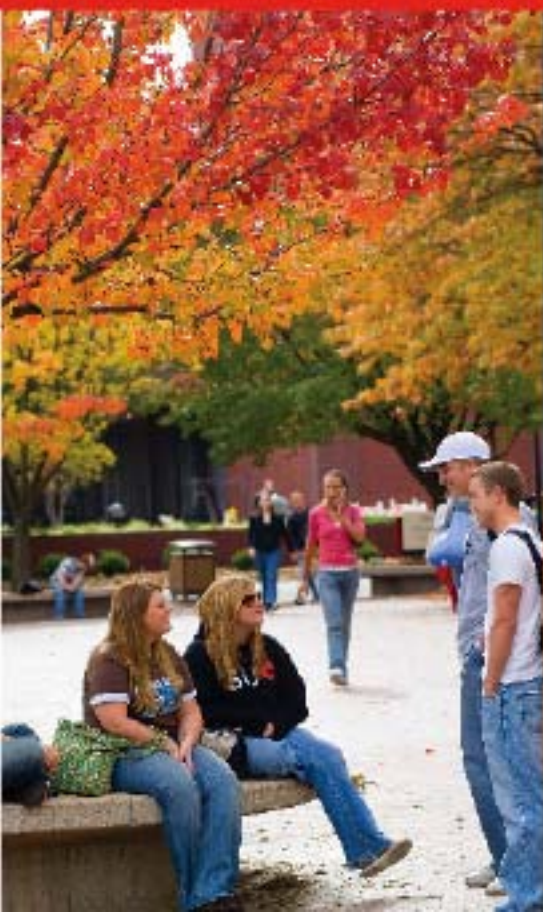


SIUE Undergraduate Catalog



2009-2010

Contents

Chancellor's Welcome	3
Visits and Information	4
Academic Calendar	4
SIUE	5
Mission, Vision, Values, Diversity, Goals	6-7
Admission to the University	8
Academic Policies and Requirements	17
Financial Information	25
University Honors Programs	36
Study Abroad	37
Instructional Services	38
Student Development and University Activities	39
Services for Students	42
Degrees and Programs	53
Minor Programs of Study	54
General Education	55
Illinois Articulation Initiative	63
Assessment and the Senior Assignment	64

College and Schools of the University	
College of Arts and Sciences	65
School of Business	169
School of Education	191
School of Engineering	217
School of Nursing	236
School of Pharmacy	246
School of Dental Medicine	253
Graduate School	257
Non-Traditional Credit Programs and Services	259
Environmental Resources Training Center	260
Non-Credit Programs and Services	262
Community Services	263
East St. Louis Center	263
University Policies	264
University Facilities	266
Officers and Faculty Emeriti	268
Course Descriptions	275
Index	347
Office Directory and Building Key (online)	

Accreditation

Southern Illinois University Edwardsville is accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools. Many of its departments and schools are accredited by professional agencies, including the following:

Accreditation Board for Engineering and Technology
Accreditation Council for Pharmacy Education
Accrediting Council on Education in Journalism and Mass Communications
American Council for Construction Education
American Dental Association
American Speech-Language-Hearing Association
Association to Advance Collegiate Schools of Business — International
Commission on Collegiate Nursing Education

Council on Accreditation of Nurse Anesthesia Educational Programs
Council on Social Work Education
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Association of Schools of Theater
National Council for Accreditation of Teacher Education

In addition, the American Art Therapy Association, American Chemical Society, and National Association of School Psychologists have formally reviewed and approved SIUE's programs as meeting their standards.

Disclaimer

This catalog represents all courses and requirements in effect at the time of its publication. Subsequent to its publication, the University may find it necessary to make changes to courses, curriculum, tuition, fees, or other details herein. The Board of Trustees of Southern Illinois University, its respective officers and agents, reserve the right to modify, add or delete courses, information and/or requirements contained herein without prior notice.

This catalog is not a contract, nor does it provide any contractual rights to the courses or benefits stated herein. If you have a question on a course and/or requirement within this catalog, please contact the Office of the Registrar and/or Office of Admissions of the University in order to obtain current information relating to courses of interest.



Welcome to the University

On behalf of our faculty and staff, it is my pleasure to welcome you to Southern Illinois University Edwardsville, also known as The **e**. You have made a great choice! Emphasizing teaching, research, and public service programs, Southern Illinois University Edwardsville is a premier Metropolitan University with 13,600 students enrolled. For the fourth consecutive year, SIUE has been heralded by U.S. News & World Report for its Senior Assignment Program, an integrative learning experience required of all seniors prior to graduation. SIUE for the second consecutive year is listed among the top 10 public universities in the Midwest-Master's category, and is ranked by U.S. News & World Report in the top one-third of all public and private master's-level universities in the Midwest.

Founded in 1957, SIUE is a fully accredited public institution, beautifully situated in Edwardsville on 2,660 acres just 25 miles from St. Louis. The University awards degrees in 44 undergraduate and 72 graduate programs encompassing the arts and sciences, nursing, education, business and engineering. The Schools of Dental Medicine and Pharmacy award a professional degree in dental medicine (D.M.D.) and in pharmacy (Pharm.D.). As you review the following pages, you will find that a significant number of our programs are accredited by their national agencies, ensuring that you are receiving an excellent education in your chosen field. SIUE is transitioning to NCAA Division I athletics and is a member of the Ohio Valley Conference. The main campus includes University Park, a research park established to support economic development. The Edwardsville campus is supplemented by campuses in East St. Louis and Alton.

Since 2000, University faculty, staff and administrators have engaged in an extensive self-study leading to statements of SIUE's, Mission, Vision, Values and Diversity, as well as the University's long-term goals. You will find these documents in the following pages. I hope you will study them carefully; they serve as guiding and governing principles for Southern Illinois University Edwardsville. As you consider your academic progress at SIUE, please remember to build in participation in campus life. There are many student-centered activities and leadership opportunities from which to choose, lending balance and creating the wonderful memories you will have of your college experience. These activities are a significant part of your education and an excellent way to make your mark as a Cougar. Our faculty and staff are dedicated to your success and to helping you get the most from your time at The **e**. If you have questions or need assistance, all you have to do is ask! We're glad you're here and we look forward to helping you develop your potential. Please accept my very best wishes for your success at SIUE.

Vaughn Vandegrift
Chancellor

Visits and Information

Phone: 1-800-447-SIUE or 618-650-3705

Internet: www.siue.edu

E-mail: admissions@siue.edu

Schedule a Campus Visit

Guided walking tours of the campus are offered at 9:30 and 11:30 a.m., and 1:30 p.m. Monday through Friday, and at 9:30 a.m. on Saturdays. Times may change due to special events, breaks or holidays. All tours are directed by undergraduate STARs (STudents Assisting in Recruiting).

To schedule a campus tour, go to our Web site at www.siue.edu/prospectivestudents/ or call us at 1-800-447-SIUE or 618-650-3705.

Catalogs and Class Schedules

Southern Illinois University Edwardsville publishes annual undergraduate and graduate catalogs and fall, spring and summer class schedules. The undergraduate catalog provides information about academic programs, while class schedules provide information about courses offered each term.

Course catalogs and class schedules are available online at www.siue.edu/registrar.

Academic Calendar — 2009–2010

Fall 2009

August 24 Fall classes begin
August 29 Weekend classes begin
September 7 Labor Day Holiday
November 23-29 Thanksgiving Day Holiday
December 14-18 Final Exams
December 19 Commencement

Note: No weekend classes September 5-6, October 10-11 and November 28-29 unless otherwise specified. Final exams for weekend classes are scheduled for December 12.

Spring 2010

January 11 Spring classes begin
January 16 Weekend classes begin
January 18 Martin Luther King Day-university closed
March 8-14 Spring Break
May 3-7 Final Exams
May 8 Commencement

Note: No weekend classes February 13-14, March 13-14, and April 3-4 unless otherwise specified. Final exams for weekend classes are scheduled for May 1.

Summer 2010

May 24 Summer classes begin
May 31 Memorial Day Holiday
June 5 Weekend classes begin
July 5 Independence Day Holiday
August 2-6 Final Exams
August 7 Commencement

Note: No weekend classes May 29-30 and July 3-4 unless otherwise specified. Final exams for weekend classes are July 31 following the last class session.

Fall 2010

August 23 Fall classes begin
August 28 Weekend Classes
September 6 Labor Day Holiday
November 22-28 Thanksgiving Break Holiday
December 13-17 Final Exams
December 18 Commencement

Note: No weekend classes September 4-5; and November 27-28 unless otherwise specified. Final exams for weekend classes are December 11.

Southern Illinois University Edwardsville

Southern Illinois University Edwardsville traces its origin to a recommendation in 1956 by the Southwest Illinois Council for Higher Education. The council was convinced that higher education facilities were needed in the Metro-East part of the greater St. Louis area. Council members hired consultants, whose reports documented that need, and appealed to Southern Illinois University, 100 miles south, to establish satellite campuses.

In 1957, SIU opened two "residence centers" in Alton and East St. Louis. The University expected to enroll 800 students. Nineteen hundred applied. By 1959, the number of students had doubled to 3,800, greatly exceeding the physical facilities and demanding services faster than the University could develop and supply them.

A planning team investigated sites in the Metro-East counties and selected one just south of Edwardsville. In 1960, the Illinois legislature authorized a bond issue for construction of a new state university campus. Voter approval came in November 1960. After 2½ years of planning, University officials and area residents attended ground-breaking ceremonies for the first permanent buildings.

In the fall of 1965, Southern Illinois University Edwardsville moved onto its new campus: 2,660 acres of rolling land and woods and waters. Much of the land still retains its natural shape. The academic center was designed by the internationally known architectural firm of Hellmuth, Obata, and Kassabaum of St. Louis. The brick, slate, and granite of the modern buildings complement the terrain and are softened by a carefully designed garden landscape that attracts visitors by its physical beauty. The campus has received several awards for its successful blend of the aesthetic and the functional in a setting that enhances growth and development and is now featured among the top 150 Illinois Great Places by the American Institute of Architects Illinois Council.

Today, Southern Illinois University Edwardsville is a premier Metropolitan University with 13,600 students enrolled. For the fourth consecutive year, SIUE has been heralded by U.S. News & World Report for its Senior Assignment Program, an integrative learning experience required of all seniors prior to graduation. SIUE is listed among the top 10 public universities in the Midwest-Master's category for the second consecutive year and is ranked by U.S. News & World Report in the top one-third of all public and private master's level universities in the Midwest.

Founded in 1957, SIUE is a fully accredited public institution, beautifully situated in Edwardsville on 2,660 acres just 25 miles from St. Louis. The University awards degrees in 44 undergraduate and 69 graduate programs

encompassing the arts and sciences, nursing, education, business and engineering. The Schools of Dental Medicine and Pharmacy award a professional degree in dental medicine (D.M.D.) and in pharmacy (Pharm.D.). SIUE is transitioning to NCAA Division I athletics and is a member of the Ohio Valley Conference. The main campus includes University Park, a research park established to support economic development. The Edwardsville campus is supplemented by campuses in East St. Louis and Alton. While attending SIUE, students may choose to live on campus, in nearby communities, or at home. Academic scheduling is designed to accommodate individual student needs through the availability of weekday, evening, and weekend classes. In every format, SIUE students are assured quality instruction.

At SIUE, we believe education is also more than classroom learning. Campus activities present students with an ever-changing spectrum of cultural, social, service and recreational experiences designed to complement the academic programs. Theater and dance productions, musical presentations, art collections, renowned speakers and artists, and fine swimming, biking and other recreational opportunities make SIUE an exciting place. In addition, the campus is situated in a rural area with access to the resources of the metropolitan St. Louis area, located nearby.

At SIUE, more than 800 faculty members engage in instruction, research, and public service. Though each of these activities enhances students' academic opportunities, it is through instruction that students benefit most directly. Seventy-nine percent of the faculty possess terminal degrees earned at universities in the United States and abroad. In 2008, the faculty received 303 grants or contracts totaling \$27.2 million. The University also emphasizes the instructional responsibilities of the faculty. A listing of the faculty is included in this catalog.

SIUE offers a broad range of quality educational experiences at affordable tuition rates, an architecturally distinguished campus, the tranquility of rural life, and access to the excitement of a major American city. All of these factors contribute to the quality of educational opportunities at SIUE and make student experiences here everything education should be.

Location

Southern Illinois University Edwardsville serves the most populous region of downstate Illinois. The campus is centrally located in the eastern metropolitan St. Louis area; most SIUE students live and work in the industrial and agricultural counties of the Metro-East. Interstate highways make the University convenient for those within a 60-mile radius, an area that includes 2.7 million people.

St. Louis, 20 minutes southwest of the campus, is one of the oldest and richest cultural centers of the country, renowned for its symphony, opera, art museums, and conservatories for the arts. It is a center for educational, medical, botanical, biochemical and business research.

SIUE is one of four comprehensive universities among more than 20 institutions of higher education in the metropolitan area. Because the University is near a metropolitan area, students and faculty can experience the diversions of ethnic restaurants, large retail malls, touring Broadway plays and professional sports; they can enjoy as well the pastoral setting of the campus and nearby state parks, small towns and historic settlements.

Students

With an enrollment of 13,600 students, Southern Illinois University Edwardsville is large enough to provide for the educational needs of its students, yet sufficiently small to impart a personal approach. Forty percent of the students come from Madison and St. Clair counties in Illinois, six percent from Missouri. The remainder come from every other county in Illinois, 43 other states, and 49 nations. Minority students represent 13.9 percent of enrollment.

The majority of SIUE students are between ages 18 and 24 and have come to the University to prepare for the challenges of life and employment. Many students, however, are over 25 and have enrolled in the University after beginning their families and careers. Some return to complete an interrupted education, others to retrain for better jobs. Others return for the sheer excitement of learning. Twenty-two percent of all students attend part time; many work while taking classes. For them, evening and Saturday classes are especially convenient.

Approximately 3,500 students live at SIUE's residence halls (Woodland Hall, Prairie Hall, Bluff Hall, and Evergreen Hall) or Cougar Village Apartments.

The University has developed a number of programs to recognize academic excellence among students. These include the Meridian Scholars Program, the Honors Program, the Honor Society of Phi Kappa Phi, and special recognition of outstanding students at the annual Honors Day Convocation. For more information, please refer to the Academic Recognition section of this catalog.

University Mission

Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative and research activity of its faculty, staff and students; and through public service and cultural and arts programming in its region.

University Vision

Southern Illinois University Edwardsville, as a premier Metropolitan University, will be recognized nationally for the excellence of its programs and development of professional and community leaders.

University Values

Recognizing public education as the cornerstone of a democracy, SIUE carries out its mission based on certain fundamental, shared values. We value:

Citizenship

- Social, civic and political responsibility, globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among faculty, staff, students and the larger community
- Environmental stewardship

Excellence

- High-quality student learning
- Continuous improvement and innovation
- Outstanding scholarship and public service
- Standards consonant with the premier status to which we aspire

Integrity

- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

Openness

- Inclusion of the rich diversity of humankind in all aspects of University life
- Respect for individual differences
- Intellectual freedom and diversity of thought
- Access for all who can benefit from our programs

Wisdom

- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the

development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future. Integral to this commitment, SIUE strives for a student body and a workforce that manifests diversity.

Achieving the Vision: SIUE's Long-Term Goals

The primary focus of SIUE's long-term goals is student learning. Achieving the following goals will help students become life-long learners and effective leaders in their professions and communities:

Engaged Students and Capable Graduates — Attract a diverse student body including traditional, non-traditional, commuter, and residential scholars and nurture, educate, and graduate students who achieve the objectives for baccalaureate, graduate, and professional degrees.

Innovative, High-Quality Programs — Develop, deliver, and continually improve high-quality academic programs appropriate for a metropolitan university.

Committed Faculty and Staff — Recruit and support a diverse faculty and staff known for providing the highest quality educational opportunity, scholarship, and service.

Harmonious Campus Climate — Foster a harmonious student-centered campus characterized by integrity, cooperation, open dialogue, and mutual respect among individuals with different backgrounds, cultures, and perspectives.

Active Community Engagement — Achieve an integral and indispensable relationship with Illinois and the St. Louis metropolitan area; work cooperatively within SIU to make the whole greater than the sum of its parts.

Sound Physical and Financial Assets — Develop, maintain, and protect the University's assets in a financially, aesthetically, and environmentally responsible manner.

Excellent Reputation — Participate and excel in actions that earn national recognition for quality.

Admission to the University

The University offers educational opportunities to many students. Definitions of admission categories are provided in this section, along with admission criteria and procedures. Counselors within the Office of Admissions (Rendleman Hall, room 2120) can answer any questions you may have about admission to undergraduate study at the University.

Applicants considering a specific major program should consult the appropriate department to learn about additional admission requirements for that program.

Application Deadline Information

To be considered for admission, you must complete your admission file by the published deadline for the term for which you are seeking admission. For freshmen: priority consideration will be given to students whose applications are completed by the priority deadline. Applications received after the priority deadline are subject to additional review by the Admissions Review Committee. Applications completed after the final application deadline will not be considered for admission. A complete file consists of an application, application fee and all required documentation. If you do not enroll in the term in which you planned to enroll, but wish to enroll in a subsequent term, it is important that you file a new application by the deadline listed for the new term in which you plan to enter the University. Deadline exceptions may be determined by the Director of Admissions.

International students should consult the section on international admissions for deadlines. If you do not enroll in the term in which you planned to enroll, it is important that you notify the Office of Admissions, Box 1047, or intladm@siue.edu, of your change in plans before the deadline date for the new term of entry.

File Completion Deadlines through 2010

2009 Fall Semester — New freshmen, Priority Deadline: December 1, 2008; Final Deadline: May 1, 2009; All other students: July 24, 2009

2010 Spring Semester — New freshmen, Priority Deadline: October 1, 2009; Final Deadline: November 1, 2009; All other students: December 11, 2009

2010 Summer Term — New freshmen, Priority Deadline: March 1, 2010; Final Deadline: April 1, 2010; All other students: April 23, 2010

2010 Fall Semester — New freshmen, Priority Deadline: December 1, 2009; Final Deadline: May 1, 2010; All other students: July 23, 2010

Application Fee

All applications for admission must be accompanied by a non-refundable application fee of \$30. Payments should be made in U.S. dollars by check or money order payable to SIUE. To pay by credit card, you are encouraged to apply online. Applications received without the fee will not be processed. Requests for a fee waiver are available online at www.siue.edu and should be sent to the Director of Admissions.

Application Procedures for Freshmen

The quickest and easiest way to apply and pay the application fee is online at www.siue.edu/apply. You may obtain a paper admission application from your high school or college counselor or print one online at www.siue.edu/prospectivestudents. If you are a high school senior or if you graduated from high school within the last five years, submit an official high school transcript and ACT or SAT score. If you are attending high school, the transcript must show at least 6-semester of course work. A final transcript reflecting all high school course work and graduation verification must also be submitted after completion of high school. ACT or SAT scores that appear on the high school transcript are acceptable. You should make arrangements to take the ACT or SAT test as soon as possible. No admission decision will be made without those results.

If you graduated from high school five or more years before applying to SIUE, you must submit an official high school transcript showing graduation verification. ACT or SAT scores are optional. If you have taken the ACT or SAT test, you are encouraged to submit the scores. ACT or SAT scores that appear on the high school transcript are acceptable.

Applicants who have passed the GED test must have the regional superintendent of schools or appropriate state office send an official copy of the scores to SIUE.

To be considered official, all documents (high school transcripts, GED scores, ACT/SAT scores, and college/university transcripts) must be mailed directly to the Office of Admissions, Box 1047, Edwardsville, IL 62026-1047, by the office or institution that issues the document. Faxed documents are not considered official.

Freshman Admission

Priority consideration for admission will be given to students whose applications are complete by the priority filing date. Applications received after the priority date are subject to additional review by the Admissions Review Committee. Applications completed after the

final application deadline will not be considered for admission. For a complete list of freshman admission criteria, please refer to www.siu.edu/policies/1e1.shtml.

Placement Tests

Some entering undergraduate students must take standardized tests to help the University better understand their academic abilities and needs. The tests serve two purposes. First, they assess each student's skill level in mathematics, writing, and reading in order to identify course work that would be appropriate. Second, by identifying the educational skills of those entering its classes, the University can assess the quality of education it provides for its students.

For first-time, first-year students and for transfer students who have attempted fewer than 16 semester hours of credit elsewhere, placement into all mathematics, English, and academic development courses is based on a combination of factors including, but not limited to, ACT scores, high school grades and class rank, high school course work, and/or placement tests.

For transfer students who have attempted at least 16 semester hours of credit elsewhere, placement into these courses is based on satisfactory performance (grades of C or better) in mathematics and English courses completed elsewhere, or placement tests where evidence of satisfactory performance is absent.

Students whose test scores in writing, reading, and/or mathematics are below internally established indicators of entry level competence must begin the process of development or redevelopment during the first semester of enrollment and must demonstrate steady progress in each succeeding semester. Successful completion of such academic development courses must be achieved within 28 semester hours and prior to enrolling in any courses for which the corresponding skill courses are prerequisite.

Most SIUE courses designated AD (academic development) and all courses numbered below 100 carry institutional credit only; that is, they do not count toward graduation.

Early Admission

Capable high school students will be permitted to enroll as degree-seeking students for University courses to be taken concurrently with their senior year of high school work. These students must meet the high school admission requirements for first-time freshmen and are subject to review by the Director of Admissions. A letter of support written by the high school principal or guidance counselor is required.

The Director of Admissions also may consider applications from exceptionally capable students who have not yet completed their junior year of high school. Students admitted through the early admission program must submit a final high school transcript after completion of high school. The final transcript must reflect graduation date.

Non-Traditional Freshmen — General Education Development (GED) Test

Applicants without a high school diploma must have completed and passed the General Education Development (GED) test, which includes passing the state and federal Constitutions. Applicants also must:

- remedy any English, mathematics or reading deficiencies as indicated by SIUE placement tests, and
- complete at least one, 3-semester-hour course in each of the following areas: science, social sciences, and foreign language, music, art, theater, dance, or speech.

Courses must be selected from introductory and distribution general education courses numbered below 300. These courses must be completed with a passing grade or achieve a minimum grade of C on a proficiency examination. Courses taken to meet this additional course requirement will not carry credit toward general education or major/minor requirements. Credit will be awarded as general elective credit toward graduation, i.e., elective credits not required by the major and/or minor.

Transfer Admission

For a complete list of transfer admission criteria, please refer to www.siu.edu/policies/1e1.shtml.

Applicants are considered transfer students when they present course work from accredited two-year and four-year institutions, unless all hours were earned in college courses while still in high school.

Students who have attempted at least 30 semester hours in courses at accredited institutions are admissible in good standing, provided they have earned a minimum cumulative 2.0 (C) grade point average in such course work at the previous accredited school(s) attended.

The admission criteria for students who have attempted fewer than 30 semester hours in courses at accredited institutions are as follows:

Good Standing — Students are admissible in good standing provided they have earned at least a cumulative 2.00 (C) grade point average in such course work at the previous accredited school(s) attended and meet the criteria of the appropriate admission category for entering freshmen.

Academic Probation — Students who do not have at least a cumulative 2.00 (C) grade point average as stipulated are admissible on academic probation, provided they meet the criteria of the appropriate admission category for entering freshmen.

All transfer students who have attempted fewer than 30 semester hours also must meet the high school course requirements as described under the appropriate freshman category.

The transfer average (i.e., the cumulative grade point average in all course work from all accredited institutions previously attended) is used only in determining the applicant’s eligibility for admission. Once a student is admitted, the student’s SIUE record will reflect the total number of acceptable transfer credit hours (hours earned in transferable courses with grades of A, B, C, D, pass, satisfactory, et cetera), but the only grade point average calculated will be for work completed at SIUE.

Applicants wishing to be considered for admission as transfer students must complete their admission files at least four weeks before the beginning of the term for which admission is sought. For applicants with at least 30 semester hours of course work as stipulated above, a complete file consists of an application for undergraduate admission, an official transcript from each institution previously attended, and the application fee. For applicants with fewer than 30 semester hours, a complete file consists of an application for undergraduate admission, an official transcript from each institution previously attended, credentials prescribed by the appropriate admission category for entering freshmen, and the application fee. (An official transcript must be sent directly to the Office of Admissions by each institution. All transcripts become the official property of the University and will not be returned or issued to another institution.) Any questions about the acceptability of specific courses for admission and/or for transfer credit should be directed to the Office of Admissions.

SIUE participates in the Illinois Articulation Initiative. More information is available online at www.siu.edu/registrar/transfer.

Admission of International Students and Students in Any of the Categories Below

Students applying for admission in any of the following categories will be admitted through the Office of Admissions. Inquiries should be directed to the Office of Admissions at intladm@siue.edu. Additional information is available online at www.siu.edu/prospectivestudents/international.

Students Holding or Requiring F-1 (Student) Visas

Applicants are expected to satisfy appropriate academic requirements, demonstrate English language proficiency,

and provide acceptable evidence of adequate financial resources. Applicants with U.S. educational credentials will be reviewed for academic eligibility under the same standards applied to domestic students. Standard reference materials published by recognized organizations such as (but not limited to) the American Association of Collegiate Registrars and Admissions Officers and the NAFSA: Association of International Educators will be used as guidelines to evaluate foreign academic credentials for academic eligibility, level of placement, and acceptability of transfer credit. In individual cases, appropriate faculty will be consulted for clarification of student credentials.

F-1 applicants whose recognized first language is not English must provide acceptable verification of their English language proficiency. Verification must be on file by the appropriate deadline stated below. Details are found under the heading “Applicants Whose First Language Is Not English.”

All F-1 applicants must submit proof of adequate financial resources to the Office of Admissions in advance of admission. A financial certificate and instructions for its completion are included in the application packet. Financial arrangements must be approved by the appropriate deadline below. Questions regarding financial matters should be directed to the Office of Admissions. F-1 applicants applying from abroad must observe the following admission application file completion deadlines:

Term	Out-of-Country Deadline	In-Country Deadline
Fall	June 1	July 15
Spring	October 1	November 15
Summer	March 1	April 15

Health Insurance Requirement

In support of the Immigration requirements for F-1 and J-1 visa holders, Southern Illinois University Edwardsville (SIUE) requires that international students purchase and maintain coverage with a University-approved International Student Insurance Plan for the duration of their studies at SIUE. Students who do not maintain this coverage will be blocked from registration. Ultimately these students can be dropped from their classes, thus jeopardizing their visa status.

Regulations (22.C.F.R. § 62.14) state that J-1 students and their dependents must have adequate coverage for the duration of their studies in the United States. Federal regulations require F-1 students to verify adequate funds for living expenses. Such living expenses should include health insurance. The University, in compliance with federal regulation, has set the following as minimum insurance requirements for international students:

- \$50,000 per accident or illness
 - repatriation of remains in the amount of \$7,500
 - \$10,000 coverage for medical evacuation
 - deductibles not to exceed \$500 per accident or illness
- Insurance requirements apply both to J-1 and F-1 students. No exceptions will be made.

All exchange students (both J-1 and J-2) are required to have sickness and accident insurance and medical evacuation and repatriation insurance in effect for the duration of their exchange visitor status. A written copy of the policy in English must be provided to Health Service. A representative from Health Service will be scheduled to speak to the international students during their Orientation Week, which precedes the start of each semester, to inform students about the insurance policy requirements and procedure. Information will include which insurance policies are acceptable for J-1 students, the procedure for obtaining insurance for F-1 students, how to show compliance, and penalties for non-compliance. A hold will be placed on registration of international students until proof of medical health insurance has been provided for the semester. Holds will not be lifted for any reason, including add/drop of classes. By the first day of the semester, international students who do not provide proof of medical health insurance will be dropped from their classes. The class cancellation list will be compiled and sent to the Dean of Students, the Assistant Vice Chancellor for Enrollment Management, the Director of the Career Development Center, and the Director of International Student Services.

Applicants with Foreign Academic Credentials

Standard reference materials published by recognized organizations such as (but not limited to) the American Association of Collegiate Registrars and Admissions Officers and the NAFSA: Association of International Educators will be used as guidelines to evaluate foreign academic credentials for academic eligibility, level of placement, and acceptability of transfer credit. Applicants are responsible for making all appropriate arrangements for providing official academic records attesting to all secondary and post-secondary education. Credentials not available in English must be submitted with an original and an attested translation from the same institution as the original. University-level academic work will be considered for transfer of credit as appropriate. Secondary and post-secondary school transcripts of applicants' academic records (including certification of graduation and the title of the diploma or certificate awarded when appropriate) must be mailed directly to the Office of Admissions by the registrar or principal of each school attended. Each transcript must bear the official's signature and the school's official seal. Photocopies of educational records and documents are acceptable only if they bear an original certification of authenticity from the issuing

school or examination board. Notarized copies of educational records and documents and other exceptions to the above stated foreign academic credentials policy will be considered when recommended by recognized organizations such as AACRAO and NAFSA. Original educational documents not issued in confidence to the University will be returned upon request. The University reserves the right to verify the authenticity of applicants' academic records with the issuing institutions.

Undergraduate application materials for students whose first language is not English include a detailed explanation of procedures and required credentials and fees, and are available online at www.siu.edu. Materials will be mailed upon request. F-1 applicants must complete their admission application file by the deadline stated in the section on "Students Holding or Requiring F-1 Visas." Other applicants for spring or summer must complete their admission application file no later than the published deadline.

Applicants Whose First Language is Not English

All students with F-1 visas and/or foreign academic credentials whose first language is not English must demonstrate adequate English language proficiency in advance of admission. English language proficiency must be verified in one of the following ways:

- Applicants may sit for either the International Testing Program, the International English Language Testing System (IELTS), or the Special Center Testing Program of the Test of English as a Foreign Language (TOEFL) and have an official score report sent directly to the Office of Admissions. The minimum acceptable TOEFL score is 550/213 (PBT/CBT). The IELTS acceptable band range is 6.5.
- Applicants may sit for the Michigan Test of English Language Proficiency administered at SIUE. Michigan Test scores will not be accepted from any other institution. The minimum accepted raw score is 66.
- Applicants may submit a properly certified copy of their General Certificate of Education administered by a British Testing Agency showing a grade of A, B, or C in the subject English Language. Recognized equivalent examinations also will be considered.
- Applicants may submit academic records certifying that they have graduated from a recognized secondary school, college or university where English is the exclusive language of instruction and is which is located in an English-speaking country.
- Applicants may submit academic records certifying that they have completed courses totaling at least six semester hours equivalent to English 101 (English

Composition I) and English 102 (English Composition II) with earned grades of C or better at a regionally accredited college or university in the United States.

- Applicants may sit for University-administered placement tests and meet internally recognized indicators of college entry-level competence in English and reading.

Admission as a Visiting Student

Applicants who have at least a high school diploma or equivalent and wish to take undergraduate courses for credit, but who are not interested in pursuing a baccalaureate degree at SIUE, may be admitted to the University as a visiting student. These students must submit an application to be a visiting student. Students admitted as a visiting student will be allowed to enroll in undergraduate courses for which they have met the prerequisites. Applicants still in high school may be considered for admission as visiting students by the Director of Admissions.

Applicants wishing to be considered for admission as visiting students must complete their admission files at least four weeks before the beginning of the term for which admission is sought.

Students in this category are not eligible to receive financial aid. However, if a visiting student is pursuing a degree at another post-secondary institution, the student may be eligible for VA benefits or student employment. Students wishing to apply for student employment or VA benefits will need to submit appropriate documentation confirming their degree-seeking status at a parent institution.

Students in this category may not accumulate more than 30 semester hours of credit at the University. If a student who has accumulated 30 semester hours of credit wishes to continue enrollment at SIUE, he/she must apply to the University as a degree-seeking student and satisfy appropriate criteria. Continued enrollment will not be permitted until the student satisfies admission criteria or appeals to the Director of Admissions. Applicants previously denied admission in degree-seeking categories are not admissible as visiting students.

Change of Admission Status

Students wishing to change from visiting to undergraduate degree-seeking status must submit an application at least four weeks before the requested term and meet the appropriate admission criteria. Performance in courses completed at SIUE will be considered.

Readmission of Former Students (Undergraduate)

Former students who have not attended SIUE for one calendar year (i.e., registered and paid fees) must apply for re-admission. Re-admission criteria for former students are:

- Students whose academic classification is “good standing” or “academic probation” will be admitted with the same classification and class/college/major. Students desiring to change majors on the application for readmission, or who were previously admitted to programs that are no longer available, shall be readmitted with undeclared status. These students may request a new major through the advisement process and must meet the entrance requirements for that program.
- Students whose academic classification is “academic suspension” will be admitted with undeclared status on “academic probation.” provided the student has not had more than one suspension. Such students must receive academic counseling and advising before enrolling in classes and must adhere to the agreed upon plan of action developed with their adviser.
- Students who have had two or more academic suspensions and have completed a minimum of 30 credit hours of course work at any other regionally accredited college or university with a minimum cumulative grade point average of 2.0 since their last attendance at SIUE will be admitted in undeclared status on academic probation.

Academic Forgiveness

Former SIUE undergraduate students may have the option of being treated as transfer students for the purpose of calculating their SIUE grade point average after re-entry if they have been absent from SIUE for six years (from last term of enrollment) and have:

- successfully completed 30 baccalaureate-oriented semester hours at an accredited institution of higher education; or have
- completed an associate of arts, associate of science, or associate of science and arts degree at an accredited institution of higher education.

Determination of Residency Status

Students’ residency status affects two primary considerations: tuition and financial assistance. Ordinarily, determination of residency status is made by the Office of Admissions Review and Processing from evidence furnished on the application for admission to the University. If such evidence is insufficient, or if records establish that students do not meet the requirements for resident status as defined in the following regulations, non-resident status is assigned.

Definitions and Conditions

Adults, to be considered residents for purposes of tuition, must have been bona fide residents of the State of Illinois for at least six consecutive months immediately preceding the beginning of any term at the University and must continue to maintain a bona fide residence in the state.

Adult students who have a parent or both parents maintaining bona fide residence in the state and who reside in the parental home or elsewhere in the state are considered resident students.

Persons under 18 years of age are considered minors. The residence of minors shall be considered to be and to change with that of the parent(s) or legal or natural guardian(s). Parents or legal or natural guardians will not be considered residents of the state unless they maintain a bona fide and permanent place of abode within the state. If minors are emancipated, are completely self-supporting, and reside in the state, they shall be considered residents, even though the parents or guardians may reside outside the state. Marriage or active military service shall be regarded as effecting the emancipation of minors for the purpose of this regulation.

The term bona fide residence refers to the true, fixed, and permanent home and place of habitation to which individuals intend to return after a temporary absence. Evidence used to determine bona fide residence includes such items as voter registration, place of filing tax returns, proof of property ownership or year-round residence, driver's license, automobile registration, or place of employment.

Nonresident students married to residents of the state may be classified as residents while residing in the state. The spouses through whom students claim residence must demonstrate resident status according to the requirements that apply to all students seeking resident status.

Students who are not citizens of the United States of America, to be considered residents for tuition purposes, must either be married to residents or have permanent resident status with the United States Immigration and Naturalization Service, and must comply with all other applicable regulations to establish resident status. Students considered residents for tuition purposes may need to meet additional criteria in order to be eligible for federal student financial assistance.

Persons actively serving in one of the armed forces of the United States, stationed and present in the State of Illinois in connection with that service, and submitting evidence of such service and station, shall be treated as residents while stationed and present in Illinois. If the spouses or dependent children of such members of the armed forces also live in the state, similar treatment shall be granted to them.

Persons actively serving outside the state in one of the armed forces of the United States are considered residents only if they were residents of the state at the time of entry into military service. Those separated from active military service are considered residents of Illinois immediately upon separation under the following conditions:

- they were residents of the state at the time of entry into military service, or
- they were treated as residents while in the military by attending school at this University while stationed within the state, or
- they resided within the state for a period of six months after separation and immediately prior to the term for which they claim residency.

Persons incarcerated in a state or federal place of detention within the State of Illinois will be treated as residents for tuition assessment purposes while remaining in that place of detention. If bona fide residence is established in Illinois upon release from detention, the duration of residence shall be deemed to include the prior period of detention.

The spouses and dependent children of all employees on appointment with the University are considered resident students for purposes of tuition assessment during the term of such appointment.

Students may have their residency status reclassified, on the basis of additional or changed information, by filing a written request for review at the Service Center. The written request for review must be filed within 30 school days of the day on which classes begin for the term for which a residency change is requested.

A student seeking reclassification from non-resident to resident status is liable for the tuition and fees assessed, but, if granted, the change of residency and any tuition change shall apply for the term in which reclassification occurs. In the case of a student classified as a resident who is reclassified as a non-resident, the change to nonresident status and adjustment of tuition shall apply for the term following the reclassification. If the University has classified a student as a resident on the basis of false or falsified documents furnished by the student, the reclassification to non-resident status shall be retroactive to the first term during which residence status was based on these incorrect documents. The student also may be subject to sanctions under student conduct guidelines.

Appeal of Residency Review Decisions

A student who is dissatisfied with the ruling in response to a written request for review of residency status may appeal the ruling to the Vice Chancellor for Student Affairs

by filing a written request with that office within 20 days of the notice of the first ruling. Appeals should be sent to Campus Box 1058, SIUE, Edwardsville, IL 62026-1058.

Registration

Registration is generally available to students by March 15 for summer and fall terms and by October 15 for the spring term. Specific registration schedules are published on the Registrar's web site at www.siu.edu/registrar.

Online registration is available to students through CougarNet at www.siu.edu/cougarnet beginning as follows:

Week one: *Undergraduate students with at least 90 earned hours, honors scholars, students with disabilities and athletes.

Week two: *Students with 60-89 earned hours.

Week three: *Students with 30-59 earned hours.

Week four: All remaining students

* New freshman enroll during Springboard to Success sessions offered through the Office of Admissions.

All students, except visiting students, must meet with an academic adviser before registration. During this advising session, an enrollment (alternate) PIN is issued that will be required to access Web registration. It is important that you plan your schedule appropriately, ensuring that all pre-requisites and class restrictions have been satisfied prior to enrollment. Prerequisites and class restrictions may be reviewed in the class schedule published through CougarNet. To avoid unnecessary problems with enrollment, please follow these guidelines:

- Meet with an adviser.
- Retain your Enrollment PIN until the term begins.
- Ensure that you have cleared any holds that may be on your record.
- Ensure that pre-requisites and class restrictions are satisfied.
- Obtain approval to enroll when necessary.
- Register early in the registration period.
- Obtain your billing information through CougarNet.
- Make payment by the due date.

Registrations may be cancelled by the University for academic, disciplinary or financial reasons. While the University reserves the right to cancel students for administrative reasons, it is the student's responsibility to

drop classes in which enrollment is no longer desired. Schedule changes may be made online through the Friday preceding the first day of the term.

Students are expected to register before the term begins. It is advisable to register as early as possible to ensure sufficient space availability in desired classes. Beginning with the first day of the term, students will be assessed a non-refundable \$25 late registration fee. No registrations will be accepted after the second week of the semester.

Changes in Registration

Students may make changes to their class schedule online via web registration or in the Service Center, Rendleman Hall, room 1309, or in the unit in which the student originally registered, through the Friday prior to the first day of class. Beginning with the first day of the term, all schedule changes must be made in the Service Center. The change is official only when this procedure is complete. Students are officially registered for only those courses and sections appearing on their registration documents, and as modified by official changes they have made with their advisor. Students may add classes using CougarNet provided that class pre-requisites and restrictions have been satisfied, an enrollment (alternate) PIN has been obtained and if appropriate, the student does not have any holds. In addition, students may process changes in the Service Center using a signed registration or add/drop form. All schedule changes should be confirmed using CougarNet.

Adding Classes

Effective the first day of the term, all undergraduate classes are considered "closed." Students who want to add a class after the first day must obtain the instructor's written approval. This permission to gain admission to the class will generally be given on the registration form, which must be taken to the Service Center, Rendleman Hall, room 1309, for processing by the end of the first week of classes. After the first week, the approval of the department chair and adviser is also needed to add a class. The only classes which may be added after the second week are those which start after the end of the second week, including workshops and independent reading classes. Exceptions must be approved by the appropriate dean and the registrar.

If students add classes that increase the amount of tuition and fees they are required to pay, the procedure is handled in one of two ways: 1. If tuition and fees have not been paid, a new tuition calculation is completed to reflect the increased amount. 2. If tuition and fees have been paid, the additional hours will generate a new tuition cost for that term, and the students will receive an additional e-bill in most cases.

Dropping Classes

Students who find it necessary to drop a class must do so at the Service Center. Students may drop a course within the following guidelines by submitting a completed add/drop form with authorizations as appropriate. Students dropping a class during weeks 1-2 will receive a refund of tuition and fees for the class. After week 2, students remain financially responsible for all tuition and fees with no refund given. Students dropping all classes for the term should refer to the section titled "Withdrawing from the University."

Fall and Spring Semesters

Weeks 1-2 — Students may drop a class without permission of the instructor and have no entry on the transcript.

Weeks 3-10 — Students may drop a class without permission of the instructor. Grade of "W" is automatically assigned.

Weeks 11-13 — Students may drop a class only with approval of the instructor and adviser; grade of "WP" or "WF" must be assigned by instructor; "WF" is computed in the GPA as an "F."

After Week 13 — No class may be dropped; a grade other than "W," "WP," or "WF" must be assigned by the instructor.

Summer Term

Weeks 1-2 — Students may drop a class without permission of the instructor and have no entry on the transcript.

Weeks 3-5 — Students may drop a class without permission of the instructor. Grade of "W" is automatically assigned.

Weeks 6-8 — Students may drop a class only with approval of the instructor and adviser; grade of "WP" or "WF" must be assigned by instructor; "WF" is computed in the GPA as an "F."

After Week 8 — No class may be dropped; a grade other than "W," "WP," or "WF" must be assigned by the instructor.

Different deadlines apply to weekend, short-term classes and workshops scheduled in non-traditional formats. Contact the Service Center for information or visit the registrar's web site, www.siue.edu/registrar. Absence from class does not constitute dropping a class or withdrawing from the University, so you must follow these instructions to avoid the assignment of failing grades. However, through the 10th week of each semester, faculty may request that students who fail to meet attendance requirements be removed from class.

Because students who drop all classes are considered to be withdrawing from the University for that term, that transaction must be initiated according to the procedure below.

Withdrawing from the University

Students who find it necessary to withdraw from the University during any term must initiate official withdrawal procedures in the Service Center, Rendleman Hall, room 1309. All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by the end of the 8th week for summer full-term classes. Different deadlines apply to short-term classes or workshops scheduled in non-traditional formats. Inquiries regarding withdrawal deadlines should be directed to the Service Center. A 100% refund of tuition and fees (with the exception of the late registration fee) is possible only if withdrawal and refund requests are officially completed within the first two weeks of the term. All textbooks or library materials on loan must be returned before a withdrawal is considered effective and a refund is approved.

Tuition and Fee Refund

All withdrawals must generally be completed by the end of the 8th week of classes. Different deadlines apply to short-term classes or workshops scheduled in non-traditional formats. Inquiries regarding withdrawal deadlines should be directed to the Service Center or the Office of Continuing Education as noted above.

A 100% refund of tuition and mandatory fees (including the Student-to-Student Grant fee but excluding the late registration fee) is possible only if withdrawal and refund requests are officially completed within:

- the first 2 weeks of the term for a course that lasts 8 weeks or more;
- the first week of the term for a course that lasts at least 4 weeks, but less than eight weeks; or
- the 1st class meeting for a course that lasts less than 4 weeks.

All textbooks or library materials on loan must be returned before a withdrawal is considered effective and a refund is approved.

A partial refund of 50% of tuition shall be given if the student's withdrawal from the University is processed after the dates outlined above, and before the deadlines outlined below:

- the last day of the 4th week for a course that lasts 8 weeks or more;
- the last day of the 2nd week for a course that lasts at least 4 weeks, but less than 8 weeks;
- the 4th class meeting for a course that lasts at least 11 days, but less than 4 weeks;
- the 2nd class meeting for a course that lasts 10 days or less.

Students enrolled in courses lasting longer than 8 weeks and who receive a partial refund of tuition shall be given a 100% refund of mandatory student fees if they officially withdraw from the university by the last day of the third week.

For all other students who receive a partial refund of tuition, no mandatory fees shall be refunded. Students who receive a partial refund of tuition shall be assessed an administrative fee of \$100.

No tuition or mandatory fees shall be refunded after the deadlines stated above except for students entering military service for six months or longer, or students in grave circumstances who demonstrate to the satisfaction of the chancellor or the chancellor's designee that, for reasons beyond their control, they are unable to continue their educational program. Nothing in this policy shall preclude the chancellor from complying with any applicable state or federal law or regulation.

Students receiving notification of academic suspension after completing registration for the next term will automatically be withdrawn from the University. Students who already have paid tuition and fees for the next term must contact the Service Center or the Office of Continuing Education to initiate a refund. Please consult

the Registrar's Web site at www.siu.edu/registrar for withdrawal and refund deadlines.

Students who receive Title IV Financial Aid (Pell, SEOG, Direct and/or Perkins Loans), and withdraw completely are subject to the federal Return of Title IV Funds policy. According to Return of Title IV Funds policy, students earn their financial aid on the basis of the portion of the semester that is completed. The University also earns a portion of the financial aid. Aid that is determined to be unearned by the student and/or University must be returned to the appropriate Title IV program. Students who are subject to Return of Title IV funds will be contacted by the Financial Aid Office and informed of the impact of withdrawing under this policy, as well as the amount of any balance owed to the University after unearned aid has been returned.

Academic Policies and Requirements

Classification of Students

Students seeking their first bachelor's degree are classified according to the number of credit hours they have earned.

Class	Semester Hours Earned
Freshman	0-29 hours
Sophomore	30-59 hours
Junior	60-89 hours
Senior	90 or more

One semester hour represents the work completed in a lecture course that students attend for 50 minutes each week for 15 weeks; laboratory courses may require more than 50 minutes each week for one semester hour. One quarter hour of credit is equivalent to two-thirds of one semester hour; one semester hour equals one and one-half quarter hours.

Classifications not determined by the number of credit hours, are non-degree, senior with degree, and visiting student.

Class Attendance

Upon registration, students accept responsibility for attending classes and completing course work. It is the student's responsibility to ascertain the policies of instructors with regard to absence from class, and to make arrangements satisfactory to instructors with regard to incomplete course work. Although absence from class does not constitute dropping a class or withdrawing from the University, faculty have the authority to request the removal of students who fail to meet attendance requirements. It is particularly important to attend the first meeting of a class. Failure to attend the first session could result in your place being assigned to another student. However, failure to attend the first session of a course does not necessarily mean that you have been withdrawn from it. If you wish to withdraw from a course, and possibly qualify for a reduction of tuition and fees, you must formally withdraw from the course at the Service Center. Failure to complete a program change or withdrawal form within the University deadline may result in your being assigned a failing grade and remaining liable for full tuition and fees.

Academic Load

The normal academic load for students is 16 hours. The maximum is 19 hours. Students with a 3.25 grade point average or above for the preceding term may be permitted to take more than 19 hours with the approval of the dean or director of their academic unit. A normal load is 12 hours for summer term; the maximum summer load is 15. Students on scholastic probation may not take more than

12 hours without approval of the adviser. Students employed full-time should not register for more than six hours.

Students who carry 12 or more hours per semester are considered full-time students. However, a student attending the University under scholarships, loans, or other types of financial aid requiring full-time enrollment should check to make certain this meets the requirements of the specific financial aid program. For enrollment certification purposes, University-sponsored cooperative education participation is considered equivalent to fulltime enrollment. This requires formal enrollment in an approved cooperative education course through the Career Development Center.

Undergraduate students are expected to spend at least two hours in preparation for every hour in class.

Application for a Major or Minor

Undeclared students who wish to apply for a major or minor should make an appointment with an adviser in Academic Counseling and Advising to complete a major and/or minor approval form. Acceptance into the major program of study is at the discretion of the academic department. Students who are completing courses to meet high school course deficiencies and/or to satisfy entry competencies (i.e., required academic development courses) may apply for a major or minor only after successful completion of those requirements. Students are advised by the department of their major after acceptance into the major.

A transfer student who has an associate of arts or associate of science degree, and has met the prerequisites for the intended major at SIUE will be accepted to the major program of study upon admission to the University. To change your major or minor, go to the department of your intended new major to complete a major and/or minor approval form.

Those who have applied for a major and wish to apply for a second major or minor should submit their request to the department of the primary major. You may request a minor when applying for a major, or later, by submitting a request to the major department.

Double Majors

Students may receive a single degree with a major in more than one discipline. A double major may provide richer preparation for graduate study or for a vocation. Those with a double major will have a first major, usually the one for which they first applied, and a second major. Students must satisfy all requirements for both majors, although

some requirements need be accomplished only once. For example, general education requirements need to be satisfied only once. If both majors require a foreign language, only one foreign language is needed. Some majors require a minor concentration; students with a second major would satisfy the minor requirement. Students may apply for a double major when applying for the first major. Students who have been admitted to a major and wish to apply for a second major should first discuss the process with the adviser for the first major. A double major is not the same as completing two degree programs. Requirements for a second baccalaureate degree appear in the graduation section of this catalog.

Transfer Credit

Students who plan to take one or more classes from another institution and apply that credit to an SIUE degree should obtain prior approval for the course from the appropriate academic adviser to ensure the course is acceptable for program credit. This is especially important for students declared into a major.

Credit Earned by Examination, Extension and Correspondence

While the University does not maintain a correspondence school or extension courses, such courses taken from institutions accredited by appropriate regional accreditation associations are regularly accepted, if the grade earned is D or above. A maximum of 48 semester hours may be completed through correspondence and extension courses; of this total, not more than 15 semester hours may be taken through correspondence.

Proficiency Examinations

Students may earn course credits by demonstrating proficiency in certain subjects. Instructional Services (Student Success Center 1256) maintains a list of those courses for which out-of-class proficiency examinations are regularly available and provides information pertaining to those exams at www.siu.edu/IS/TEST/Proficiency.

Students wishing to take a proficiency examination in any course (general education courses as well as others) should pick up a proficiency exam form at Instructional Services. In many cases, course guides and reading lists are available from either Instructional Services or the academic department for which the exam is given. For information regarding general education credit for proficiency examinations, please refer to the section titled [Proficiency Examinations for General Education Credit](#). Students may take any available proficiency examinations subject to the approval of the department and the following limitations:

- Proficiency credit may not be awarded for a course in which a grade has been previously awarded. This includes withdrawal grades of W, WR, WP, or WF;

- A proficiency examination for a specific course may not be taken more than once.

Academic schools or the College of Arts and Sciences may apply additional restrictions, so students should check with the department before taking a proficiency examination. Departments will determine grades on proficiency examinations based on either an A, B, C, no credit scoring option, or a pass/no credit scoring option. After a student has completed a proficiency examination, credits and grade points are granted as follows:

For a grade of A, B, or C on a proficiency examination, the academic record shows the name of the course, hours of credit granted, grade earned, and a notation “out-of-class proficiency” or “in-class proficiency.” The grade earned counts in the grade point average. For a pass score, credit is given without a calculated grade. The academic record shows the name of the course, hours of credit granted, a grade of “P,” and a notation of “out-of-class proficiency” or “in-class proficiency.” The grade earned does not count in the grade point average.

For a grade of D or F on a proficiency examination, no credit is awarded. The academic record shows nothing regarding the proficiency examination. However, the proficiency examination grade report form is retained in the student’s file for reference.

Students have the option of enrolling in the course for which they have taken the proficiency examination if they are not satisfied with their proficiency examination grades. In-class proficiency examinations are administered early in the term. A student must be enrolled in the course to receive in-class proficiency credit. Examinations are graded in time for those who pass the test to add another course. Names of students who have passed the early examinations are carried on the class roll; students receive credit for the course at the end of the term. Students who fail in-class proficiency examinations continue in the course.

Advanced Placement Program of the College Board

High school students who wish to seek advanced placement and college credit should apply through the Advanced Placement Program of the College Board, P.O. Box 6671, Princeton, New Jersey 08540-6671. Advanced classes, which qualify for this purpose, are offered in many high schools. A national examination measures the achievement of students to determine at what point they should begin college study of that subject. Scores are assigned as follows: 5, extremely well qualified; 4, well qualified; 3, qualified; 2, possibly qualified; and 1, no recommendation.

Courses for which earned hours credit may be awarded through advanced placement are the following:

Exam Title	Minimum Score Required	Awarded Hours	SIUE Equivalent Course
Art History	4	3	ART 111 - Introduction to Art
Studio Art: Drawing*	4 and favorable portfolio review	3	ART 112A - Basic Studio: Drawing I
Studio Art: 2-D Design*	4 and favorable portfolio review	3	ART 112B - Basic Studio: Visual Organization I
Studio Art: 3-D Design*	4 and favorable portfolio review	3	ART 112D - Basic Studio: Visual Organization II
Biology	4	3	BIOL 111 - Contemporary Biology
Calculus AB	3	5	MATH 150 - Calculus I
Calculus BC	3	10	MATH 150 - Calculus I and MATH 152 - Calculus II
Calculus BC	1 or 2 plus 3 on Calculus AB subpart	5	MATH 150 - Calculus I
Chemistry	3	4	CHEM 121A - General Chemistry
Chemistry**	3 and successful petition for lab credit	5	CHEM 121A - General Chemistry <i>and</i> CHEM 125A - General Chemistry Lab
Chemistry	4	8	CHEM 121A - General Chemistry <i>and</i> CHEM 121B - General Chemistry
Computer Science A	4	4	CS 140 - Introduction to Computing I
Computer Science AB	4	7	CS 140 - Introduction to Computing I <i>and</i> CS 150 - Introduction to Computing II
Economics - Macro	4	3	ECON 111 - Principles of Macroeconomics
Economics - Micro	4	3	ECON 112 - Principles of Microeconomics
English Language & Comp	4	3	ENG 101 - English Composition
English Literature & Comp	4	3	ENG 111 - Introduction to Literature
Environmental Science	5	3	ENSC 220 - Principles of Environmental Sciences
European History	4	3	HIST 111A - Intro to History of Western Civilization <i>or</i> HIST 111B - Intro to History of Western Civilization <i>or</i> HIST 113 - Survey of Ancient History <i>or</i> HIST 114 - Survey of Medieval History
Foreign Languages - Credit awarded on an ad hoc basis - Students must contact department directly.			
Government & Politics - U.S.	4	3	POLS 112 - American National Government & Politics
Government & Politics - Comparative	4	3	POLS XXXX - Distribution Social Science
Human Geography	4	3	GEOG 111 - Introduction to Human Geography
Music Theory	3	3	MUS 111 - Introduction to Music History/Literature
Physics B	4	10	PHYS 131a - College Physics <i>and</i> PHYS 131b - College Physics
Physics C - Mechanism	4	4	PHYS 151 - University Physics
Physics C - Elec & Magnetism	4	4	PHYS 152 - University Physics
Psychology	3	3	PSYC 111 - Foundations of Psychology
Statistics	3	4	STAT 244 - Statistics
U.S. History	4	3	HIST 200 - US History & Constitution to 1877 <i>or</i> HIST 201 - US History & Constitution 1877 to Present

* Art and Design – Students scoring a 4 or 5 on the AP Drawing, AP 2-D Design, or AP 3-D Design Portfolio exams may arrange to bring their complete portfolio/s to the Art and Design Department for faculty review. If the review is favorable, students will receive credit for the comparable SIUE course indicated. [Process: Students should go to Instructional Services (SSC 1256) indicating which Art studio course they wish to receive credit, pick up the proficiency form, submit to Art & Design (location AD 1101) and set up appointment to show portfolio. If credit is awarded, it will be posted as SIUE proficiency credit.]

