
Scheduled: Fall, yearly.
Meets: SNO.

**PSYC 320 Industrial and Organizational Psychology** 3
The application of psychological principles to organizations. Topics include job satisfaction, motivation to work, leadership, selection, training, organizational development, and performance appraisal.
PRQ: PSYC 100.
Scheduled: Spring, even years.
Meets: SNO.

**PSYC 323 Conflict Analysis and Resolution** 3
Conflict and constructive reconciliation in interpersonal relations, small groups, and organizations of all types. Conflict management skills, practical approaches, and general theories will be presented within the context of various dispute situations. Opportunities for field experience will be available.
PRQ: PSYC 100 or consent of instructor.
Scheduled: Spring, odd years.
Meets: SNO.

**PSYC 333 Social Psychology** 3
How the thoughts, feelings, and behaviors of individuals are influenced by other human beings. Emphasis is on an experimental approach to human behavior. Topics may include aggression, interpersonal attraction, attitude formation and change, conformity, language and communication, group processes, and obedience to authority.
PRQ: PSYC 100.
Scheduled: Fall, yearly.
Meets: SNO.

**PSYC 335 Psychology of Personality** 3
Research and theory aimed at understanding characteristics related to distinctive ways of experiencing and behaving. Techniques of measurement and major theoretical perspectives on personality such as social learning theory, psychoanalytic theories, trait theories, and cognitive theories will be examined.
PRQ: PSYC 100 and 215.
Scheduled: Spring, yearly.
Meets: SNO.

**PSYC 338 Psychology of Learning** 3
Issues and facts regarding modification and maintenance of behavior in man and lower animals. Topics usually include acquisition, extinction, generalization, discrimination, reinforcement, punishment, modeling cognition, and memory.
PRQ: PSYC 100.
Scheduled: Spring, yearly.
Meets: SNO.
**PSYC 339  Counseling  3**
Explores the helping process from various theoretical perspectives including psychoanalysis, existential psychotherapy, and cognitive-behavioral therapy. Includes practical applications and experiential exercises; addresses research and ethical issues.
PRQ: PSYC 100.
Scheduled: Fall yearly.
Meets: SNO.

**PSYC 346  History and Systems of Psychology  3**
Differing systematic approaches to the study of psychology. Relates psychology to the broader context of the history of western philosophy and science. Perennial issues such as the mind-body dichotomy and the nativism-empiricism controversy are traced through a succession of historical periods to show how modern attitudes developed. Other concepts include mechanism, determinism, association, functionalism, structuralism, holism, and behaviorism. This course is recommended especially for those students who will be continuing their studies in graduate school.
PRQ: PSYC 100.
Scheduled: Fall, even years.
Meets: SNO.

**PSYC 347  Psycholinguistics  3**
The psychology of language, including language structure and how language is used in communication. Focuses on processes of listening, speaking, and how children acquire these abilities. Also includes the nature of meaning and the relationship between thought and language.
PRQ: PSYC 100 and 313.
Scheduled: As requested.
Meets: SNO.

**PSYC 354  Psychological Tests and Measurement  3**
The theory, intent, and value of a wide variety of tests of general and special aptitudes and abilities, together with techniques for determining the relevance, validity, and reliability of such instruments.
PRQ: PSYC 100, 200; MATH 223 or MATH 224 (all with a grade of C- or above); PSYC 226 (may be taken concurrently.)
Scheduled: Fall and spring, yearly.
Meets: SNO.

**PSYC 357  Psychological Disorders  3**
Explores mental disorders from different theoretical perspectives, putting emphasis on diagnosis, symptomatology, etiology, and treatment as well as understanding the human condition. Theory and practice in the treatment and prevention of pathological behavior.
PRQ: PSYC 100.
Scheduled: Fall, yearly.
Meets: SNO.

**PSYC 376  Special Course in Psychology  3**
Special Course in Psychology

**PSYC 391  Independent Study in Psychology  1-4**
Independent study in psychology

**PSYC 471  Undergraduate Research  1-4**
May be repeated for additional credit.
PRQ: Consent of department chair and appropriate instructor.
Scheduled: Fall and spring, yearly.

**PSYC 491  Independent Study in Psychology  1-4**
Independent Study in Psychology

**PSYC 494  Senior Project  3**

**PSYC 495  Senior Seminar  3**
Students will design, conduct, analyze, and present an independent research project supervised by a faculty member.
PRQ: Completion of at least 12 hours of 300 level course work in Psychology; PSYC 200, 226, 300, and 354 (all with a grade of C- or better).
Scheduled: Fall and spring, yearly.
Meets: N.

**RELIGIOUS STUDIES**

**RELG 111  World Religions  3**
The historical origins and highlights, basic teachings and practices of Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam.
PRQ: None.
Scheduled: Fall, yearly.
Meets: LOR.

**RELG 176  Special Topics in Religious Studies  3**
Special Topics in Religious Studies

**RELG 207  Hebrew Scripture (Old Testament)  3**
The theological, ethical, literary and historical content of the Old Testament in the light of modern scholarship. Attention is given to the methods and problems of interpreting Old Testament materials, their historical meaning, and their contemporary significance.
PRQ: None.
Scheduled: Fall, yearly.
Meets: LO.

**RELG 208  New Testament  3**
The theological, ethical, literary, and historical content of the New Testament in the light of modern scholarship. Attention is given to the methods and problems of interpreting New Testament materials, their historical meaning, and their contemporary significance.
PRQ: None.
Scheduled: Spring, yearly.
Meets: LO.
RELG 211 History of Judaism 3
The major ideas, institutions, and figures in the historical development of Judaism.
PRQ: None.
Scheduled: Spring, odd years.
Meets: LO.

RELG 212 History of Christianity 3
The major eras in the development of Christian thought and the life of the church. Selected writings of important theologians from the times of the early church, the Middle Ages, the Reformation, the Enlightenment, and the nineteenth century will be the focus of lectures and discussions.
PRQ: None.
Scheduled: Spring, even years.
Meets: LO.

RELG 223 Religion in America 3
A survey of religions in America emphasizing Roman Catholic, Jewish, and Protestant traditions. Important primary sources set within an historical and sociological context will be the focus of lectures and discussion.
PRQ: None.
Scheduled: Fall, odd years.
Meets: LO.

RELG 224 Sectarianism in America 3
A variety of religious groups have diverged from mainline Christianity in the nineteenth and twentieth centuries. The history and character of the more significant of these groups will be studied and, where possible, briefly observed. Among the groups to be considered are the Latter-Day Saints, Jehovah's Witnesses, Christian Science, and the Church of Scientology.
PRQ: None.
Scheduled: Fall, even years.
Meets: LO.

RELG 240 The Bible as Literature 3
This course seeks to encourage an appreciation of the great literary work known as the Hebrew Bible (Christian Old Testament) and the Christian New Testament. It is our task to apply analytic techniques customarily used in the study of all great literature. Set against the backdrop of the history and culture of the ancient Near East, the biblical texts will be read from a literary-historical perspective, that is, as a literary work in which the men and women of ancient Israel gave expression to an understanding of themselves and the world in which they lived.
Prerequisites: none
Meets: LO
Scheduled: Every other year

RELG 276 Special Topics in Religious Studies 3
Special Topics in Religious Studies

RELG 291 Independent Study in Religious Studies 1-4
Independent Study in Religious Studies

RELG 315 20th Century Theology 3
A descriptive-critical survey of some of the most important developments in 20th century Judeo-Christian thought through lectures and analysis of texts selected from representative theologians such as Barth, Tillich, Rahner, Gutierrez.
PRQ: None.
Scheduled: Fall, odd years.
Meets: LO.

RELG 330 Religious Classics 3
Students will read great books from various periods in a prominent tradition of one or more of the world's principal religions.
PRQ: None.
Scheduled: Spring, even years.
Meets: LO.