** Chemistry – Students must have successfully petitioned the Chemistry Department for lab credit. Chemistry will notify the Office of the Registrar that lab credit should be granted. [Process: Students should go to Instructional Services (SSC 1256), pick up proficiency form, submit to Chemistry Chair (location SL 2325) and set up appointment to show high school chemistry information such as lab notes, text book, etc. Student may need to demonstrate lab technique by taking a proficiency exam. If credit is awarded, it will be posted as SIUE proficiency credit.]

Students should send official results of advanced placement examinations to the Office of the Registrar. Credit earned through Advanced Placement examinations may be applied toward the 124 hours required for graduation. Please note this credit is not used in computing the SIUE grade point average. Advancement Placement credit granted at another accredited university or college is transferable to SIUE. Advanced Placement examinations are considered proficiency examinations. See the section about proficiency examinations in this catalog.

College Level Examination Program (CLEP)

SIUE will grant credit to students for successful completion of College Level Examination Program (CLEP) tests under the following conditions:

- A maximum of 32 hours of CLEP credit is applicable toward a baccalaureate degree. For information regarding general education credit for CLEP examinations, please refer to the section titled [Proficiency Examinations for General Education Credit](#).
- Credit will be awarded for a CLEP subject examination when approved by the SIUE department offering a comparable course.
- Test credit will not be allowed when students previously have received credit for comparable courses or when currently enrolled in a comparable course.
- Students may take the tests before enrolling at the University. Final recording of credit on the SIUE record is contingent upon matriculation at the University and acceptable scores.
- When approved, credit will normally be awarded for subject examinations on the basis of the number of credit hours in the pertinent courses.

CLEP exams are available by computer only. For information, please call Testing Services at 618-650-2295 or follow the link to CLEP on the testing Web page at www.siu.edu/IS/TEST. Persons who wish to apply for credit through SIUE should have official results sent to the Office of the Registrar.

Courses for which credit may be awarded through CLEP are as follows:

Exam Title	Minimum Score Required	Awarded Hours	SIUE Equivalent Course
College Mathematics	50	3	MATH 111 - Mathematics for Life
Humanities	50	3	Fine Arts and Humanities Introductory AND International Culture <i>or</i> Fine Arts and Humanities Distribution AND International Culture
College Algebra	50	3	MATH 120 - College Algebra
Chemistry	55	4	CHEM 120A - General, Organic, and Biological Chemistry <i>and</i> CHEM 124A - General, Organic, and Biological Chemistry Lab
Chemistry	63	5	CHEM 121A - General Chemistry <i>and</i> CHEM 125A - General Chemistry Lab
Biology	50	3	BIOL 111 - Contemporary Biology <i>or</i> BIOL 205 - Human Diseases
Introductory Psychology	63	3	PSYC 111 - Foundations of Psychology

Biological Sciences, Chemistry, Computer Sciences, Mathematics and Statistics, or Physics majors should be alert to restrictions in credit granted through CLEP. No credit toward graduation can be earned through CLEP after credit has been received for more advanced work in the subject.

Military Experience Credit

Students who have completed military basic training may be eligible for 2 hours of credit for physical education and 2 hours for health education. Those who have served six months or more of active duty may receive an additional 2 hours of credit for military studies.

In evaluating course work in formal service school training programs, SIUE follows the recommendations of the American Council on Education Guide to the Evaluation of Educational Experience in the Armed Forces.

Evaluation of military experience credit and course work in formal service school training programs is done by in The Office of the Registrar, Rendleman Hall, Room 1207.

Grading System

The University uses the following grading symbols:

- A** Excellent — 4 credit points
- B** Good — 3 credit points
- C** Satisfactory — 2 credit points
- D** Poor — 1 credit point
- F** Failure

AU Audit - no grade or credit hours earned

DE Deferred - used only for the first semester course of a two-semester Senior Assignment sequence.

H Passed with Honors

I Incomplete - all work required for the course during the term was not completed; students have the permission of the instructor to do so within a specified time period. For more information about the incomplete grade policy, see the section titled Incomplete Grades.

PR Progress - awarded only for skills courses. PR grades are not included in grade point average calculations. To earn credit for a course in which a PR grade was earned, students must repeat the course and earn a passing grade.

P Pass - used for courses taken under Pass/No Credit option.

NC No Credit - used for courses taken under Pass/No Credit option; no credit hours earned.

S Satisfactory - used for noncredit courses and thesis and may be used for internships or practica at the program's discretion

U Unsatisfactory - used for noncredit courses and thesis and may be used for internships or practica at the program's discretion

UW Unauthorized Withdrawal - calculated as an F in grade average

W Withdrawal. Authorized withdrawal - work may not normally be completed

WP Withdrew Passing

WF Withdrew Failing - calculated as F in grade average

WR Withdrawal by Registrar

For more information about withdrawal grades and procedures, refer to the sections titled [Changes in Registration](#) and [Withdrawing from the University](#).

Grade Point Average (GPA) Calculation

Only SIUE courses are used in calculating the cumulative grade point average (GPA). The GPA is calculated as follows:

- 1 A = 4 Points
B = 3 Points
C = 2 Points
D = 1 Point
F = 0 Points
AU = Audit (0 Points)
DE = Deferred (0 Points)
I = Incomplete (0 Points)
H = Passed with Honors (0 Points)
PR = Progress (0 Points)
P = Pass (0 Points)
NC = No Credit (0 Points)
S = Satisfactory (0 Points)
U = Unsatisfactory (0 Points)
UW = Unauthorized Withdrawal (0 Points)
W = Withdrawal (0 Points)
WP = Withdrew Passing (0 Points)
WF = Withdrew Failing (0 Points)
WR = Withdrawal by the Registrar (0 points)
- 2 Quality hours are multiplied by grade points to obtain quality points for each course. Quality hours are awarded for courses with grades of A, B, C, D, F, UW, and WF.
- 3 The quality hours column is totaled.
- 4 The quality points column is totaled.
- 5 Total quality points are divided by the total quality hours. Grade point averages are rounded to the third decimal.

Example

Courses	Quality Hours		Grades	=	Quality Points
AD 075A	0	x	P (0)	=	0.0
AD 090A	0	x	NC(0)	=	0.0
BIOL 111	3	x	A (4)	=	12.0
SPC 103	3	x	F (0)	=	0.0
THEA 141	3	x	B (3)	=	9.0
Total	9			=	21.0

Twenty-one (21) quality points divided by 9 quality hours yields a 2.333 GPA (grade point average).

Incomplete Grades

A grade of I (Incomplete) may be awarded when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the course requirement. Unless instructors have specified a shorter period of time, incomplete grades not completed within one year will automatically be changed to an F (graduation in the meantime notwithstanding). Instructors who specify a shorter period of time must communicate that stipulation in writing, with copies to the registrar, the department chair, and the student, at the time the incomplete is granted. Students who feel that mitigating circumstances justify an extension of the time limit may petition the faculty member who granted the incomplete. Faculty members who agree to grant extensions must inform the student, the department Chair, and the Registrar. Students completing work for a course in which they have a grade of Incomplete should not formally re-enroll in that course, but should meet with their instructor to determine requirements for completing the course.

Pass/No Credit

Under the Pass/No credit option, students receive a Pass for grades A, B, C, and No Credit for grades of D or F. At the time of requesting Pass/No Credit, students may stipulate that they would rather receive the grade of D than No Credit.

Pass/No Credit is limited to courses outside general education requirements and major and minor requirements. Students may enroll in no more than 9 hours of undergraduate coursework under the pass/no credit option. These limitations do not apply to courses offered only for Pass/No Credit.

A decision to take a course on a Pass/No Credit basis must be declared no later than the eighth week of the fall or spring term and the sixth week of the summer session, and must be approved by the adviser. Undergraduate students registering for a course for credit may change to or from audit status during the first six weeks of fall or spring terms and through the first four weeks of the summer term.

Thereafter, no change may be made. Some graduate schools and employers consider Pass equivalent to a C grade.

Auditing Courses

You may register for Audit status for courses, but will receive neither a letter grade nor credit. Students auditing classes pay the same tuition and fees as those registered for credit. If auditing students do not attend regularly, the instructor may determine that they should not receive "AU" grades for the courses.

Veterans attending under the GI Bill do not receive benefits for audited classes. Illinois State Assistance Commission Monetary Award and Pell (Basic) Grant recipients may not include audit classes as part of the total hours to qualify for payment.

Repeated Courses

Students may repeat courses at SIUE under the following conditions and restrictions:

- When a course is repeated, only the grade earned in the final attempt will be used in computing the grade point average. All grades will appear on the transcript.
- Credits earned for any course will be applied only once toward degree requirements, no matter how often the course is repeated.
- Students will not be permitted to repeat for credit a course which is a prerequisite for a course already successfully completed.
- Courses may not be repeated more than three times.

The University is not obligated to offer a course simply to provide students an opportunity to repeat a previously attempted course. Additionally, individual academic units and programs may set more stringent conditions and restrictions regarding repeated courses.

Final Examinations

Students who have more than two final examinations scheduled for the same day, or who have two examinations scheduled for the same time, may request that one of the examinations be rescheduled. This can be accomplished by submitting a written request to the Assistant Vice Chancellor for Enrollment Management, in Rendleman Hall, Room 1207. The request must include the student's name, student identification number, and list of scheduled courses, and must be received by the Assistant Vice Chancellor for Enrollment Management at least two weeks before the first day of the examination period.

Transcripts

Students may request official copies of your SIUE academic record, provided they have fulfilled all financial obligations to the University, by contacting the Service Center. Unofficial copies are available on CougarNet. Transcripts are released only with the student's written consent. Telephone and electronic mail requests for transcripts cannot be honored, but faxed requests bearing your signature are acceptable. The fee is \$5 per transcript.

Academic Probation and Suspension

If you have a cumulative grade point average of 2.00 or above, you are in good academic standing.

When your cumulative grade point average falls below 2.00, you will be placed on academic probation and will be subject to the restrictions placed on probationary students. Early in the term immediately following the assignment of probationary status, you will receive written notification of probation and information regarding the suspension policy. If you are placed on academic probation, you are strongly urged to consult with an advisor in Academic Counseling and Advising during the next term of enrollment. An advisor will help you identify solutions and develop a plan of action. If you are on academic probation, you will not be returned to good standing until your cumulative average is 2.00 or higher.

If you are on academic probation and fail to attain a 2.00 average for the next term of attendance, you will be placed on academic suspension. Once suspended, you will no longer hold major status in an academic program. If suspended, you will be ineligible to attend SIUE for at least one term. You may re-enroll only upon favorable action by the Suspension Appeals Committee, provided that you agree to the stipulations, if any, set by the committee and that you agree to work closely with an advisor in Academic Counseling and Advising. You and your advisor in Academic Counseling and Advising must reach agreement upon a plan of action. The Suspension Appeals Committee is administered by Academic Counseling and Advising and, in cases in which a student had been accepted to a major, the committee may include a representative from the major department. You must file an appeal before any action will be taken by the Suspension Appeals Committee. The deadline for appeal is the seventh Thursday of the term immediately prior to your intended re-instatement term. If you are suspended and permitted to re-enroll, you will automatically revert to undeclared status. However, upon your reinstatement to the University, the faculty of the major department shall be asked to indicate whether you will be readmitted as a major. Upon reinstatement to the University, you may request a major when you meet the admission criteria for a given program.

Suspended students who have been permitted to re-enroll will return on probation. Ordinarily, if you are suspended more than once, you will not be reinstated at SIUE.

Plan of Action

A plan of action consists of specific steps designed to promote your successful return to good standing. A plan of action may include:

- reduction in number of credit hours attempted;
- change in academic major;
- enrollment in courses prescribed by the advisor, e.g., writing, reading, study skills;
- enrollment in courses in which you previously received a failing grade;
- career counseling;
- more frequent meetings with advisor;
- other advisor-recommended measures.

Academic Recognition

Students who demonstrate outstanding scholarship are included on the Deans' List and recognized at Honors Convocation and Commencement.

To be included on the Deans' List, a student's term quality hours must be equal to or greater than 12 with a minimum grade point average of 3.5 for the term. Credit earned for out-of-class proficiency is not used in qualifying for the Deans' List (published at the end of each term).

Graduating seniors who have achieved outstanding scholarship are recognized at Commencement in the graduation program; their diplomas and insignia on their regalia designate *summa cum laude* (3.9 or higher), *magna cum laude* (3.75-3.89), or *cum laude* (3.50-3.74).

Graduation

Undergraduate students may elect to complete their degree under the requirements that appear in the undergraduate catalog in force at the time of their original matriculation as SIUE degree-seeking students or, subject to the approval of an academic adviser, may elect the requirements that appear in a succeeding catalog. This policy is subject to the following: No student may graduate under general education major or minor requirements published in a catalog more than seven years old without the written permission of the Dean of the college or school of the student's major or first major. Written permission shall be submitted to the Registrar with the application for graduation.

A student may satisfy general education requirements from one catalog and major or minor requirements from a second catalog, provided that neither catalog exceeds the seven-year limit stated above. Bachelor's degree candidates are expected to satisfy all general education requirements as well as all requirements for their

academic major and any academic minor. Students intending to teach must meet the requirements for teacher certification. In addition, all candidates for a bachelor's degree must satisfy all other University requirements, including a senior assignment (see Assessment and the Senior Assignment), and maintain a minimum grade point average of 2.00 for work completed at SIUE. Academic program requirements may exceed University requirements.

Candidates for the degree must complete a minimum of 124 hours of credit in approved courses. Students transferring from an accredited two-year institution must earn at SIUE, or at any other accredited four-year institution, at least 60 of the semester hours required for the degree. All candidates for the degree must complete a minimum of 30 semester hours in residence at SIUE. Written requests for exceptions should be directed to the Graduation Appeals Committee through the Registrar. Students are responsible for meeting all degree requirements and financial obligations.

Application for Graduation

Candidates for a baccalaureate degree should file an application for graduation in the Service Center at the beginning of their senior year.

Once a completed application is received, graduation evaluations are performed. The Registrar determines completion of general education and University degree requirements, while the major and minor requirements are established and reviewed by the academic department through which the degree is sought. Students also must satisfy all outstanding financial obligations to the University. Diplomas will not be issued for students with outstanding financial obligations.

Applications must be submitted no later than the first day of the term in which you plan to graduate. If all graduation deficiencies (incompletes, for example) are not completed within two weeks following the end of the intended term of graduation, you will be graduated at the end of the academic term in which requirements are completed. Commencement ceremonies are held at the end of each term. Attendance at the exercises is voluntary; however, you will not be eligible to participate unless you have applied for graduation and your major program adviser has certified that you will complete degree requirements by the end of the term in which you have applied for graduation. Participation in a commencement ceremony does not guarantee that degree requirements have been completed. Once you have participated in a commencement

ceremony, you may not participate in another commencement ceremony for the same degree. A graduation fee of \$35 is payable at the time of application. The fee does not cover the cost of the cap and gown. These items are purchased through the University Bookstore in the Morris University Center. Questions regarding the cap and gown and invitations are referred to the bookstore.

Bachelor of Arts Foreign Language Requirement

Bachelor of Arts Foreign Language Requirement In addition to the University's general requirements for a bachelor's degree, students working toward a bachelor of arts degree must demonstrate, either by examination or by university courses, proficiency in a foreign language equivalent to a year of university-level work. Some academic units may require more than one year of study in a foreign language. Waiver of the foreign language requirement of skills option B of the general education program for students who transferred to SIUE with an associate of arts or associate of science degree from an accredited two-year institution in Illinois does not constitute a waiver of the bachelor of arts degree foreign language requirement.

Second Baccalaureate Degree

Students seeking a second baccalaureate degree must complete a minimum of 30 semester hours beyond completion of the first degree and must satisfy the requirements of the major of the second degree. At least 15 of these hours must be in residence at SIUE.

Graduation Appeals Committee

The SIUE Graduation Appeals Committee hears students' petitions to graduate even though they have not satisfied all University graduation requirements. The committee hears only those cases involving University requirements for a baccalaureate degree. Appeals relative to a major or academic unit requirement are made through the appropriate administrator.

Requests for waiver of general education requirements are made to the General Education Committee of the Faculty Senate. Ordinarily, the Graduation Appeals Committee will give consideration to an appeal only if there is tangible evidence that the matters at issue are of an unusual nature and that they have resulted from conditions beyond the control of the student. Appeals are initiated through the Office of the Registrar.

Financial Information

Financial Aid Services

Student Financial Aid offers the following services to help finance your education at SIUE:

- general information by phone, e-mail, or in person;
- one-on-one advising on a walk-in basis;
- review for special circumstances (e.g. death of wage earner, divorce, loss of job);
- Web sites at www.siu.edu/financialaid/ and www.siu.edu/studentemployment/;
- online Student Job Finder at www.siu.edu/studentemployment/;
- online record of required documents and awards offered/paid at www.siu.edu/cougarnet/; and
- short-term loans for educational expenses.

Planning for University Costs

When you are planning for University costs, it is important to research several factors:

- available financial aid programs and eligibility requirements;
- steps to apply;
- application deadlines;
- cost of tuition and fees and other expenses;
- date payments are due versus date financial aid will be disbursed; and
- student responsibilities related to receiving financial aid.

Eligibility for Financial Assistance

To be eligible for federal and State of Illinois financial aid programs, an undergraduate must:

- have a Social Security number;
- be a U.S. citizen or eligible non-citizen;
- be registered with Selective Service (if required);
- be working toward a degree offered by the university, ERTC, or teacher certification;
- be enrolled for at least six hours each semester (fall, spring, and summer);
- demonstrate financial need;

- maintain satisfactory academic progress; and
- owe no refund on a federal grant nor be in default on a federal student loan.

Note: Most international students do not meet citizenship requirements for financial aid programs administered by the Office of Student Financial Aid. International students should contact the International Student Services office for information about financial assistance.

Applying for Financial Assistance

If you are applying for need-based financial aid, you should submit the Free Application for Federal Student Aid (FAFSA) by March 1 each year to be considered for all programs and list SIUE (code 001759) to receive the processed information. If you apply after March 1, you will find that funds in some programs are no longer available. In addition, students who apply after March 1 should be prepared to make their first fall tuition payment (usually due in the middle of August) in order to prevent being dropped from their classes. Due to the high volume of financial aid applications, students who file after March 1 may not have their financial aid available to make that first fall payment. The application may be submitted online at www.fafsa.ed.gov.

All undergraduates applying with a FAFSA will automatically receive consideration for the Pell Grant — the primary undergraduate grant program. Illinois residents also will be considered for the state's Monetary Award Program (MAP).

Definition of Independent Student

For federal and State of Illinois programs, you are considered independent for 2009-2010 if at least one of the following criteria describes you:

- born before January 1, 1986;
- married as of the date of filing; a veteran of the U.S. armed forces or currently serving on active duty;
- at the beginning of the 2009-2010 academic year will be enrolled in a graduate or professional program;
- at any time since age 13 were an orphan, in foster care, or ward of the court;
- have children whom you will provide more than half of their support; have legal dependents other than a spouse or children whom you will provide more than half of their support;

- prior to turning 18 were an emancipated minor as determined by a court;
- prior to turning 18 had a legal guardian as determined by a court;
- at any time on or after July 1, 2008, were determined by your high school or school district homeless liaison HUD, or the director of a homeless youth center to be an unaccompanied youth who was homeless.

Determining the Financial Aid Package

The Office of Student Financial Aid assesses your financial need and determines the programs for which you are eligible. An offer of financial aid, or financial aid package, which includes awards from the programs for which you are eligible, is then available to you on CougarNet. Your financial need and awards are determined as described below:

A budget is assigned that reflects such factors as place of residence and your academic program. The budget includes tuition, fees, room and board, books, transportation, living, and personal expenses.

The EFC, Expected Family Contribution, is a result of the federal processor calculating all the information contained in the FAFSA, including family income and assets, and is sent to the Office of Student Financial Aid by the federal FAFSA processor.

The EFC is subtracted from the school year budget assigned to you by the school. From that amount is subtracted any private scholarships, veteran benefits, and/or third-party payments. The remaining amount is your financial need and is the maximum amount you can receive from all financial aid programs except the Federal Unsubsidized Loan and the PLUS Loan.

Once financial need is determined, you are considered initially for grant eligibility, then for work-study, and finally for a loan. Students who submit the FAFSA by March 1 will be considered for all programs.

In the awarding of University-administered need-based grants, on-time applicants are ranked in order of greatest need, and awards are made on the basis of the size of financial need. If funds are still available after these students are awarded assistance, additional students will be considered.

If you have significant changes in your family financial situation (death, disability, divorce, or other extreme circumstances) after filing your forms, you may request a review of your application called a Special Circumstance. Additional assistance may be awarded based on available funds.

Paying the Semester Bill with Financial Aid

To use financial aid as credit for paying the semester bill, follow these basic steps: Apply for financial aid at least four months before the term for which you wish financial aid to cover the bill; Register for at least half time each semester, fall, spring, and summer (6 hours for undergraduates and 5 hours for graduate students); Access your award letter on CougarNet; Confirm acceptance of your awards on CougarNet as directed in the information provided online; If appropriate, go online to complete loan counseling and the Electronic Master Promissory Note (EMPN) ; Have adequate financial aid to cover all new charges for the term and all balance due from a prior term; Have no “holds” on your records from the Office of Student Financial Aid, Records, Office of the Bursar, or Vice Chancellor for Student Affairs (e.g. satisfactory progress termination, bad check, disciplinary hold).

In most cases, students who apply for financial aid early (e.g. by the preferred filing date of March 1), accept their financial aid awards by mid-June, and register for classes before mid-June will receive credit for their grants, scholarships, waivers, and loans on the first fall semester bill. Students with no past-due charges are considered financially cleared for the next term in one of two ways: 1. Sufficient financial aid (grants, scholarships, waivers, and/or loans), covering 100% of the charges for the term, is applied to the student’s Bursar account by the first payment deadline; or 2. Financial aid is applied to the student’s Bursar account **and** the student pays the first installment payment appearing on the bill by the first payment deadline. Being financially cleared allows a student to have his/her ID validated, to use University services such as the library and fitness center, and protects his/her class schedule from cancellation due to non-payment.

Withdrawal with Financial Assistance

Students who are registered and find it necessary to fully withdraw from classes for the term must initiate the withdrawal process in the Service Center. Withdrawal during the 100% refund period cancels your obligation to pay tuition and fees for the term. However, students who receive Title IV financial aid (Pell, SEOG, FFELP, and/or Perkins Loans) and withdraw completely are subject to the federal Return of Title IV Funds policy. According to Return of Title IV Funds policy, students “earn” their financial aid on the basis of the portion of the semester in which the student is enrolled; the University also “earns” a portion of the financial aid. Aid that is determined to be “unearned” by the student and/or university must be returned to the appropriate Title IV program. Students who are subject to Return of Title IV funds will be notified by the Office of Student Financial Aid of any award changes and instructed to view their balance owed to the University on CougarNet.

Grants

Grants are normally awarded to students with significant financial need in combination with work-study and loans as part of the financial aid package. The federal Pell and Supplemental Educational Opportunity Grants, as well as the Student to Student Grant, are awarded on the basis of information provided on the FAFSA. To receive federal, Illinois, or institutional grant assistance, a student must not be in default on any student loan nor owe a refund on any state or federal grant.

Federal Pell Grant

This federally sponsored program aids eligible undergraduate students in meeting educational expenses when parental or student resources are insufficient. The Pell Grant program is used as the base in determining the total financial assistance “package” of an undergraduate student.

Awards range from \$976 to \$5,350 per academic year. Most students use their full Pell Grant entitlement during the academic year (fall and spring). However, students who do not attend full time during each term may have remaining eligibility for a summer Pell Grant.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant program assists students with extreme financial need (i.e., eligible for Pell Grant) who would be unable to enter or remain in school without this grant. At SIUE, annual awards are for a maximum \$1,400 for in-state students and \$2,200 for out-of-state students..

Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (National SMART) Grant.

The ACG and National SMART Grant programs are intended to encourage rigorous academic study in high school and enrollment in college majors in the physical, life, and computer sciences, engineering, technology, mathematics, and certain foreign languages. A student may receive only two ACG awards, one for the first and the second academic years, and only two National SMART Grant awards, one for the third and the fourth academic years. Also, both grants have a set value: an ACG is \$750 for the first year and \$1,300 for the second year; a National SMART grant is \$4,000 for each of the third and fourth years.

A student must be a U.S. citizen, receive a Pell grant for the same award year, and be enrolled full time. First year students must have successfully completed a rigorous secondary school program of study. Second year students must have completed their first year with a 3.0 GPA out of a 4.0 scale to receive the ACG.

A student must be a U.S. citizen, receive a Pell grant for the same award year, be enrolled full time, have a cumulative GPA of 3.0 on a 4.0 scale, majoring in physical, life, or computer science, engineering, mathematics, technology, or a critical foreign language, and taking a course in their major each semester to receive a National SMART grant.

Illinois Bonus Incentive Grant

Holders of Illinois College Savings Bonds for at least 12 months may be eligible for a non-need based grant if the bond proceeds are used to pay for educational expenses. Grant amounts range from \$40 to \$440 per \$5,000 of compound accreted value at maturity, depending on the maturity of the bond. The program is dependent on funding from the Illinois General Assembly. A bondholder must apply between August 1 and May 30 of the academic year in which the bond was redeemed or in the academic year immediately following the redemption. Additional information may be obtained from the Illinois Student Assistance Commission at www.CollegeZone.com.

Illinois Monetary Award Program

The Monetary Award Program (MAP) provides for full or partial payment of in-state tuition and fees, based on significant financial need, to Illinois resident undergraduate students enrolled at least half time during the fall and spring semesters. To be considered, students must submit the FAFSA before the MAP deadline and list SIUE as their first choice institution. Additional information may be obtained from the Illinois Student Assistance Commission at www.CollegeZone.com and the front page of the FAFSA On The Web Worksheet.

Illinois Incentive for Access Program

The Illinois Incentive for Access Program provides a onetime grant of up to \$500 for freshmen who have no expected family contribution, based on information reported on the FAFSA. An applicant must be enrolled at least half time, be a U.S. citizen or an eligible non-citizen as defined in the FAFSA, have a valid Student Aid Report with no expected family contribution, be a resident of Illinois, not have a baccalaureate degree, and meet the University’s satisfactory academic progress standards and MAP eligibility requirements. Additional information may be obtained from the Illinois Student Assistance Commission at www.CollegeZone.com.

Illinois National Guard Program

Members of the Illinois National Guard are eligible to receive a grant for payment of tuition and some fees for undergraduate or graduate study after one full year of service in the Illinois National Guard as an enlisted person or company grade officer up to the rank of captain. Recipients must maintain good academic standing during

the period of the award. For full-year award consideration, candidates should apply to the Illinois Student Assistance Commission (ISAC) by October 1 of the academic year for which assistance is being requested. The application is available online as an interactive application on the ISAC Web site at www.CollegeZone.com. Awards are available for a maximum of 8 full-time semesters; no minimum enrollment is required.

Illinois Veterans Grant

Veterans who qualify for the Illinois Veteran Grant (IVG), which covers tuition, fees, and the graduation fee, may use it concurrently with GI Bill benefits. This grant is available to graduate or undergraduate students who have at least one full year of full-time active duty in the U.S. armed forces, were honorably discharged, and meet the IVG residency requirement.

Any veteran who resided in Illinois within six months before entering the service, and returned to Illinois within six months of discharge from the service, may be eligible. Applications and additional information are available at www.CollegeZone.com.

Other Illinois Grants

Grants also are available to spouses and children of Illinois police or fire officers killed or at least 90% disabled in the line of duty, and to spouses and children of State of Illinois Department of Corrections officers killed or at least 90% disabled in the line of duty. Recipients must be enrolled in undergraduate courses at least half time, or 6 hours, each semester. The awards cover tuition and some fees, and are available for up to 8 semesters. Applications and additional information are available at www.CollegeZone.com.

Student-To-Student Grant

The Student-to-Student (STS) Grant is funded through a voluntary student fee assessed each term, and through matching state dollars. Grants ranging from \$600 to \$1,000 per year are made to students based on financial need. Students may request a refund of their STS assessment by contacting the Office of the Bursar during the first two weeks of the term.

Loans

Loans are available to SIUE students through federal, state, and institutional programs to assist with educational costs. Some loans require financial need, but others are available to students with no financial need.

Federal Stafford Loans (Subsidized and Unsubsidized)

Federal Stafford Loans first disbursed on or after July 1, 2006 retain a fixed interest rate of 6.8 percent.

Federal Subsidized Stafford Loans

Subsidized federal loans are low-interest loans made to students attending at least half time (minimum 6 hours). Students qualify for a subsidized loan based on financial need. Repayment begins six months after a student graduates, leaves school, or drops below half time. Interest on subsidized loans does not accrue until six months after graduation, termination of studies, or a drop below half-time enrollment. Undergraduates may borrow up to \$3,500/year as a freshman, \$4,500/year as a sophomore, and \$5,500/year as a junior or senior. An additional \$2,000 unsubsidized loan (see below) will be offered to all students. For periods of undergraduate study that are less than a year, the amount a student can borrow may be less than noted above. Students enrolled for only one semester in an academic year should see a financial aid advisor to determine how much they can borrow. Independent undergraduates may borrow an additional \$4,000-\$5,000/year of unsubsidized loan (see below). Most students are limited to borrowing their annual maximum across three terms (fall, spring, summer).

Federal Unsubsidized Stafford Loans

The unsubsidized federal loan program is similar to the subsidized loan program (described above); however, students are not required to have financial need for these loans. Unsubsidized loans are appropriate for students with no financial need or very moderate need. For students whose financial need (or eligibility for a subsidized loan) is less than the maximum for their class standing, it is possible to receive a Federal loan partly based on financial need (subsidized) and partly not based on financial need (unsubsidized). The difference between these two loans is the repayment terms. Repayment for unsubsidized loans can be deferred until after graduation, but the interest begins to accrue while the borrower is in school. The interest rate on an unsubsidized loan is 6.8%.

Federal PLUS Loan

Federal PLUS loans enable parents with good credit histories to borrow for each son or daughter who is enrolled at least half time and is a dependent student. An eligible parent may borrow the cost of education (as defined by the University) minus any estimated financial aid the son or daughter may be receiving. The interest rate is fixed at 8.5 percent. Parents may defer repayment of the PLUS loan until the student begins repayment; however, interest begins to accrue upon disbursement of the loan.

Choosing A Lender

We have a list of commonly used lenders on our Web site at www.siu.edu/financialaid. These lenders were chosen for their good service to our students and their great repayment benefits. We will, however, process any

loan application from any lender the student chooses; students and parents are ALWAYS allowed to choose their own lender.

We also participate in the Federal Direct Lending Program.

Students may choose to borrow from the Federal Direct Lending Program by contacting the Office of Student Financial Aid directly rather than going to a lender. Students who have borrowed in the past from the Federal Direct Lending Program are encouraged to continue borrowing from this program. Students who have not borrowed from the Direct Lending Program in the past are not encouraged to switch programs, as this will make repayment difficult.

Federal Perkins Loan

A Federal Perkins Loan is awarded based on financial need and is normally repaid after graduation at a low interest rate (5%). At SIUE funds are limited and first preference is given to students in high cost programs (generally Dental and Nursing Anesthesia programs) and needy students who are unable to obtain adequate direct subsidized or unsubsidized loan funds to cover their expenses. Repayment begins nine months after the date the borrower ceases to attend school at least half time. Repayment may be granted for up to 10 years. The requirement to repay the loan or a portion of it may be cancelled if the recipient enlists in certain specialties of the U.S. Army, Army Reserves, Army National Guard, or the Air National Guard, or is employed as a teacher in selected school districts.

Students eligible for the Federal Perkins Loan may borrow up to \$3,000 a year for each year of undergraduate study; the total loan debt for an undergraduate cannot exceed \$15,000. Graduate students may borrow up to \$6,000 each year of graduate or professional study, but cannot exceed \$30,000 of loan debt for undergraduate and graduate study combined.

VA Educational Benefits

SIUE is approved by the State Approving Agency for Veterans Education. Veterans who qualify for the Illinois Veterans Grant may use this award concurrently with their VA benefits. Veterans do not normally receive VA educational benefits for the grades of W, WP, WF, No Credit (NC), Audit (AU), and Progress (PR). However, under certain mitigating circumstances, the VA may authorize payment of VA benefits for these grades. Non-degree-seeking students are not eligible for VA benefits. Veterans must meet specific academic progress requirements to remain eligible for VA benefits. Veterans applying for VA benefits may obtain the necessary application forms from the Veterans Administration Regional Office or the University's Veterans Certification

Section in Records, room 1207, Rendleman Hall. These forms, along with a copy of the Veteran's DD-214 (Report of Separation from the Armed Forces) and certified proof of any dependents, i.e., marriage certificate and/or birth certificates of children, should be provided to Veterans Certification. This office in turn will complete the enrollment certification and mail it with the application to the Veterans Administration Regional Office. Veterans who experience any changes in dependent status after receiving benefits must immediately notify the Veterans Administration Regional Office.

VA benefits are determined by the veteran's length of active duty in service, number of dependents, enrollment status, "kickers" awarded by the branch of military service in which the veteran served, and other factors. Benefits for non-traditional courses may vary. Students attending courses that meet in non-traditional formats should contact the Veterans Certification Section, Records, room 1207, Rendleman Hall.

After registering each term, students receiving VA benefits should report their registration to the Veterans Certification Section of the Records Office by completing a Veteran Benefits Information form. Any change in enrollment after registration should be reported to Veterans Certification as soon as possible.

A student who withdraws or leaves the University should refer to the registration section of this catalog titled "Withdrawing from the University."

Employment

Part-time student employment is available at SIUE under both the regular student employment program and the Federal Work Study program. SIUE also helps students find off-campus employment through the Job Locator Program.

Student Employment

SIUE offers a broad range of part-time student work opportunities in almost every phase of University operation or service. Many positions are in the clerical, maintenance, or food service areas, and there are many challenging positions that develop the administrative, research, or technical skills of students. Students usually work 15-20 hours per week as class schedules permit. Generally, students begin working at the state minimum wage and receive increases as total accumulated hours increase. Available jobs are listed online in the Student Job Finder at www.siu.edu/studentemployment. Students apply for jobs via the Internet.

Federal Work-Study Program

The Federal Work-Study Program is designed to help students with financial need to secure employment and

help defray costs. Students who qualify are awarded federal funds that pay part of their wages — the unit in which they work pays the remainder. Federal Work-Study eligibility is awarded as part of a package of scholarships, grants, and/or loans.

Job Locator and Development Program

The Job Locator and Development Program helps students seeking part-time jobs with employers in the communities surrounding SIUE. Designed to place SIUE students in part-time jobs related to their career and academic interests, the Job Locator Program provides financial assistance and job experience to students. Enrolled students may participate in the Job Locator Program. Employment opportunities are found online in the Student Job Finder at www.siu.edu/studentemployment.

University Scholarships

University funds provide scholarships that are awarded to students with good academic records and, sometimes, financial need. Visit our Web site at www.siu.edu/financialaid to print scholarship applications, or contact Student Financial Aid to obtain more information. Scholarships, like grants, need not be repaid.

Meridian Scholars Program

- New freshman undergraduates only
- Admission to the university by December 1 required
- Deadline for application: December 1
- Value: in-state tuition, fees, on-campus room and board for eight semesters
- Selection based on exceptional academic record, leadership qualities, and interview; preference for AP and honors course credit in high school
- Minimum of 27 ACT and upper 10% rank
- Mean — 2009–10 freshmen: 3.95 GPA, 30.8 ACT, upper 5% rank
- Admission to Honors Scholars Program, Undergraduate Research Academy projects and other academic opportunities.

Cougar Pride Scholarships

- Admission to the University by December 1
- FAFSA submitted by March 1
- Through a competitive process \$2,000 awarded annually as funding is available
- Freshmen must have a minimum 27 ACT

- Transfer students must have a minimum 3.0 GPA with minimum 24 semester hours in course work that is transferable to SIUE or an associate degree
- Award is good for up to eight semesters; students must complete 12 hours per semester and maintain a 2.9 CGPA.

Johanna Haley Scholarships

- Admission to the University by December 1
- FAFSA on file, preferably by March 1
- Through a competitive process \$2,000 awarded annually as funding is available
- Freshmen must have a minimum 23 ACT
- Transfer students must have a minimum 3.0 GPA with minimum 24 semester hours in course work that is transferable to SIUE or an associate degree
- For students from underrepresented backgrounds planning on careers in nursing, engineering, sciences, or teacher education. All persons are encouraged to apply.
- Award is good for up to eight semesters; students must complete 12 credit hours per semester, 12 hours of volunteer service each semester, and maintain a 2.9 CGPA.

The e Guarantee

- Admission to the University by December 1
- FAFSA on file, preferably by March 1
- Award amounts will vary depending on available funding
- Freshmen must have a minimum 19 ACT
- EFC from FAFSA must be \$0 and family income levels at or below federal poverty guidelines
- Student's financial eligibility for the program will be reviewed annually. Award is good for up to eight semesters; students must complete 12 hours per semester and maintain a 2.0 CGPA.

GEO

This is not a scholarship, but a tuition rate. It is for out-of-state students only. Students with this award will only pay 1.2 times the in-state tuition rate instead of the normal 2.5 times for the out-of-state tuition rate. This award does not apply to fees, room, board, or any other charges. Students for this award will be selected by either the Athletic, Fine Arts, or Admissions departments. A limited number of GEO awards will be available.

Tuition Scholarships for Fine Arts Students

- New freshman, transfer, and continuing undergraduates;
- Admission by December 1 preferred for new students;
- Partial to full Illinois resident tuition ;
- Awards based on demonstrated talent
- Selection by faculty of Departments of Art, Music, and Theater/Dance
- Contact appropriate academic department for full information

SIUE University/Foundation Scholarships

Undergraduate students may compete for various scholarships provided by the University or donor gifts to the SIUE Foundation by filing a University and Foundation Scholarship Application by March 1 prior to the year in which the award is given. The application is available online at www.siu.edu/financialaid, may be requested by e-mail at finaid@siue.edu, or can be obtained from the Office of Student Financial Aid. Applicants will be considered for the scholarships described below:

James R. Anderson Scholarship — A one-year, \$1,000 scholarship to current student with a 3.00 cumulative grade point average, first preference to those from the Chicago area. Student must have demonstrated civic leadership in community service or housing activities.

Bessie May Briggs Mason Scholarship — Four-year scholarship awarded to worthy Alton High School graduates with financial need and a desire to obtain a degree in the field of primary or secondary education or a teaching certificate.

Martha Huckelberry Scholarship — Awarded to a single parent who demonstrates academic merit and who has financial need.

Teddi and Merle Inman Scholarship — Awarded to Calhoun County, Ill., residents entering SIUE as freshmen.

Leo and Hilda Kolb Memorial Scholarship — Awarded to worthy students with financial need who are residents of Madison County, Illinois, with preference given to applicants from Marine Township.

Arthur and Dorothy Metz Scholarship — Awarded to Dupo High School graduates entering SIUE; graduates of Valmeyer High School may be considered.

James M. and Aune P. Nelson Minority Student Grant — Awarded to minority graduates of Alton secondary schools who have at least a 2.0 cumulative grade point average on a 4.0 scale in high school or a 2.50 in college.

Joseph (Cobby) Rodriguez Memorial Scholarship — Awarded to a needy student who is a police officer or the child or spouse of a police officer residing in St. Clair County, Illinois.

Maurice and Catherine Sessel Alton Student Grant — Awarded to graduates of Alton secondary schools who have at least a 2.50 cumulative grade point average on a 4.0 scale in high school or college.

Thelma Thompson Memorial Scholarship/Grant — Awarded to a single parent with financial need.

Athletics Scholarships

SIUE offers scholarships to talented athletes in accord with National Collegiate Athletic Association rules and procedures. For information, contact the Director of Intercollegiate Athletics, Box 1129, SIUE, Edwardsville, IL 62026-1129.

ROTC Scholarships

Both the Air Force and Army ROTC Programs at SIUE offer scholarships to qualified students. The scholarships pay up to full tuition/fees and books, and some provide monthly subsistence allowances. Students should contact the appropriate unit for complete information: Air Force ROTC Program Alumni Hall, Room 3340 SIUE Edwardsville, IL 62026 (618) 650-3179 Army ROTC Program Founders Hall, Room 3106 SIUE Edwardsville, IL 62026 (618) 650-2500

Illinois Scholarships

Illinois resident students may be eligible for scholarships administered by the Illinois Student Assistance Commission (ISAC). Applications and information about these programs are available from ISAC by calling 1-800-899-ISAC or at www.CollegeZone.com. The number of scholarships, as well as the individual dollar amounts awarded, are subject to sufficient annual appropriations by the Illinois General Assembly and the Governor.

Merit Recognition Scholarship (MRS) Program

Students who ranked in the top five percent of their high school class at the end of their third semester before graduation, or scored among the top five percent of scores in the ACT, SAT I or Prairie State Achievement Exam, may be eligible to receive \$1,000 from the Merit Recognition Scholarship (MRS) Program. This one-time, non-renewable scholarship can be used to help pay for tuition, fees or other educational expenses at any approved

Illinois institution or one of the nation's four approved Military Science Academies. There is no student application to complete for the MRS Program; High School Counselors submit information to ISAC for the selection process.

Minority Teachers of Illinois Scholarship

Students who are planning to become preschool, elementary or secondary school teachers and are of African American/Black, Hispanic American, Asian American or Native American origin may qualify for up to \$5,000 per year as part of the Minority Teachers of Illinois (MTI) Scholarship Program to pay for tuition, fees, and room and board, or commuter allowances, if applicable. As part of the application process, the applicant must agree to the terms and conditions that are outlined in the application's Teaching Agreement/Promissory Note. Recipients of this scholarship must teach in Illinois. If this teaching obligation is not fulfilled, the scholarship converts to a loan, and the recipient must repay the entire amount plus interest. The Teacher Education Scholarship Programs application, which must be submitted each academic year in order to apply for the Minority Teachers of Illinois (MTI) Scholarship program, is available online as an interactive application within the Student Zone at www.CollegeZone.com. For priority consideration, a complete application must be received at ISAC on or before March 1 preceding the academic year for which the applicant is applying. For individuals who are unable to apply electronically, and receive ISAC approval for an alternate means of applying, the application received date will be based upon the U.S. Postal Service postmark date.

Illinois Future Teacher Corps (IFTC) Program

(Formerly David A. Debolt Teacher Shortage Scholarship) Students who are planning to be preschool, elementary, or secondary school teachers in Illinois may be eligible for the Illinois Future Teacher Corps (IFTC) Program (formerly the David A. DeBolt Teacher Shortage Scholarship Program). This program is generally for academically talented and financially needy students who are enrolled as juniors or above, with a priority given to individuals pursuing a teacher shortage discipline and/or making a commitment to teach at a hard to staff school, and minority students. This award is designated for tuition, fees and room and board charges, or commuter allowance, if applicable. The annual scholarship awarded to a qualified applicant may be \$5,000 or \$10,000 (and, in some cases, may be increased an additional \$5,000) depending on the teaching commitment made. As part of the application process, the applicant must agree to the terms and conditions that are outlined in the application's Teaching Agreement/Promissory Note. By receiving this scholarship, the individual must teach in Illinois. If this teaching commitment is not fulfilled, the scholarship converts to a loan, and the recipient must repay the entire amount plus interest. To apply, the Teacher Education

Scholarship Programs application, which must be submitted each academic year in order to apply for the Illinois Future Teachers Corps (IFTC) Scholarship program, is available online as an interactive application within the Student Zone at www.CollegeZone.com. For priority consideration, a complete application must be received at ISAC on or before March 1 preceding the academic year for which the applicant is applying. For individuals who are unable to apply electronically, and receive ISAC approval for an alternate means of applying, the application received date will be based upon the U.S. Postal Service postmark date. Applicants must also apply for federal student financial aid (FAFSA) to determine their expected family contribution, which is part of the selection criteria for the scholarship.

Robert C. Byrd Honors Scholarship

Students who received exceptional grades in high school and showed promise of continuing academic excellence may be eligible for the Robert C. Byrd Honors Scholarship Program. The award is up to \$1,500 per year, for a maximum of four years. There is no student application to complete for the Byrd Honors Scholarship Program; High School counselors submit information to ISAC for the selection process. This scholarship is not limited to tuition and fees; however, awarding of Robert C. Byrd Honors Scholarship is subject to federal funding.

Illinois Special Education Teacher Waiver Program

Teachers or academically talented students who are pursuing a career in special education as public, private, or parochial preschool, elementary, or secondary school teachers in Illinois may be eligible for the Illinois Special Education Teacher Tuition Waiver Program. This program will exempt such individuals from paying tuition and mandatory fees at an eligible institution for up to four calendar years. Recipients of this scholarship must teach in Illinois. If this teaching commitment is not fulfilled, the scholarship converts to a loan, and the recipient must repay the entire amount plus interest. To apply, an Illinois Special Education Teacher Tuition Waiver Application must be obtained by requesting it from ISAC (see www.CollegeZone.com for contact information). Submit a complete application to ISAC's Deerfield office postmarked on or before March 1 immediately preceding the initial academic year for which the tuition waiver is requested. Once eligible for the program, applicants do not need to reapply for consideration for additional years. Those who are eligible for the Illinois Special Education Teacher Tuition Waiver will receive a notice of eligibility by July 1.

Golden Apple Scholars of Illinois (Illinois Scholars Program)

Created in 1988 by the award-winning teachers of the Golden Apple Foundation, the Golden Apple Scholars of

Illinois program recruits and prepares bright and talented high school graduates who represent a rich ethnic diversity for successful teaching careers in high need schools throughout Illinois and provides scholarships to students pursuing teaching degrees. The Golden Apple Foundation is a not-for-profit organization based in Chicago. The foundation promotes excellence in Pre-K through 12 education through the work of excellent teachers. Golden Apple Scholars receive mentoring support from outstanding, award-winning teachers who are part of the Golden Apple network. In exchange for successful completion of undergraduate college and a commitment to teach for five years in an Illinois school of need, scholars receive financial assistance for four years to attend one of the 54 public and private universities across the state and take part in the summer programs that include teaching internships and enhanced teacher preparation. To apply, students must be nominated to be a Golden Apple Scholar of Illinois by a teacher, counselor, principal, or other nonfamily adult. Students may also nominate themselves. For more information on how to apply, go to www.CollegeZone.com.

General Assembly Scholarships

A student might be able to pay for tuition with the General Assembly Scholarship if he or she is enrolled at an Illinois 4-year, state-supported college and meets the eligibility criteria set by his or her legislative member. Contact the General Assembly member from the student's district for more information. Applications are available from state representatives or senators in the student's district. Contact the county election board to identify who is the state representative or senator for a particular district.

MIA/POW Scholarship

Dependents of a person who was an Illinois resident at the time he or she entered active duty and has been declared to be a prisoner of war, missing in action, dead as a result of a service-connected disability, or disabled with a 100 percent disability as the result of a service-connected cause as recognized by the U.S. Department of Veterans Affairs or the U.S. Department of Defense, may be eligible to receive the MIA/POW Scholarship. This scholarship may be used at public colleges in Illinois, and is administered by the Illinois Department of Veterans Affairs.

Other Scholarships

In addition to considering the scholarships listed, students may wish to contact their major departments or school/college at SIUE to determine whether funds are available. Also, students should check the Internet for scholarship information, consult the student newspaper for notices on scholarships provided by campus organizations, check with their employers or their parents' employers for scholarship opportunities, and go to their local libraries for information. The Office of Student Financial Aid's Web

site, www.siu.edu/financialaid, contains several links for free, reputable scholarship search services, as does www.CollegeZone.com. Beware of scholarship scams, and never pay for a scholarship search.

Satisfactory Academic Progress Policy for Financial Aid Recipients

The following is an excerpt from the Satisfactory Academic Progress policy. Eligibility to receive financial aid from federal Title IV aid programs requires that students maintain satisfactory academic progress. In response to requirements within the law for these programs, the University has developed this policy in addition to existing academic policies, and designated that it also extends to selected state and institutional programs of assistance.

Purpose

The intent of this policy is to ensure that students using financial aid programs are demonstrating responsible use of public funds in pursuit of their educational goals; set standards for monitoring all financial aid recipients' course completion rates each term (or each year for dental medicine students), warning individual students when progress is so slow that financial aid eligibility may run out before completion of the degree program; and give students whose progress does not meet the standards of this policy at least one term of financial aid on a probationary basis in which to improve their academic progress.

Definitions

Attempted course — a course that remains on the student's record after the first two weeks of the term.

Completed course/earned credit — a course in which a grade of A, B, C, D, or P was received. Withdrawals (WP, WF, W and UW), progress grades (PR), no credits, blank grades, incomplete grades (I), audits (AU), and failures (F) are not considered "earned credit" for meeting progress requirements.

Developmental course — a course with the prefix of "AD" or numbered "OXX" (not 100-level skills courses).

Financial aid — federal Title IV programs, plus the state and institutional programs listed below.

Federal Pell Grant
Federal Perkins Loan
Federal Supplemental Educational Opportunity Grant
Federal Work Study
Federal Loan (subsidized and unsubsidized) (FFELP and Direct)
Federal PLUS Loan (FFELP and Direct)
Illinois Monetary Award Program (MAP)
Illinois Merit Recognition Scholarship

SIUE Foundation Grant
SIUE Foundation Loan
SIUE Regular Student Employment
SIUE Scholarships
SIUE Student-to-Student Grant
SIUE Tuition Waiver (except graduate assistantship
waivers and selected employee waivers)

Financial aid probation — term in which a student who has been identified as not meeting one or more standards in this policy continues to receive financial aid. At the end of the term of financial aid probation, a student is expected to have improved his or her progress in order to continue receiving financial aid. Financial aid termination — a student is no longer eligible to receive financial aid as defined in this policy; normally, this is following an unsuccessful term of probation.

Incomplete — a grade of ‘I’ received for an attempted course; no credit until the course is completed.

Maximum time frame — time limit set for receipt of financial aid that is specific to a student’s program of study. For undergraduate programs, federal law 34 Southern Illinois University Edwardsville defines this limit as 150% of published program length.

Satisfactory Academic Progress/Satisfactory Progress — completion of courses at a rate that meets the standards defined in this policy.

Transfer credit — course accepted for credit at SIUE from another institution.

Authority

The Higher Education Act of 1965 as amended and final regulations set by the United States Department of Education (34CFR668.16) require that institutions of higher education establish reasonable standards of satisfactory academic progress as a condition of continuing eligibility for federal aid programs. Nothing in this policy shall be construed as an exemption from the requirements of any other federal assistance the student receives, nor does this policy limit the authority of the director of Financial Aid when taking responsible action to eliminate fraud or abuse in these programs.

Satisfactory Progress Standards

To remain eligible for financial assistance, students must:

- complete courses at an overall rate that will ensure graduation within the maximum time frame;
- complete their developmental and incomplete courses in a timely manner;
- graduate prior to the maximum timeframe specific to their degree programs;

- maintain academic standing, usually a specific term and cumulative grade point average, consistent with SIUE academic policy.

Maximum time frame — To retain financial aid eligibility, a student must complete his or her degree program within a specified time limit, defined in cumulative attempted hours for undergraduate/graduate students and years for dental medicine students. Attempted hours for this purpose include regular and developmental course hours, as well as accepted transfer credit. Once a student reaches the maximum time frame, he or she is ineligible for financial aid unless additional time to complete the degree is approved through appeal. Maximum time to complete degree is 150% of the published program length.

Overall completion rate — Completion rates reflect the rate at which students earn credit for courses attempted (e.g. a student earning credit for 9 of 12 attempted hours would have a 75% completion rate). A student must complete at least 67% of their attempted hours. A student’s attempted hours are determined by his/her official enrollment status as of the end of the 100% refund period for a given term or class.

Developmental course completion — Students taking developmental courses are eligible to receive financial aid for their first 30 hours of developmental classes attempted. Developmental courses must be completed at the same rate as other courses (67%).

Grade point average/suspension — Students must meet the University’s policy on academic standing, grades, and grade point average as defined in the appropriate catalog. A student who is on academic suspension has not maintained acceptable academic progress. The Office of Student Financial Aid initially will block that student from receiving financial aid in any subsequent term. If readmitted or reinstated to the University, the student must appeal to receive financial aid during a term of financial aid probation.

Notification of Financial Aid Probation or Termination

The Office of Student Financial Aid will send a warning letter, or a notice on CougarNet, to any student who is put on financial aid probation, or a termination letter to any student who is no longer eligible for financial aid. The letter will be sent to the student’s local address during any term of enrollment and to the permanent residence during term breaks. It is the responsibility of the student to check CougarNet regularly and maintain a current addresses with the registrar.

Reinstatement

An undergraduate student who exceeds his/her program’s maximum time frame but has not received a degree — The student must appeal on the appropriate form and provide a graduation plan signed by

his or her academic adviser. If the plan is considered reasonable, the student will receive financial aid on probation for one or more terms until the degree is completed.

Student on financial aid probation — The student may regain eligibility by meeting the completion standard that applies to the student after financial aid probation under this policy, 67% cumulative completion rate.

Student with grade changes — The student can regain financial aid eligibility by notifying Student Financial Aid of the grade change, including grades posted for incomplete courses.

Student previously suspended — A student loses financial aid eligibility at the time of suspension from the University and must appeal on the appropriate form to receive approval for a term of financial aid probation if reinstated or readmitted.

Appeals

A student who does not meet the undergraduate, graduate, or ERTC overall completion rates specified in this policy will be put on probation for one term following identification of unsatisfactory progress.

A dental medicine student who does not complete the degree program within four years will be reviewed by Student Financial Aid and the school's Student Progress Committee to determine whether the student can continue on financial aid probation for the fifth or sixth year.

For all other purposes, a student who desires to appeal termination of his or her financial aid eligibility must appeal in writing, usually on a form designated for that purpose, to the Office of Student Financial Aid. The director of Student Financial Aid may take action on the appeal or may forward it to the Financial Aid Appeals Committee for review. The committee's decisions may be appealed to the director and the director's decisions may be appealed to the assistant vice chancellor for Enrollment Management. The Financial Aid Appeals Committee is a subcommittee of the Financial Aid Advisory Committee, appointed by the provost and vice chancellor for Academic Affairs, and its membership comprises at least three faculty and staff members familiar with University academic policy. The committee considers in a timely manner appeals that are referred to it. The committee

reviews only the written record and does not conduct a hearing unless unusual circumstances warrant it. A student must submit third-party written documentation to support his or her appeal.

Additional Financial Information

Installment Payment Plan

Students may pay their tuition, fees, housing and meal plan charges in full by the first payment due date for the semester or may choose to follow the installment payment plan. The University automatically enrolls students in the installment payment plan if tuition, fees, housing and meal plan charges are not paid in full by the first day of class for the semester. There is a \$20 charge per semester for use of the Installment Payment Plan. For more information about the plan, see the Bursar's Web page at www.siue.edu/bursar/installments.

University Honors Programs

The University Honors Program is designed for outstanding students to plan individualized academic programs. The program serves students from all disciplines. Students admitted as Honors Scholars plan their academic programs with the help of faculty mentors and advisers in their major areas of interest. Some graduation requirements are modified to afford scholars opportunities to explore a number of areas of interest or to study more intensively in an area of concentration. Freshmen with a high school class rank in the top 15 percent, an ACT score of 25 or higher, and a 3.5 GPA are eligible for admission into the Honors Scholars program. Sophomore and transfer students who wish to be considered for admission to the Honors Scholars program should contact the director of the program. In addition to a completed application, letters of recommendation are required from at least three instructors familiar with the student's high school or university work. Selection of Honors Scholars is based on the candidates' previous academic work, community service, and letters of recommendation from instructors. Additional details can be found at www.siu.edu/prospectivestudents/honors.shtml.

General Education Requirements

To fulfill the general education requirement, Honors Scholars take at least 33 semester hours. Of these, a minimum of three courses (at least nine credits) must be in each of the three general education of fine arts and humanities, natural science and mathematics (one of these courses must emphasize scientific inquiry), and social sciences. No more than nine hours may be taken at the 111 level. Questions as to whether certain courses count toward the fulfillment of area requirements are with the student's adviser. Scholars can fulfill three hours of the requirements of one general education area with courses from their major. To complete their 33 hours, Scholars are required to take three semester hours of an Honors Scholars Seminar (HONS 120), which includes work on composition and oral communication and is required of all entering Honors Scholars freshmen. Scholars are also required to take three semester hours of an interdisciplinary seminar (HONS 320) and to complete one course exploring intergroup relations and one course exploring either international issues or international culture.

Student Colloquium

Students wishing to study subjects not in the regular curriculum or to experiment with new approaches to learning may propose a student colloquium. Approved student colloquia enable students to plan and carry out units of study and to receive course credit for their work. Five or more students who agree on a subject for study during the semester may form a class section. Students wishing to participate in a colloquium must have

sophomore or higher standing at the time of registration. A minimum of five students must complete the colloquium and participate in determining grades in order to be eligible to receive credit.

Students interested in forming a colloquium must identify a faculty member willing to serve as a sponsor for the group. The faculty sponsor must approve the topic and the terms of the proposal. The faculty sponsor, upon the request of the participants, will be available for help and advice during the course of the term. Colloquium proposals must be submitted to the dean of the College of Arts and Sciences.

After obtaining the adviser's approval, the student should submit the proposal to the dean of the College of Arts and Sciences. Course proposals must reach the dean in final form no later than one week before the beginning of the semester during which the colloquium will be conducted. The dean will determine whether the proposed colloquium is appropriate for credit and for the number of credit hours the colloquium course will receive. The dean also makes certain that the proposed colloquium does not duplicate courses already available in the University curriculum. In the final weeks of the semester, the members of the colloquium summarize their accomplishments and evaluate their achievements; they submit a final report to the faculty adviser before the close of the final examination period of the term for which the colloquium will be credited. The faculty adviser forwards the final report to the dean, recommending approval or disapproval along with the reasons supporting the recommendation. The dean determines whether credit should be granted for the colloquium.

Students who complete the colloquium receive grades of pass or no credit. A colloquium proposal is essentially a contract from which registrants may not be able to withdraw without the consent of the other participating students. Students may obtain up to three hours of colloquium credit in any one term, but may not obtain more than six hours of such credit during their undergraduate careers. Although colloquium credit normally applies only toward elective hours, in special areas students may appeal for general education credit or for credit toward a major or minor field of study. In cases of such appeal, the dean of the College of Arts and Sciences or the chair of the appropriate department, whichever is appropriate, will decide.

Undergraduate Research and Creative Activities Program

The Undergraduate Research and Creative Activities (URCA) Program at SIUE encourages, supports, and enables students to participate in research and creative activities at the undergraduate level. An undergraduate research or creative activity experience enhances the quality of the baccalaureate experience by giving students

opportunities to engage in scholarship, to interact with faculty, and to connect more fully in the educational process of discovering and creating. The URCA Program recognizes that student talents can be uncovered in ways that do not appear through the usual format of classroom instruction and testing. In cooperation with the academic departments at SIUE, the URCA Program recruits eligible students as URCA associates and URCA assistants.

URCA associates work one-on-one with faculty mentors to lead their own research projects or creative activities. Associates are the principal investigators in their projects. The process involves several stages:

- submitting a proposal and budget for approval,
- acceptance into the program,
- doing the research or creative activity during the semesters specified in the proposal,
- participating in periodic URCA events,
- preparing a final report in publishable form, and
- presenting the results at the URCA Symposium.

The URCA provides budgetary support for conducting the scholarly activity as well as advisory support during preparation of the proposals and reports. The Office of Assessment, in which the URCA is housed, assists students during their work by providing prompt administrative support as needed. Academic departments and supervising faculty mentor(s) provide all necessary research guidance and facilities. Academic departments also arrange purchase of commodities and services required for the projects, using the project budget funds provided by the Office of Assessment. In addition, URCA associates receive a monetary award in two installments – the first installment is disbursed at the end of the first academic semester in the program, and the second after students have completed their reports and made their final presentations. Full-time students who have been accepted as a major in any of the disciplines at SIUE and who maintain a grade point average of 3.0 or better are eligible to compete for URCA associate positions. Students must have junior or senior standing at the time they conduct their URCA Associate work and, often, may use the URCA project to fulfill the Senior Assignment requirement for graduation. Proposals must be signed and submitted in the prescribed form to the Undergraduate Research and Creative Activities Program, Office of Assessment, Box 1300, SIUE, Edwardsville, IL 62026-1300.

URCA assistants work approximately nine hours per week on faculty-led research or creative activities for a minimum of one semester. This position provides students with an introductory experience in the research or creative activities of a specific field. Up to eighty assistants per

semester will receive a monetary award for their participation. Faculty submit their research or creative activity proposals to the URCA program coordinator. The proposals are then approved if they are eligible to receive a URCA assistant. Once proposals are approved, students apply online for the assistant positions through the URCA Web site (www.siu.edu/urca). Students accepted as assistants must meet the learning outcomes set forth by the faculty member who is principal investigator on the project. Some assistant positions even provide the student with an opportunity to receive course credit. Those who are full-time students at SIUE and have a minimum GPA of 2.3 are eligible to apply for URCA assistant positions. Students may apply for assistant positions at any time during their SIUE careers (freshman through senior years).

More information and application/proposal forms may be obtained from departmental offices, offices of the college and school deans, the Office of Assessment, (618) 650-2640, and from the Web site: www.siu.edu/urca.

Study Abroad

Through its study abroad programs, SIUE complements the work of its academic departments by facilitating the placement of students overseas. Whether studying a foreign language and its culture, researching international business practices, or immersing oneself in nursing practices of another country, students studying abroad learn new perspectives and ideas. SIUE offers opportunities for undergraduate study abroad in a variety of countries. These take the form of semester-long, direct exchanges arranged by SIUE or programs provided by recognized study abroad organizations. SIUE students recently have participated in programs in Mexico, France, the United Kingdom, Austria, China, Australia and Spain. Study abroad fulfills University undergraduate academic requirements and generally qualifies for financial aid. In addition, SIUE offers travel study opportunities in which students accompany faculty to a foreign destination to undertake academic course work directed by that faculty member. Travel study varies from 2 to 6 weeks.

For more information about study abroad, visit the study abroad Web site, www.siu.edu/studyabroad, come to the Office of Study Abroad in Morris University Center, room 2053, write to Office of Study Abroad, Box 1159, SIUE, Edwardsville, IL 62026-1159, phone (618) 650-2419, or e-mail Julie Beall-Marshall jbeall@siu.edu, the Study Abroad Coordinator. For more information about International Programs, contact Ron Schaefer, rschaefer@siu.edu, (618) 650-3298.

Instructional Services

Academic Development Courses and Services

Instructional Services, on the first floor of Peck Hall, offers students a variety of support services designed to maximize their opportunities for academic success. Services include academic development courses, workshops, testing services, and individual assistance in the Writing Center and Mathematics Resource Area. Students may develop skills in subjects such as reading, writing, and mathematics, and develop study strategies such as time management, note-taking, test preparation, organization for study, and career decision making. Some students who enter the University take placement tests as part of the University's assessment plan and as a way to determine at which level in reading, writing, and mathematics they should begin their study. The University requires freshmen to meet minimum competency in each of these areas before enrolling in introductory-level general education courses. Freshmen who need to prepare for entry into general education courses may do so through developmental courses offered by Instructional Services.

- College reading courses help students develop critical comprehension skills necessary for understanding and effectively using university texts.
- Mathematics courses prepare students for college algebra if their major programs require such, and to enter general education science and mathematics courses.
- Basic writing courses help students write logical, clear expository essays relatively free of mechanical errors. This preparation promotes success in English composition and in introductory general education courses, all of which require written assignments.
- Other enhancement courses in reading speed and efficiency, study skills, career planning and development, and orientation to university life are available to students who wish to focus on these specific areas.

Classroom activities in all Instructional Services courses actively involve students in developing their skills. Computer aided instruction frequently is incorporated into courses. Out-of-class study groups also are encouraged.

Testing Services

A complete range of testing services is available to students. Instructional Services administers the Miller Analogies Test (MAT), the subject tests for the Graduate Record Examination (GRE), the Pharmacy College Admission Test (PCAT), the American College Test (ACT), the College Level Examination Program (CLEP), proficiency examinations, examinations for the School of

Nursing, and University placement tests. Students may earn academic credit for their prior knowledge by taking CLEP and proficiency examinations. For more information, please refer to the section titled Credit Earned by Examination, Extension, and Correspondence. Students who are required to complete placement tests prior to advisement may obtain information from the Testing Services Web site at www.siu.edu/IS/TEST, by calling (618) 650-2295, or visiting Instructional Services in Peck Hall, room 1404.

Instructional and Tutorial Assistance

Instructional Services provides assistance to students enrolled in mathematics courses through its Mathematics Resource Area in Peck Hall, room 1414. Students are helped on a first-come, first-served basis by nationally certified tutors and instructors. Small groups are welcome, and students are encouraged to use the area for working with other students on their mathematics assignments. For more information, call (618) 650-2039.

The Writing Center provides individual assistance with papers, reports, and theses. Self-instructional materials also are available on a wide variety of writing topics such as formatting, organization, paragraphing, grammar, and English as a second language.

The Writing Center is in Peck Hall, room 1419, and is open for daytime, evening, and limited Saturday use. For more information, contact the Center by e-mail at wcenter@siue.edu or at (618) 650-2045 .

Instructional Services offers Supplemental Instruction, regularly scheduled voluntary group study sessions, in selected major and general education courses that are traditionally considered difficult. Students should check the Instructional Services home page at www.siu.edu/IS for links to tutoring resources.

Additional support is available to students in the form of academic survival workshops, which Instructional Services staff provide on request. Workshops include topics such as time management, organizing for study, test and final examination preparation, managing academic stress, and strategies for beginning research papers. These workshops are free to students and usually are arranged by campus groups such as residence hall councils and student organizations. Instructional Services staff are in the 1400 wing of Peck Hall and are available to help students. For more information or assistance, students should visit the Instructional Services Web site at www.siu.edu/IS, or stop by the Instructional Services office in Peck 1404, or call (618) 650-3717.

Student Development and University Activities

Campus Activities Board

The Campus Activities Board is a student-run, volunteer organization that serves both as a programming board and an advisory board. Its purpose is to provide diverse programs for the campus community; to aid in the social, educational, cultural, recreational and leadership development of students; and to serve as the advisory board for the student programming fee.

The Campus Activities Board plans and implements a wide variety of entertainment, cultural, educational, and recreational programs for the SIUE community. The board consists of an executive council and twelve programming committee chairs – one for each of the following areas: Black Heritage Month, concerts, current affairs, entertainment, family programs, Homecoming, multicultural programs, novelty, recreation, special events, Springfest and Cougar Welcome.

Students interested in becoming a part of the Campus Activities Board may contact the Kimmel Leadership Center in Morris University Center at (618) 650-2686 or visit their Web site at www.siu.edu/cab.

Fraternities and Sororities

Fraternities and Sororities provide a rich tradition of leadership and service to the SIUE community. Greek organizations foster the personal growth of their members through their commitment to values such as academic achievement, brotherhood/sisterhood, service and integrity. Fraternity and sorority membership offers students the opportunity to form life-long friendships, gain leadership experience, assist their communities through philanthropy and community service, and participate in many fun and worthwhile programs.

Students interested in becoming a member of a fraternity or sorority may contact the Kimmel Leadership Center in Morris University Center at (618) 650-2686 or visit the Greek Life Web site at www.siu.edu/kimmel/greek.

Intercollegiate Athletics

Intercollegiate Athletics provides students with opportunities to enhance their education, represent the university, and participate in competitive sports while developing skills and understanding. Undergraduate students with the necessary requirements, capabilities, and interests are encouraged to participate. Participation, however, is secondary to the students' academic obligations.

The athletics program consists of 18 varsity sports — nine for men: baseball, basketball, cross country, golf, soccer, tennis, indoor track and field, outdoor track and field, and

wrestling; and nine for women: basketball, cross country, golf, soccer, softball, tennis, indoor track and field, outdoor track and field and volleyball. SIUE is a member of the National Collegiate Athletic Association and is making the transition to Division I Athletics. The Cougars have been accepted as full members of the Ohio Valley Conference, as well as the Missouri Valley Conference in men's soccer.

SIUE has established a tradition of accomplishment by winning 17 NCAA championships. The soccer team captured SIUE's first Division II national title in 1972 and a Division I crown in 1979. Men's tennis captured seven consecutive Division II titles from 1978 to 1984. The men's basketball team earned its first trip to the NCAA tournament in 1986, returned in 1987 and 1989, and had a breakout season in 2005, winning 23 games and returning to the NCAA tournament. The baseball, wrestling, and tennis teams are perennial qualifiers for their championships. The baseball team has made 20 NCAA tournament appearances, advancing to the College World Series eight times. The wrestling team won national championships in 1984, 1985, and 1986.

SIUE also has been successful in women's athletics. The 2007 softball team, playing in their 12th NCAA championship, captured its first national title after winning its final 16 games of the season. The women's tennis team won four consecutive national titles from 1986 to 1989. Women's basketball, volleyball and soccer have qualified for the NCAA tournament multiple times each. Track and field and cross country programs have had several NCAA All-Americans and numerous NCAA qualifiers from the men's and women's programs.

Athletic scholarships are available in all varsity sports and are awarded by the head coaches. All entering freshman athletes must fulfill the NCAA's high school core requirements to be eligible to compete during their freshman year. Prospective students may wish to seek information from a high school counselor early in their junior year, and should apply with the NCAA Clearinghouse early in their senior year.

Facilities for home contests include:

- the state-of-the-art 3,000-seat Ralph Korte Stadium, which also houses Bob Guelker Field for track and field and soccer;
- the 4,000-seat Vadalabene Center;
- a newly renovated varsity softball complex;
- the Simmons-Cooper baseball complex, home to \$1.5 million newly renovated, 1,500-seat Roy Lee Field for baseball;

- six varsity tennis courts;
- a national-caliber cross country course.

Students who wish to become involved in intercollegiate athletics should call (618) 650-2871 or e-mail ehess@siue.edu to request an appointment with the appropriate head coach. The Cougars also provide information on the Internet at www.siuecougars.com.

Kimmel Leadership Center

Students enrolled at the University will find many opportunities for developing their potential and obtaining challenging leadership and service roles. Student Government, the Student Leadership Development Program, Campus Activities Board, student organizations, fraternities and sororities, University committees, volunteer services, honorary organizations, and departmental activities offer such opportunities.

The Kimmel Leadership Center, on the first floor of Morris University Center, provides students with numerous services, programs, and activities to help them develop their potential. The Kimmel Leadership Center is the focal point for Student Government and its functions, the Student Leadership Development Program, the Campus Activities Board, student organizational activities, volunteer services, and several related student-sponsored activities.

Recreational and Leisure Activities: Campus Recreation

Students may take part in a wide variety of recreational and leisure activities offered through Campus Recreation. Opportunities for involvement include a wide selection of intramural sports, sport clubs, aquatics, informal recreational activities, family programs, outdoor trips and special events.

The Vadalabene/Student Fitness Center is available during the day, in the evenings, and on weekends to serve the recreational needs of the University community. The Student Fitness Center offers extensive opportunities for fitness and recreational pursuits. The Student Fitness Center contains:

- four indoor courts for basketball, volleyball, tennis, indoor soccer and roller hockey
- a suspended jogging track;
- a 4,000-square-foot weight room;
- a 4,000-square-foot aerobic exercise room;
- a 4,000-square-foot cardiovascular exercise room;
- the Wellness Resource Lab;
- a student social lounge with wide-screen TV.

The adjoining Vadalabene Center offers:

- an indoor pool;
- four racquetball courts;
- martial arts/group activity room;
- a rock-climbing gym;
- shower and locker rooms.

For more information about programs, services, and recreational opportunities, contact Campus Recreation at (618) 650-B-FIT (2348).

Spiritual Development

Students and other members of the University may participate in the activities of the Religious Center, which is home to campus ministries of several denominations. Individual ministries maintain their own schedule of varied events, including worship services, and may collaborate on ecumenical activities. The center seeks to assist students and others who wish to enrich their spiritual lives. Ministers offer listening sessions, spiritual counseling, and varied activities, and facilitate the connection of individuals with other resources on and off campus.

Student Government

Student Government provides opportunities for students to become involved in the decision-making processes of the University. As one of three constituency bodies of the University, Student Government represents the interests of students and collaborates with the administration on many policy matters. In addition, Student Government allocates student funds, appoints representatives to various University and student committees, recognizes student organizations, and reviews student fees. Student Government is composed of eight executive officers: the student body president, the vice president, the finance chair, the external affairs chair, the internal affairs chair, the Student Organization Advisory Board chair, School Spirit and Pride Chair, and the student trustee, a member of the SIU Board of Trustees. In addition, there is a 12-member Student Senate and a Student Government staff.

Students interested in becoming part of Student Government may contact Student Government at (618) 650-3819, or visit their [Web site at www.siue.edu/kimmel/sg](http://www.siue.edu/kimmel/sg).

Student Leadership Development Program

The Student Leadership Development Program provides opportunities for students to develop professional and leadership skills, gain practical experience, and enhance their civic awareness through participation in leadership modules and volunteer services (on and off campus). Additional programs include Stephen Covey's Seven Habits of Highly Effective People® and IMAGE.

The Student Leadership Development Program is open to all enrolled students. Students are encouraged to begin the program during the freshman year. The program, designed to accommodate varying students' interests and schedules, may be completed at each student's own pace. Students who successfully complete the program receive a Student Leadership Transcript. For more information, contact the Kimmel Leadership Center at (618) 650-2686 or www.siu.edu/kimmel/sldp.

Student Organizations and Activities

Students interested in developing their leadership potential may wish to become active in one or more of the 200 recognized student organizations. In addition to honorary organizations that encourage and recognize academic achievement, student organizations address educational, religious, social, recreational, and political interests. All enrolled students may take part in student organizations and their activities.

Throughout the year, seasonal activities offer students opportunities to become involved in campus life. These activities include Cougar Welcome, Homecoming, Black Heritage Month, and Springfest.

The Kimmel Leadership Center plans, coordinates, and co-sponsors a variety of campus programs. Students taking part in the Student Leadership Development Program, and other interested students, may contribute service to such events as the Senior Fair, Red Cross blood drives, Preview SIUE, Springfest, and Cougar Welcome. Students interested in student organizations may contact the Kimmel Leadership Center at (618) 650-2686 or visit the Web site at www.siu.edu/kimmel.

Students' Advocate

The Office of the vice chancellor for Student Affairs is vitally interested in developing students' potential and in providing an environment that helps students meet their educational and career objectives. Students are encouraged to seek assistance from the office on any matter that concerns them. The dean of students serves as the students' ombudsman and may be particularly helpful in resolving problems involving more than one office or agency of the University. The dean of students may be consulted on matters of student rights and responsibilities, student conduct, and grievance procedures.

Students who wish to seek the assistance of the Office of the Vice Chancellor for Student Affairs may call (618) 650-2020 or make an appointment in Rendleman Hall, room 2306.

University Center Advisory Board

The University Center Advisory Board (UCB) functions as the primary committee responsible for making recommendations to the director of the Morris University Center. Board members represent building services, facilities, University Bookstore, Dining Services, finance, and policy review. Students interested in becoming part of the University Center Board may contact the Morris University Center director's office, (618) 650-2300.

Volunteer Services

The Kimmel Leadership Center offers volunteer services through organized group projects, break trips, individual volunteer placement, service-learning classes, and nonpaid internships. Volunteer services allow students to apply academic knowledge, gain skills and experience, and contribute to the community. Volunteer opportunities are available throughout the St. Louis metropolitan area and within the University community. For more information, contact the Kimmel Leadership Center at (618) 650-2686 or www.siu.edu/kimmel/sldp.



Services for Students



Services for Students

Academic Computing

Academic Computing manages computer laboratories and classrooms for student and instructor use. Hardware and software for curriculum support are purchased in consultation with school-based technology committees. General purpose open-access student computer laboratories are located in Lovejoy Library, Bluff Hall, Evergreen Hall, Prairie Hall, Woodland Hall, Cougar Village Commons, Founders Hall, Peck Hall, Dunham Hall, the Science Building, the Art and Design Building, and the Engineering Building.

Academic Advising

Students confer at least once each term with an academic advisor, who provides advice regarding appropriate courses, career options and related matters. Advising is mandatory for all students prior to registration each term. For more information, see the section on Registration.

Academic advisors are located in Student Success Center 1220. Appointments for undecided and undeclared students are necessary and may be made by calling (618) 650-3701 for new students or by using AdvisorTrac, the Web-based appointment scheduler, for continuing undeclared students.

Bursar

The Office of the Bursar, with a main office on the first floor of Rendleman Hall and a satellite office in the Service Center, provides a variety of services to students. Student billing records are available via CougarNet, and e-mails are sent by the Bursar's Office to notify students that payments are due. Also, students are directed to a secure Web page for making credit card payments via the Internet. Students paying their tuition and fees, housing and other University charges by mail should include their student ID number with their payments.

For more information about available services, view the bursar's Web site at www.siu.edu/bursar, e-mail bursar@siue.edu, or call (618) 650-3123.

Career Development Center

The Career Development Center is a comprehensive center for the development of career objectives and direction for students and alumni. The center helps students and alumni relate their academic majors to career fields; implement and enhance their career development; explore and confirm career/major choices; and develop job-search strategies. These are accomplished through the integration of various career development theories, career interest inventories, and personal style inventories.

Career guidance is provided through personal counseling and a computerized career guidance program, as well as the course AD 117, Career Development. Our Cooperative Education and Internship Program is a major component of the career development process, assisting students in all majors to gain career-related work experience in paid paraprofessional positions or unpaid internships while attending SIUE. Some of the many other services provided by the center include workshops on various topics, resumé referral, on-campus interviewing, and a Career Resource Center with information online and printed material.

Accessing the Career Development Center's home page (www.siu.edu/careedevelopmentcenter) via the Internet allows complete access to the center. One can register with the office, view career positions as well as co-op jobs and internships on Cougar Jobline, and sign up for on-campus interviews on the home page.

Career fairs are held annually in October, November and March, allowing students and alumni to network with employers, both local and national.

For details about the Career Development Center, please call (618) 650-3708, stop by the office at Student Success Center 0281, or visit our Web site at www.siu.edu/careerdevelopmentcenter.

Computer Network

The campus network interconnects all computers throughout the Edwardsville campus, Alton Dental School campus, and East St. Louis Higher Education Center. The network consists of more than 9,000 direct connections to the SIUE enterprise servers, mainframe, and the Internet. Also, dial-in users may access the network through a modem pool. Wireless access is available at most locations throughout the campuses.

The network consists of more than 10 miles of fiber-optic cable and more than 136 miles of high-speed copper cable. Information Technology Services (ITS) manages the campus network servers, which provide account, Internet and e-mail services.

Internet, E-Mail Accounts

All students are provided a campus network account as soon as they are admitted. To obtain their account, they must go to the e-ID Web site, www.siu.edu/e-id. This includes a campus network account, Webmail, Blackboard and AdvisorTrack. Campus e-mail addresses are in the form <e-ID>@siue.edu. Personal Web pages can be accessed with a URL in the form www.siu.edu/~<e-ID>.

Disk space allocated to each student for storing e-mail and Web pages is limited to 30 megabytes.

Counseling Services

Counseling Services provides counseling to students coping with educational, personal, or interpersonal issues; crisis intervention for residential students; alcohol and drug information and psycho-educational workshops; and services as a practicum site for students enrolled in clinical psychology and related programs. The office provides sexual assault counseling and advocacy for students and staff.

The counseling staff is committed to assisting students in their adjustment to living and learning in a university environment and in realizing their worth and potential. Appointments are conducted in a private setting, and all consultations are confidential. The office is located at the stop light intersection that serves as the entrance to Cougar Village. For additional information about Counseling Service, call (618) 650-2197 or send an e-mail to lbrase@siue.edu. The office is open Monday through Friday from 8 a.m. to 4:30 p.m.

To schedule an appointment, please go to our Web page www.siue.edu/counseling and under "General Information" click on "Forms." Next click on "Intake Forms." Download and print the forms. Complete the forms, and bring them to the Counseling Center building. Present your information and request an appointment. You will be matched to a therapist based on your needs and scheduled in a timely way.

If you are experiencing a crisis, come to the Counseling Service building and let the secretary know you are in crisis and need to speak to the first available therapist. In an emergency, dial 911 and request assistance or go to the nearest emergency room.

Counseling Services is housed in the Student Success Center, room 0220.

Dining Services

Dining Services offers meal plans for residence hall and Cougar Village/Evergreen Hall residents that may be used at the Commons Grill at Cougar Village, the Skywalk Food Court, Bluff Café and at all food outlets in Morris University Center, including Union Station (a convenience store) and Starbucks Coffee.

Meal plans provide flexibility, convenience and savings. There is no need to carry cash; the plans utilize a computerized meal card. Residence hall students are required to purchase one of two meal plans. Because Cougar Village/Evergreen apartments include kitchens, purchase of a meal plan is optional for those residents.

The Center Court, on the lower level of Morris University Center, offers hot breakfast, lunch and dinner menus. It also features gourmet coffees, salads, and hot entrées including meat, vegetarian and vegan menu items and a carvery station. Noodle/Pasta offers a variety of cooked-to-order noodle/pasta bowls. Center Court also has a Grill Area; Bakers Nook, featuring a dozen varieties of breads and bagels; and Sweet Surprises with freshly baked cakes, pies, muffins, and cookies. An extensive "grab and go" section also is available. The Deli/Panini area includes a variety of made-to-order sandwiches, wraps, and hot panini sandwiches. Garden Patch offers salads, soups, and fresh fruit. Chickfil-A Express also is available.

Cougar Den, next to Center Court, houses a Pizza Hut Express, offering pizzas, breakfast sandwiches, hot sandwiches, hot wings and bread/cinnamon sticks. Taco Bell Express offers tacos, burritos, nachos, gorditas, quesadillas, and other specialties. Freshens offers an extensive assortment of frozen treats including smoothies and soft-serve or hand-dipped ice cream.

Starbucks Coffee, on the first floor of Morris University Center, includes espresso, cappuccino, latté, frappuccino, gourmet sandwiches, salads, desserts, chocolates and cyber connections. Across from Starbucks is Auntie Anne's Pretzels.

The University Restaurant, on the second floor of Morris University Center, offers complete table service in a relaxed atmosphere, with a varied menu at modest prices. Students are encouraged to enjoy the restaurant's daily fare including the salad and entrée bar.

Dining Services locations outside Morris University Center include the Skywalk Food Court (top floor between Founders and Alumni Halls), Bluff Café, Commons Grill (Commons Building, Cougar Village), and the Woodland/Prairie Food Cart (Woodland Hall).

Disability Support Services

Disability Support Services is responsible to provide all academic accommodations at SIUE. Any student with a documented disability who requires accommodations should make an appointment with Disability Support Services to coordinate academic accommodations.

All students with disabilities are encouraged to visit DSS on the first floor of Rendleman Hall, or in its new location in the Student Success Center, room 1270. Students may contact the office by phone at (618) 650-3726 (V/T) or by e-mail at disabilitysupport@siue.edu. The office's Web site is at www.siue.edu/dss.

Early Childhood Center

Preschool education is available for children of SIUE students and University employees. The Early Childhood Center, on North West Road off Circle Drive, is open daily

day a.m. programs. Children between the ages of two and five may be enrolled.

University students interested in early childhood education may use the center for observation, practicum, or student teaching requirements. Students interested in pursuing this opportunity should contact their academic adviser and the director of the Early Childhood Center. For more information, call (618) 650-2556.

Office of Educational Outreach

The Office of Educational Outreach provides support services to departments offering classes at off-campus locations and helps students who participate in off-campus classes. Staff from the Office of Educational Outreach attend the opening session of classes to help students with admission, registration, fee payment, financial aid inquiries, and textbook distribution. Faculty and students should contact this office for help with matters related to instruction and attendance at off-campus classes.

SIUE, working with community colleges and other universities in Southern Illinois, may host courses delivered to SIUE via technology-mediated instruction. For schedules of classes being offered off campus and for information about enrolling in these classes, students may contact the Office of Educational Outreach, Campus Box 1084, SIUE, Edwardsville, IL 62026-1084, phone (618) 650-3210, or e-mail educationaloutreach@siue.edu.

Information about classes in the Belleville area also may be obtained directly from the SIUE/SWIC Service Office at Southwestern Illinois College, (618) 235-2700, ext. 5335, or e-mail educationaloutreach@siue.edu. Information also may be viewed at www.siue.edu/educationaloutreach.

Web-Based Courses

Web-based courses generally meet online rather than face-to-face. However, a Web-based class may meet face-to-face once or twice during the semester for an orientation or proctored exams. Web courses require access to a computer with an Internet connection and a Web browser. The technical requirements for Web courses can be found at www.library.siue.edu/ftc/blackboard/support/student.htm. Web-based learning also requires study skills different from those of traditional courses. To find out more about what it's like to take a Web-based course, please visit the Illinois Virtual Campus' Student Center Web site through the Educational Outreach Web site at www.siue.edu/CE, or directly at www.ivic.illinois.edu.

Health Service

Health Service, in the Student Success Center, room 0220, provides acute medical care, laboratory diagnostic testing, women's health services, and pharmacy services to

members of the University community. Students must be enrolled and have paid the Student Welfare and Activity Fee in order to use the services at the student rate.

All students entering the University are required to provide Health Service with a completed Immunization Record Form and proof of immunization against measles, mumps, rubella and tetanus/diphtheria in compliance with Illinois law. Students who fail to comply with the immunization requirement will not be allowed to register for any future term at the University. International students should note that a PPD (Mantoux) tuberculin skin test is required within three months of entering the University. This test can be administered on the same day as an MMR, but the student must otherwise wait a period of four weeks before receiving an MMR immunization after the PPD test is administered.

For more information about other services available through Health Service, please call (618) 650-2842.

Wellness Activities

The University provides an environment for developing healthful habits and offers many opportunities for students, faculty, and staff, to take part in programs and activities that promote healthful lifestyles and enhance physical, social, spiritual, occupational, emotional and intellectual development. Located in the Student Fitness Center, the Wellness Program provides personal fitness and lifestyle assessments along with recommendations for change. Help also is available for stress management, development of good nutritional habits, and many other elements affecting personal well-being.

For more information about the Wellness Program, call (618) 650-B-WEL (2935).

International Student Services

International Student Services provides a comprehensive range of services for international students at SIUE. These services include pre-enrollment assistance, immigration advisement, coordination of community hospitality programs, and general support and referral assistance. The international student advisers serve as a liaison to foreign governments, assist with foreign currency exchange and process tuition deposits when necessary. The office is in the Student Success Center, room 0300.

Community Interaction

The International Hospitality Program, a community volunteer organization, works closely with the office to welcome international students. Its activities include an active host family program and numerous social activities. For more information, please call (618) 650-3785.

General Support Services

The office provides various workshops and cross-cultural counseling. The international student advisers maintain contact with University departments and community resources and make referrals as appropriate.

Immigration Advisement

The office provides several kinds of assistance for students and university employees. United States immigration regulations and procedures, work eligibility clearance, and visa information are among the services provided. In addition, the office is responsible for University compliance with immigration record keeping and reporting requirements.

Orientation

A required orientation tailored to the needs of international students is offered prior to each academic term. International Student Services cooperates with other University offices in offering a comprehensive orientation. Academic advising, library and campus tours, registration, and temporary housing assistance are among the services offered.

Lovejoy Library

Lovejoy Library maintains more than 1,000,000 volumes, 1.6 million microform units and 30,000 audio visual items. The Library subscribes to more than 24,000 journals and periodicals, 18,540 of which are electronic and available to members of the University from their homes or offices.

Lovejoy Library offers assistance to students, faculty and staff, and acquaints users with procedures for locating information and resources for papers, theses, or other research projects. The library's resource-sharing agreements make it possible for University students to use other academic, public, and special libraries in the St. Louis area.

Electronic access also is provided to the collections of other libraries in Illinois and throughout the world. Materials from these collections may be obtained through interlibrary loan.

Audio Visual Services

Audio Visual Services provides complete audio-visual assistance, including the development of new media using current technology to meet the needs of University faculty, staff, and students. Audio Visual Services maintains a collection of 5,000 items including films, CDRoms, videotapes, and DVDs. Students may check out media for up to seven days.

The Self-Help Laboratory is available to students who wish to produce their own instructional materials for classroom presentations. A staff member is available for

technical assistance; there is a nominal charge for materials.

The Self-Instruction Laboratory provides equipment for using materials in the media collection. A small room is available for group viewing. Staff are available to help with hardware and software.

Library and Information Services (LIS)

Library and Information Services provides information resources and technology to support teaching, learning and scholarship. In partnerships with other academic units, Library and Information Services teaches information literacy skills and discernment for lifelong learning.

Mail Services

Post Office — SIUE operates a branch post office located on the lower level of Rendleman Hall, Room 0232. Hours are 7:30 a.m. – 4:00 p.m., Monday-Friday. Cash only no checks, debit or credit cards are accepted. For more information, call (618) 650-2028 or admin.siu.edu/postal.

Student Mail Box Center — Currently enrolled SIUE students can rent locked mail boxes either by semester or by year. The boxes are located on the lower level of Rendlemen Hall, adjacent to Room 0232. For more information, call (618) 650-2028 or admin.siu.edu/postal and click on Mail Box Services.

Morris University Center

Morris University Center (MUC) is the center of student life on campus. It also is an important bridge between the university, Illinois and the St. Louis metropolitan community. Services include meeting rooms, lockers rental, wireless internet access, multiple dining options, University Bookstore and other services for students, faculty, and staff.

An art gallery, computer lab, and University Restaurant are on the upper level, as well as the Print & Design shop, which offers printing and copy services in addition to banners, posters and flyers to students, faculty and staff. Students may create classroom and leisure-time graphics with help from qualified staff.

On the main level, the Meridian Ballroom is the preferred venue for campus lectures, dances, Arts & Issues events and many other university and community activities. Goshen Lounge is frequently the forum for debates, special events, exhibits, and entertainers. The University Bookstore (650-2132) stocks SIUE clothing and gifts, school and art supplies, general interest books, Apple computers, iPods, software and accessories, greeting cards, supplemental course materials and graduate-level textbooks. The Information Desk serves as the campus' and MUC's central switchboard. This office also sells

tickets for Campus Activities Board (CAB) events, late night dances, and bus passes. Additionally, the Information Desk provides maps, transportation and athletics schedules, locker rental, campus directory distribution and other campus information (650-5555). Union Station is the campus convenience store, providing newspapers, snacks, groceries and beverages. TheBANK of Edwardsville provides complete banking services, including an ATM. Auntie Anne's pretzels offers handmade pretzels and beverages. Starbucks Cyber Café offers coffee and other beverages, pastries, sandwiches and salads.

On the lower level, Cougar Lanes includes bowling with cosmic lighting, pool, video games, air hockey and table tennis (650-LANE/650-5263). University Hair offers complete hair styling services for men and women. For appointments, call 650-2299. Many SIUE dining options are located in Morris University Center, including the Center Court food area, Chick-fil-A, Pizza Hut Express, Taco Bell Express and Freshens smoothies.

Student Success Center

Completed in summer 2009, the SIUE Student Success Center consolidates student services and resources to help improve recruitment, retention and graduation rates. The new addition houses, among others, Academic Counseling and Advising, Career Development Center, Counseling Services, Disability Support Services, and Health Service.

Museum/Gallery

It was the intention of the founders of SIUE that works of art should be a part of everyone's daily experience on campus, and it is a goal of the Museum to make this dream a reality. The University Museum is responsible for the care and display of SIUE's extensive collection of cultural objects. These are presented throughout the campus in a series of permanent and temporary exhibitions designed to reflect the creative diversity of the people and cultures of the world. Included in the collections are objects from Pre-Columbian, Native American, African, Oceanic, Oriental, Greek, Roman, and Egyptian cultures as well as works by contemporary artists.

Among the most interesting collections is the Louis H. Sullivan Architectural Ornament Collection, which includes fragments from many of the best buildings by this noted American architect as well as objects from buildings by many of his contemporaries and students, including Frank Lloyd Wright. These pieces are displayed primarily in the gallery on the second floor of Lovejoy Library in the southeast corner and in the basement hallway of Alumni Hall.

In addition to the objects presented throughout the campus, the Museum, in cooperation with Morris University Center, presents an annual series of temporary exhibitions in the art gallery on the second floor of the center. The

Museum also makes objects from the collections available for classroom use by University faculty members and for use by area school teachers and educators.

New Freshman Welcome and Convocation

Before the first day of fall semester classes, the University sponsors New Freshman Welcome and Convocation — a series of activities designed to acquaint students with the university, including its academic programs and related requirements, and student life. The program provides opportunities for new students to meet other students, faculty, and staff members. The university expects new students to attend new student transition and welcoming activities.

Students who wish to gain a more thorough understanding of SIUE are encouraged to enroll in University 112, The University Experience, a two-credit elective course offered each term. University professors and staff who take a special interest in new students teach this course, and class size is restricted so that students may become well acquainted with their professors and with other students. University 112 also is designed to help students choose a major, plan a career, orient themselves to the university and higher education, understand their roles within the university, and develop a meaningful sense of community. For more information about University 112, contact Instructional Services at (618) 650-3717.

New Student Registration

Entering freshmen will attend Springboard to Success, a mandatory pre-entry advisement program that will begin their university experience and allow a smooth transition to SIUE. Students will meet with an academic advisor, register for classes, get an SIUE student ID and take care of other university business.

Entering transfer students who are undeclared are required to attend an hour-long advising appointment with an academic advisor in the Office of Academic Counseling and Advising.

Parking

SIUE parking is based on color-coded lots with corresponding permits. All vehicles parked on campus must be registered and display a current SIUE permit. Commuter and resident student permits may be purchased online on the Parking Web site, www.siu.edu/parking, or at Parking Services, Room 1113, Rendleman Hall. Evening students have the option of purchasing a limited number of evening permits. These permits are sold on a first-come, first-served basis and allow parking after 3 p.m. in lots closer to classroom buildings. All violations assigned to a registered vehicle are the responsibility of the person in whose name the permit is issued. Citations issued to a non-registered vehicle belonging to members of a student's immediate family will be the responsibility of the student.

Payment for a citation must be received by Parking Services within 10 working days of the citation issue date to avoid a late fee being added. Appeals must be filed with Parking Services within 10 working days. For more information, please call (618) 650-3680 or visit the Parking Web site at www.siu.edu/parking.

Parking for Persons with Disabilities

In order to use parking spaces for persons with disabilities on University property, members of the University community who have state-issued disability hang tags, parking cards or plates also are required to purchase current SIUE disability parking permits from Parking Services. A verification process will be conducted to ensure that the requester of the SIUE permit is the person to whom the state parking card/license plate has been issued. For short-term disabilities, temporary disability parking permits may be issued by the University. Certification by the University's Health Service is a prerequisite to receiving a temporary disability permit. A current SIUE parking permit also is required. However, a temporary SIUE disability permit does not authorize a person to park in a space for the disabled. Rather, Health Service and Parking Services cooperate to provide these temporarily disabled persons with closer, more convenient parking than they normally would have.

Service Center

At the Service Center, in Rendleman Hall, room 1309, SIUE students can find information and help with registration, class adds, drops and withdrawals, transcript requests and other student administrative business. Among the many services provided are:

- address, name and student identification number changes
- applications for admission (undergraduate and graduate)
- applications for graduation
- Bursar satellite cashier station
- class registration and schedule changes (adds, drops, withdrawals)
- CougarNet access to student records and web registration
- enrollment certification requests
- forms and general information related to a variety of student concerns
- Graduate Records matters
- reclassification-of-residency applications
- transcript requests
- tuition calculation

- Cougar ID cards
- Cougar Bucks deposits

Service Center hours of operation are 8 a.m. to 6 p.m. Monday and Thursday, and 8 a.m. to 4:30 p.m. Tuesday, Wednesday and Friday. During summer term (approximately May 1 through August 15), hours of service may be reduced. The Service Center offers additional hours of service at the beginning of each term. These hours are subject to change when classes are not in session and at other times as needed.

Special Information for Evening Students

For evening students, the Service Center offers limited assistance for Parking Services and selected other offices when those offices are closed. Bursar services are available in the evening at the satellite cashier station in the Service Center. In addition, several offices, including Parking Services and Textbook Service, offer some extended evening hours when classes are in session. Some services, including Lovejoy Library, Academic Counseling and Advising, and the University Bookstore, have extended hours Monday through Thursday evenings whenever classes are in session. Inquire at each office for specific hours of operation.

For more information about the Service Center call (618) 650-2080, or (888) 328-5168, ext. 2080 (toll-free from St. Louis) visit the Service Center Web site at www.siu.edu/registrar, or send e-mail to servicecenter@siue.edu.

Student Identification Cards — Cougar Card

Students receive an identification card, called a Cougar Card, which bears their image and identifies them as enrolled students at SIUE. The Cougar Card is an all-purpose card required for identification and used for meal plans, debit plans, vending, laundry, and admittance to SIUE buildings and events.

Every student is eligible to obtain a card with photo identification (e.g. driver's license or other photo ID) and open a Cougar Bucks debit account and a Bank of Edwardsville debit account. Although entrusted to those who are enrolled at or employed by SIUE, the Cougar Card remains the property of the university. Unauthorized use or use by a party other than the person identified on the Cougar Card, as well as tampering with or altering the card, warrants confiscation and possible disciplinary action by the university. The Cougar Card should be carried at all times in order to use a multitude of campus services.

For more information about Cougar Cards and how to establish a Cougar Bucks account, contact the Service Center at (618) 650-2080, stop by Rendleman Hall, room 1309, or visit the Cougar Card Web site at www.siu.edu/COUGARCARD.

Student Legal Services

Students may seek legal counsel and referrals through a licensed attorney. Through the services of the attorney, students may gain an understanding of legal processes and the law. The attorney advises and assists students on matters such as landlord/tenant disputes, contracts, consumer rights, family matters, bankruptcy, small claims matters, traffic matters, and wills. In addition to providing legal consultation, the attorney provides referrals to other attorneys as well as notary service.

Enrolled students may receive assistance through the Student Legal Services Program. For more information, call (618) 650-2686.

Student Opportunities for Academic Results (SOAR)

The objective of the SOAR program is to retain undergraduate students served by the program. It is open primarily to first-generation college students. Services offered through the program include academic counseling and advising, tutorial assistance, supplemental instructional support, meetings with an assigned adviser, and opportunities to attend cultural events. Students who meet the specified criteria and have a need for academic support are encouraged to apply to the program. For more information about the SOAR program, please call (618) 650-3790 or stop by room 1313 in Peck Hall.

Textbook Service

For a nominal rental fee per credit hour, undergraduate students are entitled to rent the majority of their required books for their courses. The textbook rental fee is charged to the student's account, along with tuition and other fees. Students enrolled in classes simply visit Textbook Service, present their ID, and obtain their books for the semester. Supplemental and optional texts for undergraduate courses are available for purchase in University Bookstore, on the first floor of Morris University Center. The bookstore also provides purchase texts for graduate, professional and online courses.

Textbook Service is located in University Park on the edge of the campus core. During the first two weeks of classes, campus shuttle buses stop there regularly, or students may park in adjacent parking lot P4. Textbook Service has expanded hours of operation for issue and return periods at the beginning and end of each term. Call (618) 650-3020 for dates and times of expanded hours, or check the Web at www.siu.edu/MUC/textbooks.html. During the rest of the semester, regular business hours are Monday, 8 a.m. to 6:30 p.m., and Tuesday through Friday, 8 a.m. to 4:30 p.m.

Students dropping classes or withdrawing from all classes must return their texts immediately to avoid penalties. Textbooks may be returned at any time if they are not

needed. At the end of each semester, textbooks must be returned to Textbook Service by 5 p.m. the Saturday of finals week. Books not returned by the above deadline will be charged to the student's account. The amount charged will be the full replacement cost of each book.

University Housing

University Housing accommodates approximately 3,500 residents in smoke-free residence halls and apartments. Each air-conditioned suite or apartment has an active telephone jack, data jacks, wireless access to the SIUE network and expanded basic cable television. Laundries are located in each residence hall and at various locations throughout Cougar Village.

Trained, professional residence life staff are available to assist students 24 hours a day. Residents may participate in hundreds of academic and social activities and programs each year.

First-Year Living Options

First-year residents live in Bluff Hall, Prairie Hall or Woodland Hall. Students may opt for a general assignment or may participate in one of our first-year Living/Learning Communities. Focused Interested Communities (FICs) are housed in Bluff Hall and are designed to complement an academic major or interest. These communities give residents the chance to interact with other students with similar goals and interests. Horizons is a first-year community designed to help acclimate residents to the SIUE community. Horizons encourages leadership and volunteerism and is housed in Prairie Hall. Woodland Hall is home to Students Improving Society (SIS), a community for first-year residents who desire a more cohesive community and the opportunity to experiment with "green lifestyles" and group initiatives to promote sustainability at SIUE. More information about First-Year Living Options and Living/Learning Communities can be found online at www.siu.edu/housing.

Residence Halls Feature:

suite-style living, with two residents sharing a room and four residents sharing a bath; ?? air-conditioning; ?? active telephone jack with the option to purchase an additional line; ?? data jacks; ?? wireless access to the SIUE network ?? expanded basic cable TV service with access to UHTV- 96, an in-house movie channel; ?? 24-hour security; ?? access for persons with disabilities; ?? social lounges (includes kitchenette, TV, and microwave) and study lounges on each wing; ?? individual mailboxes; ?? wall-to-wall carpet; ?? 24-hour computer laboratory; ?? sand volleyball and disc golf courses; ?? social and academic programs and activities; and ?? support programs and personnel to assist in adjusting to college/campus life.

Upperclass Living Options

Sophomore students and above have two on-campus living options, Evergreen Hall and Cougar Village. Evergreen Hall combines the independence of apartment-style living with the amenities of a residence hall. Students can choose a space in one of four different floor plans:

- Studio apartment – one person, private unit with kitchen and bathroom
- 4-bedroom suite – four people, private bedrooms, one bath, living room, no kitchen
- 4-person apartment – four people, private bedrooms, one bath, living room, full kitchen
- 6-person apartment – six people, two private bedrooms, 2 shared bedrooms, two baths, living room, full kitchen

All Evergreen Hall units are air conditioned and fully furnished, with fully equipped kitchens in each apartment and throughout the building. Evergreen features 24-hour security, expanded basic cable television, wireless access to the SIUE network (active data jacks also available), and an active telephone jack in each unit. The building also features social and study lounges on each wing, a 24-hour computer lab, fitness center and social and academic activities. Evergreen Hall is also home to the Second-Year Experience, a Living/Learning community designed to present second-year students the chance to create and work toward academic and career goals.

Cougar Village is a 496-unit apartment complex that is home to single, graduate, and family residents. Each apartment is furnished with a stove/oven, refrigerator, dining table and chairs, desks, dressers, drapes, couch, end tables, chairs, and beds. Traditional freshmen are allowed to live at Cougar Village only as contracted family residents. Single students may share an apartment with one, two, or three other students. Students can choose a general assignment in Cougar Village or participate in a Themed Community — a group of residents who have chosen to live together around a specific topic or interest.

Cougar Village also includes family residents who may choose furnished or unfurnished two- or three-bedroom apartments. Special features for families include a children's playground, Family Resource Center, bus service to local schools, and family activities.

The activity center at Cougar Village is the Commons Building, featuring a lounge with a wide-screen TV, the Commons Grill and Convenience Store, computer laboratory with Internet access, laundry, multifunction room, staff offices, and outdoor tennis, sand volleyball and basketball courts. Other services at Cougar Village include: wireless access to the SIUE network, expanded basic cable television with access to UHTV-96, an in-

house movie channel, locked mailboxes, storage closet assigned to each apartment and free shuttle to campus core.

Application

An application for University Housing requires a \$300 deposit from all single student applicants. (The \$300 deposit consists of a \$25 non-refundable application fee, a \$75 security deposit, and \$200 applied toward room charges.) Family residents are required to pay a \$175 deposit (\$25 non-refundable application fee and \$150 applied toward room charges). Penalties are assessed for cancellation of the housing contract.

For more information about University Housing, write the Central Housing Office, P.O. Box 1056, Edwardsville, IL 62026-1056, call (618) 650-3931, or e-mail housing@siue.edu. Messages may be left after hours, on holidays, and on weekends. Additional information may be found at www.siue.edu/housing.

Off-Campus Housing

University Housing offers information about available off-campus facilities to help students, faculty, and staff locate available accommodations in the Edwardsville area. Students may refer to the listing on the Housing Web site at www.siue.edu/housing. The University reserves the right to deny the privilege of listing off-campus housing on the University Housing Web site if landlords do not comply with the Civil Rights Act of 1968, other laws governing discrimination, and governmental health and safety standards.

University Police

Southern Illinois University Edwardsville Police are committed to providing a safe and secure environment for students, employees, and visitors, and to enforcing all state and federal laws and institutional policies and regulations to ensure such an environment.

The University Police Department is housed in the Supporting Services Building and provides services 24 hours a day, 365 days a year. The non-emergency telephone number for University Police is (618) 650-3324. Emergency 911 calls are directed to University Police, which is responsible for dispatching appropriate police, fire, or ambulance services. Other police services include helping retrieve keys from locked vehicles, jump-starting inoperable vehicles, and lending tools to engrave items to prevent theft.

University Police also provide a safety escort service, accompanying members of the University community from one campus location to another. The University Police operate under a Community Oriented Policing philosophy, which sets the foundation for providing quality

service, based on high ethical standards. It includes being responsive and responsible to the community by building partnerships with students, faculty, and staff. University Police are highly visible through bike patrols, foot patrols, and police cars.

In compliance with federal law, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the SIUE annual security report containing safety and security information and crime statistics for the past three calendar years is available online at www.siu.edu/securityreport.

SIUE is committed to crime prevention, law enforcement, and crime reporting. University campuses, like all other communities, are not immune to crime. Students, faculty,

and staff are urged to take advantage of safety programs, to take all reasonable precautions for their own safety, and to report all crimes. Non-Emergency Telephone Number: (618) 650-3324; Emergency: 911

Veterans Certification

The Office of Veterans Certification is located in Rendleman Hall, room 1207. The office provides general information regarding veterans' benefits and VA regulations. Questions about the Illinois Veterans Grant should be directed to the Office of Student Financial Aid.

Degrees and Programs

Abbreviations

B.A. Bachelor of Arts
B.F.A. Bachelor of Fine Arts
B.L.S. Bachelor of Liberal Studies
B.M. Bachelor of Music
B.S. Bachelor of Science
B.S.A. Bachelor of Science in Accountancy
B.S.W. Bachelor of Social Work
D.M.D. Doctor of Dental Medicine
M.A. Master of Arts
M.A.T. Master of Arts in Teaching
M.B.A. Master of Business Administration
M.F.A. Master of Fine Arts
M.M. Master of Music
M.M.R. Master of Marketing Research
M.P.A. Master of Public Administration
M.S. Master of Science
M.S.A. Master of Science in Accountancy
M.S.Ed. Master of Science in Education
M.S.W. Master of Social Work
P.B.C. Post-baccalaureate Certificate
P.F.P.C. Post First Professional Certificate
P.M.C. Post-master's Certificate
Pharm.D. Doctor of Pharmacy
S.D. Specialist Degree

College of Arts and Sciences

Anthropology B.A., B.S.
Art B.A., B.S., M.F.A.
 Undergraduate Specializations:
 Art Education
 Art History
 Studio
 Graduate Specialization:
 Studio
Art and Design B.F.A.
Art Therapy Counseling M.A.
Biological Sciences B.A., B.S., M.A., M.S.
 Undergraduate Specializations:
 Ecology, Evolution, Environment
 Genetic Engineering
 Integrative Biology
 Medical Science
 Medical Technology
Biotechnology Management M.S.
Chemistry B.A., B.S., M.S.
 Undergraduate Specializations:
 ACS Certified in Biochemistry
 ACS Certified in Chemistry
 Biochemistry
 Medical Science
Criminal Justice Studies B.A., B.S.
Earth and Space Science Education B.S.
Economics B.A., B.S.
English B.A., B.S., M.A.