RELG 376 Special Topics in Religious Studies 3
Special Topics in Religious Studies

RELG 391 Independent Study in Religious Studies 1-4

RHETORIC
RHET 101 Introductory Rhetoric 3
The first of a three-course sequence, Rhetoric 101 Introductory Rhetoric, introduces rhetorical principles and their use in persuasive academic writing. Required papers will emphasize argument and focus on strategies such as literacy narratives, comparison and contrast, and cause and effect. In addition to journaling/blogging, students can expect at least four writing assignments.
Required course: student must achieve a grade of "C" or above to meet this requirement.
PRQ (Pre-requisites): None. Required unless entering with an Advanced Placement score of 4-5 or departmental approval of transfer credit.
Co-requisites: (If applicable): None
Scheduled: Fall/Spring, yearly
Meets: RH

RHET 102 Intermediate Rhetoric 3
The second course of the rhetoric sequence, RHET 102 Intermediate Rhetoric, reinforces the rhetorical principles of argument introduced in RHET 101 Introductory Rhetoric. The focus of RHET 102 is on research-based writing, offered in three units: rhetorical analysis, research literacy, and applied rhetoric. Assignments include rhetorical analyses, descriptive and evaluative research review, and a substantive research project.
Required course: student must achieve a grade of "C" or above to meet this requirement.
PRQ (Pre-requisites): Grade of "C" or above in RHET 101 or departmental approval of transfer credit.
Co-requisites: (If applicable): None
Scheduled: Fall/Spring, yearly
Meets: RH
RHET 351  Applied Rhetoric  3  
RHET 351 Applied Rhetoric is the third course of the rhetoric sequence. Students demonstrate their skills in rhetoric by applying rhetorical principles of argument to a focused topic, which varies by section. RHET 351 builds on RHET 102 by assigning rhetorical analyses, research reviews, and a research project; however, these assignments are completed in the context of the section’s focus and with an emphasis on both oral and written arguments. Required course.  
PRQ (Pre-requisites): Grade of “C” or above in RHET 102 or equivalent or 45 hours of college course work. Transfer credit will not be accepted to meet the RHET 351 requirement.  
Co-requisites: (If applicable): None  
Scheduled: Fall/Spring, yearly  
Meets: Rh

SPANISH

SPAN 101  Elementary Spanish I  4  
Pronunciation, conversational skills, cultural readings, and basic grammar. Laboratory work required. Conducted in Spanish.  
PRQ: None.  
Scheduled: Fall and spring, yearly.  
Meets: F(all majors) L (for non-BA majors only).

SPAN 102  Elementary Spanish II  4  
Pronunciation, conversational skills, cultural readings, and basic grammar. Laboratory work required. Conducted in Spanish.  
PRQ: SPAN 101.  
Scheduled: Fall and spring, yearly.  
Meets: F(all majors) L (for non-BA majors only).

SPAN 111  Spanish for Nursing  1  
This one-credit course addresses the language and cultural needs of students who intend to pursue a career in nursing. Students memorize essential phrases, questions and responses that allow them to interact with native Spanish speakers in common scenarios encountered by nurses. The course focuses exclusively on understanding and using memorized phrases. Cultural issues specific to nursing are explored. The course does not meet language or literature distribution requirements. No previous experience in Spanish is necessary. Students with experience in Spanish should not take this course.  
PRQ: None.  
Scheduled Fall, yearly.  
Meets: none.

SPAN 112  Spanish For Law Enforcement  2  
This two-credit course addresses the language and cultural needs of students who intend to pursue a career in law enforcement. Students memorize essential phrases, questions and responses that allow them to interact with native Spanish speakers in common scenarios encountered by law enforcement officials. The course focuses heavily on understanding and using memorized phrases, but also introduces some basic grammatical concepts. Cultural issues specific to law enforcement are explored. No previous experience in Spanish is necessary.  
PRQ: NONE  
Scheduled: Spring Yearly  
Meets: L

SPAN 176  Special Topics in Spanish  3  

SPAN 203  Intermediate Spanish  4  
Review of grammar; development of oral and writing proficiency. Cultural readings. Laboratory work required. Conducted in Spanish.  
PRQ: SPAN 102 or equivalent, placement exam or consent.  
Scheduled: Fall and spring, yearly.  
Meets: FNO (all majors) L (for non-BA majors only).

SPAN 204  Heritage Spanish I  4  
Grammar and phonetics review intended for heritage speakers of Spanish who, while conversant in the language, have had little experience with formal oral and written expression. Cultural readings and discussion. Typically appropriate for first or second generation speakers of US Spanish whose use of the language is limited (usually to the home) and whose primary formal educational experience was not in Spanish.  
Prerequisites: Must take standardized placement exam at RCLC and have permission of instructor  
Meets: L, N, O, F  
Scheduled: Fall, yearly

SPAN 207  Intermediate Spanish Conversation  2  
Development of conversational skills. Laboratory work required. Conducted in Spanish.  
PRQ: SPAN 203.  
Scheduled: Spring, yearly.  
Meets LNO.

SPAN 208  Intermediate Spanish Composition  2  
Development of composition skills. Conducted in Spanish.  
PRQ: SPAN 203.  
Scheduled: Fall, yearly.  
Meets: LNO.

SPAN 210  Beginning Translation  3  
An introductory course in translation theory and practice which may explore such field as business, law, medicine, or other vocational interests. Conducted in English and Spanish.  
PRQ: SPAN 203, or consent of instructor.  
Scheduled: Fall, even years.  
Meets: LNO.

SPAN 276  Special Topics in Spanish  1-4  
Special Topics in Spanish

SPAN 279  Hispanic Cultural Topics  3  
This course is an introduction to major ideas, trends, and events that have shaped and defined Hispanic cultures of the world. Topics and focus will vary. Conducted in Spanish or English as needed.
PRQ: None.
Scheduled: Fall, odd years.
Meets: LNO.

SPAN 291 Independent Study in Spanish 1-4
Independent Study in Spanish
PRQ: Consent of instructor

SPAN 309 History of Spanish Language and Phonetics 3
Introduction to the phonetics and phonology, both descriptive and historical, of the Spanish language. Conducted in Spanish.
PRQ: SPAN 207 or 208.
Scheduled: Fall, even years.
Meets: LNO.

SPAN 310 Survey of Spanish Literature 4
Study of literary movements in Spain from the Middle Ages to the present, with selected readings. Conducted in Spanish.
PRQ: SPAN 207, 208, or consent of instructor.
Scheduled: Fall, odd years.
Meets: LNO.

SPAN 311 Advanced Composition 3
Development of advanced composition skills with discussion and readings based on Hispanic cultural themes. Conducted in Spanish.
PRQ: SPAN 207, 208, or consent of instructor.
Scheduled: Spring, even years.
Meets: LNO.

SPAN 312 Advanced Conversation 3
Development of oral ability in Spanish and of a practical vocabulary designed for the students' vocational interests. Conducted in Spanish.
PRQ: SPAN 207, 208, or consent of instructor.
Scheduled: Fall, even years.
Meets: LNO.

SPAN 319 Theatre of Spain and Spanish America 4
This course examines the work of renowned playwrights from Spain and Spanish America. The plays are studied both as works of literature and pieces meant to be performed. Course credit includes performance of a play. Conducted in Spanish.
PRQ: SPAN 207, 208, or consent of instructor.
Scheduled: Fall, even years.
Meets: LNO.

SPAN 330 Survey of Spanish-American Literature 3
Through the study of all literary genres, this course explores the principal literary movements in Spanish American from the colonial period, including transcriptions of indigenous works, to the present. Conducted in Spanish.
PRQ: SPAN 207, 208, or consent.
Scheduled: Spring, odd years.
Meets: LNOR.

SPAN 334 Spanish-American Narrative 3
This course studies the major currents in the Spanish-American novel and short story from the mid-19th century to the present. Conducted in Spanish.
PRQ: SPAN 207, SPAN 208 or consent of instructor.
Scheduled: Fall, odd years.
Meets: LNOR.