American and English Literature P.B.C.
Teaching English as a Second Language P.B.C.
Teaching of Writing P.B.C.
Graduate Specializations:
 American and English Literature
 Creative Writing
 Teaching English as a Second Language
 Teaching of Writing
Environmental Sciences M.S.
Environmental Science Management M.S.
Foreign Languages and Literature B.A., B.S.
 Undergraduate Specializations:
 French
 German
 Spanish
Geographical Studies, M.A., M.S.
Geography B.A., B.S.
History B.A., B.S., M.A.
Museum Studies P.B.C.
Liberal Studies B.L.S.
Mass Communications B.A., B.S., M.S.
Media Literacy P.B.C.
Mathematical Studies B.A., B.S.
 Undergraduate Specializations:
 Actuarial Science
 Applied Mathematics
 Mathematical Studies
 Statistics
Mathematics M.S.
Music B.A., B.M., M.M.
 Undergraduate Specializations:
 Jazz Performance
 Music Education
 Music History/Literature
 Music Merchandising
 Music Performance
 Music Theory and Composition
 Musical Theater
 Graduate Specializations:
 Music Education
 Music Performance
 Piano Pedagogy P.B.C.
 Vocal Pedagogy P.B.C.
Philosophy B.A. B.S.
Physics B.A., B.S., M.S.
Political Science B.A., B.S.
Public Administration M.P.A.
Social Work B.S.W., M.S.W.
Sociology B.A., B.S., M.A.
Speech Communication B.A., B.S., M.A.
 Corporate and Organizational Communication P.B.C.
Theater and Dance B.A., B.S.
 Undergraduate Specializations:
 Dance
 Design/Technical
 History/Literature/Criticism
 Performance

School of Business

Accountancy B.S.A., M.S.A.
Graduate Specialization:
Taxation
Business Administration B.S., M.B.A.
Undergraduate Specializations:
Computer Management and Information Systems
Economics
Entrepreneurship
Finance
General Business Administration
Human Resource Management
International Business
Management
Marketing
Graduate Specializations:
Computer Management & Information Systems
General Business Administration
Business Economics and Finance B.S.
Computer Management and Information Systems B.S., M.S.
Economics and Finance M.A., M.S.
Marketing Research M.M.R.

School of Dental Medicine

Dentistry D.M.D.
Advanced Education in General Dentistry P.F.P.C.

School of Education

Curriculum and Instruction, M.S.
Early Childhood Education B.S.
Educational Administration M.S.Ed., S.D.
Elementary Education B.S.
Exercise and Wellness B.S.
Health Education B.S.
Instructional Technology M.S.Ed.
Web-based Learning P.B.C.
Kinesiology M.S.Ed.
Exercise Physiology P.B.C.
Pedagogy/Administration P.B.C.
Sports & Exercise Behavior P.B.C.
Learning, Culture and Society, M.S.Ed.
Literacy Education M.S.Ed.
Literacy Specialist P.M.C.
Physical Education Teacher Education B.S.
Psychology B.A., B.S., M.A., M.S.
Graduate Specializations:
Clinical-Adult
Clinical Child and School Psychology
General Psychology
Industrial-Organizational
School Psychology S.D.
Secondary Education M.S.Ed.
Special Education B.S., M.S.Ed.
Speech Language Pathology M.S.
Speech–Language Pathology and Audiology B.A., B.S.
Teaching M.A.T.

School of Engineering

Civil Engineering B.S., M.S.
Computer Engineering B.S.
Computer Science B.A., B.S., M.S.
Construction Management B.S.
Undergraduate Specializations:
Land Surveying
Electrical Engineering B.S., M.S.
Industrial Engineering B.S., M.S.
Manufacturing Engineering B.S.
Mechanical Engineering B.S., M.S.

School of Nursing

Nursing B.S., M.S.
Graduate Specializations:
Health Care and Nursing Administration
Medical Surgical Nursing
Nurse Anesthesia
Nurse Educator
Family Nurse Practitioner P.M.C.
Health Care and Nursing Administration P.M.C.
Medical Surgical Nursing P.M.C.
Nurse Anesthesia P.M.C.
Nurse Educator P.M.C.

School of Pharmacy

Pharmacy Pharm.D.

Minor Programs of Study

Aerospace Studies	Kinesiology
Anthropology	Manufacturing
Art/Art History	Engineering
Art/Studio Art	Mass Communications
Asian Studies	Mathematics
Biological Sciences	Mathematics Education
Black American Studies	Mechanical Engineering
Business Administration	Military Science
Chemistry	Music
Classical Studies	Peace and International
Coaching	Studies
Computer Engineering	Philosophy
Computer Science	Physics
Construction Management	Political Science
Criminal Justice Studies	Psychology
Electrical Engineering	Religious Studies
English	Russian Area Studies
English/Creative Writing	Social Science
English/Linguistics	Education
Environmental Sciences	Sociology
French	Spanish
Geography	Speech Communication
German	Speech Communication
Health Education	Education
History	Statistics
Industrial Engineering	Theater and Dance
Instructional Technology	Women's Studies

General Education

Objectives for General Education and the Baccalaureate Degree

The purpose of baccalaureate education at Southern Illinois University Edwardsville is to provide students with a solid foundation for intellectual development and an ability and desire to make contributions to society. As a public institution, SIUE strives to develop students who are well-informed, effective citizens; who provide leadership in civic and community affairs; who appreciate the arts; who have increased capacity for self-reflection, self-assessment and healthy living; and who will pursue life-long learning.

The undergraduate curriculum encourages students to set the events of the world in broad perspective and to bring a reasoned approach to the challenges they may face. To achieve these purposes, the University seeks to impart the following abilities and knowledge to its students through their general education and study in their academic majors and minors:

Analytic, Problem-Solving, and Decision-Making Skills — All students will develop skills in information literacy and quantitative literacy, and develop the ability to understand and interpret written and oral texts, and to recognize, develop, evaluate, and defend or attack hypotheses and arguments. These skills are to be developed throughout all undergraduate programs in all courses.

Oral and Written Communication Skills — All students will develop skills in expository, argumentative, and creative writing, and in effective speaking and listening through extensive and regular writing assignments, oral presentations, and participation in discussions.

Foundation in Liberal Arts and Sciences — All students will acquire a solid base of knowledge in liberal arts and sciences and of the contributions of these fields to civilization and to the quality of life. All undergraduate degree programs at SIUE, including professional programs, are rooted in the liberal arts and sciences through the integration of each major program with the general education program.

Value of Diversity — All students will gain an understanding of the traditions that influence individuals and communities in order to develop a respect for and a sensitivity to human diversity. Students will gain a deeper understanding of global interdependence.

Scientific Literacy — All students will have experience in the methods of scientific inquiry in laboratory and field

investigation and gain knowledge of scientific and technological developments and their influence on society.

Ethics — All students will understand the nature of value judgments, will have an ability to make reasoned and informed value judgments, and will appreciate the diversity among cultures with respect to mores and traditional standards of conduct.

Preparation in an Academic or Professional Discipline — Students completing the baccalaureate degree will have attained a level of achievement within an academic or professional discipline which will enable them either to begin a career in the discipline or to pursue graduate work in that or an appropriately related discipline.

General Education Program

The general education program plays a significant role in preparing students to meet the standards contained in the above Objectives for the Baccalaureate Degree. The specific objectives of the general education program are:

- to develop skills in logic, computation, and written and oral communication.
- to introduce students to the principles, substance, and methodology of disciplines in addition to their majors. These courses are distributed across three general education areas: fine arts and humanities, natural sciences and mathematics, and social sciences.
- to require study beyond a basic introduction to the disciplines in all three general education areas.
- to foster awareness of the interrelationships among fields of human knowledge by requiring interdisciplinary study.

General Education Requirements

General education requirements at SIUE include four types of courses: skills, introductory, distribution and interdisciplinary. The purposes of the courses are summarized below.

Skills courses develop proficiency in basic competencies necessary for success in University study as well as for success in employment and in personal living. All students must complete six credit hours (two courses) in written expression. The remainder of the skills requirements may be fulfilled through one of two options. Under option A, students complete courses in oral communication, critical thinking, and either statistics or

computer programming, for a total of nine credit hours. Under option B, students complete a two-term sequence of a foreign language, as well as a course in critical thinking, statistics or computer programming, for a total of 11 credit hours. All skills courses, and only skills courses, are numbered between 100 and 110.

Introductory courses provide beginning study in five different disciplines outside students' major fields. These five courses focus on the elementary theory, principles, and methods of the disciplines that are traditionally central to the liberal arts and sciences. All Introductory courses bear the number 111, except for those introductory-level courses that may be selected as substitutions in the general education area of natural sciences and mathematics. Students may wish to review the substitutions in the natural sciences and mathematics area listed in the general education outline, which is included in this section of the catalog.

The introductory course in a student's major field does not count towards fulfillment of the general education introductory course requirement. However, a student with a double major may use the introductory course in one major field to fulfill general education introductory course requirements. A student majoring in a foreign language may count one course in the FL 111 sequence as an introductory course in fine arts and humanities if it is in a language other than the language chosen for the major specialization. Introductory courses are distributed among the three general education (GE) areas: fine arts and humanities, natural sciences and mathematics, and social sciences. Students select two introductory courses from two of the areas, and one introductory course from the third area.

Each discipline within the three GE Areas will usually offer only one introductory course. No student may use more than one introductory course in a single discipline to fulfill the introductory General Education requirements. The purpose of this restriction is to distribute student experience throughout a variety of traditional Liberal Arts and Sciences disciplines outside his or her major.

The distribution requirement continues the principles of general education beyond the introductory level. The distribution requirement must be fulfilled from courses (1) other than 111 and equivalent introductory courses up to 499, and (2) that count toward a major offered by one of the following departments: Anthropology, Art and Design, Biological Sciences, Chemistry, Economics, English Language and Literature, Foreign Languages and Literature, Geography, Historical Studies, Mass Communications, Mathematics and Statistics, Music, Philosophical Studies, Physics, Political Science, Psychology, Social Work, Sociology and Criminal Justice Studies, Speech Communication, and Theater and Dance, except for courses which the above departments have

excluded as inappropriate for general education credit. A list of those excluded courses appears in a later section. Students take one course of at least 3 hours credit from each of the three general education areas of fine arts and humanities, natural sciences and mathematics, and social sciences, but they may not count a course that carries their major department prefix. Some of these courses have prerequisites, and students should be certain that they have satisfied these. In some of these courses, majors in the programs offering the courses may be given priority in enrollment. Moreover, students are advised that 400-level courses typically are oriented towards majors, minors, and in some cases, graduate students, who have already had extensive work in the discipline. Before enrolling in a 400-level course, students may wish to consult the instructor.

Interdisciplinary courses provide opportunities to observe and participate in the interaction of two or more disciplines. All students are required to include at least one such course among their general education courses. All interdisciplinary courses are numbered 300 or above and are open only to juniors and seniors.

Other Requirements

New Student Seminar Requirement

The University requires that all new freshmen complete a new student seminar during their first term. The seminar requirement may be met by completing UNIV 112; Culture, Ideas and Values 115; Honors Scholars 120; any approved learning community (linked courses), or any section of an introductory or distribution General Education course that has been approved as a new student seminar. New student seminar courses that meet this requirement have common goals: to assist new freshmen in making the transition to college-level work and expectations; to orient students to the services and culture of the University, and to engage students in an intellectual community of students and faculty.

A course meeting the new student seminar requirement also may be used to fulfill major, minor, elective, or General Education requirements.

Intergroup Relations and International Issues or International Culture Requirements

The State of Illinois requires that public institutions of higher education include, "in the general education requirements for obtaining a degree, course work on improving human relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment on their campuses." (Section 9.21 of the Board of Higher Education Act.) The University requires that students complete one course that examines intergroup relations in order to meet the state requirement. In addition to an

intergroup relations course, students are required to take a second course that examines either international issues or international culture.

Courses that may be taken to satisfy these requirements are listed at the end of this section of this catalog. In the course description section of the catalog, courses satisfying the requirements are identified in the course description. Intergroup relations courses are indicated by [IGR], International issues courses are indicated by [II], and International culture courses are indicated by [IC]. Courses meeting the intergroup relations, international issues and international culture requirements may also be used to fulfill major, minor, elective or general education requirements.

Entry Competencies for General Education Courses

Students enrolling in general education courses are required to have competencies necessary for successful completion of those courses.

The following policies apply to newly entering freshmen.

1. Students who have been identified as needing developmental instruction in English composition must successfully complete Basic Writing (Academic Development [AD] 090, or 092) before enrolling in introductory general education courses or in other general education courses requiring writing skills.
2. Students who have been identified as needing developmental instruction in reading must have completed College Reading I (Academic Development [AD] 080) or have concurrent enrollment in or completion of College Reading II (Academic Development [AD] 082) when enrolling in general education courses.
3. Students who have been identified as needing developmental instruction in mathematics must successfully complete the equivalent of Intermediate Algebra (Academic Development [AD] 095) before enrolling in introductory general education courses in the general education area of natural sciences and mathematics.

Proficiency Examinations for General Education Courses

Proficiency examinations are available for all skills and introductory courses in the general education curriculum. Some of the examinations are administered through the Instructional Services Testing Office. Students who want to take proficiency examinations should contact Instructional Services in the Student Success Center, Room 1256 (650- 3717) for information and instructions. Credit hours earned from successful completion of a proficiency examination in a skills course will be applied toward fulfillment of the general education requirement for

that skill. Students who pass an SIUE departmentally administered proficiency test, or receive a departmentally recognized AP score, may receive credit for introductory courses as well as credit that counts toward the 124 hours required for graduation. Proficiency examinations are available for some distribution courses. Students interested in obtaining information regarding proficiency examinations for distribution courses should consult the appropriate departments or the Instructional Services Testing Office. Proficiency examinations are not available for interdisciplinary studies courses. A list of proficiency exams offered to students may be found at www.siu.edu/IS/TEST/Proficiency.

Re-entering Students

Former students who have not attended SIUE for three or more terms, including summer, must apply for readmission. Re-entering students who have not attended in seven years are advised that they may not graduate under the general education major or minor requirements published in a catalog more than seven years old without the written permission of the dean of the school/college in which the student's major is housed. Such written permission shall be submitted to the Office of the Registrar with the application for graduation. Academic work for students who re-enter the University after a seven-year period will be re-evaluated according to the current catalog. Once students have been readmitted to the University, they will be instructed to make an appointment with an adviser to determine the most efficient means of completing degree requirements.

Transferring Students

Transfer students may satisfy SIUE's general education program by:

1. satisfying the written expression requirement with grades of "C" or better, and
2. completing an interdisciplinary studies course, and
 - a. satisfying the Illinois Articulation Initiative (IAI) general education core curriculum by receiving an associate of arts, associate of science, associate of science and arts, or associate of arts in teaching (early childhood, special education, math only) degree from a participating IAI community college or by a transcript statement indicating IAI general education core met, or
 - b. fulfilling all required course work in SIUE's general education program.

No credit will be accepted for remedial or developmental courses or for any course work completed at unaccredited institutions.

Waiver of the skills option B foreign language requirement does not waive the foreign language requirement for students seeking a bachelor of arts degree.

Transcript Evaluations

Transcript evaluations will be completed for course work earned at regionally approved institutions. A course-by-course evaluation of transfer credit determining equivalency and/or General Education requirements is provided to all freshman/transfer students upon admission, and to returning/continuing students upon receipt of official transcripts. Students seeking a second bachelor's degree do not receive an evaluation. Questions relating to the transfer credit evaluation should be directed to Credit Articulation and Degree Audit, Rendleman Hall, room 1207, (618) 650-2838. Questions relating to how a course may transfer to SIUE should be directed to an admission counselor, Rendleman Hall, room 2120 (618) 650-3705.

Course Numbering System

The course numbering system identifies those courses appropriate for meeting the skills, introductory, distribution and interdisciplinary course requirements of the general education program. It also helps students select courses appropriate for their class level.

Courses numbered **100-110** fulfill general education skills requirements.

Courses numbered **111** fulfill introductory course requirements in general education.

Courses numbered **above 111** normally carry major or minor credit and may fulfill distribution general education course requirements.

Courses bearing a **prefix of IS** (interdisciplinary studies) are courses that juniors and seniors may select to fulfill the interdisciplinary course requirements in general education.

In general, the first digit of a course number identifies the class level (freshman, sophomore, junior, or senior) appropriate for enrollment in the course. The following is a guide for the SIUE course numbering system:

- 000-099 — courses that do not carry credit toward graduation
- 100-200 — courses most appropriate for freshmen and sophomores
- 300 — courses most appropriate for juniors and seniors
- 400 — courses most appropriate for students with 60 hours or more
- 500 — graduate courses not accepted for application to a bachelor's degree.

Summary of Requirements and Courses

The total number of general education credit hours required of students selecting skills option A is 42. Students selecting skills option B are required to complete 44 credit hours in general education. A summary of these

requirements is provided on the following pages. Descriptions of the skills, introductory, distribution, and interdisciplinary courses appear in the course description section of the catalog.

General Education Requirements 42-44 Hours

Skills Courses 15-17 hours (to be satisfactorily completed by the end of the sophomore year)

Written Expression 6 hours
English 101 – English Composition I
English 102 – English Composition II
and either Option A or Option B below.

Option A

Choose One 3 hours
Speech Communication 103 – Interpersonal
Communication Skills
Speech Communication 104 – Oral Argumentation Skills
Speech Communication 105 – Public Speaking

Choose One 3 hours
Mathematics 106 – Reasoning and Problem Solving
Philosophy 106 – Critical Thinking
Foreign Language 106 – Word Analysis
Industrial and Manufacturing Engineering 106 –
Engineering Problem Solving (Engineering majors only)

Choose One 3 hours
Computer Science 108 – Applied Computer Concepts (or one of CS 140, 145 (for Engineering Students only) or 150)
Computer Management and Information Systems 108 –
Computer Concepts and Applications
Statistics 107 – Concepts of Statistics (or one of STAT 244, 380 or 480)

or

Option B

Choose One 2 semesters
Chinese 101 and 102 – Elementary Chinese
French 101 and 102 – Elementary French (or FR 104-8)
German 101 and 102 – Elementary German (or GER 104-8)
Greek 101 and 102 – Introduction to Greek
Italian 101 and 102 – Elementary Italian (or ITAL 104-8)
Latin 101 and 102 – Introduction to Latin
Russian 101 and 102 – Elementary Russian (or RUS 104-8)
Spanish 101 and 102 – Elementary Spanish (or SPAN 104-8)

Choose One 3 hours
Foreign Language 106 – Word Analysis
Mathematics 106 – Reasoning and Problem Solving
Philosophy 106 – Critical Thinking
Industrial and Manufacturing Engineering 106 –

Engineering Problem Solving (Engineering majors only)
 Statistics 107 – Concepts of Statistics (or one of STAT 244, 380 or 480)
 Computer Science 108 – Applied Computer Concepts (or one of CS 140, 145 [for Engineering Students only] or 150)
 Computer Management and Information Systems 108 – Computer Concepts and Applications

Introductory Courses – 15 hours

Choose two courses from two of the following groups and one course from the third group. The Introductory course in one's major field cannot count toward fulfillment of the Introductory course requirements.

Fine Arts and Humanities

Art 111 – Introduction to Art
 Dance 111 – The Dance Experience
 English 111 – Introduction to Literature
 Foreign Language 111* – Introduction to Foreign Studies (a) French (b) German (c) Spanish (d) Chinese (e)
 French: The French Speaking World
 Music 111 – Introduction to Music History/Literature
 Philosophy 111 – Introduction to Philosophy
 Speech Communication 111 – Introduction to Speech Communication
 Theater 111 – The Dramatic Experience

Natural Sciences and Mathematics

Biology 111 – Contemporary Biology (or one of BIOL 120, 121 or 240a)
 Chemistry 111 – Contemporary Chemistry (or one of CHEM 120a, 121a, 120n (NURS) or 131 (ENGR))
 Computer Science 111 – Concepts of Computer Science
 Earth Science 111 – Introduction to Physical Geology and Geography
 Mathematics 111 – Mathematics for Life (or one of MATH 112A, 120, 125, 130 or 150)
 Physics 111 – Concepts of Physics (or one of PHYS 131a or 151)

Social Sciences

Anthropology 111 – Introduction to Anthropology or 170
 Economics 111 – Principles of Economics
 Geography 111 – Introduction to Geography
 History 111** – Introduction to the History of Western Civilization (a) Renaissance to the Age of Napoleon (b) Age of Napoleon to the Present
 Political Science 111 – Introduction to Political Science
 Psychology 111 – Foundations of Psychology
 Sociology 111 – Introduction to Sociology or 201

* Only one Foreign Language 111 course may be used toward Introductory course requirements. Foreign Language majors may count one Foreign Language 111 course in a language other than the major specialization.

** Either course taken in the History 111 a,b sequence may fulfill either an Introductory or a Distribution Social Science requirement in General Education. No single course in the sequence can fulfill both Introductory and Distribution course requirements.

Distribution Courses – 9 hours

Students are required to take nine hours of courses that meet distribution course requirements. The distribution requirement is designed to acquaint students with three broad areas in the general education program. Students must choose one course in each of the following areas:

Fine Arts and Humanities (3)
 Natural Sciences and Mathematics (3)
 Social Sciences (3)

The courses that meet the distribution requirements are identified in the course description section of the catalog and marked Distribution: Fine Arts and Humanities (DFAH); Distribution: Natural Sciences and Mathematics (DNSM); and Distribution: Social Sciences (DSS).

Students may not count a course for distribution credit that carries the departmental prefix of their major department. Skills and introductory courses do not meet distribution requirements.

The following courses are **not eligible** for distribution credit:

AD: All Courses
 ANTH 301, 401, 430, 483, 490, 491
 AS: All Courses
 ART: 112a-d, 202a-g, 289, 300a,b, 302a,b, 305, 309, 310a,b, 311, 312, 325, 331, 358, 359, 360, 364, 365, 384, 386, 393a-c, 401, 402, 405, 408a-c, 410, 412, 413, 414, 415, 416, 420, 422, 423, 426, 430, 440, 441, 450, 452, 484, 486, 498, 499
 BIOL: 120, 121, 240a, 417, 422a,b, 425, 439, 444b, 467, 468, 471, 473, 480, 483ac, 487, 490, 491a-u, 492a-d, 493a-w, 495a-n, 497
 CHEM: 113, 245, 296, 335, 345, 351, 365a-b, 396, 415, 419, 435, 439, 445, 446, 449, 455, 459, 469, 479, 494, 496, 499
 CJ 201, 202, 205, 206, 208, 302, 303, 364, 365, 366, 368, 390, 396, 401, 408, 410, 420, 464, 465, 470, 488
 DANCE: 210a-b, 211a-b, 212a-b, 213, 220, 230, 250, 310a-b, 311a-b, 410a-b, 411a-b, 420a-b, 433
 ECON: 325, 344, 400, 415, 417, 428, 439, 450, 490
 ENG: 200, 369, 405, 416, 468, 470, 472, 474, 475, 476, 482, 485, 486, 487, 488, 491, 492, 493, 494, 496, 497a, 498, 499
 ENSG: 120, 404, 419, 445, 472, 491, 495, 499 FR: 400a,b
 GEOG: 312, 322, 405, 415, 416, 427, 428, 429, 440, 450, 470, 490, 499
 GER: 305, 400a,b, 454
 HIST: 301, 323, 401, 444, 490
 HONS: All Courses
 HUM: 150, 490 IS: All Courses
 ITAL: 220, 499
 LIBS: All Courses
 MC: 341, 422, 442, 447, 481, 482, 491, 495, 499
 MATH: 223, 310, 416a-i, 498, 499
 MSC: All course
 MUS: 100, 112 a, b; 113, 114, 116a-b, 121a-b, 139a-222, 227-244, 301a-c, 318a,b, 322, 333, 337, 340a-355b, 365, 377, 401-411e, 413a-441u, 444-460b, 465-499
 OR: All Courses
 PHIL: 480, 490, 495 PHYS: 151, 312, 314, 323, 375, 397, 398, 416, 430, 431, 432, 433, 434, 438, 439, 480, 494, 495, 497, 498
 POLS: 310, 410, 411, 430
 PSYC: 200, 220, 221, 311, 313, 390, 407, 420, 421, 450, 461, 473, 474, 487, 491, 492, 493, 494, 495, 498, 499

PAPA: 410, 411, 412, 420 SCI: 241a,b, 401, 405, 411, 414, 415, 421, 425, 431, 435, 442, 451, 452, 462, 489
SOCW: 211, 301, 302, 303, 315, 316, 357, 395, 400, 401, 454, 480, 481, 482, 483, 492 SOC: 201, 325, 326, 396, 433, 440, 495
SPAN: 292, 400 SPC: 309, 370, 409, 415, 461, 491
STAT: 244, 380, 410, 478, 480a,b, 481, 482, 483, 484, 485, 486a,b, 487, 488, 495
SAB: All Courses
THEA: 199, 230, 235, 255, 265, 275, 276, 290, 295, 298, 310a,b, 315a,b,398, 430, 450, 460, 470, 475, 485, 490, 495, 498, 499a,b,c
UNIV: 112
WMST: 314, 350, 352, 353, 451, 490, 495, 499

Business, education, engineering, nursing, and pharmacy courses do not count for general education credit, except for courses in psychology and economics.

Interdisciplinary Studies – 3 hours

Junior or senior standing is required for enrollment in interdisciplinary studies courses.

IS 302 African American Music and the Struggle for Freedom
IS 322 Ethics, Biology and Society
IS 324 People and Cultures of the East
IS 326 Modern Latin America
IS 328 History and Science (or DNSM, not both)
IS 331 Mind and Language
IS 332 The Political and Social Thought of Hegel and Marx
IS 334 Natural Resources: Issues and Conflicts
IS 335 Early Illinois: Its Land and People
IS 336 Global Problems and Human Survival
IS 340 The Problem of War and Peace
IS 341 The Immigrant in America
IS 342 Death and Dying
IS 343 Contemporary Health Care Issues
IS 345 Quilts as Cultural Heritage
IS 350 Women and Social Institutions
IS 352 Women in the Ancient World (same as WMST 352)
IS 353 Representing Women's Bodies 0300-1500 (same as WMST 353)
IS 360 Survival of the Fittest
IS 361 Music: Art and Science
IS 363 Living Ecologically
IS 364 The Atomic Era: Hitler, the Holocaust and the Bomb
IS 375 Technology and Public Policy
IS 376 Information Technology and Society
IS 377 The Arts and the French Revolution
IS 380 Song and Poetry
IS 385 Risk and Risk Tradeoffs
IS 386 Cyberarts: Exploring Fine Arts and Computer Technology
IS 387 Philosophy and Modern Physics
IS 388 Art and Politics in 19th Century France
IS 399 Interdisciplinary Studies-Special Topics
IS 400 History, Culture, and Language of China
IS 401 Business and Society

Intergroup Relations, International Culture, International Issues Requirement

Students are required to take one course in the area of intergroup relations and a second course from either international issues or international culture. Courses taken to fulfill these requirements may also fulfill major, minor, general education or elective requirements. A list of

approved intergroup relations, international culture and international issues courses may be found in the following section. Courses approved for these requirements also are indicated as such in the course description section of this catalog.

Intergroup Relations (IGR)

Anthropology

305 People and Cultures of Native North America
311 Culture of African-Americans
312 Contemporary Native Americans
313 Women in Cross-Cultural Perspectives (same as WMST 313)

Biology

450 Science, Gender and Race (same as WMST 450)

Economics

327 Social Economics: Issues in Income Distribution, Employment, and Social Policy

Educational Psychology, Foundations of Education

451 Gender and Education (same as WMST 451)

English

205 Introduction to African-American Text
341 The African-American Women's Writing (same as WMST 341)
342 Movements in African-American Literature
343 Topics in African-American Rhetoric and Oratory
344 Topics in Ethnic Literature
345 Topics in African-American Poetry and Folklore
446 Studies in African-American Literature
457 Topics in Postcolonial Literature and Criticism
478 Studies in Women, Language, and Literature (same as WMST 478)

History

130 History of Black America
219 America in the World: American History for Teachers
340 Black Freedom Movement 1955-1975
423a,b Native Americans 1492-Present
427 History of South Africa
440 Women in American Social History (same as WMST 440)
442 The Black Urban Experience

Interdisciplinary Studies

345 Quilts as a Cultural Heritage
350 Women in Social Institutions (same as WMST 350)
352 Women in the Ancient World (same as WMST 352)
375 Technology and Public Policy

Management

341 Organizational Behavior and Personal Skills

Mass Communications

351 Women in Mass Communications (same as WMST 351)

Philosophy

344 Women and Values (same as WMST 344)
346 Feminist Theory (same as WMST 346)
347 Philosophical Foundations of Racism

Political Science

354 Women and Cross National Politics

440 African American Politics
441 Women and Politics-American

Psychology

305 Psychology of Gender (same as WMST 305)
407 Multicultural Issues in Psychology

Social Work

390 Diversity and Issues of Social and Economic Justice

Sociology

304 Race and Ethnic Relations
308 Women, Gender and Society (same as WMST 308)
335 Urban Sociology
394 Sociology of the Black Family
444 Gender, Ethnicity and Class in the Workplace

Spanish

292 Service Learning for the Beginning Language Student
492 Service Learning for the Advance Student

Special Education

200 Introduction to People with Disabilities in Society and School

Speech Communication

103 Interpersonal Communication Skills
210 Interracial Communication
331 Gender and Communication (same as WMST 331)
370 Health Communication

Theater

312 Multicultural Theater in America

Women's Studies

200 Issues in Feminism
305 Psychology of Gender (same as PSYC 305)
308 Women, Gender and Society (same as SOC 308)
313 Women in Cross-Cultural Perspectives (same as ANTH 313)
331 Gender and Communications (same as SPC 331)
341 African-American Women Writing (same as ENG 341)
344 Women and Values (same as PHIL 344)
346 Feminist Theory (same as PHIL 346)
350 Women in Social Institutions (same as IS 350)
351 Women in Mass Communications
352 Women in the Ancient World (same as IS 352)
354 Women and Cross Cultural National Politics
394 Sociology of the Black Family
440 Women in American Social History (same as HIST 440)
441 Women and Politics in America (same as POLS 441)
444 Gender, Ethnicity and Class in the Workplace
450 Science, Gender and Race (same as BIOL 450)
451 Gender and Education (same as EPFR 451)
478 Studies in Women, Language and Literature (same as ENG 478)

International Issues (II)

Anthropology

333 Origins of New World Cities and States
350 Anthropology in Contemporary Life
411 Urban Anthropology
452 Political Anthropology

Biology

204 Biotechnology and Society
365 Ecology
371 Plants and Civilization

Economics

361 Introduction to International Economics
450 International Finance
461 International Trade Theory and Policy

Finance

450 International Finance

Geography

205 Human Geography
300 Geography of World Population
301 Economic Geography
401 Geography of Development
406 Political Geography

History

111b History of Western Civilization
112b World History
219 America in the World: American History for Teachers
314 History of Feminist Thought
318b History of Russia
352b History of Africa
354b History of the Middle East
356b History of China
358 History of Japan
360b History of Latin America
408c History of England
413 History of Modern France
415 Modern Germany History
420b European Social, Cultural, and Intellectual History
422c Late Modern Europe
424 Topics in East European History
426 Topics in Russian and Soviet History
427 History of South Africa
428 Topics in European Women's History (same as WMST 428)
454 History of Arab-Israeli Conflict
460 History of Mexico 462 History of Brazil

Humanities

310a Esperanto
310b Esperanto

Interdisciplinary Studies

326 Modern Latin America
336 Global Problems and Human Survival
340 The Problems of War and Peace
363 Living Ecologically
364 The Atomic Era: Hitler, The Holocaust and the Bomb
375 Technology and Public Policy
401 Business and Society

Management

461 Managing in the Global Economy/International Management

Marketing

476 International Marketing

Mass Communications

453 Transnational Media

Political Science

111 Introduction to Political Science
350 Western European Political Systems
351 Eastern European Political Systems in Transition
355 Political Systems – Latin America
356 Political Systems – Asia

370 Introduction to International Relations
459 Topics in Comparative Politics
472 International Organizations
473 United States Foreign Policy
479 Topics in International Relations

Spanish

292 Service Learning for the Beginning Language Student

Women's Studies

314 History of Feminist Thought
428 Topics in European Women's History

International Culture (IC)

Anthropology

111 Introduction to Anthropology
302 World Music
304 Symbols and Cultures
306 People and Culture of Asia
307 People and Culture of Latin America and the Caribbean
310 People and Culture of Africa
315 Family and Household in Cross-Cultural Perspective
331 World Pre-History
332 Origins of Old World Cities and States
334 Origins of Agriculture
340 Cultural Ecology
402 Language and Gender in Cross-Cultural Perspective
404 Anthropology and the Arts
410 Anthropology of Religion

Art

225a,b History of World Art
424a,b Baroque and Rococo Art
447a,b Ancient Art
448a,b Early Christian and Medieval Art
449a,b Renaissance Art
468a Pre-Columbian Art
468b North American Indian Art
469a,b Primitive Art: African and Oceania
473a,b Women in Art (same as WMST 473a,b)

Biology

371 Plants and Civilization

Chinese

102 Elementary Chinese II

English

315 Topics in World Literature: Renaissance to Modern
340 Literature of the Third World

Foreign Languages

111a Introduction to Foreign Studies: French
111b Introduction to Foreign Studies: German
111c Introduction to Foreign Studies: Spanish
111d Introduction to Foreign Studies: Chinese
111e Introduction to Foreign Studies: The French Speaking World
230 Foundations of Celtic Culture
345 Literature in Translation
330 Celtic Culture: Mythology and Religion
350 The Celtic Heroic Age
491 Cultural and Language Workshop-Italian, Chinese, Russian, etc.

French

102 Elementary French II
104 Elementary French
311 Contemporary France

351 Survey of French Literature: Middle Ages through Classicism
352 Survey of French Literature: Enlightenment to the present
353 Survey of the French Novel
451 Studies in French Literature: Middle Ages through Renaissance
452 Studies in French Literature: Classicism through Enlightenment
453 Studies in French Literature: Romanticism to present
456 Seminar on Women Writers (same as WMST 456)
457 African and Caribbean Literature of French Expression
491 Cultural and Language Workshop-French

Geography

111 Introduction to Geography
201 World Regions
330 Geography of Europe
331 Geography of the Commonwealth of Independent States
332 Geography of Africa
333 Geography of Asia
334 Geography of Latin America

German

102 Elementary German II
104 Elementary German
311 German Culture
351 Survey of German Literature: Middle Ages through Romanticism
352 Survey of German Literature: Realism to the Present
353a-c Survey of German Genre
411 German Civilization
452 Faust
453 Seminar in German Literature
491 Cultural and Language Workshop-German

Greek

102 Introduction to Greek

History

111a Introduction to the History of Western Civilization
112a World History
113 Civilizations of the Ancient World
114 Survey of Medieval History
302 Ancient Egypt
303 History of Ancient Near East
304 History of Greece
305a,b Comparative Asian Civilization, Antiquity Through the Present
306a,b History of Rome
308a Imperium and Christianity: Western Europe 300-1000 CE
308b Medieval Conquests and Kingdoms 100-1500 CE
315 History of Religion in Europe
318a History of Russia
322 History of Italy
352a History of Africa
354a History of the Middle East
356a History of China
360a History of Latin America
403 Ancient Mesopotamia
404 a,b Topics in Medieval, Social, Religious and Intellectual History
412 The French Revolution
420a European Social, Cultural, and Intellectual History
422a,b Late Modern Europe
462 History of Brazil

Interdisciplinary Studies

324 People and Culture of the East
352 Women in the Ancient World
353 Representing Women's Bodies 0300-1500
364 The Atomic Era: Hitler, The Holocaust and The Bomb
377 The Arts and the French Revolution
400 History, Culture and Language of China

Italian

102 Elementary Italian II
104 Elementary Italian
311 Italian Culture and Civilization

Latin

102 Introduction to Latin

Philosophy

233 Philosophies and Diverse Cultures
300 Ancient Greek and Roman Philosophy
301 Medieval Western Philosophy
302 Classical Modern Western Philosophy
303 Nineteenth Century Western Philosophy
308 Twentieth Century European Philosophy
334 World Religions
335 Islamic Thought
440 Classical Political Theory (same as POLS 484)
441 Modern Political Theory (same as POLS 485)

Political Science

484 Classical Political Theory (same as PHIL 440)
485 Modern Political Theory (same as PHIL 441)

Russian

102 Elementary Russian II
104 Elementary Russian

Spanish

102 Elementary Spanish II
104 Elementary Spanish
292 Service Learning for the Beginning Language Student
311 Contemporary Spain
312 Contemporary Spanish America: Peninsula
351 Survey of Spanish Literature: Colonial until present
352 Survey of Spanish-American Literature
451 Studies in Spanish Literature: Beginnings through 17th century
452 Studies in Literature in the Spanish Language – 17th through 20th century
453 Seminar in Hispanic Literature
457 Don Quixote
471 Spanish-American Literature: Short stories and novels
491 Language and Cultural Workshop-Spanish
492 Service Learning for the Advanced Student

Theater

310b Acting V: International/Experimental Styles

Women's Studies

315 Family and Household Cross-cultural Perspective
352 Women in the Ancient World
353 Representing Women's Bodies 0300-1500
402 Language and Gender in Cross-Cultural Perspectives
456 Seminar on Women Writers
473a,b Women in Art

Illinois Articulation Initiative

The purpose of the Illinois Articulation Initiative (IAI) is to identify common curriculum requirements across associate and baccalaureate degrees and across institutions in order to facilitate student transfer. The Illinois Transferable General Education Core Curriculum identifies the common general education course work. SIUE is a participant in the Illinois Articulation Initiative. Completion of the general education core curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for a bachelor's degree have been satisfied. This agreement applies to students transferring to SIUE during or after summer 1998.

For more information, contact Credit Articulation and Degree Audit at (618) 650-2838 or e-mail us at transfercredit@siue.edu. Additional information is available on the IAI Web site, www.itransfer.org.

Illinois Articulation Initiative General Education Core Requirements

Communication

3 courses (9 semester credits), including a two-course sequence in writing (6 semester credits, C grade required) and one course in oral communication (3 semester credits)

Mathematics

1 to 2 courses (3 to 6 semester credits)

Physical and Life Sciences

2 courses (7 to 8 semester credits), with one course selected from the life sciences and one course from the physical sciences and including at least one laboratory course

Humanities and Fine Arts

3 courses (9 semester credits) with at least one course selected from humanities and at least one course from the fine arts

Social and Behavioral Sciences

3 courses (9 semester credits), with courses selected from at least two disciplines

Total: 12 to 13 courses (37 to 41 semester Credits)

Assessment and the Senior Assignment

Assessment

The purpose of assessment of undergraduate education is to help the University determine the extent to which it is fulfilling its mission of educating undergraduate students.

Assessment allows the University to make improvements in program structure, course content, and pedagogy. It also assists in advisement and placement, and provides students with indicators of their performance. Finally, assessment monitors the competence of graduating students, not just in terms of disciplinary expertise, but also with respect to the attainment of a general education.

Much of assessment is embedded within the teaching function of the University and, ideally, occurs alongside each student's regular academic effort. The SIUE Senior Assignment (SRA) optimizes assessment that recognizes the importance of open-ended, holistic, problem-based assessment that requires critical thinking.

The Senior Assignment

All seniors are required to complete a Senior Assignment that demonstrates breadth commensurate with SIUE's general education expectations and proficiency in the academic major. This requirement arises from the University's belief that the ability to integrate a general education perspective into one's academic discipline is an essential mark of a University-educated person.

The SRA is the hallmark of a baccalaureate education at SIUE. It serves as a demonstrable connection between the student's major area of study and the general education skills and competencies. Each department or program has ownership over their Senior Assignments, thus the faculty has been given the autonomy to construct the SRA to assess the unique capabilities of their graduates and also to assess overall program effectiveness and the degree of interdisciplinary competence among graduates. Due to the diversity in programs, Senior Assignment may culminate in an artistic performance, public speech, written thesis, gallery presentation, or a combination of these with other forms of expression. Individual Senior Assignments differ, but they share a challenge to each SIUE student to achieve individual academic excellence. This is what distinguishes baccalaureate education at SIUE.



College of Arts and Sciences



College of Arts and Sciences

The College of Arts and Sciences is committed to the traditional academic pursuits of instruction, scholarship, and public service as a means of realizing, in close cooperation with other units, the mission and goals of Southern Illinois University Edwardsville. Consistent with the mission of the university, the college assigns first priority to excellence in undergraduate education. To this end, the college fosters the development of the following characteristics and capabilities of its graduates:

Communication: Organize and express ideas clearly and appropriately; master standard use of written and oral communication; appreciate alternative forms of expression, including art, dance, music and literature; distinguish between the medium and the message; listen, observe, interpret, and understand others.

Critical Thinking: Employ independent, objective, and rigorous reasoning; identify and integrate the elements of a task or problem; seek, organize, assimilate, synthesize, and use information; maintain a healthy skepticism; recognize the value of creativity, the limits of reason and the legitimacy of intuition.

Problem Framing and Solving: Appreciate the complexity of problems, go beyond conventional assumptions, understand parts of systems as well as the whole, recognize patterns and generalize, search and test solutions using analytical and intuitive skills, evaluate and monitor outcomes, work effectively and creatively in diverse groups.

Knowledge: Master basic facts, concepts, and literature of the arts and sciences; acquire knowledge of diverse ethical traditions and contemporary issues; develop competence in the use of technology, instrumentation, and research methods; develop expertise in a major; understand the evolution and trends of that major; acquire knowledge of career opportunities.

Integration and Application of Knowledge: Recognize and value the interconnectedness of knowledge; learn creatively from practice and experience; apply knowledge in innovative ways; appreciate, use, and promote multidisciplinary and culturally diverse perspectives; foster connections wherein knowledge serves as a bridge to new levels of understanding and insight.

Self Development: Assess personal strengths, weaknesses, and potential; develop individual goals and persevere to achieve them; build self confidence and motivation; identify and respect diverse backgrounds and viewpoints; deal effectively with change; recognize and tolerate ambiguity; develop a well-considered personal ethic that includes responsibility for actions; assume responsibility for decisions and their results.

Citizenship: Participate in the local, national, and global community; be sensitive to the welfare of others; appreciate democratic values; acquire a sense of personal and collective responsibility for the social and natural environment.

Life-Long Learning: Maintain a sense of curiosity, appreciate and master the process of learning, recognize that learning is a means of fulfillment and success in one's personal and professional life.

The College of Arts and Sciences includes the departments of Anthropology, Art and Design, Biological Sciences, Chemistry, English Language and Literature, Foreign Languages and Literature, Geography, Historical Studies, Mass Communications, Mathematics and Statistics, Music, Philosophy, Physics, Political Science, Public Administration and Policy Analysis, Social Work, Sociology and Criminal Justice Studies, Speech Communication, and Theater and Dance.

The college also offers degrees in economics and liberal studies and minors in Asian Studies, Black Studies, Classical Studies, Environment Science, Peace and International Studies, Religious Studies, and Women's Studies. Each department provides one or more programs of specialization, which are described in detail in the following pages. Undergraduate programs are designed to provide a strong basic foundation in the chosen field and to serve as a preparation for many different careers and professional activities, as well as for graduate study. Departments within the college offer a variety of master's degree programs. The college is responsible for a large majority of the general education program; undergraduate courses in the college provide a general liberal arts education appropriate to all students. Faculty are active in basic and applied research and in professional service to the University and to the community.

Anthropology

Peck Hall, Room 0212

www.siu.edu/ANTHROPOLOGY

Associate Professors

Holt, Julie Zimmermann (Chair), Ph.D., 2000, New York University

Lutz, Nancy, Ph.D., 1986, University of California-Berkeley

Assistant Professors

Reh, Jennifer, Ph.D., 2003, University of Illinois at Urbana-Champaign

Willmott, Cory, Ph.D., 2001, McMaster University

Program Description

Anthropologists study humans and their biological and cultural development through time and space. Anthropology develops a knowledge of and respect for the biological and cultural diversity of humankind through the combined fields of biological anthropology, cultural anthropology, linguistic anthropology, and archaeology.

Special faculty interests include Native American peoples; peoples of Asia, Latin America, the Caribbean and Africa; Illinois prehistory; language; gender; history of anthropology; primate behavior and ecology; neotropical environments and conservation; zooarchaeology; museum studies; visual culture; ethnohistory; economic anthropology; urban culture; religion; clothing and textiles; political culture; and art and artifacts. Distinctive features of the program include opportunities for supervised archaeological and ethnographic fieldwork, for training in museum work in conjunction with the Anthropology Teaching Museum, for field trips and involvement in urban community projects, and for participation by qualified majors in the Alpha Chapter of Illinois of Lambda Alpha, the National Collegiate Honors Society for Anthropology. In addition, the faculty participates in interdisciplinary programs such as Women's Studies, Religious Studies, Museum Studies, and Black Studies.

Career Opportunities

Undergraduate anthropology majors find employment in secondary education, industry, cultural resource management, environmental studies, museums, human services, contract archaeology, and government services. Anthropology majors may pursue graduate degrees at both the masters and doctoral level; such degrees lead to careers in university teaching, research, or museum work. Because of the breadth of the subject matter in anthropology, students frequently combine anthropology

with other disciplines such as history, sociology, geology, earth science, biology, psychology, medicine, law, and the arts. Such combinations enable students to understand complex community problems and many issues of contemporary life and to expand their opportunities for interesting and rewarding careers.

Degree Programs

Bachelor of Arts, Anthropology

Bachelor of Science, Anthropology

The bachelor of arts degree requires 8 hours of a foreign language. Instead of a foreign language, the bachelor of science degree requires 9 hours in field school courses: anthropology 373 (6) and 473 (3), 374 (6) and 474 (3), or 375 (6) and 475 (3); or the presentation of acceptable evidence of previous field work experience. It should be noted that field school courses are offered only during the Summer Session.

Students seeking a bachelor of arts or bachelor of science degree in anthropology must, in consultation with their advisor, either select a minor in another department or choose a concentration within anthropology. A concentration will consist of 18 credits in one or more other fields related to one of the four subfields of anthropology. The courses will be selected by the student in consultation with an anthropology advisor and must be approved by the Anthropology Chair.

Program Overview and General Department Information

Students in good standing wishing to apply for a major or minor are encouraged to consult with an Anthropology Department advisor. Previously undeclared students must declare their major or minor through the office of Academic Counseling and Advising. Students who have already declared a major in another department may change their major or minor to anthropology through an Anthropology Department advisor. Preregistration advisement with an Anthropology Department advisor is mandatory for all declared majors. All anthropology majors and minors must earn a C or better in all anthropology courses.

Admission

Students wishing to declare a major must satisfy the following requirements:

- Complete all Academic Development courses required by the University.
- Complete any required courses to address high school deficiencies.
- Achieve a cumulative grade point average of at least 2.0 in courses completed at SIUE.

Retention

Students must maintain a cumulative grade point average of at least 2.0 to remain in good academic standing. Students whose cumulative grade point average falls below 2.0 will be placed on academic probation, returned to undeclared status and limited to a maximum of 12 hours of enrollment per term.

Transfer

Coursework completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information regarding transfer, please visit www.siu.edu/registrar/transfer.

Major Requirements

ANTH 111	ANTH 300	ANTH 301	ANTH 325
ANTH 360a	ANTH 360b	ANTH 490	ANTH 491

Archaeology and Biological Anthropology - Select one course

ANTH 331	ANTH 332	ANTH 333	ANTH 334
ANTH 335	ANTH 365	ANTH 366	ANTH 367

Cultural and Linguistic Anthropology - Select one course

ANTH 305	ANTH 306	ANTH 307	ANTH 310
ANTH 311	ANTH 312	ANTH 313	ANTH 350
ANTH 401	ANTH 402	ANTH 404	ANTH 408
ANTH 409	ANTH 410	ANTH 411	ANTH 426
ANTH 452			

Anthropology Electives - 9 Hours

General Education Requirements for the Major

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline.

Sample Curriculum for the Bachelor of Arts in Anthropology

Fall Semester

Year 1

ANTH 111 – Introduction to Anthropology (IC)	3
ENG 101 – Composition	3
Foreign Language 101	4
Introductory Fine Arts & Humanities (FAH)	3
Introductory Social Science (SS)	3
Total	16

Year 2

Introductory FAH, SS, or NSM	3
ANTH 300 – Ethnographic Method & Theory	3
Distribution Fine Arts & Humanities	3
Elective/Minor	3
Elective/Minor	3
Total	15

Year 3

ANTH 360a – Biological Method & Theory	3
ANTH 360b – Biological Method & Theory Lab	1
Interdisciplinary Studies (IS)	3
ANTH Elective (biological or archaeological)	3
Elective/Minor (**IGR)	3
Elective /Minor	3
Total	16

Year 4

ANTH 490 – Senior Assignment	1
ANTH 400 or 408	3
ANTH Elective	3
Elective/Minor	3
Elective /Minor	3
Elective /Minor	3
Total	16

Spring Semester

Year 1

ENG 102 – Composition	3
Foreign Language 102 (IC)	4
PHIL 106, MATH 106, FL 106, STAT 107, or CMIS 108	3
Introductory Natural Sciences & Mathematics (NSM)	3
Introductory FAH, SS, or NSM	3
Total	16

Year 2

ANTH 325 – Archaeological Method & Theory	3
Distribution Social Sciences	3
Distribution Natural Sciences & Math	3
Elective/Minor	3
Elective/Minor	3
Total	15

Year 3

ANTH 301 – Language & Culture	3
ANTH Elective (cultural or linguistic)	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
Total	15

Year 4

ANTH 491 – Senior Project	1
ANTH Elective	3
ANTH Elective	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
Total	16

Sample Curriculum for the Bachelor of Science in Anthropology

Fall Semester

Year 1

ANTH 111 Introduction to Anthropology (IC)	3
ENG 101 – Composition	3
SPC 103 IGR), 104, or 105 – Speech Communication	3
Introductory Fine Arts & Humanities (FAH)	3
Introductory Social Science (SS)	3
Total	15

Year 2

Introductory FAH, SS, or NSM	3
Distribution Fine Arts & Humanities	3
ANTH 300 – Ethnographic Method & Theory+	3
Elective/Minor (**IGR)	3
Elective/Minor	3
Total	15

Spring Semester

Year 1

ENG 102 – Composition	3
PHIL 106 or MATH 106	3
STAT 107 or CMIS 108	3
Introductory Natural Sciences & Mathematics (NSM)	3
Introductory FAH, SS, or NSM	3
Total	15

Year 2

Distribution Natural Sciences & Math	3
Distribution Social Sciences	3
ANTH 325 Archaeological Method & Theory	3
Elective/Minor	3
Elective/Minor	3
Total	15

Summer (Year 2 or 3)

ANTH 375 – Archaeological Field School	3-6
ANTH 475 – Archaeological Field School	3
Total	6-9

Year 3

ANTH 360a – Biological Method & Theory	3
ANTH 360b – Biological Method & Theory Lab	1
Interdisciplinary Studies (IS)	3
ANTH Elective (biological or archaeological)	3
Elective/Minor	3
Elective/Minor	3
Total	16

Year 4

ANTH 490 – Senior Assignment	3
ANTH 400 or 408	3
ANTH Elective	1
Elective/Minor	3
Elective/Minor	3
Total	13

Year 3

ANTH 301 – Language & Culture	3
ANTH Elective (cultural or linguistic)	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
Total	15

Year 4

ANTH 491 – Senior Project	1
ANTH Elective	3
ANTH Elective	3
Elective/Minor	3
Elective/Minor	3
Total	13

Minor Requirements

A minor in anthropology consists of 18 hours. Twelve of these hours must be in junior (300-level) or senior (400-level) courses. Students are required to take the introductory anthropology course (111). The remaining hours consist of anthropology electives selected in consultation with an undergraduate anthropology advisor.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Art and Design

Art and Design Building, #1101
www.siu.edu/artsandsciences/art

Professors

Barrow, Jane, M.F.A., 1990, Indiana University
Bloomington
Cooper, Ivy, Ph.D., 1997, University of Pittsburgh
Dresang, Paul, M.F.A., 1975, University of Minnesota
Duhigg, Thad, M.F.A., 1989, Syracuse University
Myers, Paulette, M.F.A., 1973, Washington University
Strand, Laura, M.F.A. 1993, University of Kansas

Associate Professors

Brown, Steve, M.F.A., 1994, University of Delaware
DenHouter, John, (Chair), M.F.A., 1994, Eastern
Michigan University
Dimick, Brigham, M.F.A., 1991, Indiana University
Bloomington
Ehrlich, Martha, Ph.D., 1981, Indiana University
Bloomington
Nwacha, Barbara, M.F.A., 1998, University of Iowa
Wilt, Matthew, M.F.A., 1995, Ohio University

Assistant Professors

Anderson, Todd, M.F.A., 2004, University of New Mexico
Park, Sangsook, Ed.D., 2004, University of Illinois
Poole, Katherine, Ph.D., 2007, Rutgers University
Ruggiero, Alyssia, Ph.D., 2005, Florida State University

Program Description

The Department of Art and Design offers three undergraduate degrees: a bachelor of arts degree in art with options in art history or studio art; a bachelor of fine arts degree in art and design; and a bachelor of science degree in art education.

Undergraduate offerings in art include introductory and specialized courses in drawing, painting, printmaking, sculpture, ceramics, textiles, glassworking, graphic design, photography/digital arts, jewelry and metals, museology, art historical studies, and professional preparation for the future art teacher at the elementary or secondary level.

To augment the academic program, the Department of Art and Design has a comprehensive program in the visual arts that includes a Visiting Artist Program and an Exhibition Program. These programs provide an opportunity both for art majors and non-majors to become acquainted with well-known artists and art works brought to the University.

Students who have graduated from accredited high schools may be admitted to the bachelor of arts, bachelor of science, or bachelor of fine arts programs. A grade point average of 2.5 (on a 4.0 point scale) is required for acceptance into and graduation from the programs. Admission to the bachelor of fine arts program is by portfolio examination with applications accepted each fall and spring semesters. In addition, bachelor of fine arts candidates must have a 3.0 grade point average in studio courses for admission to and graduation from the program. A grade of C or above is required in art classes used as prerequisites for other art classes.

Career Opportunities

Students majoring in art find career opportunities in a wide variety of professional fields, including teaching in public and private schools; recreational, cultural, and craft programs in city, state and federal government agencies; design, advertising, and commercial art agencies; museums, galleries and other cultural institutions. The undergraduate programs in art also prepare students for graduate study in their fields of specialization; graduates have been able to compete very successfully for career and graduate education opportunities.

Degree Programs

Bachelor of Arts, Art

Specialization required in one of the following:

- Art History
- Art Studio

Bachelor of Science, Art

Specialization is required in one of the following:

- Education
- Studio

Bachelor of Fine Arts, Art and Design

Program Overview and General Department Information

Admission

To be admitted to the Bachelor of Science or Bachelor of Arts program, students must:

- complete all Academic Development courses required by the University.
- complete any courses required to address high school deficiencies.
- attain a cumulative grade point average of at least 2.0 (on a 4.0 scale); Art Education and Art History majors need a 2.5 (on a 4.0 scale).