SPAN 376 Special Topics in Spanish 1-4
Special Topics in Spanish

SPAN 379 Peninsular Topics 4
In depth literary and cultural study of major writers, movements, or periods of Spanish literature. Topics will vary and many include: Cervantes and Don Quixote, 20th Century poetry, Post-Civil-War literature, and the Semitic heritage of Spain. Conducted in Spanish.
PRQ: SPAN 310, or consent of instructor.
Scheduled: Spring, or consent of instructor.
Meets: LNO.

SPAN 391 Independent Study in Spanish 1-3
Independent study

SPAN 491 Independent Study in Spanish 1-4
Independent Study in Spanish

SPAN 495 Senior Seminar 4
Conducted in Spanish.
PRQ: Senior standing.
Scheduled: Spring, yearly.
Meets: N.

SPAN 591 1-3

SPECIAL EDUCATION

SPED 202 Field Experience: Secondary I 1
Pre-student teaching clinical experience. Observation in diverse special and regular education setting where students with disabilities receive special education services. Activities include: differentiated instruction with design, implementation and evaluation of lesson plans; observation of diagnostic team services and referral processes, collaboration of family and agency, transition planning, IEP development, implementation and evaluation, behavior planning and implementation for diverse learners. Students divide hours and placement according to schedule adaptations. Hours afford multi-setting, multi-level, multi-programmatic experiences to address federally designated populations. Undergraduates complete half of the field experience hours in a regular education setting and half in special education settings. Graduates complete all clinical hours in special education settings. Total Field Experience hours for Undergraduate = 240 Total Field Experience hours for Graduate = 120/240
Investigation of specific areas of special education including current issues and research. Completion of professional portfolios as documentation that all required standards have been met.
Meets: N.
SPED 202G  Field Experience: Special Education I
Pre-student teaching clinical experience. Observation in diverse special and regular education setting where students with disabilities receive special education services. Activities include: differentiated instruction with design, implementation and evaluation of lesson plans; observation of diagnostic team services and referral processes, collaboration of family and agency, transition planning, IEP development, implementation and evaluation, behavior planning and implementation for diverse learners. Students divide hours and placement according to schedule adaptations. Hours afford multi-setting, multi-level, multi-programmatic experiences to address federally designated populations. Undergraduates complete half of the field experience hours in a regular education setting and half in special education settings. Graduates complete all clinical hours in special education settings. Total Field Experience hours for Undergraduate = 240 Total Field Experience hours for Graduate = 120/240 Investigation of specific areas of special education including current issues and research. Completion of professional portfolios as documentation that all required standards have been met.

PRQ: None.
Meets: N.

SPED 203  Field Experience: Secondary II
Pre-student teaching clinical experience. Observation in diverse special and regular education setting where students with disabilities receive special education services. Activities include: differentiated instruction with design, implementation and evaluation of lesson plans; observation of diagnostic team services and referral processes, collaboration of family and agency, transition planning, IEP development, implementation and evaluation, behavior planning and implementation for diverse learners. Students divide hours and placement according to schedule adaptations. Hours afford multi-setting, multi-level, multi-programmatic experiences to address federally designated populations. Undergraduates complete half of the field experience hours in a regular education setting and half in special education settings. Graduates complete all clinical hours in special education settings. Total Field Experience hours for Undergraduate = 240 Total Field Experience hours for Graduate = 120/240 Investigation of specific areas of special education including current issues and research. Completion of professional portfolios as documentation that all required standards have been met.

PRQ: None.
Meets: None.

SPED 203G  Field Experience: Special Education II
Pre-student teaching clinical experience. Observation in diverse special and regular education setting where students with disabilities receive special education services. Activities include: differentiated instruction with design, implementation and evaluation of lesson plans; observation of diagnostic team services and referral processes, collaboration of family and agency, transition planning, IEP development, implementation and evaluation, behavior planning and implementation for diverse learners. Students divide hours and placement according to schedule adaptations. Hours afford multi-setting, multi-level, multi-programmatic experiences to address federally designated populations. Undergraduates complete half of the field experience hours in a regular education setting and half in special education settings. Graduates complete all clinical hours in special education settings. Total Field Experience hours for Undergraduate = 240 Total Field Experience hours for Graduate = 120/240 Investigation of specific areas of special education including current issues and research. Completion of professional portfolios as documentation that all required standards have been met.

PRQ: SPED 202 and passing of the Illinois Basic Skills Certification Exam or the Test of Academic Proficiency (TAP).
Meets: N.

SPED 341  Sign Language
Survey of Exceptional Children is an overview of the disabilities as defined by federal law including: definition, characteristics, prevalence, causes, assessment, eligibility, education, recommended practices and parent and family issues and perspectives. This course also addresses historical, legal, and philosophical perspectives on the field of special education, including the implications of the reauthorization of IDEA in 2004. Candidates will examine the legal mandates and court decisions that have impacted the field of special education in the past three decades. Candidates will gain a deep understanding of policies, regulations, and the ethics involved with protecting the rights of children from birth to age 21 years of age with disabilities, as well as develop a personal philosophy of education, which incorporates the various perspectives on the field of special education. Students will identify and discuss family and community relationships in order to develop positive and supportive relationships, and strategies and models for promoting effective consultation and collaboration for program implementation. Giftedness, social, cultural, and linguistic diversity will also be covered. Finally, candidates will understand ethical and legal issues with the use of technology with students with disabilities.

PRQ: None
Meets: N, O
Field Experience Hours: 4.
Meets: LBS I Endorsement Requirements.
SPED 343  Characteristics of Students with Disabilities: Part I
This course examines the role of the special education teacher in facilitating access to the general curriculum for students from birth to 21 years of age with all ranges of disability. The Individualized Education Program, its purpose, components, and relationship to the design of instruction, curriculum development, appropriate technology and material selection are discussed. Strategies that support learning in the general and expanded curriculum to meet learning needs in the range of instructional environments are provided. Parent and student rights, collaboration, inclusion, and discipline strategies will also be addressed. Finally, issues related to the incorporation of alternative assessments when delivering services to students with disabilities will be reviewed.
PRQ: SPED 342; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), the ACT Plus Writing/SAT composite.
Meets: N
Field Experience Hours: 6-8
Meets: LBS I Endorsement Requirement

SPED 344  Characteristics of Students with Disabilities Part II
This course addresses the psychology, development and characteristics of children with disabilities. The impact of disability on developmental, cognitive, learning, behavioral, and communication processes are considered. In addition, etiology, prevalence, and contemporary issues related to mild, moderate, and severe expressions of disability and giftedness are reviewed. Course content may be taught across two semesters.
PRQ: SPED 342 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Meets: N
Meets: LBS I Endorsement Requirement

SPED 345  Methods for Diverse Learners
XL: SPED 545 This course prepares teacher candidates in Rockford University approved programs who seek professional educator licensure after July 1, 2013 to meet statutory requirements to complete coursework in methods of instruction for cross-categorical special education environments.
PRQ: SPED 342 and passing of the Test of Academic Proficiency (TAP)
Scheduled: Fall/Spring
Meets: N, O

SPED 347  Adapting Instruction for Diverse Learners
This course prepares teacher candidates to address different modalities of learning in instructional planning to ensure that all students, including those with special needs, are actively engaged in learning. An emphasis on curricular adaptations and modifications is embedded in the content of this module.
PRQ: SPED 342 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Meets: N.

SPED 348  Transition Planning & Functional Curriculum
This course examines individual transition planning for students with disabilities. The course will review legal mandates for transition planning, transition components of the IEP, the promotion of individual self-determination, and the role of interagency collaboration in transition planning. This course will address strategies for teaching the life skills necessary for students to be successful and productive citizens. Teacher candidates will learn how to assess students and plan instructional programs to address the recreation/leisure, domestic, community, and career/vocational needs of students at critical junctures in their lives.
PRQ: SPED 342; SPED 354; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), or the ACT Plus Writing/SAT composite
Meets: N.

SPED 349  Communication and Language Disorders
This course provides an overview of typical and atypical communication and language development, as well as language and communication disorders and delays in students from birth to age 21 years of age with disability across levels of severity. The course will address strategies for creating an enriching environment to stimulate language use and to facilitate spoken and written language development and generalization of appropriate communication and social skills in a variety of settings.
PRQ: SPED 342 and SPED 353 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Meets: N.
Experience Hours: 2

SPED 350  Diagnostic Assessment of Students with Disabilities
This course examines formal and informal assessment as used to evaluate social, emotional cognitive, communication and motor skills and to determine the achievement of individuals from birth to age 21 years of age with exceptional learning needs across severity levels. This course will emphasize the selection, administration, scoring, and interpretation of formal and informal assessments for the purpose of identifying exceptional learning needs are also addressed. Methods for conducting formative and summative individual and program evaluations will be reviewed.
PRQ: SPED 342; SPED 343 or SPED 344; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.
Meets: N. Field Experience Hours: 2.
Meets LBS I requirements.
### SPED 352  Positive Behavioral Supports to Address Chronic Behaviors
This course examines behavioral theories of learning, debates, concepts and assumptions related to discipline, legal mandates regarding the discipline of students with disabilities, characteristics of severe and chronic behavior, methods for observing, collecting and analyzing behavioral data, and effective intervention strategies for reducing and preventing the occurrence of inappropriate behavior. This course requires a practicum experience in which the principles of behavior analysis are directly applied in changing academic/social behavior of individuals with exceptional learning needs in school or community settings.

PRQ: SPED 342 and SPED 344 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.

Meets: N.

Field Experience Hours: 6-8

Meets: LBS I Endorsement Requirement

### SPED 353  Methods of Teaching Students with Disabilities: Part I
This course examines the role of the special education teacher in facilitating access to the general curriculum for students with all ranges of disability. The Individualized Education Program, its purpose, components, and relationship to the design of instruction, curriculum development, appropriate technology and material selection are discussed. Strategies that support learning in the general and expanded curriculum to meet learning needs in the range of instructional environments are provided. Parent and student rights, collaboration, inclusion, and discipline strategies will also be addressed. Finally, issues related to the incorporation of alternative assessments when delivering services to students with disabilities will be reviewed. Course content may be taught across two semesters.

PRQ: SPED 342; SPED 343 (may be taken concurrently); passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.

Meets: N

Meets LBS I requirement.

### SPED 354  Methods of Teaching Students with Disabilities: Part II
This course examines the role of the special education teacher in facilitating access to the general curriculum for students from birth to 21 years of age with all ranges of disability. The Individualized Education Program, its purpose, components, and relationship to the design of instruction, curriculum development, appropriate technology and material selection are discussed. Strategies that support learning in the general and expanded curriculum to meet learning needs in the range of instructional environments are provided. Parent and student rights, collaboration, inclusion, and discipline strategies will also be addressed. Finally, issues related to the incorporation of alternative assessments when delivering services to students with disabilities will be reviewed.

PRQ: SPED 342; SPED 344 (may be taken concurrently); passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.

Meets: N.

Field Experience Hours: 6-8

Meets: LBS I Endorsement Requirement

### SPED 355  Assistive and Instructional Technologies
This course provides an overview of the types of assistive technology available to enhance learning outcomes and performance of students with mild, moderate and severe disabilities. In addition, the course provides an overview of strategies for incorporating technology, resources and other media into instruction. A field-based placement is required to facilitate application of concepts.

PRQ: SPED 342 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.

Meets: N.

### SPED 360  Working with Families of YC w/ SPED
(XL: EDEC/SPED 360)
Strategies for developing positive and supportive relationships with socially, culturally, and linguistically diverse families of young children with special needs focused upon family-centered services, family participation in education, and family and professional rights and responsibilities in the special education process. Models for effective collaboration and consultation with other professionals and community agencies, including techniques to support family strengths and address family needs, priorities, and concerns as they access community resources, are also explored. This course should not be taken prior to junior year.

PRQ: HDEV 248, SPED 342 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.

Scheduled: Spring and summer, yearly.

Meets: N.

### SPED 361  Typical/Atypical Speech/Language Dev YC
(XL: EDEC/SPED 561) Major theoretical perspectives and research on typical and atypical language development in young children from infancy through third grade, with special emphasis on birth through age 5; specific language disabilities, the relationship between communication delays and other areas of early learning and development, and alternative communication systems for young children with disabilities are addressed. Procedures in early identification of developmental risk and screening and diagnostic assessment of communicative competencies, as well as appropriate intervention models, strategies, and programs are taught. This course should not be taken prior to junior year.

PRQ: PSYC 248, SPED 342 and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.

Scheduled: Spring and summer, yearly.

Meets: N.
SPED 362  Diagnosis & Assessment in EC  3  
SPED  
(XL: EDEC/SPED 562) This course examines nondiscriminatory identification, diagnosis, and assessment of young children with special needs and diverse cultural and linguistic backgrounds using a variety of informal and formal assessment tools to evaluate social, emotional, cognitive, communication, and motor skills within the contexts of school, home, and community learning environments. Strategies to prepare both formative and summative individual and program evaluations in relation to providing services appropriate to young children with special needs and family concerns, priorities, and resources are explored. This course should not be taken prior to junior year.  
PRQ: PSYC 248, SPED 342/542, and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.  
Scheduled: Fall and spring, yearly.  
Meets: N.  

SPED 363  Methods for Infants Toddlers &  3  
YC  
(XL: EDEC/SPED 563) Developmentally and individually appropriate methods to support social, emotional, communication, cognitive, adaptive, and motor development and learning in young children with special needs in a variety of settings, including the home, school, and community, are explored. Curriculum, instructional methods, and materials are examined, as is the relationship between instructional methods and current issues including compliance with relevant legislation, teaming and collaboration, IEPs/IFSPs, Response to Intervention (RTI), accommodations and modifications for educating young children with special needs in the least restrictive environment, assistive technology, and family-centered programming. This course should not be taken prior to junior year.  
PRQ: PSYC 248, SPED 342/542, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.  
Scheduled: Fall and spring, yearly.  
Meets: N.  

SPED 376  Special Course in Special  3  
Education  
Special Course in Special Education  

SPED 406  Student Teaching Seminar in  3  
Special Educ  
To be taken concurrently with SPED 409 Student Teaching in Special Education I and SPED 410 Student Teaching in Special Education II. This weekly seminar for undergraduate students provides direct mentoring support by Rockford University supervisors and helps student teachers develop techniques related to teaching methods, procedures, and problem solving in special education settings. Emphasis is on self-assessment, professional development, and reflection.  
PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; and passing score on the appropriate APT exam.  
Scheduled: Fall and spring, yearly.  
Meets: N.  

SPED 409  Student Teaching in Special  6  
Education I  
To be taken concurrently with SPED 406 Special Education Student Teaching Seminar and SPED 410 Student Teaching in Special Education II, the undergraduate student teaching experience focuses upon classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and university supervisor.  
PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; passing score on the appropriate APT exam.  
Scheduled: Fall and spring, yearly.  
Classified: C.  
Meets: N.  
Fees: $150  

SPED 410  Student Teaching in Special  6  
Education II  
To be taken concurrently with SPED 406 Special Education Student Teaching Seminar and SPED 409 Student Teaching in Special Education I, the undergraduate student teaching experience focuses upon classroom observation, assistance to the teacher, and actual teaching supervised by the classroom teacher and university supervisor.  
PRQ: Senior standing; acceptance into student teaching; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite; passing score on the appropriate Illinois content area exam; passing score on the appropriate APT exam.  
Scheduled: Fall and spring, yearly.  
Classified: C.  
Meets: N.  
Fees: $150  

SPED 490  Professional Practices for the  3  
Special Educator  
This course provides candidates with the ability to establish and utilize collaborative partnerships with parents, students, related service professionals, paraprofessionals and a variety of community agencies to improve learning in the classroom and to facilitate transition planning for those with special needs. This course also addresses the consulting role of the special educator in regular education and collaborative strategies and services responsive to the needs of students with disabilities or at-risk students in the regular educator classroom. This course requires a field-based experience to facilitate assessment of collaborative practices in a school setting.
SPED 353: Survey of Exceptional Children

Survey of Exceptional Children is an overview of the disabilities as defined by federal law including: definition, characteristics, prevalence, causes, assessment, eligibility, education, recommended practices and parent and family issues and perspectives. This course also addresses historical, legal, and philosophical perspectives on the field of special education, including the implications of the reauthorization of IDEA in 2004. Candidates will examine the legal mandates and court decisions that have impacted the field of special education in the past three decades. Candidates will gain a deep understanding of policies, regulations, and the ethics involved with protecting the rights of children from birth to age 21 years of age with disabilities, as well as develop a personal philosophy of education, which incorporates the various perspectives on the field of special education. Students will identify and discuss family and community relationships in order to develop positive and supportive relationships, and strategies and models for promoting effective consultation and collaboration for program implementation. Giftedness, social, cultural, and linguistic diversity will also be covered. Finally, candidates will understand ethical and legal issues with the use of technology with students with disabilities.