In order to be admitted into the teacher certification program, students must have:

- received a grade of C or above in Eng 101 and 102;
- successfully completed the introductory course CI 200
- completed 43 semester hours of course credit
- passed the ICTS Basic Skills Test. Information about this test is available at www.icts.nesinc.com.

To be admitted to the Bachelor of Fine Arts program, students must:

- Currently be admitted to the Bachelor of Science, Art Education or Bachelor of Art, Art Studio program
- Complete at least one semester at SIUE
- Attain a cumulative grade point average of at least 2.5 (on a 4.0 scale) and a 3.0 in studio courses.
- Submit application with 20 digital images from artwork completed at SIUE, artist statement, unofficial transcript.

Deadline for submission: November 1st or April 1st

Retention

- Maintain a cumulative grade point average of 2.0 or 2.5 (if a Bachelor of Fine Arts candidate)
- Attain C or above in all art classes used as prerequisites for other art classes.
- Students failing to meet above standards may be conditionally retained. Failure to meet the conditions established by the department will result in termination from the major and ineligibility to enroll in upper division Art and Design courses without writer departmental permission.

Transfer

Transfer students should contact the department for a review of credentials and placement at least 30 days before the beginning of the term for which entry is desired.

General Education Requirements for the Major

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline.

Major Requirements

Art Education

ART112a,b,c,d	12
ART 202 (ART 202e required)	15
ART 225a,b, Art History Elective	12
Art Studio 300/400 level	15
Art 289, 300b, 364, 365	12
Art Electives	6
CI 200, EPFR 315, EPFR 320, SPE 400,	11
CI 352, CI 451B (Student Teaching)	12
Total	95

Art Studio

ART 112a,b,c,d	12
ART 202 (ART 202e required)	18
ART 225a,b, Art History Elective	12
Art Studio 300/400 level (major area)	12
Art Studio 300/400 level (open)	9
ART 405	3
Art Electives	3
Total	69

B.F.A.: Art and Design

After completion of the first two years of the Bachelor of Science: Art Education or the Bachelor of Art: Art Studio, a student may apply for admission to the Bachelor of Fine Arts degree (see admission requirements for B.F.A.)

ART 112a,b,c,d	12
ART 202 (ART 202e required)	18
ART 225a,b, Art History Electives	15
Art Studio 300/400 level (major area)	15
Art Studio 300/400 level	9
ART 405	3
ART 441	3
Art-related Electives	6
ART 499 - Thesis	3
Total	84

Art History

ART 225a, b
 39 hours from the following: ART 424a,b, ART 447a,b, ART 448a,b, ART 449a,b, ART 468a,b, ART 469a, b, ART 470 (repeatable to 9 hours), ART 473a,b, ART 475, ART 476, ART 480, ART 481a,b, ART 483
 Electives and/or Minor: 35 hours
 Completion of Senior Assignment

Students are urged to elect philosophy 360 and anthropology 305, courses in non-visual arts and history, additional language study, and art studio.

Sample Curriculum for the Bachelor of Science, Art – Education

Fall Semester

Year 1

ART 112a – Foundation Studio: Drawing I	3
ART 112b – Foundation Studio: Visual Org. I	3
ENG 101 – English Composition I	3
SPC 103, 104, or 105	3
Introductory Social Sciences	3
Introductory Fine Arts and Humanities	3
Total	18

Year 2

ART 202 – Introduction to Studio	3
ART 202 – Introduction to Studio	3
ART 202 – Introduction to Studio	3
ART 225A – History of World Art (IC)	3
Distribution Social Sciences	3
Introductory General Education	3
Total	18

Year 3

CMIS 108 – Computer Concepts or STAT 107 – Concepts of Statistics	3
Interdisciplinary Studies (IS)	3
ART 300-400-Level Art Studio	3
Art History Elective	3
Art 289 – Practicum in Art Education	3
EPFR 315 – Education Psychology	3
Total	18

Year 4

ART 365 – Art Education	3
ART 300-400-level Art Studio	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
SPE 400 – The Exceptional Child	3
Art Elective	6
Total	18

* Students must select 15 hours from ART 202a, b, c, d, e, f, g, h or i. Speak with an art adviser about specific state certification requirements.

Graduation Requirements

- Complete all general education and specific program requirements.
- File an Application for Graduation by the first day of the term in which you plan to graduate.
- A minimum of one year must be completed as a B.F.A. before graduation.

Sample Curriculum for the Bachelor of Arts, Art – Studio

Fall Semester

Year 1

ART 112a – Foundation Studio: Drawing I	3
ART 112b – Foundation Studio: Visual Organization I	3
ENG 101 – English Composition I	3
Introductory Social Sciences	3
Introductory Fine Arts and Humanities	3
Total	15

Spring Semester

Year 1

ART 112c – Foundation Studio: Drawing II	3
ART 112d – Foundation Studio: Visual Organization II	3
ENG 102 – English Composition II	3
Introductory Natural Science and Math	3
Introductory General Education	3
Intergroup Relations (IGR)	3
Total	18

Year 2

ART 202 – Introduction to Studio	3
ART 202 – Introduction to Studio	3
ART 202 – Introduction to Studio	3
ART 300-400-level Studio	3
ART 225b – History of World Art	3
Distribution Natural Sciences and Math	3
CI 200 – Introduction to Education	2
Total	17

Year 3

PHIL 106 – Critical Thinking or MATH 106 – Deductive Reasoning	3
ART 300-400-level Art Studio	3
ART 300-400-level Art Studio	3
Distribution Fine Arts and Humanities	3
ART 364 – Art Education	3
ART 300b – Art Education	3
Total	18

Year 4

CI 352a – Student Teaching – Secondary	6
CI 451b – Student Teaching – Elementary	6
Total	12

Sample Curriculum for the Bachelor of Arts, Art – Studio (continued)

Fall Semester

Year 2

ART 202 – Introduction to Studio	3
ART 202 – Introduction to Studio	3
ART 202 – Introduction to Studio	3
ART 225A – History of World Art (IC)	3
Introductory General Education	3
Elective	2
Total	17

Year 3

Foreign Language 101	4
Distribution Social Sciences	3
ART 202 – Introduction to Studio	3
ART 300-400 Level Major Studio	3
Art History Elective	3
Total	16

Year 4

ART 300/400 Major Studio	3
ART 300-400-level Art Studio	3
Art History Elective	3
Interdisciplinary Studies (IS)	3
Intergroup Relations (IGR)	3
Total	18

Spring Semester

Year 2

ART 202 – Introduction to Studio	3
ART 202e	3
ART 300-400 level Studio	3
ART 225b – History of World Art	3
Distribution Natural Sciences and Math	3
Total	15

Year 3

Foreign Language 102	4
PHIL 106, MATH 106, FL 106, CS 108, CMIS 108, or STAT 107	3
ART 300-400-level Major Art Studio	3
ART 300-400-level Art Studio	3
Distribution Fine Arts and Humanities	3
Total	16

Year 4

ART 300/400 Major Studio	3
ART 405 – Seminar	3
Art Elective	3
Elective	3
Elective	3
Total	15

A grade of C or higher is required for those classes used as pre-requisites for another, i.e. ART 112a, b, c, d; Art 225a, b and any 200-level course for required major or advanced electives in art.

Graduation Requirements

- Complete all general education and specific program requirements.
- Complete Senior Assignment
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Sample Curriculum for the Bachelor of Fine Arts, Art and Design

Fall Semester

Year 1

ART 112a – Foundation Studio: Drawing I	3
ART 112b – Foundation Studio: Visual Organization I	3
ENG 101 – English Composition I	3
Introductory Social Sciences	3
Introductory Fine Arts and Humanities	3
Total	15

Year 2

ART 202 – Introduction to Studio	3
ART 202 – Introduction to Studio	3
ART 202 – Introduction to Studio	3
ART 225A – History of World Art (IC)	3
Introductory General Education	3
Total	15

Spring Semester

Year 1

ART 112c – Foundation Studio: Drawing II	3
ART 112d – Foundation Studio: Visual Organization II	3
ENG 102 – English Composition II	3
Introductory Natural Science and Math	3
Introductory General Education	3
Total	15

Year 2

ART 202 – Introduction to Studio	3
ART 202e – Introduction to Studio, Drawing	3
ART 300-400 level Studio	3
ART 225b – History of World Art	3
Distribution Natural Sciences and Math	3
Total	15

Sample Curriculum for the Bachelor of Fine Arts, Art and Design (continued)

Fall Semester

Year 3

Option A: SPC 103, 104 or 105 or Option B: Foreign Language 101 ...	4
Distribution Social Sciences	3
ART 202 – Introduction to Studio	3
ART 300-400 Level Major Studio	3
Art History Elective	3
Total	16

Year 4

ART 300/400 Major Studio	3
ART 331 – Advanced Drawing (Pre-requisite to ART 441)	3
ART History Elective	3
Interdisciplinary Studies (IS)	3
Intergroup Relations (IGR)	3
Total	15

Year 5

ART 300/400 Major Studio	3
ART Related Elective	3
ART 499 – Thesis	3
Art History Elective	3
Total	12

Graduation Requirements

- Complete all general education and specific program requirements.
- File an Application for Graduation by the first day of the term in which you plan to graduate.
- A minimum of one year must be completed as a B.F.A. before graduation.

Sample Curriculum for the Bachelor of Arts, Art – Art History

Fall Semester

Year 1

ART 225a – History of World Art	3
ENG 101 – English Composition I	3
Foreign Language 101	4
Introductory Fine Arts & Humanities	3
Introductory Natural Sciences & Math	3
Total	16

Year 2

Art History 400 level	3
Art History 400 level	3
Distribution Fine Arts & Humanities	3
Introductory General Education	3
Introductory General Education	3
Total	15

Year 3

Art History 400 level	3
Art History 400 level	3
Art History 400 level	3
Interdisciplinary Studies (IS)	3
Minor/Elective	3
Minor/Elective	3
Total	18

Spring Semester

Year 3

Option A: MATH 106, PHIL 106, or Foreign Language 106 or Option B: Foreign Language 102	4
CS 108, CMIS 108 or Stat 107	3
ART 300-400 level Major Art Studio	3
ART 300-400 level Art Studio	3
Dist Fine Arts and Humanities	3
Total	16

Year 4

ART 300/400 Major Studio	3
ART 405 – Seminar	3
ART 441 – Research in Drawing	3
Art Related Elective	3
Total	12

Spring Semester

Year 1

ART 225b – History of World Art	3
ENG 102 – English Composition II	3
Foreign Language 102 (IC)	4
PHIL 106, MATH 106, FL 106, CMIS 108, CS 108 or STAT 107	3
Introductory Social Sciences	3
Total	16

Year 2

Art History 400 level	3
Art History 400 level	3
Distribution Natural Sciences & Math	3
Distribution Social Sciences	3
Elective/Intergroup Relations (IGR)	3
Total	15

Year 3

Art History 400 level	3
Art History 400 level	3
Art History 400 level	3
Minor/Elective	3
Minor/Elective	3
Minor/Elective	3
Total	15

Sample Curriculum for the Bachelor of Arts, Art – Art History (continued)

Fall Semester

Year 4

Art History 400 level	3
Art History 400 level	3
Minor/Elective	3
Minor/Elective	3
Minor/Elective	3
Total	15

Spring Semester

Year 4

Art History 400 level	3
Art History 400 level	3
Minor/Elective	3
Minor/Elective	3
Minor/Elective	2
Total	14

Minor/Elective must consist of 29 hours. It is possible to pursue a double major or have two minors that utilize the hours allowed for elective/minor within this major.

Graduation Requirements

- Complete all general education and specific program requirements.
- Complete Senior Assignment.
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Minor – Art History Requirements (18 hours)

ART 225a,b

12 hours from the following: ART 424a,b, Art 447a,b, ART 448a,b, ART 449a,b, ART 468a,b, ART 469a, b, ART 470 (repeatable to 9 hours), ART 473a,b, ART 475, ART 476, ART 480, ART 481a,b, ART 483

Minor – Art Studio Requirements (27 hours)

ART 112a, b, c, d

ART 225 a, b

9 hours from the following: ART 202a, b, c, d, e, f, g, h, or i

Biological Sciences

Science Building, Room 3300

www.siu.edu/BIOLOGY

Professors

Ralph W. Axtell, Ph.D., 1958, University of Texas – Austin
 Richard B. Brugam, Ph.D., 1975, Yale University
 Paul W. Ferguson (Provost), Ph.D., 1981, University of California – Davis
 Dennis J. Kitz, Ph.D., 1980, University of Iowa
 Kevin G. Krajniak, Ph.D., 1990, University of Florida
 Kurt E. Schulz, Ph.D., 1991, University of Wisconsin-Madison
 Steven A. McCommas, Ph.D., 1982, University of Houston
 Aldemaro Romero (Dean), Ph.D., 1984, University of Miami
 Paul E. Wanda, Ph.D., 1978, Pennsylvania State University

Associate Professors

Elaine M. AbuSharbain, Ph.D., 1992, Southern Illinois University Carbondale
 Paul E. Brunkow, Ph.D., 1996, Arizona State University
 David D. Duvernell, Ph.D., 1998, Virginia Tech
 Elizabeth J. Esselman, Ph.D., 1996, The Ohio State University
 Zhi-Qing Lin, Ph.D., 1996, McGill University

William A. Retzlaff, Ph.D., 1987, Clemson University
 Christopher W. Theodorakis, Ph.D., 1994, University of Tennessee

Assistant Professors

Kelly J. Barry, Ph.D., 1992, University of Hawaii
 Richard L. Essner, Jr., Ph.D., 2003, The Ohio State University
 Thomas J. Fowler, Ph.D., 1993, The Ohio State University
 LuciAnn P. Kohn, Ph.D., 1989, University of Wisconsin
 Faith L. W. Liebl, Ph.D., 2005, University of Illinois at Chicago
 Darron R. Luesse, Ph.D., 2006, Indiana University, Bloomington
 Vance J. McCracken, Ph.D., 2001, University of Illinois at Urbana-Champaign
 Peter R. Minchin, Ph.D., 1984, University of Tasmania
 Jason Williams, Ph.D., 2005, Miami University

Program Description

Biology includes the whole domain of living things: patterns of cellular structure; the underlying biochemical pathways; anatomy and function of whole organisms; the mathematical predictability and molecular basis of inheritance; the flow of energy and matter through living systems; the regulation and interaction of basic life processes; the universality of adaptation; and the interdependence of the biosphere. Like all sciences, biology is both cumulative and open-ended in its discoveries. It teaches the wonders of life, the excitement of discovery, and the challenge of the unknown.

Students who are curious about living things, how they function, and how they relate to the environment may want to study biology.

The Department of Biological Sciences operates four tissue culture facilities, warm and cold rooms, computer laboratories, a greenhouse, and a photographic laboratory. Preparative ultracentrifuges, scintillation counters, fraction collectors, automated DNA sequencers, spectrophotometers, and gel electrophoresis equipment are available to facilitate research in enzymes, proteins, and genetic engineering. A comprehensive collection of instruments is available to conduct research in plant physiological ecology: oxygen electrode system with fluorescence probe, infrared gas analyzer for measurement of CO₂ uptake, pressure chamber and thermocouple psychrometer for measuring water potential, and data loggers with a variety of sensors to measure environmental variables. The department maintains substantial collections of insects, fish, amphibians, reptiles, birds, mammals, and plants. The 2,660-acre campus, with its wooded areas, lakes, and ponds, provides easily accessible habitats for ecological and other field work.

The Department of Biological Sciences offers six specializations or options for a bachelor of arts or science degree in biological sciences. These are:

Ecology, Evolution, and Environment

Recent rapid advances in technology combined with a growing awareness of the impact of human activity on the environment have resulted in the development of broad opportunities in environmental biology. Ecology is the study of interactions between living organisms and their environment. Evolution provides the theoretical basis that binds all of biology together. These areas combine to help us understand human impacts on natural systems. These areas have both academic and practical importance because they stimulate intellectual curiosity about the natural world and provide a scientific basis for the solution of modern environmental problems. The ecology, evolution, and environment specialization within the biological sciences bachelor's degree program prepares students for positions that require the application of ecological principles to the solution of environmental problems. The specialization also prepares students for advanced study in all areas of biology, including wildlife ecology and forestry. Students selecting this specialization will take a planned sequence of courses that includes basic biological sciences, ecology, evolution, and environmental science. This study may include laboratory and field research. A variety of elective courses is available to allow students to pursue special interests such as plant or animal ecology, environmental management, and evolutionary biology at either the organismal or cellular level. Students should consult their adviser to devise a course schedule to fit their specific talents and interests.

Genetic Engineering

Genetic engineering is a rapidly expanding field in biology. Genetic engineering is a defined method for producing genetic changes in a variety of organisms in the laboratory. A large number of industrial companies and many research laboratories use genetic engineering in their work. Job opportunities are numerous and growing in number. Students with training in genetic engineering may be employed in diverse laboratory settings including plant breeding, insecticide development, and the production of pharmaceuticals.

Integrative Biology

The curriculum in this program is designed to provide a firm basis in biological sciences for students with a variety of goals. It is an attractive major for students planning to enter graduate school or for students pursuing careers in biological research or in applied work in areas such as agriculture, conservation, and wildlife management. Students in this program may elect to concentrate in such specific disciplines as botany, microbiology, physiology, cellular and molecular biology, genetics, and zoology by completing their electives through courses in these areas. Some disciplines require chemistry courses beyond the minimum requirements.

Medical Sciences

The medical sciences specialization, a pre-health professions curriculum, will prepare students for entry into medical, dental, pharmacy, veterinary, optometry, osteopathy, chiropractic, and podiatry schools, as well as into many other allied health programs.

Students considering a health-related profession should demonstrate above-average ability in the natural sciences. Students also should exhibit traits commonly associated with health practitioners, e.g., persistence, curiosity, good judgment, initiative, emotional maturity, attention to details, and good interpersonal skills. Pre-dental students should also have or develop good manual skills and the ability to make acute judgments on space and shapes. The biological sciences program described below is designed to provide students with a rigorous course of study that will satisfy the entrance requirements of professional schools, as well as to award students a bachelor of science degree either at the end of the four-year program, or in the case of early admission, at the end of the first year of professional school (see below). Students requesting acceptance for the medical science specialization will be advised by a biology/medical science adviser with regard to their academic curriculum. Because professional schools adhere rigidly to their entrance requirements and because there is strict course sequencing for completion of these requirements, students in this specialization should seek advisement early to ensure satisfactory progress.

The health professions advisers maintain a centralized evaluation service to aid students seeking entry into

professional schools during the application process. The adviser is available in the College of Arts and Sciences Advisement Office to help and advise such students regarding application procedures.

Medical Technology

This degree specialization is designed for students who wish to become medical technologists certified by the American Society of Clinical Pathologists. Medical technologists should have a firm understanding of the theory behind the diagnostic tests they perform in the clinical laboratory. Their responsibilities encompass all clinical laboratory disciplines, such as clinical chemistry, urinalysis, hematology, serology, immunology, blood and organ banking, microbiology, parasitology, and nuclear medicine. As self-motivated, inquisitive scientists, medical technologists contribute to the development of new methods and laboratory instrumentation that aid physicians in preventing and curing disease. Most medical technologists are employed in hospitals, but private laboratories, physicians' offices, government agencies, industrial and pharmaceutical laboratories, and university research programs offer growing opportunities for employment advancements.

The American Medical Association's Council on Medical Education, the American Society of Clinical Pathologists, and the American Society of Medical Technology collaborate in determining minimum standards for educational programs for medical technologists. The first three years of the program take place on the SIUE campus. During this time, students fulfill general education requirements and master fundamental knowledge and skills in biology, chemistry, physics, and mathematics. The fourth year of clinical/professional study takes place in a clinical laboratory setting at one of the University's affiliated hospital schools of medical technology. Acceptance to this last year of study is on a competitive basis and is not guaranteed to individual students in the program. Students enroll at SIUE for 36 hours of credit during the clinical year. Credits are earned through courses in blood banking, chemistry, coagulation, hematology, microbiology, mycology, parasitology, serology, urinalysis and other subjects as specified in the agreement with each hospital affiliate. Students are awarded the bachelor of science in biology/medical technology degree by SIUE upon successful completion of four years in the program. At this time students are eligible to apply for examination by the Board of Registry of the American Society of Clinical Pathologists, and if successful, are certified as medical technologists.

Students in this program should seek advisement early in their academic careers from the biology/medical technology adviser because there is strict course sequencing for the completion of requirements. Careful scheduling is essential to completion in three years of the on-campus academic portion of the program.

Career Opportunities

Many careers are available for people with basic or advanced training in biology. There are opportunities in botany, dentistry, ecology, education, environmental biology, fisheries biology, genetic engineering, horticulture, immunology, medicine, medical technology, microbiology, molecular biology, parasitology, physiology, wildlife management, forestry, and zoology. Technical and supervisory positions are available in federal, state, industrial and university laboratories. Environment and health-related occupations almost always require sound basic training in biology. Most students entering schools of medicine, dentistry, optometry, osteopathy, veterinary science, chiropractic and podiatry are biology majors. Basic training in biology is essential for careers in allied health sciences, including nutrition, pharmacy, occupational therapy, and physical therapy.

Degree Programs

Bachelor of Science, Biological Sciences

Specialization required in one of the following:

- Ecology/Evolution/Environment
- Genetic Engineering
- Integrative Biology
- Medical Science
- Medical Technology

Secondary Education Teacher Certification Program

Bachelor of Arts, Biological Sciences

Specialization required in one of the following:

- Ecology/Evolution/Environment
- Genetic Engineering
- Integrative Biology
- Medical Science
- Medical Technology

Admission

High school students who plan to major in one of the degree programs in biological sciences should complete at least three years of college preparatory mathematics (two years of algebra and one year of geometry), and one year each of chemistry and biology before entering the University. A fourth year of college preparatory mathematics (to include trigonometry) is strongly recommended.

Admission to a degree program in biological sciences requires an application for a major and acceptance by the department. Once admitted, students are formally affiliated with the department and assigned a faculty adviser. Advisement is mandatory. Majors are permitted to register each term only after their Course Request Forms have been approved by a departmental adviser.

Students are encouraged to select their major field of study early in their academic careers to ensure orderly progress toward meeting degree requirements. To be admitted,

students already enrolled in the University must have a minimum grade point average of 2.0 in completed science and mathematics courses, as well as a cumulative grade point average of 2.0 or higher in all courses taken at SIUE. Transfer students should have a 2.0 grade point average in science and mathematics courses taken at other colleges and universities.

Retention

Students should show satisfactory academic progress to be retained in a degree program. Students may be dropped from the biology major for any of the following reasons:

- grade point average of 1.0 or below in any term
- cumulative grade point average of lower than 2.0 in the major at any time
- any combination of withdrawal, incomplete, and failing grades in 50% or more of the courses for which the student is registered during two successive terms
- any combination of three withdrawal, incomplete, or failing grades in any single required course in Biology.

For re-admission, students must meet the same admission requirements as students entering the program for the first time.

Transfer

Coursework completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information regarding transfer, please visit www.siu.edu/registrar/transfer.

Advisement

Students interested in majoring in one of the options in biology are advised to apply for a major as early as possible and to consult with a biology adviser without delay. Students must complete all required academic development and high school deficiency courses before declaring a biology major. Students are informed in writing of advisement procedures and assigned a faculty adviser at the time of declaration. Students are required by the University to consult an adviser prior to registration each term. Enrollment in biology major courses above 121 requires approval of a biology adviser. Biology - particularly specializations in medical sciences, secondary education, and medical technology – requires strict course sequencing if requirements are to be completed in four years. An appointment for advisement may be made by calling the Department of Biological Sciences at (618) 650-3927. The adviser will be pleased to help students prepare a program of study in biological sciences in any one of the six specializations.

Academic Standards

All students pursuing a major in the biological sciences must adhere to the following academic standards in addition to those listed above.

- A grade of C or better is required in each of the major core courses (120, 121, 220, 319) before proceeding to the next core course and as prerequisite to courses numbered above 319.
- No more than 4 hours of D may be counted in the 36 hours required for a major in the biological sciences.
- The GPA in the major is based on all courses attempted in the major.
- Any student who receives four grades of D, F, or WF in biology courses numbered 319 or lower is no longer permitted to enroll in biology classes for credit toward a biology major.

Residency and Other Requirements

Majors in biological sciences must complete at least 18 of the required hours in biology at SIUE. At least two 400-level courses must be included in the 18 hours. Students may take as many as 8 hours of 491 and 493 together as electives, but these will not fulfill the 400-level course requirements. For graduation, all specializations require 28 hours in biology beyond the introductory level. Credit for a biology major will be awarded for courses cross-listed with the biology curriculum. One year of a foreign language is required for the bachelor of arts degree in all specializations. Students seeking a minor in biological sciences must complete at least 9 of the 19 hours of biology at SIUE and obtain a GPA of 2.0 or better in all biology courses attempted at SIUE. All biology options require Chemistry 121.

Degree Requirements, Biological Sciences

Core Requirements

BIOL 120 BIOL 121 BIOL 220 BIOL 319

Chemistry Requirements

CHEM 121 a,b CHEM 125 a,b CHEM 241 a,b CHEM 245

Complete one of the following Specializations:

Ecology, Evolution and Environment

BIOL 327 BIOL 365 BIOL 492 a, b

Biology Electives (11 hours)

Two 400-level courses and one field course are required

Mathematics/Physics Requirements

MATH 150 & PHYS 111 or PHYS 131a,b (or 151, 152, and 151L, 152L)
STAT 244 CS 108 or CMIS 108

Electives (10-16 hours)

Genetic Engineering

BIOL 418 a,b BIOL 452 BIOL 492 c,d
 BIOL 430 a,b or CHEM 451 a,b

Biology Electives (3 hours)

Mathematics/Physics Requirements

MATH 150 STAT 244
 PHYS 131a,b (or 151, 152, and 151L, 152L)

Electives (10-12 hours)

Integrative

One course from the area of Ecology, Evolution and Behavior:

BIOL 327 BIOL 365 BIOL 422a,b BIOL 461
 BIOL 465 BIOL 466 BIOL 468 BIOL 469
 BIOL 470 BIOL 471 BIOL 480 BIOL 488

One course from the area of Biological Diversity:

BIOL 350 BIOL 380 BIOL 471 BIOL 474
 BIOL 485 BIOL 486 BIOL 488

One course from the area of Morphology, Physiology and Development:

BIOL 337 BIOL 340 BIOL 389 BIOL 425
 BIOL 461 BIOL 467 BIOL 472 BIOL 473

One course from the area of Cellular and Molecular:

BIOL 332 BIOL 335 BIOL 415a,b BIOL 418a,b
 BIOL 421 BIOL 430a BIOL 432 BIOL 452
 BIOL 455

Mathematics/Physics Requirements

MATH 150 & PHYS 111 or PHYS 131a,b (or 151, 152, and 151L, 152L) STAT 244

One Senior Assignment course

BIOL 492 a and c, BIOL 492b and d, or BIOL 497

Biological Sciences Electives (2-6 hours)

Two lecture courses must be taken at the 400 level, and two courses above 319 must have a laboratory requirement. No course may be used for credit in more than one area.

Electives (13-19 hours) Electives (10-12 hours)

Medical Science

BIOL 340 BIOL 430 a,b or CHEM 451 a,b BIOL 497

Biology Electives (8 hours)

Must include one 400-level elective course.

Mathematics/Physics Requirements

MATH 150 PHYS 131a,b (or 151, 152, and 151L, 152L)
 STAT 244

Electives (7-9 hours)

Medical Technology

BIOL 332 BIOL 335 BIOL 340 BIOL 350

Mathematics/Physics Requirements

MATH 120 PHYS 111 STAT 107

Hospital Rotation (36 hours) — As biology majors, students in the medical technology curriculum take three years of prescribed course work at SIUE, then complete a fourth year of clinical/professional study in the clinical laboratory at one of SIUE's affiliated hospitals. These students are not in residence on the SIUE campus during their senior year. Intern students move to the vicinity of the hospitals in St. Louis or Springfield. The department views the senior assignment for medical technology students in two ways: (1) successful completion of the hospital calendar year education program, and (2) achieving eligibility to apply for examination by the Board of Registry of the American Society of Clinical Pathologists, the certifying professional body in the United States. An outcome assessment also is provided by the scores received on the registry examination, which compares SIUE students' performance with other students in the United States who take the examination at the same time.

Sample Curriculum — Bachelor of Science,* Biological Sciences, Ecology, Evolution and Environment

Fall Semester

Year 1

CHEM 121A – General Chemistry I (INSM)	4
CHEM 125A – General Chemistry Lab I	1
ENG 101 – English Composition	3
CMIS 108 or CS 108 – Computer Concepts	3
MATH 125 – Pre-Calculus Math with Trig. (INSM)	3
Total	14

Year 2

BIOL 121 – Plant Systems	4
CHEM 241A – Organic Chemistry I	3
STAT 244 – Statistics	4
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Total	17

Year 3

BIOL 319 – Cell & Molecular Biology	4
BIOL 365 – Ecology	4
PHYS 131A – College Physics I** or PHYS 151 – University Physics and 151L Lab	5
Distribution Fine Arts & Humanities	3
Total	16

Year 4

BIOL 492A – Senior Assessment	1
BIOL Elective 400 Level	4
Interdisciplinary Studies (IS)	3
Intergroup Relations (IGR)	3
International Issues, Culture (II, IC)	3
Elective	3
Total	17

* Students pursuing a bachelor of arts degree will complete one year of foreign language in lieu of SPC 103/104/105 and PHIL 106/MATH 106

** MATH 150 and PHYS 111 may be substituted for PHYS 131A and B

Spring Semester

Year 1

BIOL 120 – Animal Systems	4
CHEM 121B – General Chemistry II (DNSM)	4
CHEM 125B – General Chemistry Lab II	1
ENG 102 – English Composition II	3
PHIL 106 – Critical Thinking or MATH 106 – Deductive Reasoning* ...	3
Total	15

Year 2

BIOL 220 – Genetics	4
CHEM 241B – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
SPC 103, 104, or 105 – Speech Communication*	3
Introductory Fine Arts and Humanities or Introductory Social Science ...	3
Total	15

Year 3

BIOL 327 – Evolution	3
BIOL 300-400 Level	4
PHYS 131B College Physics or PHYS 152 University Physics II and 152L Lab**	5
Distribution Social Sciences	3
Total	15

Year 4

BIOL 492B – Senior Assessment	1
BIOL Elective 400 Level	4
Elective	3
Elective	3
Elective	4
Total	15

Sample Curriculum — Bachelor of Science in Biological Sciences, Genetic Engineering

Fall Semester

Year 1

CHEM 121A – General Chemistry I (INSM)	4
CHEM 125A – General Chemistry Lab I	1
ENG 101 – English Composition I	3
MATH 150 – Calculus I (INSM)	5
SPC 103, 104 or 105 – Speech Communication*	3
Total	16

Year 2

BIOL 121 – Plant Systems	4
CHEM 241A – Organic Chemistry I	3
PHIL 106 – Critical Thinking or MATH 106 Deductive Reasoning*	3
Introductory Social Sciences	3
Introductory Fine Arts & Humanities	3
Total	16

Year 3

BIOL 319 – Cell & Molecular Biology	3
BIOL Elective (300-400 Level)	3
CHEM 451A – Biochemistry I	3
PHYS 131A or PHYS 151, 151L	5
Total	14

Year 4

Spring Semester

Year 1

BIOL 120 – Animal Systems	4
CHEM 121B – General Chemistry II (DNSM)	4
CHEM 125B – General Chemistry Lab II	1
ENG 102 – English Composition II	3
STAT 244 – Statistics	4
Total	16

Year 2

BIOL 220 – Genetics	4
CHEM 241B – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
Introductory Fine Arts & Humanities or Introductory Social Science ...	3
Elective	3
Total	15

Year 3

CHEM 451B – Biochemistry II	3
PHYS 131B or PHYS 152, 152L	5
Intergroup Relations (IGR)	3
Elective	4
Total	15

Sample Curriculum — Bachelor of Science in Biological Sciences, Genetic Engineering (continued)

Fall Semester

BIOL 418A – Recombinant DNA	3
BIOL 492C – Colloquium in Cell & Molecular Biology	1
BIOL 452 – Molecular Genetics	3
Interdisciplinary Studies (IS)	3
Distribution Fine Arts & Humanities	3
Elective	3
Total	16

Spring Semester

Year 4	
BIOL 418B – Recombinant DNA Lab	3
BIOL 492D – Colloquium in Cell & Molecular Biology	1
Distribution Social Sciences	3
International Issues, International Culture (II, IC)	3
Elective	3
Elective	3
Total	16

* Students pursuing a bachelor of arts degree will complete one year of foreign language in lieu of SPC 103/104/105 and PHIL 106/MATH 106

Sample Curriculum — Bachelor of Science in Biological Sciences, Integrative Biology

Fall Semester

Year 1

CHEM 121A – General Chemistry I (INSM)	4
CHEM 125A – General Chemistry Lab I	1
ENG 101 – English Composition I	3
MATH 125 – Pre-Calculus/Trig (INSM)	3
SPC 103, 104, or 105 – Speech Communication*	3
Total	14

Year 2

BIOL 121 – Plant Systems	4
CHEM 241A – Organic Chemistry I	3
STAT 244 – Statistics	4
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Total	17

Year 3

BIOL 319 – Cell & Molecular Biology	4
Ecology, Evolution, & Behavior Elective	3-4
PHYS 131A – College Physics I** or PHYS 151 – University Physics and 151L Lab	5
Distribution Social Sciences	3
Total	15-16

Year 4

BIOL Elective 400 Level	3
Cellular & Molecular Biology Elective	3-4
Interdisciplinary Studies (IS)	3
International Issues, International Culture (II, IC)	3
Elective	3
Total	15-16

Spring Semester

Year 1

BIOL 120 – Animal Systems	4
CHEM 121B – General Chemistry II (DNSM)	4
CHEM 125B – General Chemistry Lab II	1
ENG 102 – English Composition II	3
PHIL 106 – Critical Thinking or MATH 106 Deductive Reasoning*	3
Total	15

Year 2

BIOL 220 – Genetics	4
CHEM 241B – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
Distribution Fine Arts & Humanities	3
Introductory Fine Arts & Humanities or Introductory Social Science ..	3
Total	15

Year 3

Biological Diversity Elective	3-4
Morphology, Physiology & Develop Elective	3-4
PHYS 131B – College Physics II** or PHYS 152 University Physics II and 152L Lab	5
Intergroup Relations (IGR)	3
Total	14-16

Year 4

BIOL 497 – Senior Assessment	2
BIOL Elective 400 Level	3
Elective	3
Elective	3
Elective	3
Elective	3
Total	17

* Students pursuing a bachelor of arts degree will complete one year of foreign language in lieu of SPC 103/104/105 and PHIL 106/MATH 106

** MATH 150 and PHYS 111 may be substituted for PHYS 131A and B

Sample Curriculum — Bachelor of Science in Biological Sciences, Medical Sciences

Fall Semester

Year 1

CHEM 121A – General Chemistry I (INSM)	4
CHEM 125A – General Chemistry Lab I	1
ENG 101 – English Composition I	3
MATH 150 – Calculus I (INSM)	5
SPC 103, 104 or 105 – Speech Communication*	3
Total	16

Year 2

BIOL 121 – Plant Systems	4
CHEM 241A – Organic Chemistry I	3
PHIL 106 – Critical Thinking or MATH 106 – Deductive Reasoning*	3
Introductory Social Sciences	3
Introductory Fine Arts & Humanities	3
Total	16

Year 3

BIOL 319 – Cell & Molecular Biology	4
PHYS 131A or PHYS 151, 151L	5
Intergroup Relations (IGR)	3
Elective	3
Total	15

Year 4

BIOL Elective (400 Level)	4
CHEM 451A – Biochemistry I	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	3
Total	16

Spring Semester

Year 1

BIOL 120 – Animal Systems	4
CHEM 121B – General Chemistry II (DNSM)	4
CHEM 125B – General Chemistry Lab II	1
ENG 102 – English Composition II	3
STAT 244 – Statistics	4
Total	16

Year 2

BIOL 220 – Genetics	4
CHEM 241B – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
Distribution Fine Arts & Humanities	3
Introductory Fine Arts & Humanities or Introductory Social Science	3
Total	15

Year 3

BIOL 340 – Physiology	4
BIOL Elective (300-400 Level)	4
Distribution Social Sciences	3
PHYS 131B or PHYS 152, 152L	5
Total	16

Year 4

BIOL 497 – Senior Assessment	2
CHEM 451B – Biochemistry II	3
International Issues, International Culture (II, IC)	3
Elective	3
Elective	3
Total	14

* Students pursuing a bachelor of arts degree will complete one year of foreign language in lieu of SPC 103/104/105 and PHIL 106/MATH 106

Sample Curriculum — Bachelor of Science in Biological Sciences, Medical Technology

Fall Semester

Year 1

ENG 101 – English Composition I	3
CHEM 121A – General Chemistry I (INSM)	4
CHEM 125A – General Chemistry Lab I	1
MATH 125 – Pre-Calc Math (INSM)	3
International Issues Culture (IIIC)	3
Total	14

Year 2

BIOL 121 – Plant Systems	4
CHEM 241A – Organic Chemistry I	3
PHYS 111 – Concepts of Physics	3
SPC 103 – Interpersonal Communication (IGR)*	3
STAT 107 – Concepts of Statistics or STAT 244 – Statistics	3-4
Total	16-17

Year 3

BIOL 319 – Cell & Molecular Biology	4
BIOL 350 – Microbiology	4
CHEM 351 – Biochemistry	3
Introductory Fine Arts & Humanities or Introductory Social Science	3
Total	13

Year 4

Hospital Clinical Education	18
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Spring Semester

Year 1

BIOL 120 – Animal Systems	4
CHEM 121B – General Chemistry II (DNSM)	4
CHEM 125B – General Chemistry Lab II	1
ENG 102 – English Composition II	3
PHIL 106 – Critical Thinking or MATH 106 Deductive Reasoning	3
Total	15

Year 2

BIOL 220 – Genetics	4
CHEM 241B – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Total	15

Year 3

BIOL 340 – Physiology	4
BIOL 335 – Introduction to Immunology	3
Distribution Fine Arts & Humanities	3
Distribution Social Sciences	3
Interdisciplinary Studies (IS)	3
Total	17

Year 4

Hospital Clinical Education	18
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* Students pursuing a bachelor of arts degree will complete one year of foreign language in lieu of SPC 103/104/105 and PHIL 106/MATH 106

Sample Curriculum — Bachelor of Science in Biological Sciences, Secondary Education Certification

Fall Semester

Year 1

CHEM 121A – General Chemistry I (INSM)	4
CHEM 125A – General Chemistry Lab I	1
ENG 101 – English Composition I	3
MATH 125 – Pre-Calc Math (INSM)	3
PHIL 106, MATH 106, or FL 106	3
Introductory Fine Arts & Humanities	3
Total	17

Year 2

BIOL 121 – Plant Systems	4
CHEM 241A – Organic Chemistry I	3
GEOG 210 – Physical Geography	3
PSYC 111 – Foundations of Psychology (ISS)	3
SPC 103 – Interpersonal Communication (IGR)	3
Distribution Fine Arts and Humanities	3
Total	19

Complete ICTS Basic Skills Test for Admission to the Teacher Certification Program

Year 3

BIOL 319 – Cell & Molecular Biology (Fall Only)	4
BIOL 365 – Ecology (Fall Only)	4
PHYS 131A – College Physics I or PHYS 151 – University Physics and 151L Lab	5
Interdisciplinary Studies (IS)	3
Total	13

Year 4

BIOL 494 – Methods of Teaching Biology	3
BIOL 400-Level Elective (With Lab)	4
CI 315A – Methods of Teaching in The Secondary School	2
CI 440 – Teaching Reading in the Secondary School	3
EPFR 315 – Educational Psychology	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
Total	18

Spring Semester

Year 1

BIOL 120 – Animal Systems	4
CHEM 121B – General Chemistry II (DNSM)	4
CHEM 125B – General Chemistry Lab II	1
ENG 102 – English Composition II	3
STAT 244 (Recommended), STAT 107, or CMIS 108	3-4
Introductory Fine Arts & Humanities or Social Sciences	3
Total	18-19

Year 2

BIOL 220 – Genetics	4
CHEM 241B – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
CI 200 – Introduction to Education	2
PHYS 118 – Astronomy	3
Distribution Social Sciences	3
Total	17

Year 3

BIOL 327 – Evolution	3
BIOL 340 – Animal Physiology	4
PHYS 131B – College Physics II or PHYS 152 – University Physics and 152L Lab	5
SCI 451 – Integrated Science	3
SPE 400 – The Exceptional Child	3
Total	18

Year 4

BIOL 497 – Senior Assignment	2
CI 315B – Methods of Teaching in the Secondary School	2
CI 352B – Secondary Student Teaching – Biology	10
Total	14

Minor Requirements in Biological Sciences

Students wishing to complete a minor in biological sciences must take a minimum of 19 hours of biology courses, at least 9 of which must be completed at SIUE, with a grade point average of 2.0 or higher in all biology courses attempted at SIUE. Due to the sequencing of courses, students are advised that it will normally take at least two years to complete the minor.

Courses must include the following: BIOL 120, 121, 220, 319 (A grade of C or better is required in each of these courses before proceeding to the next course and as a prerequisite to courses numbered above 319).

The remaining hours may be completed with any course in biological sciences except 111, 491, 493 or 494. All the courses in this group have a chemistry prerequisite. Please consult the biology adviser for details.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of

Combined Bachelor of Science and Master of Science Program (3+2 Program)

Juniors with a grade point average of 3.0 or better, with approval of the graduate committee in biology and the dean of the Graduate School, may pursue graduate work while completing the baccalaureate degree. Both degrees could be completed within five years under this arrangement. Please consult with the biology adviser for more details about this program.

Combined Bachelor of Science and Doctor of Dental Medicine Program (3+4)

A combined arts and sciences dental curriculum that leads to the degrees of bachelor of science and doctor of dental medicine (B.S./D.M.D.) is available for students interested in attending Southern Illinois University Edwardsville for their undergraduate degree. The pre-professional part of the curriculum is completed in just three years on the Edwardsville campus, and the four-year professional portion at the SIU School of Dental Medicine in Alton, Illinois.

Students interested in the dental program or the combined baccalaureate in biology/doctorate in dentistry (B.S./D.M.D) program should write to the Office of Admissions and Records, Southern Illinois University School of Dental Medicine, 2800 College Avenue, Alton, IL 62002, www.siu.edu/dentalmedicine, or phone (618) 474-7170.

Chemistry

Science Building, Room 2325
www.siu.edu/artsandsciences/chemistry/

Distinguished Research Professor

Patrick, Timothy B., Ph.D., 1967, West Virginia University

Professors

Eilers, James E., Ph.D., 1971, Case Western Reserve University
Johnson, Kevin A., Ph.D., 1996, Clemson University
Khazaeli, Sadegh, Ph.D., 1982, Michigan State University
O'Brien, Leah C., Ph.D., 1987, University of Arizona, Tucson
Shaw, Michael J., Ph.D., 1993, University of British Columbia – Vancouver
Vandegrift, Vaughn. (Chancellor), Ph.D., 1974, Ohio University

Associate Professors

Dixon, Robert P. (Chair), Ph.D., 1993, University of Pittsburgh
McClure, James R., Ph.D., 1978, University of Missouri
Shabangi, Masangu, Ph.D., 1999, University of Toledo
Shabestary, Nahid, Ph.D., 1984, Michigan State University
Voss, Eric J., Ph.D., 1992, Northwestern University

Assistant Professors

De Meo, Cristina, Ph.D., 2001, University of Georgia – Athens
Lu, Yun, Ph.D., 1996, Nankai University
Navarre, Edward, Ph.D., 2002, University of Vermont
Wei, Chin-Chuan, Ph.D., 1998, City University of New York
Wiediger, Susan D., Ph.D., 1999, Rice University
Zhang, Huichon, Ph.D., 2004, Georgia Institute of Technology

Program Description

The Department of Chemistry offers several degree programs and active research opportunities in all the major disciplines of chemistry and biochemistry to satisfy diverse career goals of students. The department has well-equipped laboratories; students in each degree program can expect to gain experience in Fourier-transform nuclear magnetic resonance spectrometry, Fourier-transform infrared spectroscopy, high pressure liquid chromatography, atomic absorption spectrometry, mass spectrometry, and ultraviolet/visible spectroscopy. Through advanced course work, students can gain experience in laser spectroscopy, vacuum line manipulations, high pressure syntheses and high temperature syntheses. Through the department's research programs, students may gain experience in the most current techniques in each discipline of chemistry and biochemistry.

Career Opportunities

The undergraduate chemistry and biochemistry curricula prepare students for a variety of careers. Many chemistry majors begin careers in industry or choose to continue their studies with graduate work in chemistry or biochemistry. Others enter schools of medicine, dentistry, veterinary medicine, or pharmacy.

Opportunities to make significant contributions to society are available to chemistry graduates who have additional training in fields such as computer science, environmental science, economics, education, law, library science, marketing, mathematics, and technical writing.

Degrees and Curricula

Bachelor of Science, Chemistry
Specializations available in the following:
ACS Certified Biochemistry
ACS Certified Chemistry
Medical Science

Bachelor of Arts, Chemistry
Specializations available in the following:
Biochemistry
Medical Science

The Department of Chemistry offers bachelor of science and bachelor of arts degrees. Four curricula leading to the bachelor of science degree include the following: (a) a curriculum that meets the guidelines of the American Chemical Society for the training of professional chemists; (all graduates will be certified by the American Chemical Society as having completed an approved curriculum); (b) a basic curriculum that offers greater flexibility in the selection of required chemistry courses and electives; (c) a curriculum that leads to certification for teaching high school chemistry, and (d) a curriculum that meets the guidelines of the American Chemical Society for the training of professional biochemists.

The bachelor of arts curricula have fewer chemistry requirements than the bachelor of science curricula.

Three curricula provide opportunities to accommodate a variety of student goals: (a) a flexible curriculum that gives a general introduction to chemistry and which is supplemented by electives in chemistry or a minor in another field; (b) a more structured curriculum that provides preparation for the medical science professions; (c) a curriculum that provides preparation for the biochemistry professions.

Admission

High school students who plan to major in one of the degree programs in chemistry should complete at least three years of college preparatory mathematics (two years of algebra and one of geometry) before entering the University. A fourth year of college preparatory mathematics (to include trigonometry) and one year each of biology, chemistry, and physics are strongly recommended.

Admission to a degree program in chemistry requires an application for a major and acceptance by the department. Once admitted, students are formally affiliated with the Chemistry Department and assigned a faculty adviser. Advisement is mandatory; majors are permitted to register each term only after their Course Request Forms have been approved by their departmental adviser. Because the study of science is progressive, students are encouraged to select their major field of study early in their academic careers to ensure orderly progress toward meeting degree requirements. To be admitted, students already enrolled in the University must have a minimum grade point average of 2.4 in science and mathematics courses completed, and a cumulative grade point average of 2.5 or higher in all courses taken at SIUE and successfully completed CHEM 121a with a C or better. Transfer students should have a 2.6 grade point average in science and mathematics courses, and a 2.5 average in courses taken at other colleges and universities. Students who do not meet the GPA requirements may be provisionally accepted and will receive advisement.

Academic Standards/Retention

Students should show satisfactory academic progress to be retained in a degree program. Students may be dropped from the program for any of the following circumstances:

- Grade point average of 1.0 or below in any term;
- Cumulative grade point average of less than 2.0 in the major at any time;
- Withdrawal, incomplete, and a combination of failing grades in 50% or more of the courses for which the student is registered during two successive terms;
- Any combination of three withdrawal, incomplete, or failing grades in any single required course in the major discipline.

For readmission, students must meet the same admission requirements as students entering the program for the first time.

Grades of C or above in CHEM 121a and CHEM 121b are required of all students before proceeding into any chemistry courses numbered above 199.

Transfer students, upper division students and others who have not earned a grade of C or above in CHEM 121 will be required to do so as a condition of acceptance as a major in chemistry.

Transfer

Coursework completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information regarding transfer, please visit www.siu.edu/registrar/transfer.

Bachelor of Science/ Master of Science Curriculum

Undergraduates with exceptional academic credentials may be able to earn both the bachelor's degree and the master's degree in chemistry in 5 years (3 + 2) of study. Admission to this program is based on departmental recommendation to and approval by the Graduate School. Students who are interested in this program option should seek advice from their faculty advisers early in their junior year.

General Education Requirements

General education requires 42 to 44 hours of credit. Introductory and distribution general education courses in the area of natural sciences and mathematics are satisfied by required courses in the curriculum. A computer science or statistics course fulfills one of the skills course requirements. University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline.

Degree Requirements

Major requirements in all degrees

Chemistry

CHEM 121a,b CHEM 125a,b CHEM 241 a,b CHEM 245
CHEM 331 CHEM 335

Mathematics

MATH 150 MATH 152

Computer Science or Statistics Requirements - Choose one of the following:

CS 140 STAT 107 STAT 244 STAT 380
STAT 480

Physics

PHYS 151 and 151L PHYS 152 and 152L

Complete all requirements noted within a specialization. Students not planning to complete a specialization should complete requirements noted within the General Chemistry requirements section.

General Chemistry Requirement Bachelor of Science

Chemistry Requirements

CHEM 361 a,b CHEM 365 a,b CHEM 411 CHEM 499

An additional 6 semester hours from the following:

CHEM 419 CHEM 431 CHEM 439 CHEM 441
CHEM 444 CHEM 449 CHEM 451a CHEM 451b
CHEM 459 CHEM 469 CHEM 471 CHEM 479

An additional 3 semester hours from the following:

CHEM 345 CHEM 396 CHEM 415 CHEM 435
CHEM 455 CHEM 496

Electives (17-19 hours)

Bachelor of Arts

Chemistry Requirements

CHEM 361a CHEM 365a CHEM 499

An additional 9 semester hours from the following chemistry courses:

CHEM 361b, CHEM 411 CHEM 419 CHEM 431
CHEM 439 CHEM 441 CHEM 444 CHEM 449
CHEM 451a CHEM 451b CHEM 469 CHEM 471
CHEM 479

An additional 3 semester hours from the following chemistry courses:

CHEM 345 CHEM 365b CHEM 396 CHEM 415
CHEM 435 CHEM 455 CHEM 496

PHYS 206a and b may be substituted for PHYS 151, 151L, 152 and 152L

Approved Supporting Courses or Minor* (12-21 hours)

Electives (0-9 hours)

One year of the same foreign language

* Students may take a minor or a group of courses from one or more

departments that will support their major educational and career objectives. If they choose the second alternative, the curriculum must include at least four supporting courses that total at least 12 hours of credit; the physics and mathematics courses required for the bachelor of arts degree do not count as supporting courses.

American Chemical Society (ACS) Certified Biochemistry Specialization (B.S)

Chemistry requirements

CHEM 361 a,b CHEM 365 a,b CHEM 396 CHEM 411
CHEM 415 CHEM 431 CHEM 435 CHEM 451a,b
CHEM 455 CHEM 459 CHEM 496 CHEM 499

Biology requirements

BIOL 120 BIOL 121 BIOL 220 BIOL 319

American Chemical Society (ACS) Certified Chemistry Specialization (B.S)

Chemistry Requirements

CHEM 361 a,b CHEM 365 a,b CHEM 411 CHEM 415
CHEM 431 CHEM 435 CHEM 451a CHEM 499

An additional 3 semester hours from the following chemistry courses:

CHEM 419 CHEM 439 CHEM 441 CHEM 444
CHEM 449 CHEM 451b CHEM 459 CHEM 469
CHEM 471 CHEM 479

An additional 2 semester hours from the following chemistry courses:

CHEM 345 CHEM 396 CHEM 455 CHEM 496

Electives (12-14 hours)

Biochemistry Specialization (B.A.)

Chemistry Requirements

CHEM 361a CHEM 365a CHEM 451a&b CHEM 455
CHEM 459 CHEM 499

An additional 3 semester hours from the following:

CHEM 361b CHEM 411 CHEM 419 CHEM 431
CHEM 439 CHEM 441 CHEM 444 CHEM 449
CHEM 469 CHEM 471 CHEM 479

An additional 3 semester hours from the following:

Chemistry courses
CHEM 345 CHEM 365b CHEM 396 CHEM 415
CHEM 435 CHEM 455 CHEM 496

Biology requirements

BIOL 120 BIOL 121 BIOL 220 BIOL 319

PHYS 206a and b may be substituted for PHYS 151, 151L, 152 and 152L

Electives (9-11 hours)

Additional semester hours from the following biology courses are recommended: BIOL 325, 331, 335, 340

Medical Science Specialization

Chemistry Requirements

CHEM 361a CHEM 365a CHEM 451a&b CHEM 499

An additional 3 semester hours from the following:

CHEM 361b CHEM 411 CHEM 419 CHEM 431
CHEM 439 CHEM 441 CHEM 444 CHEM 449
CHEM 469 CHEM 471 CHEM 479

An additional 3 semester hours from the following

CHEM 345 CHEM 365b CHEM 396 CHEM 415
CHEM 435 CHEM 455 CHEM 496

Biology Requirements

Biology 120

Additional 6 semester hours from the following

BIOL 121 BIOL 220 BIOL 319 BIOL 325
BIOL 331 BIOL 335 BIOL 340

PHYS 206a and b may be substituted for the required physics courses

Electives (9-11 hours)

Additional chemistry and biology recommended

Chemistry Secondary Education Teacher Certification Program

Admission to a teacher education program is a joint decision by the academic discipline in the College of Arts and Sciences and the School of Education. Therefore, it is

essential that any student desiring teacher certification meet with an advisor in the Office of Clinical Experience, Certification and Advisement of the School of Education for admission to the teacher education program.

General Education Requirements

The general education curriculum requires 42 to 44 hours of credit. Students must select option A with a statistics course. Students seeking teacher certification also must meet specific general education and professional education requirements. See the secondary education section of this catalog for details. An overall grade point average of 2.5 is required for admission to the School of Education teacher certification program. Scheduling for the third and fourth years involves coordination between the Chemistry and Secondary Education departments. Students should contact the Chemistry Department's undergraduate education coordinator for specific curriculum details.

Interdisciplinary Requirements (3 hours)

BIOL 120 CHEM 121a,b CHEM 125a,b CHEM 241a,b
CHEM 245 CHEM 331 CHEM 335 CHEM 361a
CHEM 365a CHEM 451a CHEM 494 CHEM 499
MATH 150 MATH 152 PHSY 151 and 151L*
PHYS 152 and 152L* SCI 451
STAT 107, 244, 380 or 480

Additional 3 semester hours from chemistry courses numbered 300 or above

Professional Education Requirements (See Secondary Education)

*PHYS 206a and b may be substituted

Sample Curriculum for the Bachelor of Arts, Chemistry, Specialization in Biochemistry

Fall Semester

Year 1

CHEM 121a – General Chemistry I 4
CHEM 125a – General Chemistry Lab I 1
ENG 101 – Composition I 3
MATH 150 – Calculus I (INSM) 5
Introductory Social Sciences 3
Total 16

Year 2

CHEM 241a – Organic Chemistry I 3
CHEM 331 – Quant Analytical Chemistry 3
CHEM 335 – Quant Analytical Chem Lab 1
PHYS 131a or PHYS 151/151L 5
BIOL 121 – Plant Systems 4
Total 16

Year 3

CHEM 361a – Physical Chemistry 3
CHEM 365a – Physical Chemistry Lab 2
CHEM 451a – Biochemistry 3
BIOL 319 – Cell & Molecular Biology 4
Foreign Language 101 4
Total 16

Spring Semester

Year 1

CHEM 121b – General Chemistry II 4
CHEM 125b – General Chemistry Lab II 1
ENG 102 – Composition II 3
MATH 152 – Calculus II 5
BIOL 120 – Animal Systems (INSM) 4
Total 17

Year 2

CHEM 241b – Organic Chemistry II 3
CHEM 245 – Organic Chemistry Lab 2
PHYS 131b or PHYS 152/152L (DNSM) 5
BIOL 220 – Genetics 4
Introductory Fine Arts & Humanities 3
Total 17

Year 3

CHEM 451b – Biochemistry 3
CHEM 455 – Experimental Methods in Biochem 2
CHEM Lab Elective 2
Introductory Fine Arts & Humanities or Introductory
Social Sciences 3
Foreign Language 102 (IC) 4
Total 14

Sample Curriculum for the Bachelor of Arts, Chemistry, Specialization in Biochemistry (continued)

Fall Semester

Year 4

CHEM Lecture Elective	3
CHEM Lab Elective	1-2
CHEM 459 – Special Topics in Biochemistry	3
CS 140 or STAT 107, 244, 380, or 480	3-4
Distribution Fine Arts & Humanities	3
Intergroup Relations (IGR)	2
Total	16-18

Spring Semester

Year 4

CHEM 499 – Special Topics in Organic Chemistry	0
BIOL or CHEM Elective	3
Distribution Social Sciences	3
Interdisciplinary Studies (IS)	3
Elective	3
Total	12

Sample Curriculum for the Bachelor of Science, Chemistry, Specialization in Biochemistry ACS Certified

Fall Semester

Year 1

CHEM 121a – General Chemistry I	4
CHEM 125a – General Chemistry Lab I	1
ENG 101 – Composition I	3
MATH 150 – Calculus I (INSM)	5
SPC 103 – Interpersonal Communication	3
Total	16

Year 2

CHEM 241a – Organic Chemistry I	3
CHEM 331 – Quant Analytical Chemistry	3
CHEM 335 – Quant Analytical Chemistry Lab	1
PHYS 151 – University Physics I	4
PHYS 151L – University Physics Lab I	1
BIOL 121 – Plant Systems	4
Total	16

Year 3

CHEM 361a – Physical Chemistry	3
CHEM 365a – Physical Chemistry Lab	2
CHEM 451a – Biochemistry	3
BIOL 319 – Cell & Molecular Biology	4
Introductory Social Sciences	3
Introductory Fine Arts & Humanities	3
Total	18

Year 4

CHEM 411 – Inorganic Chemistry	3
CHEM 415 – Inorganic Chemistry Lab	2
CHEM 459 – Special Topics in Biochem	3
CHEM 496 – Chemical Problems	2
CS 140 or STAT 107, 244, 380, or 480	3-4
Distribution Fine Arts & Humanities	3
Total	16-17

Spring Semester

Year 1

CHEM 121b – General Chemistry II	4
CHEM 125b – General Chemistry Lab II	1
ENG 102 – Composition II	3
MATH 152 – Calculus II	5
BIOL 120 – Animal Systems (INSM)	4
Total	17

Year 2

CHEM 241b – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
PHYS 152 – University Physics II (DNSM)	4
PHYS 152L – University Physics Lab II	1
BIOL 220 – Genetics	4
PHIL 106 – Critical Thinking or MATH 106 – Deductive Reasoning	3
Total	17

Year 3

CHEM 361b – Physical Chemistry	3
CHEM 365b – Physical Chemistry Lab	1
CHEM 396 – Introduction to Research	2
CHEM 451b – Biochemistry	3
CHEM 455 – Experimental Methods in Biochem	2
Introductory Fine Arts & Hum or Introductory Soc Sci	3
Total	14

Year 4

CHEM 431 – Instrumental Analysis	3
CHEM 435 – Instrumental Analysis Lab	1
CHEM 499 – Special Topics in Organic Chem	0
Distribution Social Sciences	3
Interdisciplinary Studies (IS)	3
Internat'l Issues/Internat'l Culture (II/IC)*	3
Total	13

Sample Curriculum for the Bachelor of Science in Chemistry, ACS Certified Chemistry

Fall Semester

Year 1

CHEM 121a – General Chemistry	4
CHEM 125a – General Chemistry Lab	1
ENG 101 – Composition	3
MATH 150 – Calculus I (INSM)	5
SPC 103, 104, or 105 – Speech Communication	3
Total	16

Year 2

CHEM 331 – Quantitative Analytical Chemistry	3
CHEM 335 – Quantitative Analytical Chem Lab	1
CHEM 241a – Organic Chemistry	3
PHYS 211a – University Physics (INSM)	4
PHYS 212a – University Physics Lab	1
Introductory Fine Arts & Humanities	3
Total	15

Year 3

CHEM 361a – Physical Chemistry	3
CHEM 365a – Physical Chemistry Lab	2
CHEM 451a – Biochemistry	3
Distribution Fine Arts & Humanities	3
Interdisciplinary Studies (IS)	3
Introductory Social Sciences	3
Total	17

Year 4

CHEM 411 – Inorganic Chemistry	3
CHEM 415 – Inorganic Chemistry Lab	2
Elective	3
Elective	3
Elective	2
Total	13

Spring Semester

Year 1

CHEM 121b – General Chemistry	4
CHEM 125b – General Chemistry Lab	1
ENG 102 – Composition	3
MATH 152 – Calculus II	5
PHIL 106 or MATH 106	3
Total	16

Year 2

CHEM 241b – Organic Chemistry	3
CHEM 245 – Organic Chemistry Lab	2
CS 140 or STAT 107, 244, 380, or 480	3-4
PHYS 211b – University Physics (DNSM)	4
PHYS 212b – University Physics Lab	1
Introductory Fine Arts & Hum or Introductory Soc Sci	3
Total	16-17

Year 3

CHEM 361b – Physical Chemistry	3
CHEM 365b – Physical Chemistry Lab	1
CHEM Elective#	3
Distribution Social Sciences	3
Intergroup Relations (IGR)	3
Elective	3
Total	16

Year 4

CHEM 431 – Instrumental Analysis	3
CHEM 435 – Instrumental Analysis Lab	1
CHEM 499 – Senior Assignment	0
CHEM Elective	2
International Issues/International Culture (II/IC)	3
Elective	3
Elective	3
Total	15

Sample Curriculum for the Bachelor of Arts in Chemistry, Basic

Fall Semester

Year 1

CHEM 121a – General Chemistry I	4
CHEM 125a – General Chemistry Lab I	1
ENG 101 – English Composition I	3
MATH 150 – Calculus I (INSM)	5
Introductory Social Sciences	3
Total	16

Year 2

CHEM 241a Organic Chemistry I	3
CS 140 or STAT 107, 244, 380, or 480	3-4
PHYS 151/151L – University Physics I or PHYS 131a – College Physics I (INSM)	5
Introductory Fine Arts & Humanities	3
Total	14-15

Year 3

CHEM 331 – Quant Analysis Chemistry	3
CHEM 335 – Quant Analysis Chem Lab	1
CHEM 361a – Physical Chemistry	3
CHEM 365a – Physical Chemistry Lab	2
Foreign Language 101	4
Distribution Social Sciences	3
Total	16

Spring Semester

Year 1

CHEM 121b – General Chemistry II	4
CHEM 125b – General Chemistry Lab II	1
ENG 102 – English Composition II	3
MATH 152 – Calculus II (DNSM)	5
Intergroup Relations (IGR)	3
Total	16

Year 2

CHEM 241b – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
PHYS 152/152L – Univ. Physics II or PHYS 206b – College Physics II	5
Introductory Fine Arts & Humanities or Social Sciences	3
Minor/Elective	3
Total	16

Year 3

CHEM Elective*	3
Foreign Language 102 (IC)	4
Interdisciplinary Studies (IS)	3
Minor/Elective	3
Minor/Elective	3
Total	16

Sample Curriculum for the Bachelor of Arts in Chemistry, Basic (continued)

Fall Semester

Year 4

CHEM 499 – Senior Assignment	0
CHEM Elective	3
Distribution Fine Arts & Humanities	3
Minor/Elective	3
Minor/Elective	3
Minor/Elective	3
Total	15

Spring Semester

Year 4

CHEM Elective	3
CHEM Elective	3
Minor/Elective	3
Minor/Elective	3
Minor/Elective	3
Total	15

Sample Curriculum for the Bachelor of Science in Chemistry, Basic

Fall Semester

Year 1

CHEM 121a – General Chemistry I	4
CHEM 125a – General Chemistry Lab I	1
ENG 101 – English Composition I	3
MATH 150 – Calculus I (INSM)	5
SPC 103, 104 or 105*	3
Total	16

Year 2

CHEM 241a – Organic Chemistry	3
CHEM 331 – Quant Analytical Chemistry	3
CHEM 335 – Quant Analytical Chem Lab	1
PHYS 151a – University Physics (INSM)	4
PHYS 152a – University Physics Lab	1
Introductory Fine Arts & Humanities	3
Total	15

Year 3

CHEM 361a – Physical Chemistry	3
CHEM 365a – Physical Chemistry Lab	2
Distribution Fine Arts & Humanities	3
Introductory Social Sciences	3
Elective	3
Total	14

Year 4

CHEM 411 – Inorganic Chemistry	3
CHEM Elective	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	4
Total	16

Spring Semester

Year 1

CHEM 121b – General Chemistry II	4
CHEM 125b – General Chemistry Lab II	1
ENG 102 – English Composition II	3
MATH 152 – Calculus II (DNSM)	5
PHIL 106 or MATH 106	3
Total	16

Year 2

CHEM 241b – Organic Chemistry	3
CHEM 245 – Organic Chemistry Laboratory	2
CS 140 or STAT 107, 244, 380, or 480	3-4
PHYS 151b – University Physics (DNSM)	4
PHYS 152b – University Physics Laboratory	1
Introductory Fine Arts & Hum or Introductory Soc Sciences	3
Total	16-17

Year 3

CHEM 361b – Physical Chemistry	3
CHEM 365b – Physical Chemistry Laboratory	1
CHEM Elective	3
Distribution Social Sciences	3
Intergroup Relations (IGR)	3
Elective	3
Total	16

Year 4

CHEM 499 – Senior Assignment	0
CHEM Elective	3
International Issues/International Culture (II/C)	3
Elective	3
Elective	3
Elective	3
Total	15

Sample Curriculum for the Bachelor of Arts in Chemistry, Medical Science

Fall Semester

Year 1

CHEM 121a – General Chemistry	4
CHEM 125a – General Chemistry Laboratory	1
ENG 101 – Composition	3
MATH 150 – Calculus I	5
Introductory Fine Arts & Humanities	3
Total	16

Year 2

CHEM 241a – Organic Chemistry	3
PHYS 211a – University Physics & PHYS 212a – University Physics Lab or PHYS 206a (INSM)	5
Introductory Fine Arts & Humanities or Introductory Social Science	3
CS 140 or STAT 107, 244, 380, or 480	3-4
Total	14-15

Year 3

CHEM 331 – Quantitative Analytical Chemistry	3
CHEM 335 – Analysis Chemistry Laboratory	1
CHEM 361a – Physical Chemistry	3
CHEM 365a – Physical Chemistry Laboratory	2
Foreign Language 101	4
Interdisciplinary Studies (IS)	3
Total	16

Year 4

CHEM 451a – Biochemistry or BIOL 430a – Biochemistry and Molecular Biology	3
Intergroup Relations (IGR)	3
BIOL Elective	3
Elective	3
Elective	3
Total	15

Spring Semester

Year 1

CHEM 121b – General Chemistry	4
CHEM 125b – General Chemistry Laboratory	1
BIOL 120 – Animal Systems (INSM)	4
ENG 102 – Composition	3
MATH 152 – Calculus II	5
Total	17

Year 2

CHEM 241b – Organic Chemistry	3
CHEM 245 – Organic Chemistry Lab	2
PHYS 211b – University Physics & PHYS 212b –University Physics Lab or PHYS 206b (DNSM)	5
Distribution Fine Arts & Humanities	3
Introductory Social Sciences	3
Total	16

Year 3

CHEM Elective+	3
Foreign Language 102 (IC)	4
Distribution Social Sciences	3
BIOL Elective	3
Elective	3
Total	16

Year 4

CHEM 451b – Biochemistry or BIOL 430b – Biochemistry and Molecular Biology	3
CHEM 499 – Senior Assignment	0
CHEM Elective	3
Elective	4
Elective	4
Total	14

Sample Curriculum for the Bachelor of Science in Chemistry Secondary Education Certification, Grades 6–12

Fall Semester

Year 1

CHEM 121a – General Chemistry I	4
CHEM 125a – General Chemistry Lab I	1
ENG 101 – English Composition I	3
IME 106 (recommended), PHIL 106, or MATH 106	3
PSYC 111 (recom, Intro Social Sciences)	3
SPC 103 – Interpersonal Comm (IGR)	3
Total	17

Year 2

CHEM 241a – Organic Chemistry I	3
BIOL 121 – Plant Systems	4
MATH 152 – Calculus II (DNSM)	5
PHYS 211a – University Physics I	4
PHYS 212a – University Physics Lab I	1
Total	17

Spring Semester

Year 1

CHEM 121b – General Chemistry II	4
CHEM 125b – General Chemistry Lab II	1
BIOL 120 – Animal Systems (INSM)	4
ENG 102 – English Composition II	3
MATH 150 – Calculus I (INSM)	5
Total	17

Year 2

CHEM 241b – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
CI 200 – Introduction to Education	2
ENG 111 – Introduction to Literature (IFAH)	3
PHYS 211b – University Physics II	4
PHYS 212b – University Physics Lab II	1
STAT 107, 244, 380, or 480	3-4
Total	18-19

Complete ICTS Basic Skills Test for Admission to the Teacher Certification Program

Sample Curriculum for the Bachelor of Science in Chemistry Secondary Education Certification, Grades 6–12 (continued)

Fall Semester

Year 3

CHEM 331 – Quantitative Analytical Chemistry	3
CHEM 335 – Analytical Chemistry Lab	1
CHEM 361a – Physical Chemistry	3
CHEM 365a – Physical Chemistry Lab	2
CHEM 451a – Biochemistry	3
Distribution Social Sciences	3
GEOG 210 (recommended, but not required)	(3)
Total	15 (18)

Year 4

CHEM 494 – Secondary Chemistry Teaching Methods	3
CI 315a – Methods of Teaching in Secondary Schools	2
CI 440 – Teaching Reading in Secondary School	3
EPFR 315 – Educational Psychology	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
SPE 400 – The Exceptional Child	3
Total	17

Must pass Content Test before Student Teaching

Spring Semester

Year 3

CHEM Elective**	3
GEOG 111 – Introductory Geography (recom, ISS, IC)	3
IS 335, 336, 363, or 364 (recommended)	3
SCI 451 – Integrated Science	3
Distribution Fine Arts & Humanities	3
PHYS 356 (recommended, not required)	(3)
Total	15 (18)

Apply for Student Teaching by end of Week 2 (See OCECA Office)

Year 4

CHEM 499 – Senior Assignment	0
CI 315b – Methods of Teaching in Secondary Schools	2
CI 352 – Student Teaching – Secondary	10
Total	12

Must pass APT Test before Graduation

Chemistry Minor Requirements*

A minor in chemistry requires 24 hours with a grade point average of 2.0 or higher as follows:

CHEM 121a,b CHEM 125a,b CHEM 241a,b CHEM 245

Additional 6 semester hours from chemistry courses numbered 300 or above

Note: at least 6 of the 24 hours must be SIUE credit.

Combined Bachelor of Arts Chemistry and Doctor of Dental Medicine Program (3+4)

A combined arts and sciences dental curriculum that leads to a Bachelors Degree in chemistry and doctor of dental medicine (B.A. or B.S./D.M.D.) is available for students interested in attending Southern Illinois University Edwardsville for their undergraduate degree.

The pre-professional part of the curriculum is completed in three years on the Edwardsville campus, and the four-year professional portion is completed at the SIU School of Dental Medicine in Alton, Illinois. Students interested in the dental program or the combined baccalaureate in chemistry/doctorate in dentistry program should contact the Office of Admissions and Records, Southern Illinois University School of Dental Medicine, 2800 College Avenue, Alton, IL 62002, www.siu.edu/dentalmedicine, or phone (618) 474- 7170.

Graduation Requirements

The following requirements must be met in order to obtain a degree in chemistry:

- Earn a minimum of 124 hours (130 for Chemistry - Secondary Education with Certification) of acceptable credit with a cumulative grade point average of 2.0 or higher.
- Complete at least 12 hours of SIUE credit in major courses numbered above 299 with a cumulative grade point average of 2.0 or above.
- Earn a GPA of 2.0 or above in all major courses numbered above 299.
- Complete at least 6 hours of SIUE credit in major courses numbered above 299 within 2 years preceding graduation.

No more than eight semester hours of D grades in any combination of science or mathematics courses may be counted toward a major in chemistry.

Credit hours earned through proficiency, transfer, CLEP or from a course, after credit has been received for similar or more advanced course work in the same subject at SIUE or elsewhere, may not be applied toward graduation requirements.

Students admitted to a health professions school at the end of their junior year may transfer appropriate health professions school credits to complete the requirements for a degree in chemistry from SIUE.

Economics

Alumni Hall Building, Room 3129
www.siu.edu/business/economicsandfinance/

Distinguished Research Professor

Hafer, Rik W. (Chair), Ph.D., 1979, Virginia Polytechnic Institute and State University

Professors

Kutan, Ali M., Ph.D., 1990, Arizona State University
 Meisel, John B., Ph.D., 1978, Boston College
 Navin, John C., Ph.D., 1992, Michigan State University

Associate Professor

Bharati, Rakesh C., Ph.D., 1991, Indiana University –
 Bloomington
 Demirer, Riza, Ph.D., 2003, University of Kansas –
 Lawrence

Assistant Professors

Belasen, Ari., Ph.D., 2007, State University of New York
 at Binghamton
 Evrensel, Ayse Y., Ph.D., 1999, Clemson University
 Jategaonkar, Shrikant, Ph.D., 2009, University of Arizona
 – Tuscon
 Jia, Jingyi (Jane), Ph.D., 2006, Temple University

Instructors

Beck, H. Lynn., M.S., 1999, Southern Illinois University
 Edwardsville
 Pettit, Mary Anne, M.A., 1977, University of Tennessee
 Richards, Warren D., M.S., 1995, Southern Illinois
 University Edwardsville
 Sullivan, Tim S., Ph.D., 1995, University of Maryland
 Wolff, Laura A., M.A., 1988, University of Missouri-
 Columbia

Program Description

Economics is the study of how economic systems determine what goods and services will be produced, the prices and quantities of those goods and services, and who will receive them. All societies, from the most primitive to the most complex, must have economic systems that determine how scarce resources (land, raw materials, labor, machinery, and physical structures) will be used to satisfy the demands of the people living in those societies. Knowledge of economics is essential to understanding problems ranging from the consumer's decision to purchase one brand of car over another to businesses' decisions as to which goods and services to produce and how to price them. Economics also helps us to understand the causes of inflation and unemployment, as well as the effects of government budgets or international trade deficits. Lawyers, bankers, managers of large and small

businesses, government planners and journalists find economics a useful tool in understanding and solving problems.

Students choosing economics as their major pursue a core program designed to provide a thorough grounding in economic theory followed by more specialized study in such areas as money and banking, labor and industrial relations, international economics, public finance, industrial organization, and antitrust policy. Students develop their programs with the counsel of a faculty adviser.

The Department of Economics and Finance offers two degrees through the College of Arts and Sciences: a bachelor of arts degree with a major in economics, and a bachelor of science degree with a major in economics. Candidates for either degree must complete 34 semester hours in economics and a minor in business, mathematics, any other social science, or another field approved by the student's faculty adviser. Those students planning to enter Ph.D. programs in economics are strongly encouraged to take their minor in mathematics. Students who plan to seek employment upon completion of their bachelor's degree or who plan to pursue graduate work in some other field are advised to elect a minor in a field related to their chosen career.

Students wanting more information may consult the Department of Economics and Finance, Alumni Hall, room 3129. Students also may meet with a faculty adviser in the Department of Economics and Finance.

Career Opportunities

Economists are employed in all areas of private industry; in federal, state, and local government agencies; in international organizations such as the United Nations and the World Bank; in labor unions; and in colleges and universities. Duties performed by professional economists include market research, forecasting, corporate planning, policy evaluation, economic impact studies, and consulting.

During the past several years, graduates of the SIUE program in economics (including the graduate program) have obtained employment in a variety of institutions. These include commercial banks, brokerage firms, government agencies, public utilities, state legislatures, manufacturing and retailing firms, consulting firms, as well as community colleges and small liberal arts colleges. A number of students have continued their study of economics by entering highly competitive Ph.D. programs. Law school is another popular option.

Degree Programs

Bachelor of Arts, Economics
Bachelor of Science, Economics

Program Overview and General Department Information

Admission/Entrance Requirements

The admission/entrance requirements for a degree in economics are the same as for the University. High school deficiencies and academic development courses must be completed before applying for a major in economics.

Retention

Students in the bachelor of arts and bachelor of science degree programs are required to maintain a 2.0 grade point average in economics courses.

Transfer

Any course with a grade of D accepted for transfer credit to SIUE will not count toward a major in economics.

Degree Requirements

General Education Requirements for the Major

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. While fulfilling University general education requirements, all economics majors are required to complete the following: MATH 120 College Algebra (Intro. or Distr. NSM).

Degree Requirements B.A. and B.S.:

ECON 111*	ECON 415* or 417*
ECON 112*	ECON Elective
MS 250*	ECON Elective
MS 251*	ECON Elective
ECON 301*	ECON Elective
ECON 302*	Senior Assignment

* C or higher required.

ECON courses may not be used to meet introductory and distribution general education requirements.

Sample Curriculum for the Bachelor of Arts in Economics

Fall Semester

Year 1

ECON 111 – Macroeconomics	3
ENG 101 – Composition	3
FL 101	4
MATH 120 – College Algebra (Introductory or Distribution NSM)#	3
Introductory Social Sciences	3
Total	16

Year 2

MS 251 – Statistical Analysis for Business Decisions	4
Distribution Fine Arts & Humanities	3
Distribution Social Sciences	3
Introductory Fine Arts & Humanities	3
Introductory General Education	3
Total	16

Year 3

ECON Elective	3
Intergroup Relations (IGR)	3
Elective	3
Minor*	3
Minor*	3
Total	15

Year 4

ECON Elective	3
Elective	3
Elective	3
Elective	3
Elective/Minor*	1
Minor*	3
Minor*	3
Total	16

Spring Semester

Year 1

ECON 112 – Microeconomics	3
CMIS 108 or CS 108 – Computer Concepts	3
ENG 102 – Composition	3
Foreign Language 102 (IC)	4
MS 250 – Math Methods for Bus Analysis#	3
Total	16

Year 2

ECON 301 – Intermediate Micro Theory	3
ECON 302 – Intermediate Macro Theory	3
Distribution Natural Sciences & Mathematics	3
Introductory General Education	3
Minor*	3
Total	15

Year 3

ECON Elective	3
Interdisciplinary Studies (IS)	3
Elective	3
Minor*	3
Minor*	3
Total	15

Year 4

ECON 417 – Business Forecasting or ECON 415 – Econometrics	3
Senior Assignment/Exit Requirement^	0
ECON Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Total	15

Sample Curriculum for the Bachelor of Science in Economics

Fall Semester

Year 1

ECON 111 – Macroeconomics#	3
ENG 101 – Composition	3
MATH 120 – College Algebra (INSM)	3
SPC 103, 104, or 105**	3
Introductory Social Sciences	3
Total	15

Year 2

MS 251 – Statistical Analysis for Business Decisions	4
Distribution Fine Arts & Humanities	3
Distribution Social Sciences	3
Introductory Fine Arts & Humanities	3
Introductory General Education	3
Total	16

Year 3

ECON Elective	3
Intergroup Relations (IGR)+	3
Elective	3
Minor*	3
Minor*	3
Total	15

Year 4

ECON Elective	3
International Issues/International Culture (II/IC)++	3
Elective	3
Elective	3
Elective	2
Minor*	3
Total	17

Spring Semester

Year 1

ECON 112 – Microeconomics	3
CMIS 108 or CS 108 – Computer Concepts	3
ENG 102 – Composition	3
MS 250 – Math Methods for Bus Analysis#	3
PHIL 106– Critical Thinking	3
or MATH 106 – Deductive Reasoning/Problem Solving	
Total	15

Year 2

ECON 301 – Intermediate Micro Theory	3
ECON 302 – Intermediate Macro Theory#	3
Distribution Natural Sciences & Mathematics	3
Introductory General Education	3
Minor*	3
Total	15

Year 3

ECON Elective	3
Interdisciplinary Studies (IS)	3
Elective	3
Minor*	3
Minor*	3
Total	15

Year 4

ECON 417 – Business Forecasting or ECON 415 – Econometrics	3
Senior Assignment/Exit Requirement^	0
ECON Elective	3
Elective/Minor	3
Elective	3
Elective	3
Total	15

Minor Requirements

Students satisfy the requirements for a minor in economics by taking ECON 111, 112, 301, 302 and two other economics electives at the 300 or 400 level for a total of 18 hours. Students must meet all economics course prerequisites and are required to maintain a 2.0 grade point average in Economics courses. Any course with a grade of D accepted for transfer credit to SIUE will not count toward the minor in economics.

Graduation Requirements

- Maintain a 2.0 grade point average in economics courses and a cumulative 2.0 grade point average
- Complete all economics courses in regularly scheduled classes. (No credit is granted for correspondence or extension courses.)
- Present research projects from ECON 415 or ECON 417 to the faculty
- Complete a minor as approved by the department

Students who have earned credit for a course required for a degree in economics by taking a proficiency examination, by transferring credit for a course, or by taking the course, may not earn credit for graduation by taking a similar or lower division course in economics at SIUE or at other higher education institutions.

English

Peck Hall, Room 3206
www.siu.edu/ENGLISH

Professors

Berger, Charles, Ph.D., 1977, Yale University
Funk, Allison, M.F.A., 1978, Columbia University
Hardman, Joel, Ph.D., 1994, University of Pennsylvania
Ruff, Nancy, Ph.D., 1987, Princeton University
Schaefer, Ronald, Ph.D., 1980, University of Kansas
Skoblow, Jeffrey, Ph.D., 1985, John Hopkins University
Voller, Jack, Ph.D., 1987, University of California-San Diego

Associate Professors

Aktuna, Seran, Ph.D., 1993, University of Pennsylvania
Joy, Eileen, Ph.D., 2001, University of Tennessee-Knoxville
LaFond, Larry (Chair), Ph.D., 2001, University of South Carolina-Columbia
McGee, Sharon James, Ph.D., 1999, Purdue University
Pendergast, John, Ph.D., 1994, University of Missouri-Columbia
Ramaswamy, Anushiya, Ph.D., 1997, University of Nevada-Reno
Savoie, John, Ph.D., 1998, Yale University
Schmidt, Geoffrey, M.F.A., 1990, University of Alabama
Vogrin, Valerie, M.F.A., 1991, University of Alabama

Assistant Professors

Anderson, Jill, Ph.D., 2006, Michigan State University
DeSpain, Jessica, Ph.D., 2008, University of Iowa
Gurfinkel, Helena, Ph.D., 2007, Tufts University-Medford, MA
Hildebrandt, Kristine, Ph.D., 2003, University of California-Santa Barbara
Johnson, Matthew S.S., Ph.D., 2006, Indiana University-Bloomington
Matejka, Adrian, M.F.A., 2001, Southern Illinois University Carbondale
Rambsy, Howard, Ph.D., 2004, Pennsylvania State University-University Park
Seltzer, Catherine, Ph.D., 2005, University of North Carolina-Chapel Hill

Program Description

The study of literature and of the English language encourages appreciation of the significant ideas of the past and present, provides training in effective writing, and offers practical experience in logical and aesthetic analysis. These skills are of particular value in a world in which specific technical capabilities may be threatened by obsolescence. Students prepared in English language and literature are equipped to acquire essential technical skills

and to assimilate knowledge crucial to technological and computer-based capabilities.

Career Opportunities

English majors are well prepared for graduate and professional studies in business, law, and library science. In addition, they may find career opportunities in public relations, journalism, teaching, consulting and editing, particularly when an English major is combined with a minor or significant course work in art and design, journalism, mass communications, or speech communication. Advertising agencies, book publishers, and institutions such as universities, hospitals, major corporations, and federal agencies that have organizational publications employ creative and technical writers, researchers, and editors. Articles by free-lance writers are published in many local and national magazines and newspapers. Although job opportunities in these areas are highly competitive, students who can express themselves clearly and document their ideas through careful research will receive thoughtful consideration from potential employers.

Degree Programs

Bachelor of Arts, English
Bachelor of Science, English
Secondary Education Teacher Certification Program

Minors

English
English/Linguistics
English/Creative Writing

Program Overview and General Department Information

Admission

To be admitted to the Bachelor of Science or Bachelor of Arts program, students must:

- Complete all Academic Development courses required by the University.
- Complete any courses required to address high school deficiencies.
- Attain a cumulative grade point average of at least 2.0 (on a 4.0 scale).

Retention

- Maintain a cumulative grade point average of 2.0.
- Maintain a term grade point average above 1.0 in any term.

Transfer

A student wishing to get credit for English major or minor requirements for courses taken at other institutions should

consult the Assistant Chair. Evaluation of credit toward general education requirements is completed upon admission to the University. The Assistant Chair will review additional credit to determine applicability toward major or minor requirements based on course content and appropriate fit within the overall curriculum. Courses numbered below 100 or with grades lower than C will not apply toward English major or minor requirements.

General Education Requirements for the Major

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline.

Degree Requirements

ENG 200 ENG 208 ENG 497

Two survey courses from the following:
ENG 209 ENG 211 ENG 212

One Major Author course from the following:
ENG 307 ENG 404 ENG 471a ENG 471b
ENG 473

One 400-level American Literature course

One literary theory course from the following:
ENG 301 ENG 495

One language systems courses from the following:
ENG 369 ENG 400 ENG 403

9 Hours of required electives (200-level or higher English courses)

Minor requirements (18-21 hours)

One year of the same foreign language

Additional electives (15-20 hours)

Notes

The complete program can include no more than 15 hours at the 200 level and must include at least 15 hours at the 400 level.

ENG 499 may not count toward the 400-level course requirements.

Only courses in which students receive a C or better will be applied toward English major requirements. Students planning to attend graduate school in English or law school should take two years of a foreign language.

Secondary Education Teacher Certification Program

ENG 200	ENG 208	ENG 209	ENG 211
ENG 212	ENG 369	ENG 400	ENG 475
ENG 485	ENG 490	ENG 497a	

One course from the following:
ENG 307 ENG 404 ENG 471a ENG 471b
ENG 473

One course from the following
ENG 290 ENG 392 ENG 393 ENG 491
ENG 492 ENG 493

Minor or approved supporting courses (18-21 hours)

Professional Education Courses (28 hours)

Notes

The complete program can include no more than 18 hours at the 200 level and must include at least 18 hours at the 400 level.

ENG 499 may not count toward the 400-level course requirements.

At least 9 hours are required in English literature courses, and at least 6 hours in American literature courses.

Only courses in which students receive a C or better will be applied toward English major requirements.

English education majors must also maintain a cumulative B average in English courses.

Students planning to attend graduate school in English or law school should take two years of a foreign language

Sample Curriculum for the Bachelor of Arts in English

Fall Semester

Year 1

ENG 101 – English Composition I	3
PHIL 106, MATH 106, STAT 107 or CMIS 108	3
Introductory Fine Arts & Humanities (FAH)	3
Introductory Natural Science & Math (NSM)	3
Introductory Social Science (SS)	3
Total	15

Year 2

ENG 208 – Survey of British Literature: Beginnings to 1789	3
ENG Survey	3
Foreign Language 101	4
Distribution Natural Sciences & Math	3
Intergroup Relations (IGR)	3
Total	16

Spring Semester

Year 1

ENG 102 – English Composition II	3
ENG 200 – Introduction to Literary Study	3
Distribution Fine Arts & Humanities	3
Introductory FAH, NSM or SS	3
Introductory FAH, NSM or SS	3
Total	15

Year 2

ENG Survey	3
ENG Elective (200 or higher)	3
Foreign Language 102 (IC)	4
Minor	3
Elective	3
Total	16

Sample Curriculum for the Bachelor of Arts in English (continued)

Fall Semester

Year 3	
ENG Elective (200 or higher)	3
ENG Language Systems	3
Interdisciplinary Studies (IS)	3
Minor	3
Elective	3
Total	15

Year 4

ENG Major Authors	3
Minor	3
Minor	3
Elective	3
Electives	4
Total	16

Spring Semester

Year 3	
ENG Literary Theory	3
ENG Elective (200 or higher)	3
Minor	3
Minor	3
Elective	3
Total	15

Year 4

ENG 497a – Senior Seminar	3
400-Level American Literature Course	3
Distribution Social Sciences	3
Elective/Minor	3
Electives	4
Total	16

Of the 36 hours in English courses, at least 15 must be at the 400 level, and no more than 15 may be at the 200 level. English 499 may not count toward 400-level course requirements. Only courses in which the student receives a C or better will be accepted for credit toward the English major. Students must pass a year's worth of a single foreign language.

Students planning to attend graduate school in English or law school should take two years of a foreign language and should choose English 301, Basic Literary Criticism, or English 495, History of Literary Criticism, as one of their English electives.

Sample Curriculum for the Bachelor of Science

Secondary Education Teacher Certification Program of Study in English

Fall Semester

Year 1	
ENG 101 – English Composition I	3
SPC 103 – Interpersonal Comm. Skills (IGR)	3
STAT 107 – Concepts of Statistics or CMIS 108 – Computer Concepts	3
Introductory Fine Arts & Humanities (FAH)	3
Introductory Social Sciences (SS)	3
Total	15

Year 2

ENG 200 Introduction to Literary Study	3
ENG (Survey)+	3
ENG (Survey)+	3
CI 200 – Intro to Education	2
SPC 105 – Public Speaking	3
Distribution Social Sciences	3
Total	17

Complete ICTS Basic Skills Test for Admission to the Teacher Certification Program

Year 3

ENG 369 – Grammatical Analysis	3
ENG 475 – Literature for Adolescents	3
ENG 490 – Advanced Composition	3
ENG (Shakespeare, Milton, Chaucer)	3
SPC 261 – Oral Interpretation of Literature	3
Interdisciplinary Studies (IS)	3
Total	18

Year 4

ENG 497a – Senior Seminar	3
CI 315a – Secondary School Methods	2
CI 440 – Teaching Reading in the Secondary School	3
EPFR 315 – Educational Psychology	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
SPC 461 – Strategies for Teaching Speech Communication	3
Total	17

Spring Semester

Year 1	
ENG 102 – English Composition II	3
SPC 104 – Oral Argumentation Skills	3
PHIL 106, MATH 106, or FL 106	3
Introductory Natural Sciences & Math (NSM)	3
Introductory FAH, NSM or SS	3
Total	15

Year 2

ENG (Survey)	3
ENG (Survey)	3
SPC 201 – Small Group Comm. (DFAH)	3
Distribution Natural Sciences and Mathematics	3
Introductory FAH, NSM or SS	3
Total	15

Year 3

ENG 400 – Principles of Linguistics	3
ENG 485 – Methods of Teaching English	3
ENG (Writing Course)	3
SPC 305 – Listening	3
SPE 400 – The Exceptional Child	3
Total	15

See the English adviser to sign up for student teaching screening.

Year 4

CI 352f – Secondary Student Teaching: English	10
CI 315b – Secondary School Methods	2
Total	12

English education majors also must maintain a cumulative B average in English courses. English students who apply for language arts certification through the Department of English Language and Literature also must, within 30 days, apply for the speech communication education minor through the Department of Speech Communication. Minor advisement by the director of speech communication education, available at (618) 650-3090, is mandatory.

Linguistics Minor Requirements

The linguistics minor requires a minimum of 6 courses (18 hours). Students are required to take an introduction to the field of linguistics (English 400), and one course in each of the following major areas of linguistic study: semantics and pragmatics (English 405), phonetics and phonology (English 408), and syntax (English 409). Students must also select two electives from the following courses: English 370, 403, 416, 468 and 474. Students who are considering the Linguistics Minor are encouraged to take English 207 as part of their General Education coursework. A minor in Linguistics may be combined with a major in English. English majors who satisfy the Linguistics Minor requirements may substitute any English elective for the three-hour Language Systems requirement.

Four required courses

ENG 400 – Principles of Linguistics
 ENG 405 – Semantics and Pragmatics
 ENG 408 – Phonetics and Phonology
 ENG 409 – Syntactic Analysis

Electives (choose two):

ENG 370 – Morphological Analysis
 ENG 403 – History of the English Language
 ENG 416 – Language and Society
 ENG 468 – Second Language Acquisition
 ENG 474 – Bilingualism and Bilingual Education

Literature Minor Requirements

To complete a literature minor requires a minimum of 18 hours of English courses numbered 200 or above, with a grade of C or higher in each course is required. English 200 should be taken at the first possible opportunity; 6 of the 15 hours must be taken in English courses numbered 400 or higher. Appropriate courses in creative writing, expository writing, and linguistics may be included as supplements to the literature courses. All courses should be selected with the approval of the English Department's undergraduate adviser. The literature minor may not be combined with an English major.

Creative Writing Minor Requirements

The minor in creative writing requires a minimum of 18 hours. (Students must complete the freshman composition sequence before taking courses in creative writing.)

Students must choose either of the following programs from the primary sequence: fiction (English 290, 392, 492, 498) or poetry (290, 393, 493, 498). To fulfill the two elective courses within the minor, students are strongly recommended to choose from: English 490, 494, 441a and 441b. Students may also elect to take 498 a second time; any 392, 393, 492, or 493 course that is outside the student's primary sequence; and one 400-level literature course (besides 441a and 441b). A course from the Mass Communications Department, Writing for the Media (202), also may be counted toward the creative writing minor. A more complete description of the creative writing minor is found in the Undergraduate Handbook for Majors and Minors, which can be obtained from the Department of English, or from the Creative Writing Adviser.

Graduation Requirements

- Complete all general education and specific program requirements.
- Complete all minor requirements.
- Complete a year's worth of a single foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Foreign Languages and Literature

Peck Hall, Room 2310
www.siu.edu/FLL

Professors

Carstens-Wickham, Belinda (Chair), Ph.D., 1980, University of North Carolina, Chapel Hill
 Mann, Joan, D. Ph.D., 1987, University of Florida
 Pallemans, Geert, Ph.D., 1992, Florida State University
 Springer, Carl (Associate Dean, College of Arts & Sciences), Ph.D., 1984, University of Wisconsin, Madison

Associate Professors

Solares, Mariana, Ph.D, 1997, University of California, Irvine

Assistant Professors

Bezhanova, Olga, PhD., 2008, Yale University
 Lavallee, Thomas, PhD., 2004, Washington University
 Rocha, Carolina, PhD., 2001, University of Texas, Austin
 Simms, Douglas, PhD., 2003, University of Texas, Austin

Program Description

Studying another language opens a whole new world of opportunity. By learning the language of another country, you give yourself the key to the soul of people who seem so different from you. In fact, if you could understand them, you might find that they are more similar than you realize. While it is said that “everyone speaks English,” this is not true. Millions of people may have a superficial knowledge of English that enables the most basic communication, but to truly gain insight into different cultures, to develop intercultural understanding, to be able to sensitively handle issues concerning diversity, it is essential to learn a foreign language. It prepares you to be successful in the global marketplace. It enables you to visit another country and communicate with its citizens. It increases your global understanding and your ability to contribute to world peace. It gives you the opportunity to enjoy and appreciate ethnic festivals and celebrations. Ultimately, it gives you the ability to enrich your life through developing your exposure to and appreciation of all the other “worlds” out there.

Career Opportunities

The global awareness and cultural understanding acquired through learning a second language will serve students well in the 21st century. College graduates with knowledge in one or more foreign languages will enjoy a competitive edge in the multicultural work force in most professions in the United States, in most branches of the federal government, and in teaching at all levels. They also will find rewarding careers in international business, including import and export trade, translator and consultant positions. Salaries are competitive, and travel opportunities often are an exciting job benefit.

Admission

Students wishing to declare a major must satisfy the following requirements:

- Complete all Academic Development courses required by the University.
- Complete any required courses to address high school deficiencies.
- Achieve a cumulative grade point average of at least 2.0 in courses completed at SIUE.

Retention

Students must maintain a cumulative grade point average of at least 2.0 to remain in good academic standing. Students whose cumulative grade point average falls below 2.0 will be placed on academic probation, returned to undeclared status and limited to a maximum of 12 hours of enrollment per term.

Transfer

Course work completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information about transfer, please visit www.siu.edu/registrar/transfer.

Courses Offered by the Department

Courses offered by the Department of Foreign Languages and Literature are designed to provide students with insights into the culture and literature of foreign countries while they develop fluency in a second language. The study of a foreign language ranges from an introductory sequence through a focus (15), minor (21) or major (37) concentration and represents an integral part of a broad, internationally enlightened education. Foreign language proficiency also increases student understanding and command of their native language. Students must successfully complete 101 and 102, or equivalent, in French, German, or Spanish.

The department offers both major and minor concentrations in French, German, and Spanish, leading to a bachelor of arts degree, or a focus in Chinese, French, German, and Spanish. Language courses in Greek, Italian, and Latin also are offered, as well as courses in other languages and staffing permits.

All incoming students with one year or more of high school foreign language study are required to take a placement test prior to enrolling in any course in that same language at SIUE. There is no charge for the test, and students may earn up to 16 hours of proficiency credit in accordance with University and departmental policies. Please contact the department for more information.

It is strongly recommended that students who choose a language major also select an additional major or minor concentration in another discipline. Such a combination will enhance students’ educational and employment opportunities.

Degree Programs

Bachelor of Arts or Bachelor of Science, Foreign Language & Literature

Specialization required in one of the following:

- French
- German
- Spanish

Secondary Education Teacher Certification Programs are available.

General Education Requirements

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline.

Degree Requirements

French and German Majors

FL 111a,b FR/GER 201 FR/GER 202 FR/GER 301
FR/GER 351 FR/GER 352 FR/GER 400a,b
300-400 level elective courses (12 hours)

Spanish Major

SPAN 201 SPAN 202 SPAN 301 SPAN 302
SPAN 400 300-400 level elective courses (18 hours)

Advanced electives will normally include at least two courses in culture and two in literature. 400 is usually taken during the last semester of major course work.

Secondary Education Teacher Certification Program

Students seeking secondary education teacher certification will complete the following in addition to major requirements:

FL 486 Professional Education Courses

See the secondary education section of this catalog for details. Note: A "B" (3.0) average in the major is required for secondary education teacher certification. In order to register for student teaching in foreign languages (CI 352g), students must successfully complete a student teaching interview.

Focus Requirements

A focus in Chinese consists of the following five required course and one elective (22 hours): 101**, 102**, 201, 202, FL111d**, plus 3 hours of electives at the 300-400 level. ** Satisfies requirements for general education. A focus in French, German, or Spanish consists of the following three required courses and one elective (15): 201, 202, 301 plus 3 hours of electives at the 300-400 level.

Admission to a teacher education program is a joint decision by the academic discipline in the College of Arts and Sciences and the School of Education. Therefore, it is essential that any student desiring teacher certification meet with an adviser in the Office of Clinical Experience, Certification and Advisement of the School of Education for admission to the teacher education program.

Sample Curriculum for the Bachelor of Arts – Foreign Languages and Literature: French

Fall Semester

Year 1

FR 101 – Elementary French I	4
ENG 101 – English Composition I	3
FL 111a or FL 111e – Intro to Foreign Studies	3
Introductory Natural Sciences & Math	3
Introductory Social Sciences	3
Total	16

Year 2

FR 201 – Intermediate French I	4
Distribution Natural Sciences & Math	3
Distribution Fine Arts & Humanities	3
Introductory General Education	3
Elective	3
Total	16

Year 3

FR 301 – Advanced French	4
FR 351 – Survey of French Literature**	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	3
Total	16

Year 4

FR 400a – Senior Essay	2
French Elective (300-400 level)	3
French Elective (300-400 level)	3
Elective	3
Elective	4
Total	15

Spring Semester

Year 1

FR 102 – Elementary French II (IC)	4
ENG 102 – English Composition II	3
STAT 107, PHIL 106, MATH 106, FL 106,	3
CS 108, or CMIS 108	3
Introductory Fine Arts & Humanities	3
Introductory General Education	3
Total	16

Year 2

FR 202 – Intermediate French II	4
Distribution Social Sciences	3
Intergroup Relations (IGR)*	3
Elective	3
Elective	3
Total	16

Year 3

FR 352 – Survey of French Literature**	3
French Elective (300-400 level)	3
Elective	3
Elective	3
Elective	3
Total	15

Year 4

FR 400b – Senior Essay	2
French Elective (300-400 level)	3
Elective	3
Elective	3
Elective	3
Total	14

Sample Curriculum for the Bachelor of Arts/Science – Foreign Languages and Literature: French – Secondary Education Certification

Fall Semester

Year 1

FR 101 Elementary French I	4
ENG 101 English Composition I	3
FL 111a or FL 111e Intro to Foreign Studies	3
Introductory Natural Sciences & Math	3
Introductory Social Sciences	3
Total	16

Year 2

FR 201 – Intermediate French I	4
Distribution Natural Sciences & Math	3
Distribution Social Sciences	3
Introductory Fine Arts & Humanities	3
Introductory General Education	3
Total	16

Complete ICTS Basic Skills Test for Admission to the Teacher Certification Program

Year 3

FR 301 – Advanced French	4
FR 351 – Survey of French Literature#	3
French Elective (300-400 level)	3
SPE 400 – The Exceptional Child	3
Elective	3
Total	16

Year 4

FR 400a – Senior Essay	2
French Elective (300-400 level)	3
CI 315a – Methods of Teaching in the Secondary School	2
CI 440 – Teaching Reading in the Secondary School	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
FL 486 – Lang Learn & Teach of Foreign Lang	3
Total	16

Spring Semester

Year 1

FR 102 Elementary French I (IC)	4
ENG 102 English Composition II	3
Intergroup Relations (IGR)^	3
PHIL 106, MATH 106, FL 106, CMIS 108, or STAT 107*	3
Introductory General Education	3
Total	16

Year 2

FR 202 – Intermediate French II	4
CI 200 – Introduction to Education	2
Distribution Fine Arts & Humanities	3
Elective	3
Elective	3
Total	15

Year 3

FR 352 – Survey of French Literature#	3
French Elective (300-400 level)	3
French Elective (300-400 level)	3
EPFR 315 – Educational Psychology	3
Interdisciplinary Studies (IS)	3
Total	15

Year 4

FR 400b – Senior Essay	2
CI 315b – Methods of Teaching in the Secondary School	2
CI 352g Student Teaching	10
Total	14

Sample Curriculum for the Bachelor of Arts – Foreign Languages and Literature: German

Fall Semester

Year 1

GER 101 – Elementary German I	4
ENG 101 – English Composition I	3
FL 111b – Intro to Foreign Studies	3
Introductory Natural Sciences & Math	3
Introductory Social Sciences	3
Total	16

Year 2

GER 201 – Intermediate German I	4
Distribution Fine Arts & Humanities	3
Distribution Natural Sciences & Math	3
Introductory General Education	3
Elective	3
Total	16

Year 3

GER 301 – Advanced German	4
GER 351 – Survey of German Literature**	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	3
Total	16

Spring Semester

Year 1

GER 102 – Elementary German II (IC)	4
ENG 102 – English Composition II	3
STAT 107, PHIL 106, MATH 106, FL 106, CS 108, or CMIS 108	3
Introductory Fine Arts & Humanities	3
Introductory General Education	3
Total	16

Year 2

GER 202 – Intermediate German II	4
Distribution Social Sciences	3
Intergroup Relations (IGR)	3
Elective	3
Elective	3
Total	16

Year 3

GER 352 – Survey of German Literature**	3
German Elective (300-400 level)	3
Elective	3
Elective	3
Elective	3
Total	15

Sample Curriculum for the Bachelor of Arts – Foreign Languages and Literature: German (continued)

Fall Semester

Year 4

GER 400a – Senior Essay	2
German Elective (300-400 level)	3
German Elective (300-400 level)	3
Elective	3
Elective	4
Total	15

Spring Semester

Year 4

GER 400b – Senior Essay	2
German Elective (300-400 level)	3
Elective	3
Elective	3
Elective	3
Total	14

Sample Curriculum for the Bachelor of Arts/Science – Foreign Languages and Literature: German – Secondary Education Certification

Fall Semester

Year 1

GER 101 – Elementary German I	4
ENG 101 – English Composition I	3
FL 111b – Introduction to Foreign Studies	3
Introductory Natural Sciences & Math	3
Introductory Social Sciences	3
Total	16

Year 2

GER 201 – Intermediate German I	4
Distribution Natural Sciences & Math	3
Distribution Social Sciences	3
Introductory General Education	3
Elective	3
Total	16

Spring Semester

Year 1

GER 102 – Elementary German II (IC)	4
ENG 102 – English Composition II	3
Intergroup Relations (IGR)^	3
Introductory Fine Arts and Humanities	3
PHIL 106, MATH 106, FL 106, CMIS 108, CS 108, or STAT 107*	3
Total	16

Year 2

GER 202 – Intermediate German II	4
CI 200 – Introduction to Education	2
Introductory General Education	3
Elective	3
Elective	3
Total	15

Complete ICTS Basic Skills Test for Admission to the Teacher Certification Program

Year 3

GER 301 – Advanced German	4
GER 351 – Survey of German Literature**	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	3
Total	16

Year 4

GER 400a – Senior Essay	2
German Elective (300-400 level)	3
German Elective (300-400 level)	3
Elective	3
Elective	4
Total	15

Year 3

GER 352 – Survey of German Literature**	3
German Elective (300-400 level)	3
Elective	3
Elective	3
Elective	3
Total	15

Year 4

GER 400b – Senior Essay	2
German Elective (300-400 level)	3
Elective	3
Elective	3
Elective	3
Total	14

Sample Curriculum for the Bachelor of Arts – Foreign Languages and Literature: Spanish

Fall Semester

Year 1

SPAN 101 – Elementary Spanish I	4
ENG 101 – English Composition I	3
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Introductory Natural Sciences & Math	3
Total	16

Year 2

SPAN 201 – Intermediate Spanish I	4
Distribution Fine Arts & Humanities	3
Distribution Natural Sciences & Math	3
Elective	3
Elective	3
Total	16

Year 3

SPAN 301 – Advanced Spanish	4
Spanish Elective (300-400 level)	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	3
Total	16

Year 4

SPAN 400a – Senior Essay	2
SPAN Elective (300-400 level)	3
SPAN Elective (300-400 level)	3
Elective	3
Elective	4
Total	15

Spring Semester

Year 1

SPAN 102 – Elementary Spanish II (IC)	4
ENG 102 – English Composition II	3
STAT 107, PHIL 106, MATH 106, FL 106, CS 108, or CMIS 108	3
Introductory General Education	3
Introductory General Education	3
Total	16

Year 2

SPAN 202 – Intermediate Spanish II	4
Distribution Social Sciences	3
Intergroup Relations (IGR)*	3
Elective	3
Elective	3
Total	16

Year 3

SPAN 302 – Advanced Spanish	4
Spanish Elective (300-400 level)	3
Elective	3
Elective	3
Total	13

Year 4

SPAN 400b – Senior Essay	2
SPAN Elective (300-400 level)	3
Elective	3
Elective	3
Elective	3
Total	14

Sample Curriculum for the Bachelor of Arts/Science – Foreign Languages and Literature: Spanish – Secondary Education Certification

Fall Semester

Year 1

SPAN 101 – Elementary Spanish I	4
ENG 101 – English Composition I	3
Introductory Fine Arts & Humanities	3
Introductory Natural Sciences & Math	3
Introductory Social Sciences	3
Total	16

Year 2

SPAN 201 – Intermediate Spanish I	4
Distribution Social Sciences	3
Introductory General Education	3
Elective	3
Elective	3
Total	16

Complete ICTS Basic Skills Test for Admission to the Teacher Certification Program

Year 3

SPAN 301 – Advanced Spanish	4
Spanish Elective (300-400 level)	3
Spanish Elective (300-400 level)	3
Spanish Elective (300-400 level)	3
SPE 400 The Exceptional Child	3
Total	16

Year 4

SPAN 400 – Senior Essay	3
Spanish Elective (300-400 level)	3
CI 315a – Methods Teaching in the Secondary School	2
CI 440 – Teaching Reading in the Secondary School	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
FL 486 – Language Learning & Teaching Foreign Language	3
Total	17

Spring Semester

Year 1

SPAN 102 – Elementary Spanish II (IC)	4
ENG 102 – English Composition II	3
Intergroup Relations (IGR)++	3
PHIL 106, MATH 106, FL 106, CMIS 108, or STAT 107*	3
Introductory General Education	3
Total	16

Year 2

SPAN 202 – Intermediate Spanish II	4
CI 200 – Introduction to Education	2
Distribution Fine Arts & Humanities	3
Distribution Natural Sciences & Math	3
Elective	3
Total	15

Year 3

SPAN 302 – Advanced Spanish#	4
SPAN 308 – Spanish Linguistics#	3
Spanish Elective (300-400 level)	3
EPFR 315 – Educational Psychology	3
Interdisciplinary Studies (IS)	3
Total	16

Year 4

CI 315b – Methods of Teaching in the Secondary School	2
CI 352g – Student Teaching	10
Total	12

Minor Requirements

A minor in French, German, or Spanish consists of the following courses (21 hours):

French and German Minors FL 111 a, b, **, 201**, 202**, 301. Plus 6 hours of electives at the 300-400 level.

Spanish Minors 201**, 202**, 301 or 302. Plus 9 hours of electives at the 300-400 level; one of these electives must be 311 or 312.