PRQ: None
Meet: N, O
Field Experience Hours: 4
Meet: LBSI Endorsement Requirements, Early Childhood Endorsement Requirement.

SPED 542: Characteristics of Students with Disabilities Part II

This course examines the role of the special education teacher in facilitating access to the general curriculum for students from birth to 21 years of age with all ranges of disability. The Individualized Education Program, its purpose, components, and relationship to the design of instruction, curriculum development, appropriate technology and material selection are discussed. Strategies that support learning in the general and expanded curriculum to meet learning needs in the range of instructional environments are provided. Parent and student rights, collaboration, inclusion, and discipline strategies will also be addressed. Finally, issues related to the incorporation of alternative assessments when delivering services to students with disabilities will be reviewed.

PRQ: SPED 342/542; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).
Meet: N
Field Experience Hours: 6-8
Meet: LBSI Endorsement Requirement, Early Childhood Endorsement Requirement.

SPED 544: Characteristics of Students with Disabilities Part II

This course addresses the psychology, development, and characteristics of children with disabilities. The impact of disability on developmental, cognitive, learning, behavioral, and communication processes are considered. In addition, etiology, prevalence, and
contemporary issues related to mild, moderate, and severe expressions of disability and giftedness are reviewed. Course content may be taught across two semesters.

PRQ: SPED 342/542; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).

SPED 545  Methods for Diverse Learners  3  
XL: SPED 345
This course prepares teacher candidates in Rockford University approved programs who seek professional educator licensure after July 1, 2013 to meet statutory requirements to complete coursework in methods of instruction for cross-categorical special education environments.
PRQ: SPED 342 and passing of the Test of Academic Proficiency (TAP)
Scheduled:  Fall/Spring
Meets:  N, O

SPED 547  Adapting Instruction for Diverse Learners  3  
This course prepares teacher candidates to address different modalities of learning in instructional planning to ensure that all students, including those with special needs, are actively engaged in learning. An emphasis on curricular adaptations and modifications is embedded in the content of this module.
PRQ: SPED 342/542; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), or the ACT Plus Writing/SAT composite.

SPED 548  Transition Planning & Functional Curr  3  
This course examines individual transition planning for students with disabilities. The course will review legal mandates for transition planning, transition components of the IEP, the promotion of individual self-determination, and the role of interagency collaboration in transition planning. This course will address strategies for teaching the life skills necessary for students to be successful and productive citizens. Teacher candidates will learn how to assess students and plan instructional programs to address the recreation/leisure, domestic, community, and career/vocational needs of students at critical junctures in their lives.
PRQ: SPED 342/542; SPED 345/554; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), or the ACT Plus Writing/SAT composite.

SPED 549  Communication & Language Disorders  3  
This course provides an overview of typical and atypical communication and language development, as well as language and communication disorders and delays in students from birth to age 21 years of age with disability across levels of severity. The course will address strategies for creating an enriching environment to stimulate language use and to facilitate spoken and written language development and generalization of appropriate communication and social skills in a variety of settings.

PRQ: SPED 342/542; SPED 353/553; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), or the ACT Plus Writing/SAT composite.
Meets:  N.
Experience Hours:  2  
Meets:  Field LBSI Endorsement Requirements, Early Childhood Endorsement Requirement

SPED 550  Diagnostic Assessment of Students with Disabilities  3  
This course examines formal and informal assessment as used to evaluate social, emotional cognitive, communication and motor skills and to determine the achievement of individuals from birth to age 21 years of age with exceptional learning needs across severity levels. This course will emphasize the selection, administration, scoring, and interpretation of formal and informal assessments for the purpose of identifying exceptional learning needs are also addressed. Methods for conducting formative and summative individual and program evaluations will be reviewed.
PRQ: SPED 342/542; SPED 343/543 or SPED 344/544; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), or the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).
Meets:  N.
Field Experience Hours:  2.
Meets:  LBSI Endorsement Requirements, Early Childhood Endorsement Requirement

SPED 552  Positive Behavioral Supports to Address Chronic Behaviors  3  
This course examines behavioral theories of learning, debates, concepts and assumptions related to discipline, legal mandates regarding the discipline of students with disabilities, characteristics of severe and chronic behavior, methods for observing collecting and analyzing behavioral data, and effective intervention strategies for reducing and preventing the occurrence of inappropriate behavior. This course requires a practicum experience in which the principles of behavior analysis are directly applied in changing academic/social behavior of individuals with exceptional learning needs in school or community settings.

PRQ: SPED 342/542; SPED 344/544; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), or the ACT Plus Writing/SAT composite.

SPED 553  Methods of Teaching Students with Disabilities: Part I  3  
This course examines the role of the special education teacher in facilitating access to the general curriculum for students with all ranges of disability. The Individualized Education Program, its purpose, components, and relationship to the design of instruction, curriculum development, appropriate technology and material selection are discussed. Strategies that support learning in the general and expanded curriculum to meet learning
needs in the range of instructional environments are provided. Parent and student rights, collaboration, inclusion, and discipline strategies will also be addressed. Finally, issues related to the incorporation of alternative assessments when delivering services to students with disabilities will be reviewed. Course content may be taught across two semesters.

PRQ: SPED 342/542; SPED 343/543 (may be taken concurrently); passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), or the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).

**SPED 554 Methods of Teaching Students with Disabilities: Part II**

This course examines the role of the special education teacher in facilitating access to the general curriculum for students from birth to 21 years of age with all ranges of disability. The Individualized Education Program, its purpose, components, and relationship to the design of instruction, curriculum development, appropriate technology and material selection are discussed. Strategies that support learning in the general and expanded curriculum to meet learning needs in the range of instructional environments are provided. Parent and student rights, collaboration, inclusion, and discipline strategies will also be addressed. Finally, issues related to the incorporation of alternative assessments when delivering services to students with disabilities will be reviewed. PRQ: SPED 342/542; SPED 344/544 (may be taken concurrently); passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), or the ACT Plus Writing/SAT composite OR hold a Professional Educator License (PEL).

Meets: LBSI Endorsement Requirement, Early Childhood Endorsement Requirement.

**SPED 555 Assistive & Instructional Technologies**

This course provides an overview of the types of assistive technology available to enhance learning outcomes and performance of students with mild, moderate and severe disabilities. In addition, the course provides an overview of strategies for incorporating technology, resources and other media into instruction. A field-based placement is required to facilitate application of concepts.

PRQ: SPED 342/542; passing score on the Illinois Basic Skills Exam, the Test of Academic Proficiency (TAP), or the ACT Plus Writing/SAT composite.

**SPED 560 Working with Families of YC w/ SPED**

(XL: EDEC/SPED 360) Strategies for developing positive and supportive relationships with socially, culturally, and linguistically diverse families of young children with special needs focused upon family-centered services, family participation in education, and family and professional rights and responsibilities in the special education process. Models for effective collaboration and consultation with other professionals and community agencies, including techniques to support family strengths and address family needs, priorities, and concerns as they access community resources, are also explored. This course should not be taken prior to junior year.

PRQ: HDEV 248, SPED 342/542, and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Spring and summer, yearly.

**SPED 561 Typical/Atypical Speech/ Language Dev YC**

(XL: EDEC/SPED 361) Major theoretical perspectives and research on typical and atypical language development in young children from infancy through third grade, with special emphasis on birth through age 5; specific language disabilities, the relationship between communication delays and other areas of early learning and development, and alternative communication systems for young children with disabilities are addressed. Procedures in early identification of developmental risk and screening and diagnostic assessment of communicative competencies, as well as appropriate intervention models, strategies, and programs are taught. This course should not be taken prior to junior year.

PRQ: PSYC 248, SPED 342/542, and passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Spring and summer, yearly.

Meets: N.

**SPED 562 Diagnosis & Assessment in EC**

(XL: EDEC/SPED 362) This course examines nondiscriminatory identification, diagnosis, and assessment of young children with special needs and diverse cultural and linguistic backgrounds using a variety of informal and formal assessment tools to evaluate social, emotional, cognitive, communication, and motor skills within the contexts of school, home, and community learning environments. Strategies to prepare both formative and summative individual and program evaluations in relation to providing services appropriate to young children with special needs and family concerns, priorities, and resources are explored. This course should not be taken prior to junior year.

PRQ: PSYC 248, SPED 342/542, passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite. Scheduled: Fall and spring, yearly.

Meets: N.

**SPED 563 Methods for Infants Toddlers & YC**

(XL: EDEC/SPED 363) Developmentally and individually appropriate methods to support social, emotional, communication, cognitive, adaptive, and motor development and learning in young children with special needs in a variety of settings, including the home, school, and community, are explored. Curriculum, instructional methods, and materials are examined, as is the relationship between instructional methods and current issues including compliance with relevant legislation, teaming and collaboration, IEPs/IFSPs, Response to Intervention (RTI), accommodations and modifications for educating young children with special needs in the least restrictive environment, assistive technology, and family-
**THEA 101 Introduction to Theatre** 3  
Course description: A survey course exploring theater through dramatic literature, the basic elements of theatre design, (costume, lighting, scenery) performance, directing and stage-management. Students are required to attend two theatre department main stage productions of the semester. The use of theatre techniques in business and education will be examined. Fall, yearly

**THEA 102 Theatrical Makeup** 2  
A lecture-demonstration course in basic approaches to theatrical make-up.  
PRQ: None.  
Scheduled: Fall, yearly.  
Classified: B.  
Meets: ANO.

**THEA 103 Theatre Production I** 1  
An introductory laboratory course of hands-on experience in the technical aspects of the theatre. The student works in either the scene shop or costume shop developing basic skills of a theatre technician. Majors must take four semesters.  
PRQ: None.  
Scheduled: Fall and spring, yearly.  
Classified: B.  
Meets: AN.

**THEA 105 Introduction to Text Analysis** 3  
Intensive survey of theatre through dramatic literature and structure from the Greeks to scripts of the 18th century. The course will begin the instruction of the actor’s speaking voice, body alignment and physical development necessary to bringing the text to life on stage. The emphasis in this class is to combine the academic study of script analysis with the practical craft of performance.  
PRQ: None  
Meets: A, N, O  
Scheduled: fall, yearly

**THEA 110 Movement for the Actor** 2  
This course will teach the student how to express movement through a series of exercises that train the actor's ability to communicate with the whole body while developing a stronger awareness of their own experience and the experience of being part of an ensemble. Two major aspects of the work are freedom and connection. Total physical freedom in the actor's behavior leads to his or her complete connection with the relationships and circumstances of the imaginary world. Students may repeat this course up to 6 times. 
PRQ: None  
Meets: A, N, O  
Scheduled: Fall and spring yearly

**SPED 576 Special Course in Special Education** 3  
Special Course in Special Education

**SPED 590 Professional Practices for the Special Educator** 3  
This course provides candidates with the ability to establish and utilize collaborative partnerships with parents, students, related service professionals, paraprofessionals and a variety of community agencies to improve learning in the classroom and to facilitate transition planning for those with special needs. This course also addresses the consulting role of the special educator in regular education and collaborative strategies and services responsive to the needs of students with disabilities or at-risk students in the regular educator classroom. This course requires a field-based experience to facilitate assessment of collaborative practices in a school setting.  
PRQ: SPED 342/542, SPED 343/543, SPED 344/544, SPED 350/550, SPED 353/553, & SPED 354/554; passing score on the Illinois Basic Skills Exam or the Test of Academic Proficiency (TAP) or the ACT Plus Writing/SAT composite.

**SPED 591 Independent Study: Special Education** 1-3  
Independent Study: Special Education

**SPED 605 Philosophical Foundations of Education** 3  
A study of various philosophical perspectives involved in the means and ends of education within society and in the schools.

**SPED 615 Introduction to Research** 3  
Historical survey of humans as knowledge-seeking beings with focus on developing research methods necessary to accumulate reliable knowledge.

**SPED 620 Psychological Foundations of Education** 3  
A study of human growth and development, learning theory, and experimental methodology, with particular emphasis on classroom applications.  
PRQ: EDUC 336 or equivalent.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 115</td>
<td>Acting I</td>
<td>3</td>
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<tr>
<td></td>
<td>Study and development of the actor's instrument, voice and body, continues along with the exploration of 19th and 20th century dramatic literature. PRQ: THEA 105 or consent of the instructor. Meets: A, N, O. Scheduled: spring, yearly.</td>
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<tr>
<td>THEA 120</td>
<td>Introduction to Technical Theatre</td>
<td>3</td>
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<td>A general interest lecture-laboratory course in the fundamentals of Scenic, Costume, Lighting, Sound Design, and their related technologies. This course is a requirement of all BA Theatre and BFA Musical Theatre majors and is a prerequisite for further study in the related fields. PRQ: none. Classified: B. Meets: ANO. Scheduled: spring, yearly.</td>
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<tr>
<td>THEA 126</td>
<td>Scene Design I</td>
<td>3</td>
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<td></td>
<td>A lecture-laboratory course in the fundamentals of the theory and practice of Scene Design. Students will begin with basic realism and standard theatrical forms and will also learn to utilize basic elements of visual design. The course will include work in rendering techniques and model making. PRQ: THEA 120 or consent of instructor. Classified: B. Meets: ANO. Scheduled: fall, yearly.</td>
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<tr>
<td>THEA 176</td>
<td>Special Topics in Theatre Arts</td>
<td>1-3</td>
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<td>Special Topics in Theatre Arts</td>
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<tr>
<td>THEA 201</td>
<td>Drafting for the Theatre</td>
<td>2</td>
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<td></td>
<td>An introductory laboratory course in basic theatrical drawing techniques; prerequisite for theatrical design courses. PRQ: THEA 110 or consent of instructor. Scheduled: Fall, even years. Classified: B. Meets: AN.</td>
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<tr>
<td>THEA 205</td>
<td>Acting II</td>
<td>3</td>
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<td>This course is an introduction to the Sanford Meisner approach to acting technique. Here the class works to learn and apply proven acting principles through a step-by-step progression of exercises that develop his/her ability to work organically, and to create truthful and expressive behavior in acting. The class covers the beginning Meisner techniques from word repetition through its application to a text. PRQ: THEA 115 or consent of the instructor. Meets: A, N, O. Scheduled: fall, yearly.</td>
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<tr>
<td>THEA 215</td>
<td>Acting III</td>
<td>3</td>
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<td>The class will continue the behavioral exploration of acting through the techniques of Sanford Meisner. It will also guide the student actor to explore the development of a character through a series of abstract exercises drawing from three semesters of theatre and general education classes. PRQ: THEA 205 or consent of the instructor. Meets: A, N, O. Scheduled: spring, yearly.</td>
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<tr>
<td>THEA 219</td>
<td>Scene Painting I</td>
<td>1</td>
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<td></td>
<td>An introduction to scene painting techniques. The student will be exposed to various tools used in scene painting as well as the techniques for painting wood, marble, tile, foliage, etc. Discussions will include such topics as types of paint, and color. All work will be executed in class. PRQ: RHET 102. Scheduled: On request. Meets: A.</td>
<td></td>
</tr>
</tbody>
</table>
THEA 276  Special Topics in Theatre Arts  1-3
Special Topics in Theatre Arts