Minor in Russian Area Studies

A minor in Russian area studies consists of the following 26 hours: Russian 201**, 202**, and the following courses: Geography 331**, History 318(a)**, 318(b)**, 426**, Philosophy 344** Political Science 351**

Students seeking teacher certification should consult with their advisers.

** Satisfies general education requirements

Graduation Requirements

For majors and minors in the Department of Foreign Languages and Literature, credit is allowed for only those courses in which grades of C or better are earned. A "B" (3.0) average in the major is required for secondary education teacher certification.

Geography

Alumni Hall, Room 1401

www.siu.edu/GEOGRAPHY

Professors

Pearson, Randall S., Ph.D., 1993, Indiana State University
Shaw, Wendy (Associate Dean), Ph.D., 1994, University of Georgia

Zhou, Bin, Ph.D., 1994, University of Georgia

Associate Professors

Hildebrandt, Mark L., Ph.D., 1999, Arizona State University

Hu, Shunfu (Chair), Ph.D., 1998, University of Georgia

Odemerho, Francis O., Ph.D., 1982, Clark University

Starr, Michael J., Ph.D., 1997, University of California, Los Angeles

Assistant Professors

Acheson, Gillian, Ph.D., 2003, Texas A&M University

Grossman, Michael J., Ph.D., 2003, University of Wisconsin, Madison

Hanlon, James A., Ph.D., 2008, University of Kentucky

Hume, Susan E., Ph.D., 2005, University of Oregon

Springer, Cathryn E., Ed.D., 2007, Texas State University

Walton, Elizabeth M., Ph.D., 2009, University of North Carolina

Program Description

The Department of Geography offers the bachelor of science and the bachelor of arts degrees in geography. A degree in geography requires a minimum grade of C in courses completed for the major.

Geography, concerned with the Earth as the home of people, stresses the locational analysis of human activities and their relationships with the environment. While geography is one of the most time-honored disciplines reflecting curiosity about people and places, it is also an applied discipline that offers insights about present and future issues, involving environment, culture, society, economy, and politics.

The breadth of geographic inquiry accommodates students who have broad interests and goals. Students may emphasize physical aspects of the environment, cartography/geographic information systems, economic geography, human settlements, and cultural geography.

Geography majors are encouraged to consult with their advisers and should consider using elective hours to expand a particular area of interest. Physical geographers should consider a minor or an area of specialization in the physical sciences; the cartographer and computer-oriented student might consider a minor or an area of specialization in mathematics or computer science.

Career Opportunities

A geographer with a bachelor's degree has opportunities for employment in a wide variety of businesses and public organizations. Geography graduates have found employment as planners, environmental analysts, locational and industrial development analysts, cartographers, foreign service and intelligence officers, geographic information systems and image processing specialists, historic preservation specialists, and teachers at the elementary or secondary school level. The program also prepares students to continue their geographic studies at the graduate level, which may provide opportunities to teach in community colleges and universities.

Admission

Students wishing to declare a major must satisfy the following requirements:

- Complete all Academic Development courses required by the University.
- Complete any required courses to address high school deficiencies.
- Achieve a cumulative grade point average of at least 2.0 in courses completed at SIUE.

Retention

Students must maintain a cumulative grade point average of at least 2.0 to remain in good academic standing. Students whose cumulative grade point average falls below 2.0 will be placed on academic probation, returned to undeclared status and limited to a maximum of 12 hours of enrollment per term.

Transfer

Course work completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information about transfer, please visit www.siu.edu/registrar/transfer.

Degree Programs

Bachelor of Arts, Geography
Bachelor of Science, Geography
Secondary Education Teacher Certification Program is available

Degree Requirements

General Education Requirements (42-44 hours)

Some general education requirements may be satisfied while completing the major concentration. Also note that students seeking teacher certification must take specific general education requirements. See the secondary education section of this catalog for details. Candidates for the bachelor of arts degree must elect option B in the general education skills area.

Geography Core Requirements (36 hours)

GEOG 205 – Human Geography
GEOG 210 – Physical Geography
GEOG 201 – World Regions
GEOG 320 – Cartography
GEOG 321 – Quantitative Techniques

Two human geography courses, after completing GEOG 205, from among the following: 300, 301, 400, 401, 402, 406, 450 (human topic)
Two physical geography courses, after completing GEOG 210, from among the following: 310, 312, 314, 315, 316, 408, 410, 411, 412, 413, 416, 429, 450 (physical topic)
One regional geography course, after completing GEOG 201, from among the following: 330, 331, 332, 333, 334, 450 (regional topic)
One geography techniques course, after completing GEOG 320, from among the following, 322, 418, 419, 420, 421, 422, 423, 424, 425, 450 (techniques topic)
GEOG 499 Senior Assignment is completed over a two-semester period.
A grade of DE (deferred) is assigned at the end of the first semester.

Sample Curriculum for the Bachelor of Arts in Geography

Fall Semester

Year 1	
ENG 101 – Composition	3
ESCI 111 – Introduction to Physical Geology & Geography (INSM) (recommended)	3
Foreign Language 101	4
STAT 107 or CMIS 108	3
Introductory Fine Arts & Humanities	3
Total	16

Year 2	
GEOG 320 – Cartography	3
Human Geography Requirement	3
Intergroup Relations (IGR)	3
Minor or AOS	3
Elective	3
Total	15

Year 3	
GEOG 320 – Cartography	3
Human Geography Requirement	3
Intergroup Relations (IGR)	3
Minor or AOS	3
Elective	3
Total	15

Year 4	
Physical Geography Requirement	3
Physical Geography Requirement	3
Interdisciplinary Studies (IS)	3
Minor or AOS	3
Elective	3
Total	15

Spring Semester

Year 1	
GEOG 201 – World Regions (IC)	3
ENG 102 – Composition	3
Foreign Language 102	4
MATH 120, 125, 130 or 150 (INSM)	3
Introductory Social Sciences	3
Total	16

Year 2	
GEOG 205 – Human Geography	3
GEOG 321 – Quantitative Techniques	3
Distribution Social Sciences	3
Minor or AOS	3
Minor or AOS	3
Total	15

Year 3	
Human Geography Requirement	3
Regional Geography Requirement	3
Minor or AOS	3
Minor or AOS	3
Elective	3
Elective	2
Total	17

Year 4	
GEOG 499 – Senior Project	3
Geography Techniques Requirement	3
Elective	3
Elective	3
Elective	3
Total	15

Sample Curriculum for the Bachelor of Science in Geography

Fall Semester

Year 1

ENG 101 – Composition	3
ESCI 111 – Intro to Physical Geology & Geography (INSM) (recommended)	3
MATH 106 or PHIL 106	3
SPC 103 – Interpersonal Comm (IGR)	3
Introductory Fine Arts & Humanities	3
Total	15

Year 2

GEOG 210 – Physical Geography	3
Introductory Fine Arts & Humanities or Introductory Social Sciences	3
Distribution Fine Arts & Humanities	3
Distribution Natural Sciences & Mathematics	3
Elective	3
Total	15

Year 3

GEOG 320 – Cartography	3
Human Geography Requirement	3
Minor or AOS	3
Elective	3
Elective	3
Total	15

Year 4

Physical Geography Requirement	3
Physical Geography Requirement	3
Interdisciplinary Studies (IS)	3
Minor or AOS	3
Elective	3
Elective	1
Total	16

Spring Semester

Year 1

GEOG 201 – World Regions (IC)	3
ENG 102 – Composition	3
Introductory Social Sciences	3
MATH 120, 125, 130 or 150 (INSM)	3
STAT 107 or CMIS 108	3
Total	15

Year 2

GEOG 205 – Human Geography	3
GEOG 321 – Quantitative Techniques	3
Distribution Social Sciences	3
Minor or AOS	3
Minor or AOS	3
Total	15

Year 3

Human Geography Requirement	3
Regional Geography Requirement	3
Minor or AOS	3
Minor or AOS	3
Elective	3
Elective	3
Total	18

Year 4

Geography Techniques Requirement	3
GEOG 499 Senior Project	3
Elective	3
Elective	3
Elective	3
Total	15

Sample Curriculum for the Bachelor of Arts or Science in Geography, Secondary Education Teacher Certification

Fall Semester

Year 1

ENG 101 – English Composition I	3
ESCI 111 – Intro to Physical Geology & Geography (INSM) (recommended)	3
MATH 106, PHIL 106, or FL 106*	3
SPC 103 – Interpersonal Comm (IGR)*	3
Introductory Fine Arts & Humanities	3
Total	15

Year 2

GEOG 201 – World Regions	3
GEOG 205 – Human Geography	3
GEOG 210 – Physical Geography	3
HIST 112a – World History to 1500	3
Distribution Fine Arts & Humanities	3
Distribution Natural Sciences & Math	3
Total	18

Spring Semester

Year 1

ANTH 111 – Introduction to Anthropology (IC)	3
ENG 102 – English Composition II	3
MATH 120, 125, 130, or 150 (INSM)	3
POLS 111 – Intro to Political Science (ISS)	3
SOC 111 – Intro to Sociology (ISS)	3
STAT 107 – Concepts of Statistics or CMIS 108 – Computer Concepts	3
Total	18

Year 2

GEOG 320 – Cartography	3
GEOG 321 – Quantitative Techniques	3
ECON 111 – Principles of Macroeconomics	3
HIST 112B – World History, 1500 to Present	3
POLS 112 – American Government (DSS)	3
Total	15

Sample Curriculum for the Bachelor of Arts or Science in Geography Secondary Education Teacher Certification (continued)

Fall Semester

Year 3	
GEOG 301 (Human GCEG Requirement)	3
CI 200 – Introduction to Education	2
ECON 112 – Principles of Microeconomics	3
HIST 323 – History/Pedagogy or GEOG 440 Teaching of Geography	3
Human Geography Requirement	3
Total	14

Spring Semester

Year 3	
Geography Techniques Requirement	3
EPFR 315 – Educational Psychology	3
Choice of one POLS course	3
SPE 400 The Exceptional Child	3
Regional Geography Requirement	3
Total	15

Complete ICTS Basic Skills Test for admission to the Teacher Certification Program

Year 4	
CI 315a – Methods of Teaching in the Secondary School	2
CI 440 – Teaching Reading in the Secondary School	3
EFPR 320 – Foundations of Education in a Multicultural Society	3
Interdisciplinary Studies (IS)	3
Physical Geography Requirement	3
Total	14

Year 4	
GEOG 499 S–enior Project	3
CI 315b – Methods of Teaching in the Secondary School	2
CI 352 – Student Teaching – Secondary	10
Total	15

* A student who wishes to earn a B.A. degree in Geography will complete two semesters of a foreign language and one of the following: MATH 106, PHIL 106, CMIS 108, or STAT 107.

Minor or Area of Specialization (18 hours)

Geography majors may complete an existing minor within another department or may select the area of specialization option. The area of specialization option is designed to give students an opportunity to further explore the breadth and depth of geography and related disciplines, and consists of a unique 18 hours of course work. The area of specialization may include courses from a variety of departments, including geography (courses must be in addition to all major requirements), and it must be designed in consultation with the area adviser and approved by the department chair. All courses taken as part of an area of specialization require a minimum grade of C.

Electives (26-28 hours)

Minor Requirements (for non-Geography majors)

The minor in geography requires that students take 18 credits consisting of courses at the 200 level or above. The student is required to take one human course, one physical course, and one regional course for a total of 9 credits. The

remaining 9 credits in geography may be taken as electives. A minimum grade of C is required in courses completed for the minor. The courses should be selected in consultation with the undergraduate adviser in geography.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Historical Studies

Peck Hall 3225

www.siue.edu/artsandsciences/historicalstudies/

Professors

Frick, Carole, C. History, Ph.D., 1995, University of California - Los Angeles

Hansen, Stephen, L. History, Ph.D., 1978, University of Illinois - Chicago (Associate Provost & Dean of Graduate Studies)

Associate Professors

Cheeseboro, Anthony Q., Ph.D., 1993, Michigan State University (Chair)

Fowler, Laura L., Ph.D., 2003, Loyola University

Hinz, Christienne, Ph.D., 2001, The Ohio State University
Jordan, Thomas, Ph.D. 2000, University of Illinois - Urbana-Champaign

McClinton, Rowena, Ph.D. 1996, University of Kentucky
Ruckh, Eric, History, Ph.D. 1997, University of California - Irvine

Tamari, Steven L., History, Ph.D., 1998, Georgetown University

Thomason, Allison K., Art History, Ph.D., 1999, Columbia University

Assistant Professors

Miller, Jennifer, History, Ph.D., 2008, Rutgers

Paulett, Robert, History, Ph.D., 2007, College of William & Mary

Stacy, Jason, History, Ph.D., 2005, Loyola Chicago

Instructors

Harrison, Victoria, History, Ph.D. 2007, St. Louis University

Manuel, Jeffrey, University of Minnesota

Sano, Yulonda E., Ph.D., 2007, The Ohio State University

Sjursen, Katrin, University of California - Santa Barbara

Program Description

The study of history begins with questions about how things came to be as they are or were; these questions contribute to a greater understanding of ourselves and others.

Historians approach the study of the past in many ways. Some attempt to analyze the entire spectrum of historical evolution within a particular period or within a specific nation. Others, working within or across national histories, specialize in the history of particular social institutions, such as the family, business or churches, or the historical development of ideologies or of cultural concepts such as race or gender. Historians borrow tools freely from other disciplines. For some historians, the methodologies of the social sciences become critical tools for the study of the

past, while others prefer a historical approach more akin to the methods of the humanities and literature. Most adopt some mixture of methodologies.

Some historians argue that studying the past brings them to a better understanding of the present. For them, the past provides useful insights into the current behavior of individuals and institutions. Others stress the uniqueness of every historical situation and are less prone to seek lessons in the past. Most historians contend that the discipline does give students of history a breadth of perspective that improves their ability to understand events and to function in today's world.

Students applying for a major in any history program must have completed the general education requirements for writing skills (English 101 and 102 or equivalent) and all high school course deficiencies. Students should arrange an interview with the undergraduate adviser in history as soon as possible after applying for a major.

Career Opportunities

Traditionally a bachelor's degree in Historical Studies has been a tool for two careers: one in teaching; the second being a foundation for attending law school. Additionally, Historical Studies has also been the foundation for careers in archives, museums, and historic preservation; those fields are collectively known as applied history. It is also very important to understand that history is a discipline that provides good students with great writing, research, and critical thinking skills. These skills allow a motivated person to pursue a wide variety of career paths. There are numerous examples of people who become everything from corporate CEOs to CIA field managers, to Army Generals, who started with Bachelor's degrees in history.

As for specific training, historical studies offers social science education for secondary school teaching careers, and a certificate of Museum Studies for careers in applied history. Historical Studies also provides content for the School of Education's Master's of Teaching or MAT program.

Degree Programs

Bachelor of Arts, History

Bachelor of Science, History

Secondary Education Teacher Certification Program is available

The Department of Historical Studies has two options within its bachelor's degree program. One, the Bachelor of Arts degree, is often the first step in preparation for a career as a professional historian. It is also excellent preparation for the study of law or for many other kinds of professional training. The other, the Bachelor of Science degree, may be preferred by students contemplating careers in the business world, government service, and journalism and editing. Students pursuing either a B.A. or a

B.S. degree may seek work in the field of Public History, that is, as workers in museums, archives, national parks and monuments or other venues where the services of a person trained in historical analysis are required. To prepare students for this sort of work, the department offers HIST 490, an elective supervised internship with an historical agency for up to 6 hours of credit.

Finally, students planning to teach in public schools may choose either a bachelor of arts or a bachelor of science degree with a major in history. Any of these programs provides an opportunity for students to study subjects of great interest while developing skills that prepare them for a variety of career options. The bachelor of science degree program is identical to the bachelor of arts degree program, except students are not required to study a foreign language. A foreign language is strongly recommended for students planning graduate study.

Program Overview and General Department Information

Admission

Must pass ENG 102

Retention

Must maintain a 2.0 grade point average

Must maintain a 2.0 grade point average in all Historical Studies Courses

Transfer

Must have a 2.0 grade point average

Only 100-200 level courses are accepted pending similarity to Historical Studies offerings and articulation agreements with the student's prior institution

Degree Requirements

Complete all general education and specific program requirements.

Complete four courses of HIST survey courses, 111-201 with a minimum grade of C.

Two must be from the European or world surveys

Two must be from the United States Surveys

Students preparing for teacher certification to teach history or social science must select HIST 112a,b

Complete six courses of upper level courses 300-499 with a minimum grade of C. Students preparing for certification to teach history or social studies must select History/Pedagogy, HIST 323

Complete HIST301 & HIST401 with a minimum grade of C.

Social Science Education Majors must average 3.0 cumulatively in their Historical Studies courses.

Sample Curriculum for the Bachelor of Arts in History

Fall Semester

Year 1

HIST Survey Level (Europe or World)	3
ENG 101 – English Composition I	3
Foreign Language 101	4
PHIL 106, MATH 106, STAT 107, or CMIS 108	3
Introductory Natural Sciences & Mathematics	3
Total	16

Year 2

HIST Survey Level (US)	3
Foreign Language 201 (DFAH)	4
Introductory General Education	3
Introductory General Education	3
Minor	3
Total	16

Year 3

HIST 301 Historical Methods	3
HIST 300-400 level Elective	3
Upper-level foreign language course (recommended)	4
Intergroup Relations (IGR)	3
Minor	3
Total	16

Year 4

HIST 401 Historical Research	3
HIST 300-400 level Elective	3
Upper-level foreign language course (recommended)	4
Minor	3
Minor	3
Total	16

Spring Semester

Year 1

HIST Survey Level (Europe or World)	3
ENG 102 – English Composition II	3
Foreign Language 102 (IC)	4
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Total	16

Year 2

HIST Survey Level (US)	3
Foreign Language 202	4
Distribution Natural Sciences & Mathematics	3
Distribution Social Sciences	3
Minor	3
Total	16

Year 3

HIST 300-400 level Elective	3
HIST 300-400 level Elective (Non-Western)	3
Interdisciplinary Studies (IS)	3
Upper-level foreign language course (recommended)	4
Minor	3
Total	16

Year 4

HIST 300-400 level Elective	3
HIST 300-400 level Elective	3
Upper-level foreign language course (recommended)	4
Minor/Elective	2
Total	12

Sample Curriculum for the Bachelor of Science in History

Fall Semester

Year 1

HIST Survey Level (Europe or World)	3
ENG 101 – English Composition I	3
PHIL 106 – Critical Thinking or MATH 106 Deductive Reasoning	3
SPC 103, 104 or 105 Speech Communication	3
Introductory Natural Sciences & Mathematics	3
Total	15

Year 2

HIST Survey Level (US)	3
Introductory General Education	3
Introductory General Education	3
Minor	3
Elective	3
Total	15

Year 3

HIST 301 – Historical Methods	3
HIST 300-400 level Elective	3
Intergroup Relations (IGR)	3
Distribution Social Sciences	3
Minor	3
Total	15

Year 4

HIST 300-400 level Elective	3
HIST 300-400 level Elective	3
Minor	3
Elective	3
Elective	4
Total	16

Spring Semester

Year 1

HIST Survey Level (Europe or World)	3
ENG 102 – English Composition II	3
STAT 107 – Concepts of Statistics or CMIS 108 – Computer Concepts	3
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Total	15

Year 2

HIST Survey Level (US)	3
Distribution Fine Arts & Humanities	3
Distribution Natural Sciences & Mathematics	3
Minor	3
Elective	4
Total	16

Year 3

HIST 300-400 level Elective	3
HIST 300-400 level Elective (non-Western, II/IC)	3
Interdisciplinary Studies (IS)	3
Minor	3
Elective	4
Total	16

Year 4

HIST 401 Historical Research	3
HIST 300-400 level Elective	3
Minor	3
Minor/Elective	3
Elective	4
Total	16

Sample Curriculum for the Bachelor of Science in History, Secondary Education

Fall Semester

Year 1

HIST 112a – World History (IC)	3
ENG 101 – English Composition I	3
SOC 111 – Introduction to Sociology (ISS)	3
SPC 103, 104, or 105 Speech Communication	3
STAT 107 – Concepts of Statistics or CMIS 108 – Computer Concepts	3
Total	15

Year 2

HIST Survey Level (US)	3
GEOG 205 – Human Geography	3
POLS 111 – Intro to Political Science (ISS)	3
Introductory Fine Arts & Humanities or Natural Sciences & Math	3
Intergroup Relations (IGR)	3
Total	15

Year 3

HIST 301 – Historical Methods	3
HIST 323 – History/Pedagogy	3
HIST 300-400 level Elective	3
ECON 112 – Principles of Microeconomics	3
GEOG 201 – World Regions	3
POLS 112 – American National Government (DSS)	3
Total	16

Year 4

HIST 401 – Historical Research	3
HIST 300-400 level Elective	3
CI 315a – Methods of Teaching in the Secondary School	2
CI 440 – Teaching Reading in Secondary School	3
EPFR 315 – Education Psychology	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
Total	17

Spring Semester

Year 1

HIST 112b – World History (II)	3
ENG 102 – English Composition II	3
PHIL 106, MATH 106, or FL 106	3
Introductory Fine Arts & Humanities	3
Introductory Natural Sciences & Math	3
Total	15

Year 2

HIST Survey Level (US)	3
ANTH 111 – Introduction to Anthropology	3
CI 200 – Introduction to Education	2
ECON 111 – Principles of Macroeconomics	3
GEOG 210 – Physical Geography (DNSM)	3
Distribution Fine Arts & Humanities	3
Total	17

Year 3

HIST 300-400 level Elective	3
HIST 300-400 level Elective	3
HIST 300-400 level Elective	3
POLS 300, 340, 342, or 370	3
Interdisciplinary Studies (IS)	3
SPE 400 – The Exceptional Child	3
Total	18

Year 4

CI 315b – Methods of Teaching in the Secondary School	2
CI 352 – Student Teaching	10
Total	12

Minor Requirements

Three survey courses out of: HIST 111a; 111b; 112a; 112b; 113; 114; 130; 200; 201.

At least one survey course must European or World history, and one must be American history.

Four upper level courses between 300-499 must be taken.

At least three credit hours must be history of an area outside of Europe and the United States

HIST300 mini courses can be taken for up to six hours,

HIST400 can be taken for up to nine hours.

No minors may take HIST301 or 401.

Graduation Requirements

- Complete all specific program requirements.
- Students are required to complete a minor.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Mass Communications

Dunham Hall, Room 1031
www.siu.edu/MASSCOMM/

Professors

Donald, Ralph R., Ph.D., 1987, University of Massachusetts

Maynard, Riley H., Ph.D., 1995, St. Louis University

Murphy, Patrick D., Ph.D., 1996, Ohio University

Associate Professors

Hicks, Gary R., Ph.D., 1998, University of Texas at Austin (Chair)

Assistant Professors

Hale, Donna K; Ph.D., 2005, Bowling Green State University

Ilbroscheva, Elza N.; Ph.D., 2005, Southern Illinois University Carbondale

Kapatamoyo, Musonda; Ph.D., 2007, Ohio University

Yu, Jason, Ph.D., 2008, The University of North Carolina at Chapel Hill

Instructors

Byers, Cory, M.A., 2005, Southern Illinois University Carbondale

Merrett-Murry, Tammy, M.A., 1998, Webster University

Program Description

The Department of Mass Communications is accredited by the highly selective Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). The program is designed to prepare students for one of the fastest growing and dynamic fields in the United States: mass communication and media arts.

Our curriculum seeks to educate students to be responsive to this fast paced, ever changing professional environment. While some specialized skills are essential to enable students to meet current standards, the goal of the Mass Communications curriculum is to produce graduates who are independent professional communicators capable of critically and creatively producing media messages for the diversity of groups in an increasingly global society.

To meet the challenges of the mass communications industries of the 21st century and to provide students with a comprehensive mass communications background, this department's curriculum consists of four components: the introductory core, a professional option, the advanced core and Mass Communications electives. The introductory core of three courses consists of an introduction to mass communication plus two basic skills courses. MC 201 (Mass Media in Society) encourages an appreciation for the significant ideas, events and individuals that influenced the development of mass media systems and continue to guide their evolution.

In the two introductory skills courses, MC 202 (Writing for the Media) and MC 204 (Introduction to Television and Audio Production), students learn how to use the tools and technologies appropriate for the communications professions in which they will work. But beyond these technical skills, students are also trained in essential analytical skills and artistic skills in writing (accuracy, fairness, and clarity) and in audio and visual media production. These fundamental media skills are broadly applicable and not bound to specific technologies that may be threatened by obsolescence. Students are required to choose and to complete a professional option consisting of five courses. The options are: Print and Electronic Journalism, Television/Radio, Corporate and Institutional Media, and Media Advertising. The two anchor courses in each professional option are essential to developing proficiency in a specific media concentration. A choice of three additional courses from the remaining eight to ten courses in an option permits a faculty adviser to help a student focus his/her program in the direction best suited to that student's career aspirations.

The advanced core encourages students to develop a deeper understanding of the social, political, legal, economic, artistic and technological environment in which media products are produced, delivered and consumed. Further, the advanced core emphasizes issues related to ethics and diversity, and encourages students to think carefully and critically about the nature and significance of the media in our society. Included in the advanced core are MC 401 (Media Law and Policy), MC 403 (Media Critical Theory), and MC 481 (Internship/Senior Portfolio). A professional internship off campus provides real-life work experience and valuable contacts for the student; the senior portfolio assignment helps students prepare for graduation and for advantageous positioning in the employment marketplace.

The curriculum also provides for two open major elective courses. This provision enables students not only to explore their own cross-media educational interests, but also, with the aid of faculty advisers, to further position themselves for their particular career goals. To provide graduates with additional competencies in other disciplines, a minor in a subject outside the major also is required.

An Ideal Location

The St. Louis metropolitan area is the 21st largest media market in the United States. SIUE's Mass Communications Department program takes advantage of the resources of the region by regularly scheduling media professionals for guest appearances in classes, by employing working professionals as part-time faculty, and by sponsoring events such as Mass Communications Week, in which a number of programs on topics as varied as the job search, television and film lighting, independent video producing in St. Louis, virtual media for corporate communications, and a dialogue with a St. Louis Post-Dispatch columnist are conducted by working professionals and the faculty.

Career Opportunities

The Department of Mass Communications graduates take many career paths. Today dozens of careers are available for print journalism students. Besides working as reporters, editors, sports writers or photojournalists on newspapers and on-line blogs, graduates may land their first jobs with news wire services, organizational and professional newsletters, national, regional and local magazines, trade periodicals and in corporate communications. Recent electronic journalism graduates report success in radio, television and news-related occupations. Rooted in the traditional study of print journalism, the electronic journalism professional option prepares graduates for a growing number of news writing, reporting, newsroom management, documentary production and Internet news sites.

Media advertising is all around us. To name a few, ads can always be found on radio, television, newspapers, magazines and other print media, as well as on billboards, the sides of buses and taxis, on T-shirts, baseball caps and lunch boxes, in the movies, on the Internet and even on the bags you use to carry home your purchases. Mass Communications Department graduates work for ad agencies, for marketing departments of major corporations, for sales departments of media organizations and in many other ancillary jobs in marketing. In ad agencies, graduates are successful, both on the creative side and as account executives, media specialists and buyers.

Recent Television/Radio graduates report that there are many more jobs "out there" than they imagined when they first enrolled at SIUE. Besides finding employment at television and radio stations, SIUE graduates are writing and producing videos for public relations clients, working in industrial and corporate communications, serving the video needs of hospitals, schools, colleges, and law offices, plus designing and producing interactive video and audio for web sites. And yes, many graduates still find jobs in radio and broadcast or cable television in news, production, sales, traffic, promotions, operations, and other departments. The new kind of broadcasting graduate this department produces is a valuable commodity throughout the mass communications job market.

Corporations and institutions have learned they can't do without media specialists, and they come to SIUE to find the specialists they need to communicate with their stockholders, their employees, the public in fact, all their "publics," as public relations practitioners call their audiences. Working in marketing, public relations, and corporate media (video, digital, multimedia, web, print), SIUE's professional communicators create and deliver the messages for business, industry, institutions and organizations. Interactive multimedia, web site design and construction, computerized manipulation of visual images, digital photojournalism, digital publishing, non-linear video editing, digital animation and many other 21st-century mass communication skills.

Integrated into all these professional options is the study and practice of the leading-edge skills, techniques, theories and aesthetics SIUE graduates will need to succeed in a digital future for webmasters, interactive multimedia producers and many new digital media jobs as yet unnamed. SIUE students learn the tried-and-true mass communication basics as well as the most advanced digital media techniques needed to excel in this brave new world.

Degree Programs

Bachelor of Arts, Mass Communications
Bachelor of Science, Mass Communications

Areas of Interest:

Corporate and Institutional Media
Media Advertising
Print and Electronic Journalism
Television/Radio

Program Overview and General Department Information

Admission

Except for incoming freshmen, students wishing to apply for a major in mass communications are required to:

- complete all Academic Development courses required by the University;
- complete any required courses to address high school deficiencies;
- achieve a minimum cumulative grade point average of 2.2 at SIUE;
- complete MC 201 and 202 with a grade of C or better.

Retention

Mass Communications majors must maintain a 2.2 overall grade point average.

Students may attempt (complete a course and receive a grade) any Department of Mass Communications course only twice. If a student fails to achieve a C grade or better in a course after a second attempt, he/she must petition the Mass Communications Department faculty for the opportunity to attempt the course again.

Transfer

The department will accept a maximum of 18 semester hours transferred from any other accredited higher education institution toward completion of the Mass Communications major: the remainder of a student's 39 hour major must be completed in this department.

The department will accept a maximum of 9 semester credits transferred from any other accredited higher education institution toward completion of the Mass Communications minor: the remainder of a student's 21 hour minor must be completed in this department.

All mass communications courses that a student wishes to transfer should have a minimum grade of C. The burden of proof that a course meets a requirement in the Mass Communications major is the responsibility of the student and the institution from which the course is transferred. Transfer students should contact the Mass Comm Dept. Chair for a course transfer review.

Degree Requirements

General Education (42-44 hours)

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. All Mass Communications majors must complete Philosophy 481: Media Ethics, as part of their program of study.

To ensure that Mass Communications majors learn to apply basic numerical and statistical concepts, each must complete one of the following options:

- a Choose either STAT 107, Concepts of Statistics; STAT 244, Statistics; or STAT 380, Statistics for Applications, to complete the SIUE General Education skills courses requirement; or
- b If a Mass Communications major chooses a minor in Speech Communication, complete SPC 329, Communication Research Methods; or
- c Choose MC 451, Research Methods in Mass Media, either as a Mass Communications Department elective or as one of the student's three selected courses in the Media Advertising or Corporate and Institutional Media professional options.

All Mass Communications majors must complete a minimum of 80 semester hours in courses outside the Department of Mass Communications. Of these, no fewer than 65 semester hours must be completed in courses in the basic liberal arts and sciences. Liberal arts and sciences courses at SIUE include any course taught in the College of Arts and Sciences, the Department of Economics, and the Department of Psychology.

Introductory Core Requirements (12 hours)

MC 201, MC 202, MC 203 and MC 204

Advanced Core (9 hours)

MC 401, MC 403 and MC 481

Professional Option (15 hours)

Choose one of the following Mass Communications options:

Corporate and Institutional Media

MC 402 Media Management

MC 422 Writing Corporate & Institutional Marketing

Three of the following courses chosen in consultation with a Mass Communications Department adviser:

MC 321 Feature Writing

MC 323 Publication Layout and Design

MC 327 Designing/Writing for the World Wide Web

MC 330 Advanced Broadcast Writing

MC 342 Digital Imagery

MC 431 Corporate & Nonbroadcast Video

MC 441 Multimedia Use in Mass Media

MC 451 Research Methods in Mass Media

MC 453 Transnational Media

Media Advertising

MC 325 Fundamentals of Advertising

MC 389 Media Planning

Three of the following courses chosen in consultation with a Mass

Communications Department adviser:

MC 323 Publication Layout and Design

MC 326 Advertising Copywriting & Design

MC 334 Electronic Media Advertising

MC 342 Digital Imagery

MC 421 Advertising Campaigns

MC 440 Visual Media Analysis

MC 449 Media Psychology

MC 451 Research Methods in Mass Media

Print and Electronic Journalism

MC 322 Copy Editing For The Media

MC 324 Public Affairs Reporting

Three of the following courses chosen in consultation with a Mass

Communications Department adviser:

MC 321 Feature Writing

MC 323 Publication Layout and Design

MC 330 Advanced Broadcast Writing

MC 332 Electronic Media News

MC 341 Sports Journalism

MC 342 Digital Imagery

MC 424 The Literature of Journalism

MC 447 Photojournalism

Television/Radio

MC 330 Advanced Broadcast Writing

MC 402 Media Management

Three of the following courses chosen in consultation with a Mass

Communications Department adviser:

MC 301 Radio Production

MC 331 Electronic Media Performance

MC 333 Advanced Video Writing and Production

MC 334 Electronic Media Advertising

MC 423 Advanced Topics in Writing for the Media

MC 431 Corporate and Non-broadcast Video

MC 433 Advanced Video Directing and Producing

MC 440 Visual Media Analysis

MC 441 Multimedia Use in Mass Media

MC 454 Documentary Media

Mass Communications Electives (6 hours)**Minor Outside of Mass Communications (18-21 hours)****University Electives (19-22 hours)**

Only mass communications courses in which the student receives a C grade or better will be accepted for credit toward completion of the Mass Communications major or minor.

Sample Curriculum for the Bachelor of Science in Mass Communications**Fall Semester****Year 1**

MC 201 – Mass Media in Society 3

ENG 101– English Composition I 3

SPC 105 – Public Speaking (required) 3

STAT 107 – Concepts of Statistics* or CMIS 108 Computer

Concepts and Applications 3

Introductory Fine Arts and Humanities 3

Total 15

Year 2

MC 204 – Into to Television & Audio Production 3

Introductory General Education 3

Introductory General Education 3

Minor 3

Minor 3

Total 15

Year 3

MC Professional Option 3

Intergroup Relations (IGR) 3

Minor 3

Minor 3

Elective 3

Total 15

Year 4

MC 401 – Media Law & Policy 3

PHIL 481 – Media Ethics (DFAH) 3

International Issues/International Culture (II/IC) 3

Minor/Elective 3

Elective 3

Elective 3

Total 18

Spring Semester**Year 1**

MC 202 – Writing for the Media 3

ENG 102 – English Composition II 3

PHIL 106 – Critical Thinking or MATH 106 – Deductive Reasoning 3

Introductory Natural Sciences and Mathematics 3

Introductory Social Sciences 3

Total 15

Year 2

MC Professional Option 3

MC Professional Option 3

Distribution Natural Sciences and Mathematics 3

Minor 3

Elective 3

Total 15

Year 3

MC Professional Option 3

MC Elective 3

Interdisciplinary Studies (IS) 3

Distribution Social Sciences 3

Minor 3

Total 15

Year 4

MC 403 – Media Critical Theory 3

MC 481 – Internship/Senior Portfolio 3

MC Elective* 3

Elective 3

Elective 4

Total 16

Students wishing to obtain a **Bachelor of Arts** degree may do so by taking one year of foreign language.

Mass Communications Minor

The Mass Communications minor requires MC 201 and 202 and additional courses selected in consultation with a departmental minor adviser for a total of 21 hours.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Mathematics and Statistics

Science Building, Room 1333

www.siu.edu/artsandsciences/math/

Distinguished Research Professors

Jarosz, Krzysztof (Chair), Ph.D., 1982, University of Warsaw

Ledzewicz, Urszula, Ph.D., 1984, University of Lodz

Professors

Lu, Chunqing, Ph.D., 1986, University of New York at Buffalo

Neath, Andrew A., Ph.D., 1994, University of California at Davis

Pelekanos, George, Ph.D., 1997, University of Delaware

Rigdon, Steve E., Ph.D., 1985, University of Missouri-Columbia

Sewell, Edward C., Ph.D., 1990, Cornell University

Associate Professors

Agustin, Zenia, Ph.D., 1997, Bowling Green State University

Agustin, Marcus, Ph.D., 1997, Bowling Green State University

Hasty, Marilyn, Ph.D., 1986, Southern Illinois University Carbondale

Parish, James L., Ph.D., 1985, University of Chicago

Voepel, Tammy M., Ph.D., 1997, University of Missouri-Columbia

Assistant Professors

Chew, Song Foh, Ph.D., 2005, Purdue University

Leem, Koungh Hee, Ph.D., 2003, University of Iowa

Song, Myung-Sin, Ph.D., 2005, University of Iowa

Staples, G. Stacey, Ph.D., 2004, Southern Illinois University Carbondale

Traub, Cynthia, Ph.D., 2006, Washington University

Weyhaupt, Adam G., Ph.D., 2006, Indiana University

Program Description

Mathematics, the queen of sciences, is both a language and a science. As a language, mathematics is used to translate relationships within the universe into mathematical expressions and equations, that is, into mathematical models. The importance of mathematics in this regard was emphasized by Galileo more than three centuries ago when he said, "the laws of nature are written in the language of mathematics." Throughout history, mathematics has had an important role in the efforts of the human race to understand the world and to control the environment. As a science, mathematics is concerned not only with computation, but, more importantly, with the study of relations, interdependencies, and inferential structures. It is a rapidly growing field of study, concerned with problems from within mathematics and from the social sciences as well as the natural sciences.

Consequently, students who major in mathematics have a wide range of career opportunities open to them.

With the progress in computers and computing technology, knowledge of the mathematical sciences is more important today than ever before. Having had a central role in the natural sciences for many years, mathematics has become more and more useful in the social sciences and in the humanities. Economics, political science, sociology, psychology and other social sciences now rely on mathematics, particularly statistics, to understand, to control and to predict social phenomena.

The Department of Mathematics and Statistics offers programs leading to a bachelor of arts or a bachelor of science degree with a major in mathematical studies. In addition, as a result of the various applications of mathematical sciences, the department offers a variety of service courses for students majoring in other disciplines. Please note that most of the courses in this department have other courses as prerequisites. Before enrolling in a course in mathematics, statistics or operations research, students must complete the prerequisite(s) with a grade of C or higher. A grade of D in a prerequisite course indicates inadequate preparation to continue to the next course.

Career Opportunities

Because mathematics provides the basic language and method for science and technology, a country needs to have many people who are well trained in mathematical subjects in order to be technologically competitive in a world economy. Mathematicians, statisticians, actuaries,

and mathematical educators will continue to be needed by the government, industry, business, and schools. For a student in engineering, physics or computer science, a second major in mathematics may not require a great deal of additional course work, while enhancing the student's background in his or her first major. A mathematics major is also appropriate preparation for graduate studies in several areas including mathematics, operations research, statistics, engineering and law. Statistics provides career possibilities that deserve special mention. Students with undergraduate majors in statistics may find positions doing actuarial work with insurance companies or doing work in quality control and reliability with industrial firms. Also, recent job studies indicate shortages of statisticians and operations researchers trained at the graduate level. Some students enter professional programs in business, law, and medicine after completing a mathematics major. And, of course, the continuing need for highly motivated, well trained mathematics teachers in the schools has been well publicized. In January of 2009 the Wall Street Journal published a study of 200 best and worst jobs – mathematician was the best job listed, followed by actuary as #2, and statistician as #3.

Departmental advisers can provide information about career possibilities in the mathematical sciences and can suggest elective courses that would be appropriate to various career goals and interests, including the intention to pursue graduate studies.

Degree Programs

Bachelor of Arts, Mathematical Studies
Specializations available in the following:

- Actuarial Science
- Applied Mathematics
- Mathematical Sciences
- Statistics

Bachelor of Science, Mathematical Studies
Specialization available in the following:

- Actuarial Science
- Applied Mathematics
- Mathematical Sciences
- Statistics

Secondary Education Teacher Certification Program is available

Program Overview and General Department Information

Admission

To be admitted to the mathematics and statistics program, students must satisfy one of the following:

- Complete MATH 120 and 125, or mathematics courses having these as prerequisites (or equivalent courses at another accredited institution of higher education), have a GPA of 2.0 or higher in all

university mathematics courses, and have a GPA of 2.0 or higher in all SIUE courses taken.

- Complete in high school seven semesters of university preparatory mathematics courses, including a course in trigonometry, and have no grade lower than a C in those courses. Students who do not qualify for admission into an academic program in the department but hope to seek admission later are encouraged to obtain advice from a faculty member in the department.

For purposes of computing the GPA of a student seeking admission, the student may not use credit hours earned through proficiency, transfer, CLEP, or from a course, after credit has been received for similar or more advanced course work in the subject at SIUE or elsewhere. For readmission, students must meet the same admission requirements as students entering the program for the first time.

Retention

In order to be retained, students must

- Maintain a cumulative grade point average of 2.0 in mathematics, statistics and operations research.
- Maintain a term grade point average above 1.0 in every term.
- Not have withdrawn, received incomplete grades, or a combination of failing grades in 50% or more of the courses for which the student is registered during two successive terms.
- Not have any combination of three grades of D, F, UW, WP, or WF in any single required course in mathematics, statistics, or operations research.

Transfer

Courses listed at www.siu.edu/registrar/transfer/college_listings.shtml will be transferred automatically and will apply toward degree requirements as appropriate, provided a grade of C or better was earned. For courses not included on the list, decisions are made on an individual basis. The student must provide an official detailed description of the course to the Chair of the Department. Students must earn at least 30 hours in residence at SIUE.

General Education Requirements for the Major

The distinction between the bachelor of arts and bachelor of science degrees through the Department of Mathematics and Statistics is the language requirement. Students seeking majors in this department may choose to be awarded the bachelor of arts degree rather than the bachelor of science degree, provided the electives include 8 hours of credit in a foreign language that is neither English nor the student's native language.

Students must choose from one of the five programs described below, which include four options in mathematical studies and a major in mathematics for secondary school teachers. Through a choice of electives, students may adjust these programs to their goals and interests.

In addition to the specific requirements stated below for each program, students must meet the following requirements:

- a Earn a minimum of 124 hours of acceptable credit with a cumulative grade point average of 2.0 or higher;
- b Complete at least 12 hours of SIUE credit in major courses numbered 300 or above with a cumulative GPA of 2.0 or higher;
- c Earn a GPA of 2.0 or higher in all mathematics, statistics, or operations research courses numbered 300 or above at SIUE within 2 years preceding graduation;
- d Complete at least 6 hours of credit in mathematics, statistics, or operations research courses numbered 300 or above at SIUE within 2 years preceding graduation.

Duplicate credits earned (through proficiency, transfer, CLEP, or from a course) after credit has been received for similar or more advanced course work in the subject at SIUE or elsewhere are not applicable toward graduation. Students who receive a grade of D in any mathematics, statistics, or operations research course may not count that course toward requirements for a mathematics major.

Degree Requirements

All programs offered by the Department of Mathematics and Statistics require completion of the mathematics core, which consists of the following courses:

- Mathematics 150, 152, 250, 223, 321, and 350.
- Completion of Computer Science 140 and
- Physics 151 and 151L also are required for all programs.

These courses total 32 hours, of which 8 are applicable to general education requirements. (Physics 151 satisfies 4 hours of the introductory general education requirements. Computer Science 140 satisfies 4 hours of the skills requirement.)

All seniors are required to take MATH 498 and 499 (Senior Seminar and Senior Project), which carry 2 credits each. MATH 499 is graded Satisfactory or Unsatisfactory. Passing this course is required for graduation. The student is required to consult with a member of the mathematics/

statistics faculty to prepare a proposal for a culminating project. The Undergraduate Program Committee must approve all proposals. The completed project is evaluated by a Project Evaluation Committee and includes both the documentation and an oral presentation by the student. Members of the faculty are invited to attend the oral presentation.

Degree Requirements B.A. or B.S. Mathematics, with a specialization in Actuarial Science

MATH 150	MATH 152	MATH 223
MATH 250	MATH 305	MATH 321
MATH 340	MATH 350	MATH 465
MATH 498	MATH 499	STAT 480a
STAT 480b	STAT 482	STAT 486
OR 441	CS 140	PHYS 151
PHYS 151L	ECON 111	ECON 112
ACCT 200	ACCT 210	FIN 320
FIN 420		

6 hours of MATH, STAT, or OR electives selected from STAT 478, STAT 485, OR 442, or MATH 466

3 hours of finance electives

Degree Requirements B.A. or B.S. Mathematics, with a specialization in Applied Mathematics

MATH 150	MATH 152	MATH 223
MATH 250	MATH 305	MATH 321
MATH 350	MATH 450	MATH 451
MATH 464	MATH 465	MATH 466
MATH 498	MATH 499	CS 140
PHYS 151	PHYS 151L	PHYS 152
PHYS 152L		

9 hours of MATH, STAT, or OR electives chosen from one of the options below

- a MATH 320 and two additional courses selected from MATH 421, 437, 450, OR 440, 441, 442, STAT 480a,b
- b STAT 380 and two additional courses selected from MATH 421, 437, 450, OR 440, 441, 442.
- c STAT 480a,b and one additional course selected from MATH 421, 437, 450, OR 440.
- d MATH 421 and two additional courses selected from MATH 437, 450, OR 440, 441, 442, STAT 480a,b.

6 hours of science or engineering electives

Degree Requirements B.A. or B.S. Mathematics, with a specialization in Mathematical Sciences

MATH 150	MATH 152	MATH 223
MATH 250	MATH 320	MATH 321
MATH 350	MATH 420	MATH 421
MATH 450	MATH 451	MATH 498
MATH 499	CS 140	PHYS 151
PHYS 151L		

Either MATH 435 or MATH 437

3 hours of MATH electives at the 400 level

300-level course in physics, chemistry, biology, or computer science

9 hours of mathematics, statistics, operations research, biology, chemistry, physics, or engineering electives

Degree Requirements B.A. or B.S. Mathematics, with a specialization in Statistics

MATH 150	MATH 152	MATH 223
MATH 250	MATH 321	MATH 350
MATH 498	MATH 499	STAT 480a
STAT 480b	STAT 482	CS 140
PHYS 151	PHYS 151L	

12 hours of MATH, STAT, or OR electives (Any four courses chosen from STAT 478, 481, 483, 484, 485, 486, 487, 488; Operations Research 440, 441, 442; MATH 465, 466, except that only one of Operations Research 440, MATH 465, 466, may be counted toward this requirement.)

18 hours of Supporting Courses (Either a minor, or nine additional hours of mathematics, statistics, or operations research and nine hours of supporting courses approved by the adviser.)

Degree Requirements B.S. Mathematics, with Secondary Education Teacher Certification

Admission to a teacher education program is a joint decision by the academic discipline in the College of Arts and Sciences and the School of Education. Therefore, it is essential that any student desiring teacher certification meet with an adviser in the Office of Clinical Experience, Certification and Advisement of the School of Education for admission to the teacher education program.

MATH 150	MATH 152	MATH 223
MATH 250	MATH 311	MATH 320
MATH 321	MATH 350	MATH 400
MATH 435	MATH 498	MATH 499
CS 140	STAT 380	PHYS 151
PHYS 151L	CI 200	CI 315a
CI 315b	CI 352	CI 440
EPFR 315	EPFR 320	SPE 400

6 hours of MATH, STAT, or OR electives selecting one of the options below

- a) One of MATH 305, MATH 315 or 365, and one 400-level MATH, STAT, or OR courses
- b) Two 400-level MATH, STAT, or OR courses

Sample Curriculum for the Bachelor’s Degree in Mathematical Studies: Actuarial Science

Fall Semester

Year 1

MATH 150 – Calculus I	5
ECON 111 – Principles of Macroeconomics	3
General Education	6
Total	14

Year 2

MATH 250 – Calculus III	4
MATH 223 – Logic and Mathematical Reasoning	3
PHYS 151 – University Physics I	4
PHYS 151L – University Physics I Lab	1
ACCT 200 – Fundamentals of Financial Accounting	3
Total	15

Year 3

MATH 340 – Theory of Interest	3
STAT 480a – Introduction to Mathematical Statistics	3
MATH 465 – Numerical Analysis	3
FIN 320 – Finance Management and Decision Making	3
General Education	3
Total	15

Year 4

MATH, STAT, or OR elective	3
MATH 498 – Senior Seminar	2
FIN 420 – Problems in Corporate Finance	3
General Education	8
Total	16

Spring Semester

Year 1

MATH 152 – Calculus II	5
CS 140 – Introduction to Computing I	4
ECON 112 – Principles of Microeconomics	3
General Education	6
Total	18

Year 2

MATH 305 – Differential Equations	3
MATH 321 – Linear Algebra I	3
MATH 350 – Introduction to Analysis	3
ACCT 210 – Managerial Accounting	3
General Education	5
Total	17

Year 3

STAT 480b – Introduction to Mathematical Statistics	3
STAT 486 – Actuarial Mathematics	3
Finance elective	3
OR 441 – Stochastic Models	3
General Education	3
Total	15

Year 4

STAT 482 – Regression Analysis	3
MATH, STAT, or OR elective	3
MATH 499 – Senior Project	2
General Education	3
Electives	4
Total	15

Sample Curriculum for the Bachelor's Degree in Mathematical Studies: Applied Mathematics

Fall Semester

Year 1

MATH 150 – Calculus I	5
General Education	9
Total	14

Year 2

MATH 250 – Calculus III	4
PHYS 151 – University Physics I	4
PHYS 151L – University Physics I Lab	1
MATH 223 – Logic and Mathematical Reasoning	3
General Education	4
Total	16

Year 3

MATH 450 – Real Analysis I	3
MATH, STAT, or OR elective	3
Science or Engineering elective	3
General Education	6
Total	15

Year 4

MATH 465 – Numerical Analysis	3
MATH 498 – Senior Seminar	2
MATH, STAT, or OR elective	3
General Education	3
Electives	4
Total	15

Spring Semester

Year 1

MATH 152 – Calculus II	5
CS 140 – Introduction to Computing I	4
General Education	9
Total	18

Year 2

PHYS 152 – University Physics I	4
PHYS 152L – University Physics I Lab	1
MATH 305 – Differential Equations	3
MATH 321 – Linear Algebra I	3
MATH 350 – Introduction to Analysis	3
General Education	3
Total	17

Year 3

MATH 451 – Introduction to Complex Analysis	3
MATH 464 – Introduction to Partial Differential Equations	3
Science or Engineering elective	3
General education	3
MATH, STAT, or OR elective	3
Total	15

Year 4

MATH 466 – Numerical Linear Algebra with Applications	3
MATH 499 – Senior Project	2
General Education	3
Electives	7
Total	15

Sample Curriculum for the Bachelor's Degree in Mathematical Studies: Mathematical Sciences

Fall Semester

Year 1

MATH 150 Calculus I	5
General Education	9
Total	14

Year 2

MATH 250 – Calculus III	4
PHYS 151 – University Physics I	4
PHYS 151L – University Physics I Lab	1
MATH 223 – Logic and Mathematical Reasoning	3
General Education	4
Total	16

Year 3

MATH 450 – Real Analysis I	3
MATH, STAT, or OR elective	3
Science or Engineering elective	3
General Education	6
Total	15

Year 4

MATH 465 – Numerical Analysis	3
MATH 498 – Senior Seminar	2
MATH, STAT, or OR elective	3
General Education	3
Electives	4
Total	15

Spring Semester

Year 1

MATH 152 – Calculus II	5
CS 140 – Introduction to Computing I	4
General Education	9
Total	18

Year 2

PHYS 152 – University Physics I	4
PHYS 152L – University Physics I Lab	1
MATH 305 – Differential Equations	3
MATH 321 – Linear Algebra I	3
MATH 350 – Introduction to Analysis	3
General Education	3
Total	17

Year 3

MATH 451 – Introduction to Complex Analysis	3
MATH 464 – Introduction to Partial Differential Equations	3
Science or Engineering elective	3
General education	3
MATH, STAT, or OR elective	3
Total	15

Year 4

MATH 466 – Numerical Linear Algebra with Applications	3
MATH 499 – Senior Project	2
General Education	3
Electives	7
Total	15

Sample Curriculum for the Bachelor of Arts in Mathematical Studies: Statistics

Fall Semester

Year 1

MATH 150 – Calculus I	5
General Education	9
Total	14

Year 2

MATH 250 – Calculus III	4
PHYS 151 – University Physics I	4
PHYS 151L – University Physics I Lab	1
MATH 223 – Logic and Mathematical Reasoning	3
General Education	4
Total	16

Year 3

STAT 480a – Introduction to Mathematical Statistics	3
MATH, STAT, or OR electives	6
Supporting Course	3
General Education	4
Total	16

Year 4

MATH 498 – Senior Seminar	2
MATH, STAT, or OR elective	3
Supporting Courses	6
General Education	3
Electives	4
Total	14

Spring Semester

Year 1

MATH 152 – Calculus II	5
CS 140 – Introduction to Computing I	4
General Education	9
Total	18

Year 2

MATH 321 – Linear Algebra I	3
MATH 350 – Introduction to Analysis	3
Supporting Courses	3
General Education	7
Total	16

Year 3

STAT 480b – Introduction to Mathematical Statistics	3
MATH, STAT, or OR elective	3
Supporting Courses	6
General Education	3
Total	15

Year 4

STAT 482 – Regression Analysis	3
Supporting Course	3
MATH 499 – Senior Project	2
General Education	3
Electives	4
Total	15

Sample Curriculum for the Bachelor of Science in Mathematics — Secondary Education Certification: Grades 6-12

Fall Semester

Year 1

MATH 150 – Calculus I	5
General Education	9
Total	14

Year 2

MATH 250 – Calculus III	4
MATH 223 – Logic and Mathematical Reasoning	3
General Education	9
Total	16

Year 3

MATH 320 – Introduction to Abstract Algebra	3
STAT 380 – Statistics for Application	3
EPFR 315 – Educational Psychology	3
MATH, STAT, or OR elective	3
General Education	3
Total	15

Year 4

MATH 311 – The Teaching of Secondary Mathematics	3
MATH 435 – Foundations of Geometry	3
MATH 498 – Senior Seminar	2
CI 440 – Teaching Reading in the Secondary School	3
CI 315a – Methods of Teaching in the Secondary School	2
MATH, STAT, or OR elective	3
Total	16

Spring Semester

Year 1

MATH 152 – Calculus II	5
CS 140 – Introduction to Computing I	4
PHYS 151 – University Physics I	4
PHYS 151L – University Physics I Lab	1
General Education	3
Total	17

Year 2

MATH 350 – Introduction to Analysis	3
MATH 321 – Elementary Linear Algebra	3
CI 200 – Introduction to Education	2
General Education	9
Total	17

Year 3

MATH 400 – Development of Modern Mathematics	3
EPFR 320 – Foundations of Education	3
SPE 400 – The Exceptional Child	3
General Education	6
Total	15

Year 4

CI 315b – Methods of Teaching in the Secondary School	2
CI 352 – Student Teaching	10
MATH 499 – Senior Project	2
Total	14

Minors in Mathematics and Statistics

The department offers minors in three areas: mathematics, statistics, and mathematics education.