THEA 284  Theatre History I  3
A survey of theatre history from the birth of drama in primitive rituals through seventeenth century French theatre. Includes Greek, Roman, and Renaissance forms of drama.
PRQ: none
Meets: ANO.
Scheduled: fall, even years

THEA 285  Theatre History II  3
A survey of theatre history from English Restoration through 19th century melodrama. Includes study of neoclassicism, romanticism, and early forays into realism.
Scheduled: Spring odd years
PRQ: none
Meets: ANO.
Scheduled: spring, odd years

THEA 286  History of Musical Theatre  3
A historical survey of musical theatre.
PRQ none.
Scheduled: Spring, odd years.
Meets: ANO.

THEA 303  Theatre Production II  1
Continuation of THEA 103. Direct work with the technical director or costumer to develop skills in reading technical drawings, drafting costume patterns, and supervising THEA 103 students. Majors must take at least two semesters.
PRQ: Four semesters of THEA 103.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: AN.

THEA 315  Acting IV  3
A lecture-laboratory exploration of the actor's approach to the plays of William Shakespeare. This course is an intensive study of the text through verse and meter, marrying the speaking voice to physical and physiological development of character.
PRQ: THEA 215 or consent of the instructor
Meets: A, N, O
Scheduled: spring, yearly.

THEA 335  Stage Direction II  3
A lecture-laboratory exploration of the director's approach to the selection and staging of plays. This course is an intensive study of the script and the theatrical elements needed to transfer the text from the printed page to performance. Two ten minutes scenes from plays of modern American realism will be staged by the student director. The physical and physiological development of character, the movement patterns and design of set and costumes all developed from comprehensive text analysis.
PRQ: THEA 215 or consent of the instructor
Meets: N, O
Scheduled: fall, yearly

THEA 345  Scene Design II  3
Course description: A continuation of the theories and practices of THEA 245. Students will focus on more advanced design problems including multiple set productions, productions in repertory, and productions in alternative theatre spaces.
PRQ: THEA 245 or consent of instructor
Classified: B
Meets: ANO.
Scheduled: spring, yearly

THEA 346  Lighting Design II  3
A continuation of the theories and practices of THEA 246. Students will work on more advanced lighting projects including multiple set productions, repertory plots, and lighting for dance.
PRQ: THEA 246 or consent of instructor
Classified: B
Meets: ANO.
Scheduled: fall, yearly

THEA 347  Costume Design I  3
This course will focus primarily on conceptual design, moving classics to different periods and non-theatrical inspirations for design. Further refinement to rendering techniques as well as period patterning and construction techniques will be explored.
PRQ: THEA 247
Classified: B
Meets: ANO.
Scheduled: spring, yearly

THEA 356  Special Courses Theatre Arts  1-3
Special courses in Theatre Arts

THEA 378  Costume History  3
Development and application of the history of costume and fashion from ancient to modern times. Students will deal with cultural, economic, environmental, and historical aspects of clothing of Western culture.
PRQ: THEA 125
Scheduled: As needed.
Meets: ANO.

THEA 385  Theatre History III  3
A survey of theatre history from the beginnings of Realism in the late 19th century to the post modern theatre of today. Includes early 20th century realism, the development of psychological realism, non-realistic theatrical forms, the development of African-American theatre, and the eclecticism of post modern styles.
PRQ: none
Meets: ANO.
Scheduled: fall, odd years

THEA 394  Studio Problems  1
Individual work in an area of concentrated study under the guidance of theatre faculty.
PRQ: Junior standing.
Scheduled: Fall and spring, yearly.
Classified: B.
Meets: ANO.
THEA 415  Acting V  
This course will instruct the senior level student in understanding the texts of Comedy of Manners and time periods prior to 1950. The physicality of interpreting period characters will be explored. Plays to be used will be drawn from Moliere, William Congreve, Oscar Wilde, George Bernard Shaw, Noel coward, Kaufman and Hart, and Alan Ayckbourn.
PRQ: THEA 315
Meets: N, O
Scheduled: Fall, yearly

THEA 425  Acting VI  
Advanced acting techniques lecture-laboratory developed through the emphasis on social and cultural changes in early 20th century European theatre to current post-modern drama. The course will address the actor’s handling of Brecht and Epic Theatre, plays of the Absurd, Grotowski and the present day development of post-modern drama.
PRQ: THEA 415
Meets: N, O
Scheduled: spring, yearly

THEA 435  Directing II  
A lecture-laboratory exploration of the director's approach to the selection and staging of non-realistic/post-modern dramas. Two ten minutes scenes or one twenty minute scene using twenty-first century staging techniques will be presented.
PRQ: THEA 335 or consent of the instructor
Meets: N, O
Scheduled: spring, on request

THEA 445  Scene Design II  
An advanced course in Scene Design with an emphasis on the use of the computer as a design tool. Students will also explore the world of commercial/industrial design and will focus on portfolio preparation and presentation.
PRQ: THEA 345 or consent of instructor
Classified: B
Meets: ANO
Scheduled: spring, yearly

THEA 446  Lighting Design II  
An advanced course in Lighting Design that will include usage of pre-visualization computer software as well as an emphasis on practical applications.
PRQ: THEA 346 or consent of instructor.
Classified: B
Meets: ANO
Scheduled: fall, yearly

THEA 447  Costume Design II  
The course will deal with design for large scale productions such as musicals, opera and Shakespeare. Assembling and presentation of the student's professional portfolio will be a main focus. Costume crafts such as millinery, foam creations and jewelry will be covered.
PRQ: THEA 347
Classified: B
Meets: ANO
Scheduled: spring, yearly

THEA 491  Independent Study in Theatre Arts  
Independent study in Theatre Arts

THEA 494  Studio Problems  
Individual work in an area of concentrated study under the guidance of the theatre faculty. This course may be repeated.
PRQ: Senior standing.
Scheduled: Fall, yearly.
Classified: B.
Meets: ANO.

THEA 498  Internship in Theater Arts  
PRQ: Departmental approval.
Scheduled: As needed.

WASHINGTON SEMESTER

WASH 301  Washington Semester I  6
WASH 302  Washington Semester II  6
BOARD OF TRUSTEES

The board is responsible for setting the general policy of the University and ensuring that its educational mission is fulfilled. It includes business and professional people; community leaders and activists; alumni and non-alumni, all from Rockford and beyond. While a diverse group, they do have a common commitment to Rockford University and its mission of quality higher education.

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President & Vice Chairman
Alhark Corporation
Rockford, IL
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Position/Role</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Bork</td>
<td>2013</td>
<td>Assistant Professor of Chemistry</td>
<td>B.S., University of Wisconsin-Stevens Point</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Purdue University</td>
</tr>
<tr>
<td>Denise Boxleitner</td>
<td>2011</td>
<td>Assistant Professor of Nursing</td>
<td>B.S., College of St. Francis</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>M.S.N., St. Anthony College of Nursing</td>
</tr>
<tr>
<td>Deborah Breiter</td>
<td>1996</td>
<td>Bartels Professor of Chemistry/Biochemistry, Dean, Department of Modern &amp; Classical Languages, Chair, Department of Modern &amp; Classical Languages</td>
<td>B.A., University of Maine</td>
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<td></td>
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<td>M.A., University of Wisconsin-Madison</td>
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<td>Ph.D., University of Wisconsin-Madison</td>
</tr>
<tr>
<td>John Burns</td>
<td>2009</td>
<td>Assistant Professor of Modern &amp; Classical Languages</td>
<td>Chair, Department of Modern &amp; Classical Languages</td>
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<tr>
<td></td>
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<td>B.A., University of Georgia</td>
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<tr>
<td>Matthew Dalstrom</td>
<td>2011</td>
<td>Assistant Professor of Anthropology/Sociology</td>
<td>B.A., University of Georgia</td>
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<td>M.A., Mississippi State University</td>
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<td></td>
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<td></td>
<td>Ph.D., University of Wisconsin - Milwaukee</td>
</tr>
<tr>
<td>Deb Dew</td>
<td>1994, 2005</td>
<td>Professor of Education, Dean, Social Sciences, Commerce &amp; Education</td>
<td>B.Mus., West Virginia University</td>
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<td></td>
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<td>M.Ed., Salisbury State University</td>
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<td>Carbondale</td>
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<tr>
<td>Filiz Dik</td>
<td>2006</td>
<td>Associate Professor of Mathematics</td>
<td>B.S., Middle East Technical University</td>
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<td>M.S., Abant Izzet Baysal University</td>
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<td>Ph.D., Missouri University of Science and Technology</td>
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<tr>
<td>Mehmet Dik</td>
<td>2003</td>
<td>Associate Professor of Mathematics</td>
<td>Chair, Department of Mathematics, Computer Science &amp; Physics</td>
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<td></td>
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<td>B.S., University of Istanbul</td>
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<td>William Doria</td>
<td>2013</td>
<td>Associate Professor of Chemistry</td>
<td>B.S., Lynchburg College</td>
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<td></td>
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<td>Ph.D., Middle Tennessee State University</td>
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<tr>
<td>Hank Espensen</td>
<td>1986</td>
<td>Professor of Economics, Business, and Accounting</td>
<td>B.A., Cornell College</td>
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<td>M.A., CPA, University of Iowa</td>
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<tr>
<td>Robert Evans</td>
<td>1974-76, 1978</td>
<td>Associate Professor of Economics, Business, and Accounting, Associate Professor of Political Science, Chair, Department of Economics, Business, and Accounting</td>
<td>B.A., Wake Forest University</td>
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<tr>
<td>Jeffrey Fahrenwald</td>
<td>1988</td>
<td>Associate Professor of Economics, Business, and Accounting, Director, Masters of Business Administration</td>
<td>A.A., William Rainey Harper College</td>
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<tr>
<td>Matthew Fiamm</td>
<td>2004</td>
<td>Associate Professor of Philosophy, Chair, Department of Philosophy</td>
<td>A.S., Portland Community College</td>
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<td>B.A., State University of New York at Stony Brook</td>
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<tr>
<td>Catherine Forslund</td>
<td>2000</td>
<td>Professor of History, Chair, Department of History, Dean, Arts &amp; Humanities</td>
<td>B.A., University of Illinois at Urbana-Champaign</td>
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<tr>
<td>Ina Freeman</td>
<td>2012</td>
<td>Associate Professor of Economics, Business and Accounting</td>
<td>B.A., University of Alberta, Edmonton</td>
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<td></td>
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<td>William Gahan</td>
<td>2009</td>
<td>Associate Professor of English</td>
<td>B.A., University of Washington</td>
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<td>M.A., Loyola Marymount University</td>
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<td>Ph.D., University of California, Santa Barbara</td>
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<td>Jacqueline Garland</td>
<td>2012</td>
<td>Assistant Professor of Nursing</td>
<td>B.S., College of St. Francis</td>
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<td>Lydia Gerzel-Short</td>
<td>2014</td>
<td>Assistant Professor of Education</td>
<td>B.A., Northern Illinois University</td>
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<tr>
<td>Jules Gleicher</td>
<td>1976</td>
<td>Professor of Political Science, Chair, Department of Political Science</td>
<td>A.B. in Government, Cornell University</td>
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<td>Jennifer Grobe</td>
<td>2013</td>
<td>Assistant Professor of Nursing</td>
<td>B.S.N., Rockford University</td>
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<td>Jacob Hardesty</td>
<td>2014</td>
<td>Assistant Professor of Education</td>
<td>B.M., Ithaca College</td>
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<td>M.A., University of Limerick (Ireland)</td>
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<td>Ph.D., Indiana University</td>
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<td>Kimberley Hartwig</td>
<td>2014</td>
<td>Assistant Professor of Nursing</td>
<td>B.S.N., Olivet Nazarene University</td>
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<td>M.S.N., Olivet Nazarene University</td>
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<td>Jeffrey Hendry</td>
<td>1982</td>
<td>Professor of Performing Arts</td>
<td>B.F.A., University of Arizona</td>
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<td>M.F.A., University of Massachusetts</td>
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<td>Stephen Hicks</td>
<td>1992</td>
<td>Professor of Philosophy</td>
<td>B.A., University of Guelph</td>
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<td>M.A., University of Guelph</td>
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<td>Ph.D., Indiana University</td>
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<tr>
<td>Brian Huels</td>
<td>2013</td>
<td>Assistant Professor of Economics, Business and Accounting</td>
<td>B.B.A., University of Wisconsin – Whitewater</td>
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<td>Jason Hunter</td>
<td>2013</td>
<td>Assistant Professor of Physical Education</td>
<td>B.S., Plymouth State University</td>
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<td>M.S., United States Sports Academy</td>
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<td>Ph.D., Madison University</td>
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</table>
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B.A., State University of New York at Plattsburgh
M.A., State University of New York at Buffalo
Ph.D., State University of New York at Buffalo

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Assistant Professor, Technical Services Librarian
Acting Director of Library
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A.S., Rock Valley College
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B.A., Northern Illinois University
M.A., Northern Illinois University
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B.S., University of Illinois at Urbana-Champaign
C.P.A., State of Illinois
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Gary Lubbert, 1996
Associate Professor of Economics, Business, and Accounting
B.S., University of Northern Iowa
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James Marshall, 2010
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B.A., Texas Christian University
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M.S., SUNY College of Environmental Science and Forest Biology
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Donald Martin, 1970
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B.A., Pennsylvania State University
M.A., University of Pittsburgh
Ph.D., University of Pittsburgh

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Masoud Moallem, 1989
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B.A., Tehran University
M.A., Lynchburg College
M.A., West Virginia University
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Associate Professor of Performing Arts
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B.A., Trinity University
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Lynn Newhart, 1995
Professor of Anthropology/Sociology
Chair, Department of Anthropology/Sociology
B.A., Alderson-Broaddus College
M.S.R.S., North Carolina State University
Ph.D., North Carolina State University

Angelo O’Dierno, 2012
Assistant Professor of Performing Arts
B.F.A., University of Wisconsin Green Bay
M.F.A., University of Utah

Michael Perry, 2008
Associate Professor of English
Chair, Department of English
B.A., Augustana College
M.A., University of St. Thomas
Ph.D., Arizona State University

Susan Porterfield, 1989
Professor of English
M.A., Northern Illinois University
M.A., University of London
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B.A., The College of the City of New York
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B.A., University of Illinois at Champaign-Urbana
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Tammy Schiek, 2005
Associate Professor of Physical Education
Chair, Department of Physical Education
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M.A., St. Xavier University

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B.A., Saint Mary’s University of Winona, MN
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A.A., Harford Junior College
B.S., Townson State University
B.S., Way College of Biblical Research
M.S., Loyola College
M.S., Northern Illinois University

Kyle Stedman, 2012
Assistant Professor of English
B.A., Rollins College
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Assistant Professor of Nursing
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Ed.D., National-Louis University

Joseph Ward, 2002
Leave of Absence
Associate Professor of Chemistry/Biochemistry
B.S., Lawrence Technological University
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Ed.D., Northern Illinois University

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M.A., Colorado State University
Ph.D., University of Oklahoma

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M.F.A., Sam Houston University

Robin Miller Young, 2013
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M.A., Central Michigan University
M.S., Northern Illinois University
Ed.D., Northern Illinois University