Minor in Mathematics

MATH 150 – Calculus I MATH 152 – Calculus II
9 additional hours of mathematics (statistics or operations research) courses at the 200 level or above, of which 6 hours must be at the 300 level or above and at least 3 of these 6 hours must be from mathematics

Minor in Statistics

MATH 150 – Calculus I MATH 152 – Calculus II
9 additional hours of statistics courses at the 300 level or above

Minor in Mathematics Education

MATH 150 – Calculus I
MATH 223 – Logic and Mathematical Reasoning
MATH 310 – Teaching of Middle School Mathematics or MATH 311 – Teaching of Secondary Mathematics
9 additional hours chosen from:
MATH 300 – History of Mathematics from Antiquity to Descartes or
MATH 400 – Development of Modern Mathematics;
MATH 315 – Number Theory; or MATH 320 – Introduction to Algebraic Structures
MATH 435 – Foundations of Euclidean and Non-Euclidean Geometry
STAT 244 – Statistics
CS 140 – Introduction to Computing I

For all three minors, at least six hours of courses at the 300 level or above must be taken at SIUE. Students must receive a grade of C or better in all mathematics, statistics, or operations research courses that count toward minor requirements.

Along with an appropriate certification area and appropriate middle school education courses, the minor in mathematics education is appropriate for an endorsement for middle school mathematics. Students majoring in mathematical studies may not minor in mathematics, statistics, or mathematics education.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Music

Katherine Dunham Hall, Room 2104
www.siu.edu/MUSIC

Professors

Bell, John R., Ed.D., 1986, University of Illinois at Urbana-Champaign
 Haydon, Ricky, M.M., 1987, Southern Illinois University Edwardsville
 Hinson, James M., D.M., 1995, Florida State University
 Ho, Allan Benedict, Ph.D., 1985, University of Kentucky
 Knapp, Joel D., D.M.A., 1991, University of Missouri at Kansas City
 Korak III, John, D.M.A., 1999, University of North Texas
 Mishra, Michael, M.M., 1991, University of Missouri - Kansas City
 Perry, Linda W., Ph.D., 1994, University of Illinois at Urbana-Champaign
 Stamps, David Brett, M.M., 1975, University of Miami
 Tallant, Audrey M., M.F.A., 1977, California Institute of the Arts
 Thomas, Reginald, M.M., 1992, Southern Illinois University Edwardsville

Associate Professors:

Anop, Lenora-Marya; D.M.A., 1993, University of Michigan-Ann Arbor
 Chin, Hwei Li, Ph.D., 2002, The Ohio State University
 Coan, Darryl., Ed.D., 1992, University of Illinois at Urbana-Champaign
 Smith, Deborah A., Ph.D., 1986, University of Michigan
 Wells III, Prince A., M.M., 1986, New England Conservatory of Music

Assistant Professors

Archer, Kimberly K., D.M.A., 2003, University of Texas at Austin.
 Schapman, Marc T., D.M., 2007, Indiana University
 Simidchieva, Marta D., Ph.D., 2005, Florida State University
 Truckenbrod, Emily., D.M.A. 1998, The University of Iowa at Iowa City

Instructors

Eubank, Christopher W., M.M., 1997, Eastern New Mexico University

Program Description

The Music Department faculty believes students in undergraduate academic programs in music should receive a comprehensive musical background that includes cultural knowledge through the general education program, individual performance, ensemble performance, scholarly studies in music theory and history/literature, and teacher education courses, if appropriate. The intent is to

develop skilled and informed musicians, able scholars, and competent and enthusiastic teachers.

The department is an accredited member of the National Association of Schools of Music and offers the Bachelor of Music degree with specializations in History/Literature, Music Business, Performance, Jazz Performance, Education, Theory/Composition, and Musical Theater. The department also offers the Bachelor of Arts degree with a major in music.

The Bachelor of Arts degree, designed for students who wish to specialize in music within a liberal arts curriculum, may serve as the foundation for advanced studies in music. The Bachelor of Music curriculum prepares students for professional careers and advanced graduate study in music performance and music education.

Frequently scheduled concerts and recitals by guest artists, faculty, and students offer an excellent and diverse program of cultural events for the enjoyment of the University community and residents of the metropolitan area.

Career Opportunities

A degree in music may lead to many interesting and productive careers in music and music-related fields. Some of the career opportunities available to graduates of the bachelor's degree programs in music include teaching in public and private schools; playing professionally in symphony orchestras, studio orchestras, and jazz groups; performing in choruses, recitals, operas, oratorios and musical theater; composing and arranging. Additional opportunities exist in music publishing, music management and sales, music criticism, music librarianship, and private studio teaching.

Degree Programs

Bachelor of Arts, Music
 Specializations available in:

- Music History
- Literature

Bachelor of Music, Music
 Specializations available in:

- Jazz Performance
- Music Business
- Music Education (Standard Special Certification K-12)
- Music Performance
- Music Theory and Composition
- Musical Theater

Program Overview and General Department Information

Admission

Students seeking admission to any degree program in music must perform an acceptable audition prior to

admission. Students are not permitted to register for private lessons until they complete the audition requirement. To schedule an audition, please write or call the Music Department office at (618) 650-3900. Transfer students must take a placement test in music theory (written and aural) and class piano. Students interested in pursuing any academic program in music are advised to declare their major upon entry to the University through the Office of Academic Counseling and Advising.

Convocation Requirement

All undergraduate music majors (B.M. or B.A.), whether declared or undeclared, are required to attend a minimum of 15 convocations/recitals/concerts per semester for a total of 8 semesters (120 total hours). Three (or fewer) of these events may be off-campus performances. The remaining 12 events may be distributed in any manner between weekly convocations and on-campus concerts/recitals. University ensembles performing off campus will be considered as on-campus events. Music department convocations are held during the fall and spring semesters on Fridays, 2-2:50 p.m., in either Abbott Auditorium or the Choral Room. Programs are posted weekly throughout Dunham Hall. Attendance at convocation events is recorded from programs submitted to the music office by students. Programs in which a student is a participant will satisfy the convocation requirement. The convocation requirement for transfer students will conform to the expected number of semesters needed for graduation as determined by the Music Department at the time of transfer to SIUE. The convocation requirement is waived for music education majors during the semester of student teaching, and for music business majors during the semester of internship (108 total hours). Programs submitted for convocation credit must be received by the Music Office within four calendar weeks of the performance date to be counted for credit. Programs received after four weeks from the date of performance will not be accepted. If circumstances prohibit fulfilling the convocation requirement for any given semester, the student may request permission to deviate from the policy through written petition to the Convocation Committee. Petitions must be received prior to the fifth week of the semester, and will be considered only for the semester in which they are submitted. Under no circumstances should a student wait until the semester of graduation to petition the convocation committee for previous semester's requirements. Students will register for Convocation (MUS 100) on a Satisfactory/Unsatisfactory option for 8 semesters. A "U" (unsatisfactory) grade will be removed when the required convocations/recitals have been completed. Only students who have fulfilled all course requirements and convocation requirements will be eligible to graduate from the program.

Retention

To remain in the music program, students must maintain a minimum GPA of 2.5 and receive a grade of C or better in

all required music courses. In addition, each student must continue to make satisfactory progress in private applied music and participate in appropriate ensembles as assigned by the faculty.

Transfer

Course work completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information about transfer, please visit www.siu.edu/registrar/transfer.

Degree Requirements

Bachelor of Arts, Music

MUS 100	MUS 121a	MUS 121b	MUS 125a
MUS 125b	MUS 140 (4)	MUS 225a	MUS 225b
MUS 221a	MUS 221b	MUS 240 (4)	MUS 357a
MUS 357b			

Music Literature
 Music major ensemble
 MUS 139 (2,2) Diction for Singers (required for voice students)
 Minor Concentration
 One year of the same foreign language

Music History/Literature Specialization

In addition to above requirements:
 MUS 326a MUS 442a

Bachelor of Music

MUS 100	MUS 121a	MUS 121b	MUS 125a
MUS 125b	MUS 140 (4)	MUS 225a	MUS 225b
MUS 221a	MUS 221b	MUS 240 (4)	MUS 357a
MUS 357b			

Music Literature
 Music major ensemble
 MUS 139 (2,2) Diction for Singers (required for voice students)
 Minor Concentration

Jazz Performance Specialization

In addition to above requirements (except MUS 231/331 are substituted for MUS 221a,b):
 MUS 330 (6) MUS 337 MUS 409a MUS 409b
 MUS 430 (2) MUS 436 MUS 439

Music Business Specialization

In addition to above requirements:
 MUS 395 MUS 495a (12 hrs)

Music Education (Standard Special Certification K-12) Specialization

In addition to above requirements:
 CI 200 CI 352 (6) CI 440 (MO) CI 451C (6)
 EPFR 315 EPFR 320 MUS 112a MUS 112b
 MUS 113 MUS 114 MUS 115a MUS 115b
 MUS 116a MUS 116b MUS 240 (2 Additional)
 MUS 301a MUS 301b MUS 301c MUS 309a
 MUS 318a MUS 318b MUS 326a MUS 340 (4)
 MUS 411 MUS 440 (2) SPE 400

Music Performance Specialization
 In addition to above requirements:
 MUS 309a MUS 318a MUS 326a MUS 411
 MUS 442a MUS 461a

Music Theory & Composition Specialization
 In addition to above requirements:
 MUS 309a MUS 309b MUS 312a MUS 312b
 MUS 326a MUS 326b MUS 340 (4) MUS 411
 MUS 442a MUS 442b

Musical Theater Specialization
 DANC 114 DANC 210a DANC 211a DANC 212a
 DANC 213 MUS 139a MUS 139b MUS 342 (3)
 MUS 411 MUS 444 (4) MUS 460a MUS 460a
 MUS 460b MUS 490b THEA 112a THEA 112b
 THEA 150 or THEA 160 THEA 201b THEA 210a
 Private Applied Voice (16)

General Education Requirements for the Major

General Education Requirements 44

Some General Education requirements may be satisfied while completing this major concentration. Students in this degree program must elect option B in the skills area, which includes foreign language.* Students opting for the Jazz specialization may elect Option A or B.

* Also counts toward General Education skills requirement.

Sample Curriculum for the Bachelor of Arts in Music

Fall Semester

Year 1

MUS 121A – Class Piano (or Proficiency) 1
 MUS 125A – Theory 4
 MUS 139A – Diction (Voice Students Only) or Music Elective (Non-Voice Students Only) 2
 MUS 140 – Applied Lessons 2
 MUS Major Ensemble 1
 ENG 101 – Composition 3
 Introductory Fine Arts and Humanities 3
 MUS 100 0
 Total 16

Year 2

MUS 221A – Class Piano (or Proficiency) 1
 MUS 225A – Theory 4
 MUS 240 – Applied Lessons 2
 MUS Major Ensemble 1
 PHIL 106, MATH 106, CMIS 108, or STAT 107 3
 Introductory Natural Sciences and Mathematics 3
 Minor 3
 MUS 100 0
 Total 18

Year 3

MUS 357A – Music History 3
 Foreign Language 101 4
 Distribution Social Sciences 3
 Elective Music Literature 2
 Minor 3
 MUS 100 0
 Total 15

Year 4

Distribution Natural Sciences and Mathematics 3
 Interdisciplinary Studies (IS) 3
 Intergroup Relations (LGR)* 3
 Minor 3
 Elective 3
 MUS 100 0
 Total 15

Spring Semester

Year 1

MUS 121B – Class Piano (or Proficiency) 1
 MUS 125B – Theory 4
 MUS 139B – Diction (Voice Major Only) or Music Elective (Non-Voice Students Only) 2
 MUS 140 – Applied Lessons 2
 MUS Major Ensemble 1
 ENG 102 – Composition 3
 Introductory Social Sciences 3
 MUS 100 0
 Total 16

Year 2

MUS 221B – Class Piano (or Proficiency) 1
 MUS 225B – Theory 4
 MUS 240 – Applied Lessons 2
 MUS Major Ensemble 1
 Introductory General Education 3
 Introductory General Education 3
 Elective 2
 MUS 100 0
 Total 16

Year 3

MUS 357B – Music History 3
 Foreign Language 102 (IC) 4
 Distribution Fine Arts and Humanities 3
 Elective Music Literature 2
 Minor 3
 MUS 100 0
 Total 15

Year 4

Minor 3
 Minor 3
 Music Elective 3
 Elective 2
 Elective 3
 MUS 100 0
 Total 14

Sample Curriculum for the Bachelor of Arts in Music, History/Literature

Fall Semester

Year 1

MUS 121A – Class Piano (or Proficiency)	1
MUS 125A – Theory	4
MUS 139A – Diction (Voice Students Only) or MUS Elective (Nonvoice Students)	2
MUS 140 – Applied Lessons	2
MUS Major Ensemble	1
ENG 101 – Composition	3
Introductory Fine Arts and Humanities	3
MUS 100	0
Total	16

Year 2

MUS 221A – Class Piano (or Proficiency)	1
MUS 225A – Theory	4
MUS 240 – Applied Lessons	2
MUS Major Ensemble	1
MUS Elective	1
PHIL 106, MATH 106, CMIS 108, or STAT 107	3
Introductory Natural Sciences and Mathematics	3
MUS 100	0
Total	15

Year 3

MUS 326A – Analysis	3
MUS 357A – Music History	3
Foreign Language 101	4
Distribution Social Sciences	3
MUS 100	0
Elective Music Literature	2
Total	15

Year 4

MUS 442A – Counterpoint	3
Distribution Natural Sciences and Mathematics	3
Interdisciplinary Studies (IS)	3
Intergroup Relations (IGR)	3
Elective Music Literature	2
Elective	2
MUS 100	0
Total	16

Spring Semester

Year 1

MUS 121B – Class Piano (or Proficiency)	1
MUS 125B – Theory	4
MUS 139B – Diction (Voice Major Only) or MUS Elective (Nonvoice Students)	2
MUS 140 – Applied Lessons	2
MUS Major Ensemble	1
ENG 102 – Composition	3
Introductory Social Sciences	3
MUS 100	0
Total	16

Year 2

MUS 221B – Class Piano (or Proficiency)	1
MUS 225B – Theory	4
MUS 240 – Applied Lessons	2
MUS Major Ensemble	1
Introductory General Education	3
Introductory General Education	3
MUS 100	0
Elective	3
Total	17

Year 3

MUS 357B – Music History	3
Foreign Language 102 (IC)	4
Distribution Fine Arts and Humanities	3
Elective Music Literature	2
Elective	3
MUS 100	0
Total	15

Year 4

Elective Music Literature	2
Elective	3
Elective	3
Elective	3
Elective	3
MUS 100	0
Total	14

Sample Curriculum for the Bachelor of Music — Music Business

Fall Semester

Year 1

MUS 121A – Class Piano (or Proficiency)	1
MUS 125A – Theory	4
MUS 139A – Diction (Voice Major Only)	2
MUS 140 – Applied Lessons	2
MUS Major Ensemble	1
ENG 101 – Composition	3
Introductory Fine Arts and Humanities	3
MUS 100	0
Total	16

Year 2

MUS 221A – Class Piano	1
MUS 225A – Theory	4
MUS 240 – Applied Lessons	2
MUS Major Ensemble	1
ECON 112 – Microeconomics (DSS)	3
PHIL 106, MATH 106, CMIS 108, or STAT 107	3
Introductory Natural Sciences and Mathematics	3
MUS 100	0
Total	17

Fall Semester

Year 3

MUS 357A – History of Western Music	3
MUS 395A – Music Business	3
Business Elective	3
Foreign Language 101	4
Interdisciplinary Studies (IS)	3
MUS 100	0
Total	16

Year 4

MUS Elective	5
Business Elective	3
MGMT 340 – Principles of Management	3
Distribution Natural Sciences and Mathematics	3
Intergroup Relations (IGR)	3
MUS 100	0
Total	17

Spring Semester

Year 1

MUS 121B – Class Piano (or Proficiency)	1
MUS 125B – Theory	4
MUS 139B – Diction (Voice Major Only)	2
MUS 140 – Applied Lessons	2
MUS Major Ensemble	1
Econ 111 – Macroeconomics (ISS)	3
ENG 102 – Composition	3
MUS 100**	0
Total	16

Year 2

MUS 221B – Class Piano	1
MUS 225B – Theory	4
MUS 240 – Applied Lessons	2
MUS Major Ensemble	1
ACCT 200 – Financial Accounting	3
Introductory General Education	3
Introductory General Education	3
MUS 100	0
Total	17

Spring Semester

Year 3

MUS 357B – History of Western Music	3
MUS 395B – Music Business	3
Foreign Language 102 (IC)	4
MKTG 300 – Principles of Marketing	3
Distribution Fine Arts and Humanities	3
MUS 100	0
Total	16

Year 4

MUS 495 – Internship	12
MUS 100	0
Total	12

Sample Curriculum for the Bachelor of Music — Instrumental Performance

Fall Semester

Year 1

MUS 121A – Class Piano (or Proficiency)	1
MUS 125A – Theory	4
MUS 140 – Applied Lessons	4
MUS Major Ensemble	1
ENG 101 – Composition	3
Introductory Fine Arts and Humanities	3
MUS 100	0
Total	16

Year 2

MUS 221A – Class Piano (or Proficiency)	1
MUS 225A – Theory	4
MUS 240 – Applied Lessons	4
MUS Major Ensemble	1
Foreign Language 101	4
MUS 100	0
Total	14

Spring Semester

Year 1

MUS Major Ensemble	1
MUS 121B – Class Piano (or Proficiency)	1
MUS 125B – Theory	4
MUS 140 – Applied Lessons	4
ENG 102 – Composition	3
PHIL 106, MATH 106, CMIS 108, or Stat107	3
MUS 100	0
Total	16

Year 2

MUS 221B – Class Piano (or Proficiency)	1
MUS 225B – Theory	4
MUS 240 – Applied Lessons	4
MUS Major Ensemble	1
Foreign Language 102 (IC)	4
Introductory Social Sciences	3
MUS 100	0
Total	17

Sample Curriculum for the Bachelor of Music — Instrumental Performance (continued)

Fall Semester

Year 3	
MUS 309A – Orchestration	3
MUS 318A – Conducting	2
MUS 340 – Applied Lessons	4
MUS 357A – Music History	3
MUS Major Ensemble	1
Introductory Natural Sciences and Math	3
MUS 100	0
Total	16

Year 4

MUS 326A – Analysis	3
MUS 411 – Music Literature	3
MUS 440 – Applied Lessons	4
MUS 442A – Counterpoint	3
MUS Major Ensemble	1
Distribution Social Sciences	3
MUS 100	0
Total	17

Spring Semester

Year 3	
MUS 340 – Applied Lessons	4
MUS 357B – Music History	3
MUS Major Ensemble	1
Distribution Fine Arts and Humanities	3
Introductory General Education	3
Introductory General Education	3
MUS 100	0
Junior Recital – During 3rd Year	
Total	17

Year 4

MUS 440 – Applied Lessons	4
MUS Major Ensemble	1
Distribution Natural Sciences and Math	3
Interdisciplinary Studies (IS)	3
Intergroup Relations (IGR)	3
MUS 100	0
Senior Recital – During 4th Year	
Total	14

Sample Curriculum for the Bachelor of Music — Piano Performance

Fall Semester

Year 1	
MUS 125A – Theory	4
MUS 140 – Applied Lessons	4
MUS 165A – Piano Practicum	1
MUS Major Ensemble	1
ENG 101 – Composition	3
Introductory Fine Arts and Humanities	3
MUS 100	0
Total	16

Year 2

MUS 225A – Theory	4
MUS 240 – Applied Lessons	4
MUS 365 – Piano Ensemble	1
Foreign Language 101	4
Intergroup Relations (IGR)	3
Introductory Social Sciences	3
MUS 100	0
Total	19

Year 3

MUS 318A – Conducting	3
MUS 340 – Applied Lessons	4
MUS 357A – Music History	3
MUS 365 – Piano Ensemble	1
MUS 461A – Piano Teaching Techniques	3
Introductory General Education	3
MUS 100	0
Total	17

Year 4

MUS 326A – Music Analysis	3
MUS 365 – Piano Ensemble	1
MUS 413A – Piano Literature	2
MUS 440 – Applied Lessons	4
Distribution Natural Sciences and Math	3
Interdisciplinary Studies (IS)	3
MUS 100	0
Total	16

Spring Semester

Year 1	
MUS 125B – Theory	4
MUS 140 – Applied Lessons	4
MUS 165B – Piano Practicum	1
MUS Major Ensemble	1
ENG 102 – Composition	3
PHIL 106, MATH 106, CMIS 108, or STAT 107	3
MUS 100	0
Total	16

Year 2

MUS 225B – Theory	4
MUS 240 – Applied Lessons	4
MUS 365 – Piano Ensemble	1
Foreign Language 102 (IC)	4
Distribution Social Sciences	3
Introductory Natural Sciences and Math	3
MUS 100	0
Total	19

Year 3

MUS 340 – Applied Lessons	4
MUS 357B – Music History	3
MUS 365 – Piano Ensemble	1
MUS 461B – Piano Teaching Techniques	3
Distribution Fine Arts and Humanities	3
MUS 100	0
Junior Recital – During 3rd Year	
Total	14

Year 4

MUS 365 – Piano Ensemble	3
MUS 413B – Piano Literature	2
MUS 440 – Applied Lessons	4
MUS 442 – Counterpoint	3
Introductory General Education	3
MUS 100	0
Senior Recital – During 4th Year	
Total	15

Sample Curriculum for the Bachelor of Music — Voice Performance

Fall Semester

Year 1

MUS 121A – Class Piano (or Proficiency)	1
MUS 125A – Theory	4
MUS 139A – Diction	2
MUS 140 – Applied Lessons	2
MUS Major Ensemble	1
ENG 101 – Composition	3
Introductory Fine Arts and Humanities	3
MUS 100	0
Total	16

Year 2

MUS 221A – Class Piano (or Proficiency)	1
MUS 225A – Theory	4
MUS 240 – Applied Lessons	4
MUS Major Ensemble	1
Foreign Language FR 101	4
PHIL 106, MATH 106, CMIS 108, or STAT 107	3
MUS 100	0
Total	15

Year 3

MUS 309A – Orchestration	3
MUS 318A – Conducting	2
MUS 340 – Applied Lessons	4
MUS 357A – Music History	3
MUS Major Ensemble	1
Foreign Language German 101	4
MUS 100	0
Total	17

Year 4

MUS 326A – Analysis	3
MUS 440 – Applied Lessons	4
MUS Major Ensemble	1
Distribution Fine Arts and Humanities	3
Distribution Social Sciences	3
Interdisciplinary Studies (IS)	3
MUS 100	0
Total	17

Spring Semester

Year 1

MUS 121B – Class Piano (or Proficiency)	1
MUS 125B – Theory	4
MUS 139B – Diction	2
MUS 140 – Applied Lessons	2
MUS Major Ensemble	1
ENG 102 – Composition	3
Introductory Natural Sciences and Mathematics	3
MUS 100	0
Total	16

Year 2

MUS 221B – Class Piano (or Proficiency)	1
MUS 225B – Theory	4
MUS 240 – Applied Lessons	4
MUS Major Ensemble	1
Foreign Language FR 102 (IC)	4
Introductory Social Sciences	3
MUS 100	0
Total	15

Year 3

MUS 340 – Applied Lessons	4
MUS 357B – Music History	3
MUS Major Ensemble	1
Foreign Language German 102 (IC)	4
Introductory General Education	3
Introductory General Education	3
MUS 100	0
Junior Recital – During 3rd Year	
Total	18

Year 4

MUS 440 – Applied Lessons	4
MUS 442A – Counterpoint	3
MUS Major Ensemble	1
Music Literature Elective	2
Distribution Natural Sciences and Math	3
Intergroup Relations (LGR)	3
MUS 100	0
Senior Recital – During 4th Year	
Total	16

Sample Curriculum for the Bachelor of Music — Jazz Performance

Fall Semester

Year 1

MUS 121A – Class Piano (or Proficiency)	1
MUS 125A – Theory	4
MUS 141 – Applied Lessons	2
MUS 230 – Improvisation	1
MUS 333 – Jazz Combo	1
ENG 101 – Composition	3
SPC 103 – Interpersonal Comm Skills (IGR)	3
MUS 100	0
Total	15

Year 2

MUS 225A – Theory	4
MUS 330 – Improvisation	1
MUS 231 – Jazz Keyboard Theory	2
MUS 241 – Applied Lessons	2
MUS 333 – Jazz Combo	1
MUS 337 – Analysis of Jazz Styles	2
CMIS 108 – Computer Concepts and Apps	3
Electives	2
MUS 100	0
Total	17

Spring Semester

Year 1

MUS 141 – Applied Lessons	2
MUS 121B – Class Piano (or Proficiency)	1
MUS 125B – Theory	4
MUS 230 – Improvisation	1
MUS 333 – Jazz Combo	1
ENG 102 – Composition	3
PHIL 106 – Critical Thinking	3
MUS 100	0
Total	15

Year 2

MUS 225B – Theory	4
MUS 330 – Improvisation	1
MUS 241 – Applied Lessons	2
MUS 331 – Jazz Keyboard Theory	2
MUS 333 – Jazz Combo	1
Introductory Social Sciences	3
Introductory Fine Arts and Humanities	3
Electives	2
MUS 100	0
Total	18

Sample Curriculum for the Bachelor of Music — Jazz Performance (continued)

Fall Semester

Year 3

MUS 330 – Improvisation	1
MUS 333 – Jazz Combo	1
MUS 341 – Applied Lesson	4
MUS 409A – Jazz Arranging	2
MUS 439 Recording Techniques	2
Introductory General Education	3
Introductory Natural Sciences and Mathematics	3
MUS 100	0
Total	16

Year 4

MUS 333 – Jazz Combo	1
MUS 357A – Music History	3
MUS 430 – Improvisation	1
MUS 441 – Applied Lessons	4
Distribution Natural Sciences and Mathematics	3
Distribution Social Sciences II or IC	3
MUS 100	0
Total	17

Spring Semester

Year 3

MUS 330 – Improvisation	4
MUS 333 Jazz Combo	1
MUS 341 – Applied Lesson	1
MUS 409B – Jazz Arranging	2
Distribution Fine Arts and Humanities	3
Introductory General Education	3
MUS 100	0
Junior Recital – During 3rd Year	
Total	14

Year 4

MUS 333 – Jazz Combo	1
MUS 357A – Music History	3
MUS 430 – Improvisation	1
MUS 436 – Jazz Education	2
MUS 441 – Applied Lessons	4
Interdisciplinary Studies (IS)	3
MUS 100	0
Senior Recital – During 4th Year	
Total	14

Sample Curriculum for the Bachelor of Music — Music Education — Instrumental

Fall Semester

Year 1

MUS 115A – Class Voice	1
MUS 116A – Class Applied Strings	1
MUS 121A – Class Piano (Nonkeyboard Players) or MUS 165A Piano Pract (Keyboard Players) or Proficiency	1
MUS 125A – Theory of Music	4
MUS 140 – Applied Music	2
MUS Major Ensemble	1
ENG 101 – English Composition I	3
PHIL 106, MATH 106, or FI 106	3
Introductory Fine Arts and Humanities	3
MUS 100	0
Total	19

Year 2

MUS 112A – Class Woodwinds	1
MUS 113 – Class Brass	1
MUS 221A – Class Piano (Nonkeyboard Players) or MUS 165A Piano Pract (Keyboard Players) or Proficiency	1
MUS 225A – Theory of Music	4
MUS 240 Applied Music	2
MUS Major Ensemble	1
CI 200 – Introduction to Education	2
CMIS 108 or CS 108 – Computer Concepts (Recom)	3
PSYC 111 – Foundations of Psychology (ISS)	3
MUS 100	0
Total	18

Complete ICTS Basic Skills Test for Admission to the Teacher Certification Program

Year 3

MUS 301A – Education Methods: Elementary	2
MUS 309A – Orchestration	3
MUS 318A – Conducting	2
MUS 340 – Applied Music	2
MUS 357A – Music History	3
MUS Major Ensemble	1
Distribution Fine Arts and Humanities	3
Distribution Social Sciences II or IC	3
MUS 100	0
Total	17

Spring Semester

Year 1

MUS 115B – Class Voice	1
MUS 116B – Class Strings	1
MUS 121B – Class Piano (Nonkeyboard Players) or MUS 165B Piano Pract (Keyboard Players) or Proficiency	1
MUS 125B – Theory of Music	4
MUS 140 – Applied Music	2
MUS Major Ensemble	1
ENG 102 – English Composition II	3
SPC 103, 104, or 105 Speech Communication	3
Introductory Natural Sciences and Mathematics	3
MUS 100	0
Total	19

Year 2

MUS 112B – Class Woodwinds	1
MUS 114 – Class Percussion	1
MUS 221B – Class Piano (Nonkeyboard Players) or MUS 165B Piano Practicum (Keyboard Players) or Proficiency	1
MUS 225B – Theory of Music	4
MUS 240 – Applied Music	2
MUS Major Ensemble	1
EPFR 315 – Educational Psychology	3
Introductory General Education	3
Introductory General Education	3
MUS 100	0
Total	19

Year 3

MUS 301B – Education Methods: Secondary Vocal/General	2
MUS 318B – Conducting	2
MUS 340 – Applied Music	2
MUS 357B – Music History	3
MUS Major Ensemble	1
EPFR 320 – Foundations of Education in a Multicultural Society	3
SPE 400 – The Exceptional Child	3
Distribution Natural Sciences and Mathematics	3
MUS 100	0
Prepare Recital to Be Presented Prior to Student Teaching	
Total	14

Sample Curriculum for the Bachelor of Music — Music Education — Instrumental (continued)**Fall Semester****Year 4**

MUS 301C – Education Methods: Secondary Instrumental	2
MUS 326A – Analysis	3
MUS 411 – Music Literature	3
MUS 440 – Applied Music	2
MUS Major Ensemble	1
CI 440 – Teaching Reading in Secondary School	3
Interdisciplinary Studies (IS)	3
MUS 100	0
Complete ICTS Music Content Test Before Start of Spring Semester	
Total	16

Spring Semester**Year 4**

CI 352 – Student Teaching	6
CI 451C – Elementary Student Teaching: Music	6
Total	12

Complete ICTS-ATP Test Before End of Semester

Sample Curriculum for the Bachelor of Music — Music Education — Voice**Fall Semester****Year 1**

MUS 121A – Class Piano (or Proficiency)	1
MUS 125A – Theory	4
MUS 139A – Diction	2
MUS 140 – Applied Music	2
MUS Major Ensemble	1
ENG 101 – English Composition I	3
PHIL 106, MATH 106, FI 106, STAT 107, or CMIS 108	3
PSYC 111 – Foundations of Psychology (ISS)	3
MUS 100	0
Total	19

Year 2

MUS 112A – Class Woodwinds – Saxophone	1
MUS 113 – Class Brass	1
MUS 116A – Class Strings – Violin	1
MUS 221A – Class Piano (or Proficiency)	1
MUS 225A – Theory	4
MUS 240 – Applied Music	2
MUS Major Ensemble	1
French, German, or Italian 101	4
Introductory General Education	3
Introductory General Education	3
MUS 100	0
Total	21

Complete ICTS Basic Skills Test for Admission to the Teacher Certification Program

Year 3

MUS 301A – Education Methods	2
MUS 309A – Orchestration	3
MUS 318A – Conducting	2
MUS 340 – Applied Music	2
MUS 357A – Music History	3
MUS Major Ensemble	1
Distribution Natural Sciences and Mathematics	3
Spe 400 – The Exceptional Child	3
MUS 100	0
Total	17

Spring Semester**Year 1**

MUS 121B – Class Piano (or Proficiency)	1
MUS 125B – Theory	4
MUS 139B – Diction	2
MUS 140 – Applied Music	2
MUS Major Ensemble	1
ENG 102 – English Composition II	3
Introductory Natural Sciences and Mathematics	3
Introductory Fine Arts and Humanities	3
MUS 100	0
Total	19

Year 2

MUS 112B – Class Woodwinds – Flute, Oboe, Bassoon	1
MUS 114 – Class Percussion	1
MUS 116B – Class Strings – Cello, Bass	1
MUS 221B – Class Piano (or Proficiency)	1
MUS 225B – Theory	4
MUS 240 – Applied Music	2
MUS Major Ensemble	1
CI 200 – Introduction to Education	2
French, German, or Italian 102 (IC)	4
Intergroup Relations (IGR)	3
MUS 100	0
Total	20

Year 3

MUS 301B – Education Methods	2
MUS 318B – Conducting	2
MUS 340 – Applied Music	2
MUS 357B – Music History	3
MUS Major Ensemble	1
EPFR 315 – Educational Psychology	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
Distribution Social Sciences	3
MUS 100	0
Total	19

Prepare Recital to be Presented Prior to Student Teaching

Sample Curriculum for the Bachelor of Music — Music Education — Voice (continued)

Fall Semester

Year 4	
MUS 301C – Education Methods	2
MUS 326A – Analysis	3
MUS 411 – Music Literature	3
MUS 440 – Applied Music	2
MUS Major Ensemble	1
CI 440 – Teaching Reading in the Secondary School	3
Distribution Fine Arts and Humanities	3
Interdisciplinary Studies (IS)	3
MUS 100	0
Total	20

Complete ICTS Music Content Test Before Start of Spring Semester

Spring Semester

Year 4	
CI 352 – Student Teaching	6
CI 451C – Elementary Student Teaching: Music	6
Complete ICTS-ATP Test Before End of Semester	
Total	12

Sample Curriculum for the Bachelor of Music — Music Theory and Composition

Fall Semester

Year 1	
MUS 121A – Class Piano (or Proficiency)	1
MUS 125A – Theory	4
MUS 139A – Diction (Voice Students Only) or Elective (Nonvoice Students Only)	2
MUS 140 – Applied Lessons	2
MUS Major Ensemble	1
ENG 101 – Composition	3
Introductory Fine Arts and Humanities	3
MUS 100	0
Total	16

Year 2	
MUS 221A – Class Piano (or Proficiency)	1
MUS 225A – Theory	4
MUS 240 – Applied Lessons	2
MUS Major Ensemble	1
PHIL 106, MATH 106, CMIS 108, or STAT 107	3
Distribution Social Sciences	3
Introductory Natural Sciences and Math	3
MUS 100	0
Total	17

Year 3	
MUS 309A – Orchestration	3
MUS 312A – Applied Composition	2
MUS 340 – Applied Lessons	2
MUS 357A – Music History	3
Music Literature Elective	2
Foreign Language 101	4
MUS 100	0
Total	17

Year 4	
MUS 326A – Analysis	3
MUS 412A/481*	4
MUS 442B – Counterpoint	3
Foreign Language 101+ (elective with advisor's consent)	4
Intergroup Relations (LGR)	3
MUS 100	0
Total	17

Spring Semester

Year 1	
MUS 121B – Class Piano (or Proficiency)	1
MUS 125B – Theory	4
MUS 139B – Diction (Voice Students Only) or Elective (Nonvoice Students Only)	2
MUS 140 – Applied Lessons	2
MUS Major Ensemble	1
ENG 102 – Composition	3
Introductory Social Sciences	3
MUS 100	0
Total	16

Year 2	
MUS 221B – Class Piano (or Proficiency)	1
MUS 225B – Theory	4
MUS 240 – Applied Lessons	2
MUS Major Ensemble	1
Distribution Fine Arts and Humanities	3
Introductory General Education	3
Introductory General Education	3
MUS 100	0
Total	17

Year 3	
MUS 309B – Orchestration	3
MUS 312B – Applied Composition	2
MUS 340 – Applied Lessons	2
MUS 357B – Music History	3
Distribution Natural Science and Mathematics (DNSM)	3
Foreign Language 102 (IC)	4
MUS 100	0
Total	17

Year 4	
MUS 326B – Analysis	3
MUS 412B/481*	4
MUS 442A – Counterpoint	3
Foreign Language 102+ (elective with advisor's consent)	4
Interdisciplinary Studies Course (IS)	3
MUS 100	0
Total	17

* Composition majors take 412A and B; theory majors take 481.

+ Theory majors normally take foreign language; composition majors normally take Instrumental Methods, World Music, and/or Conducting.

Minor in Music

Students wishing to minor in music must consult with the designated adviser to develop an approved program before beginning coursework. Students must complete a total of at least 24 hours in music which must include:

- MUS 124 or 125a
- MUS 121a or 231
- MUS 111
- One upper level music history/literature course

Students seeking minors in music are required to build a concentration of 8 hours in one particular area of music. The following areas of concentration are available: performance, theory, history/literature, jazz, music education, and music business. Certain activities such as private applied study, advanced level courses, and some ensembles require an audition and/or prior approval of the instructor.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Philosophy

Peck Hall, Room 3212

www.siu.edu/artsandsciences/philosophy

Professors

Cataldi, Suzanne L., (Chair), Ph.D., 1991, Rutgers, the State University of New Jersey
Fields, Gregory P., Ph.D., 1994, University of Hawai'i
Vailati, Ezio., Ph.D., 1985, University of California at San Diego
Ware, Robert B., D.Phil., 1995, Oxford University

Associate Professors

Crane, Judith K., Ph.D., 1999, Tulane University
Larkin, William S., Ph.D., 1998, University of California Santa Barbara

Assistant Professors

Cashen, Matthew C., Ph.D., 2007, Washington University
Littmann, Greg, Ph.D., 2004, University of North Carolina at Chapel Hill
Lueck, Bryan L., Ph.D., 2007, The Pennsylvania State University
Pearson, Christopher H., Ph.D., 2007, University of Washington
Rozelle-Stone, Rebecca, Ph.D., 2009, Southern Illinois University Carbondale
Stone, Lucian W., Ph.D., 2005, Southern Illinois University Carbondale

Instructors

Darr, Raymond C., M.A., 1984, Southern Illinois University Edwardsville
Meade, Erik J., M.A., 2001, Southern Illinois University Carbondale
Schallert, Edward W., M.A., 1990, Southern Illinois University Edwardsville

Program Description

Philosophy is the attempt to think carefully and critically about the nature of the world, the significance of life, and goals people should pursue both as individuals and as a society. Philosophers consider a number of complex questions, including the following:

- What is the nature and what are the limits of power that society can exercise legitimately over the individual?
- What makes human life valuable and worthy of respect?

- Are moral values objective or subjective?
- Is there a God? If so, what is God's relationship to the world?
- How can one decide whether a work of art is beautiful?
- Do human beings have free will?

These pursuits also involve inquiring into the reasons for beliefs about these issues. Thus, philosophers are forced to consider the additional problem of what kinds of reasons are sound reasons.

Career Opportunities

A strong liberal arts background provides an excellent foundation from which to launch exciting careers. In today's competitive environment, there is a premium for individuals with the critical skills of reading, writing, and independent thinking. These are the bases for lifelong learning and the skills that philosophy emphasizes. The study of philosophy also enriches one's perspectives by introducing one to very different ways of looking at, and thinking about, the world and how people live in it.

In addition to opening the door to the pursuit of a graduate degree in philosophy, a major in philosophy is highly desirable in any career that puts a premium on critical skills and independent thinking, such as law and theology. Moreover, because of the relatively modest number of hours required for a philosophy major, many students find it convenient to plan a double major, uniting philosophy with other academic fields. Since their other major likely raises questions about values or methodology that philosophy may explore, it may deepen and broaden their training in the other major.

Philosophy is especially appropriate as a minor for those who plan to enter the professions of computer science, teaching, medicine, journalism, business, science, or social science, as well as law or theology.

Degree Programs:

Bachelor of Arts, Philosophy
Bachelor of Science, Philosophy

Program Overview

Admission

To be admitted to the bachelor of science or bachelor of arts program, students must:

- Complete all Academic Development courses required by the University.
- Complete any courses required to address high school deficiencies.

- Complete PHIL 106, PHIL 207, or PHIL 213 with a grade of C or better.

Note: PHIL 106 does not count for credit toward the major in philosophy.

Transfer

Course work completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information about transfer, please visit www.siu.edu/registrar/transfer.

Retention

- Maintain a cumulative grade point average of 2.0.

Transfer

- Students transferring philosophy courses from another institution should consult a Philosophy adviser to review how these will apply toward the requirements for a BA or BS in philosophy.
- A grade of C or better must be earned in all philosophy transfer courses to count toward the required 33 hours.

Degree Requirements (124 hours total)

General Education Requirements (42-44 hours)

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. Some general education requirements may be satisfied while completing this major.

Philosophy Course Requirements (33 hours)

Area Requirements (15 hours, five different courses)

- 1 Three different courses including at least one course from each of the following three areas:
 - A History of Western Philosophy
 - PHIL 300 – Ancient
 - PHIL 301 – Medieval
 - PHIL 302 – Classical Modern Western
 - PHIL 303 – Nineteenth Century Western
 - PHIL 308 – Twentieth Century European
 - PHIL 309 – Twentieth Century Analytic
 - B Metaphysics and Epistemology
 - PHIL 310 – Theories of Knowledge
 - PHIL 315 – Philosophical Concepts in Science
 - PHIL 330 – Metaphysics
 - PHIL 350 – Philosophy of Mind

PHIL 411 – Advanced Logic
PHIL 415 – Philosophy of Language

C Value Theory

PHIL 320 – Ethics
PHIL 321 – Ethics in the Medical Comm.
PHIL 322 – Environmental Ethics
PHIL 323 – Engineering, Ethics, and Prof.
PHIL 340 – Social and Political Philosophy
PHIL 343 – Philosophy of Law
PHIL 344 – Women and Values
PHIL 346 – Feminist Theory
PHIL 440 – Classical Political Theory
PHIL 441 – Modern Political Theory
PHIL 481 – Media Ethics
PHIL 496 – Adv. Topics in Ethical Theory
PHIL 498 – Legal Theory

2 Two different courses, including at least one from any two of A, B and C:

A Cultural Pluralism

PHIL 334 – World Religions
PHIL 335 – Islamic Thought
PHIL 344 – Women and Values
PHIL 345 – Philosophy and Women
PHIL 347 – Philosophical Foundations of Racism
PHIL 390 – Philosophy Here and Abroad

B Religion

PHIL 331 – Philosophy, Science and Religion
PHIL 333 – Philosophy of Religion
PHIL 334 – World Religions
PHIL 335 – Islamic Thought
PHIL 336 – Christian Thought

C Special Fields

PHIL 305 – Existentialism
PHIL 306 – American Philosophy
PHIL 314 – Philosophy of Science
PHIL 325 – Philosophy of Art
PHIL 326 – Philosophy and Film
PHIL 328 – Philosophy and Literature
PHIL 495 – Independent Readings

PHIL 480 – Senior Assignment (3 hours)

PHIL 490 – Philosophy Seminar (3 hours)

Philosophy Electives (12 hours)

A grade of C or above must be earned in all Philosophy courses to count toward the required 33 hours.

Other Program Requirements

- Foreign Language-required for BA, but not for the B.S (8 hours)
- Minor (18 hours)
- Additional Electives for the BA (21-23 hours)
- Additional Electives for the BS (24-31 hours)

Sample Curriculum for the Bachelor of Arts or Bachelor of Science in Philosophy

Fall Semester

Year 1

ENG 101 – English Composition I	3
BA: Foreign Language 101	4
or BS: SPC 103, 104, or 105	(or 3)
Introductory Fine Arts and Humanities (FAH)	3
Introductory Natural Sciences and Math (NSM)	3
Introductory Social Sciences (SS)	3
Total	(15) 16

Year 2

PHIL Elective (Value Theory)	3
PHIL Elective/Skills	3
Intergroup Relations (IGR)**	3
Distribution Social Sciences	3
Distribution Fine Arts and Humanities	3
Total	15

Year 3

PHIL Elective (History of Western Philosophy)	3
PHIL Elective	3
Interdisciplinary Studies (IS)	3
Minor	3
Minor	3
BA: Elective	2
or BS: Elective	(or 3)
Total	17 (18)

Year 4

PHIL 480 – Senior Assignment	3
PHIL Elective	3
Minor	3
Minor/Elective	3
Elective	3
Total	15

Spring Semester

Year 1

ENG 102 – English Composition II	3
BA: Foreign Language 102 (IC)	4
or BS: CMIS 108 or STAT 107	(or 3)
PHIL 106, PHIL 207 or PHIL 213*	3
Introductory FAH, SS or NSM	3
Introductory FAH, SS or NSM	3
Total	(15) 16

Year 2

PHIL Elective (Cultural Pluralism, Religion, or Special Fields)	3
PHIL Elective	3
Distribution Natural Sciences and Math	3
Minor	3
Elective	3
Total	15

Year 3

PHIL Elective (Metaphysics and Epistemology)	3
PHIL Elective (Cultural Pluralism, Religion or Special Fields)	3
Minor	3
Minor	3
Elective	3
Total	15

Year 4

PHIL 490 – Philosophy Seminar	3
Elective	3
Elective	3
Elective	3
BA: Elective	3
or BS: Elective	(or 4)
Total	15 (16)

Philosophy Minor Requirements

- A minor in philosophy consists of successful completion (C or better) of 18 hours in philosophy, including three different courses in three of the six areas.
- PHIL 111 may count toward the 18 hours.
- Students must successfully complete (earn a grade of C or above) PHIL 106, PHIL 207, or PHIL 213 before applying for a minor in philosophy. PHIL 106 does not count for credit toward the 18 hours for the minor in philosophy.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Physics

Science Building, Room 2331
www.siue.edu/PHYSICS

Professors

Braundmeier, A.J., Ph.D., 1970, University of Tennessee
 Hill, Roger C., Ph.D., 1969, California Institute of
 Technology

Associate Professors

Foster, Tom M., Ph.D., 2000, University of Minnesota
 Glassman, Jack, Ph. D., 1997, University of New Mexico
 Hamad, Abdullatif Y. (Chair), Ph. D., 1996, Oklahoma
 State University
 Horner, Lenore, Ph.D., 1999, State University of New
 York at Stony Brook
 Kaplan, David H., Ph.D., 1983, Cornell University

Assistant Professors

Garcia, Hernando, Ph. D., 1999, New Jersey Institute of
 Technology & Rutgers the State University of New
 Jersey
 Glosser, Christopher, Ph.D., 2001, Michigan State
 University
 Sabby, Jeffrey A. Ph.D., 2004, University of Arkansas
 Fayetteville

Program Description

Physics is a study of the basic building blocks of the universe and of the laws that govern their interactions. Students of Physics attempt to develop images or descriptions of the universe using mathematical and conceptual models that are continually revised in light of new observations and discoveries. The models also help to predict properties of nature that have not yet been observed. Students will study classical physics (the Physics of Newton and Maxwell), Einstein's theory of relativity, Bohr's theory of the atom (which forms a bridge between classical Physics and modern Physics), and modern Physics, including quantum theory and atomic and statistical Physics. Throughout their study of Physics, students learn applications that lead to a variety of specialized fields of study. For example, solid state theory of semiconductors and transistors brings students into contact with electrical engineering and the electronics industry; and classical mechanics introduces the techniques of the mechanical and civil engineer.

The Department of Physics provides three degree programs: the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Science with Teaching Certificate. The Bachelor of Science degree is recommended for

those students planning to work in industry immediately upon graduating, or for those students who wish to pursue graduate studies in Physics. The Bachelor of Arts degree requires one year of a foreign language as part of the General Education requirements for the major. Student wishing to pursue a career in teaching will work with both the Department of Physics and the School of Education.

The Physics Department maintains teaching and research laboratories in which students develop measurement and data-analysis skills. Seniors develop individual research projects suited to their interests. The department provides experimental research opportunities in the areas of thin film physics, structural and magnetic ordering of thin films, optical coatings, nonlinear optical properties of materials and holographic data storage, studies of the photon yields of scintillating optical fibers, and the magneto-optic Kerr effect. Our theoretical group offers research opportunities in mathematical physics; optical properties of solids, single-electron states for electrons confined to two dimensions in the presence of strong magnetic fields and charge impurities; and how simple rules can lead to complex phenomena, such as self-organized criticality, self-similar structures, and power laws and elementary particle physics, concentrating on gauge field theories, quantum chromodynamics and weak interactions. The department also maintains a supercomputer cluster used for modeling of biophysical systems. The department has an active Physics and Astronomy Education Research group studying problem-solving in physics and astronomy, conceptual difficulties in astronomy, inclusiveness issues in science, implementing and developing novel and inquiry-based curriculum, and developing reliable and valid assessments.

Career Opportunities

A degree in Physics opens the door to a variety of scientific and technical careers. Physicists are employed in industrial and national laboratories, and work with other scientists and engineers. Such industrial functions may include research and development in lasers and electro-optics, radiation damage, and measurement and control. Many students choose to continue their education by pursuing graduate studies. Teaching at any level from primary through college is another career possibility. Because of the fundamental nature of the subject, a Bachelor's degree in Physics is an ideal point of departure for specialized study in almost any field, from astronomy to philosophy to music.

Degree Programs

Bachelor of Arts, Physics
 Bachelor of Science, Physics
 Bachelor of Science, Earth and Space Science Education
 Secondary Education Teacher Certification Program is
 available

Program Overview and General Department Information

Admission

High school students who plan to major in Physics should complete at least three years of college preparatory mathematics (two years of algebra and one year of geometry) before entering the University. A fourth year of college preparatory mathematics (to include trigonometry) and one year of physics and chemistry are strongly recommended.

Admission to a degree program in Physics requires an application for a major and acceptance by the department. Once admitted, students are formally affiliated with the department and assigned a faculty adviser. Advisement is mandatory; majors are permitted to register each term only after their Course Request Forms have been approved by a departmental adviser. Because the study of science is progressive, students are encouraged to select their major field of study early in their academic careers to ensure orderly progress toward meeting degree requirements. To be admitted, students already enrolled in the University must have a minimum grade point average of 2.0 in science and mathematics courses completed as well as a cumulative grade point average of 2.0 or higher in all courses taken at SIUE.

Admission to a teacher education program is a joint decision by the academic discipline, the College of Arts and Sciences, and the School of Education. Therefore, it is essential that any student desiring teacher certification meet with an adviser in the Office of Clinical Experience, Certification and Advisement of the School of Education for admission to the teacher education program.

Retention

- 1 Students should show satisfactory academic progress to be retained in a degree program. Students may be dropped from the program for any one of the following circumstances:
 - Grade point average of 1.0 or below in any term;
 - Cumulative grade point average below 2.0 in the major at any time;
 - Withdrawal, incomplete, and a combination of failing grades in 50% or more of the courses for which the student is registered during two successive terms;
 - Any combination of two withdrawals, incompletes, or failing grades in any single required course in the major discipline.
- 2 For readmission, students must meet the same admission requirements as students entering the program for the first time.

Transfer

Transfer students should have a 2.0 grade point average in science and mathematics courses as well as a 2.0 average in courses taken at other colleges and universities.

General Education Requirements for the Major

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. While fulfilling University general education requirements all physics majors are required to complete the following:

- for the Bachelor of Arts degree, 8 hours of foreign languages are required and Either CS140 or Cs145 is required
- for the Bachelor of Science degree Either CS140 or CS145 is required.
- for the Bachelor of Science degree with Physics Secondary Education Teacher Certification an overall grade point average of 2.5 is required for admission to the School of Education Teacher Certification program. The Natural Science and Mathematics general education distribution course requirements are met within the program.

Degree Requirements, Bachelor of Arts

CHEM121a,b	MATH 152	PHYS151
PHYS 201	PHYS 218 or 314	PHYS 499a
CHEM125a,b	MATH 250	PHYS 152
PHYS 201L	PHYS 321 or 323	CS 140 or 145 MATH
305	PHYS 151L	PHYS 251
PHYS 405a	MATH 150	MATH 321 or 355
PHYS 152L	PHYS 304	PHYS 416

The following electives are suggested for students planning to enter medical school;

CHEM241a,b CHEM245 BIOL 120M BIOL 121

Degree Requirements, Bachelor of Science

CHEM 121a,b	MATH 152	PHYS151
PHYS 201	PHYS 218 or 314	PHYS 499a,b
CHEM 125a,b	MATH 250	PHYS 152
PHYS 201L	PHYS 321 or 323	CS 140 or 145
MATH 305	PHYS 151L	PHYS 251
PHYS 405a,b	MATH 150	MATH 321 or 355
PHYS 152L	PHYS 304	PHYS 416
PHYS 201L	PHYS 321 or 323	CS 140 or 145
MATH 305	PHYS 151L	PHYS 251
PHYS 405a	MATH 150	MATH 321 or 355
PHYS 152L	PHYS 304	PHYS 416

In addition, pick one from MATH 465, PHYS410, PHYS430, PHYS450.

Physics Honors Program

An application for admission to the Physics Honors Program will be accepted only upon the student's admission to the Honors Scholars Program and after application for a major in Physics. The requirements for admission to the Honors Scholars Program are described elsewhere in this catalog.

The Honors curriculum core courses are taken in the last two years of study and include Junior Physics Honors 390

(3) and Seminar: Phys 575. Finally, students must earn a GPA of 3.9 or better in all major courses. Students who complete the curriculum will be recognized by the designation "Physics Honors" on their diploma.

Upon receiving an application to the Honors program, the designated Honors Scholars adviser will serve as the adviser for Physics Honors Students. The faculty adviser will help students complete the program requirements.

Sample Curriculum for the Bachelor of Science in Physics

Fall Semester

Year 1

CHEM 121a – General Chemistry	4
CHEM 125a – General Chemistry Laboratory	1
MATH 150 – Calculus I	5
ENG 101 – Composition	3
SPC 103 – Interpersonal Communication Skills	3
Total	16

Year 2

PHYS 152 – University Physics II	4
PHYS 152L – University Physics II Laboratory	1
MATH 250 – Calculus III	4
ENG 102 – Composition	3
CS 140/145 – Introduction to Computing	4
Total	16

Year 3

PHYS 218 – Digital Electronics	3
PHYS 304 – Intro to Quantum Physics	4
MATH 321/355 – Elementary Linear Algebra/EM	3
Introductory Social Sciences or Fine Arts & Humanities	3
Elective	3
Total	16

Year 4

PHYS 405a – Electricity & Magnetism	3
PHYS 416 – Quantum Mechanics	4
PHYS 499a – Senior Assignment Project	3
PHYS Senior*	3
Distribution Social Sciences	3
Total	16

* Choose one of the following: MATH 465, PHYS 410, 450, or 430.

Spring Semester

Year 1

CHEM 121b – General Chemistry	4
CHEM 125b – General Chemistry Laboratory	1
MATH 152 – Calculus II	5
PHYS 151 – University Physics I	4
PHYS 151L – University Physics I Laboratory	1
Total	15

Year 2

PHYS 201 – University Physics III	4
PHYS 201L – University Physics III Laboratory	1
PHYS 251 – Waves	4
MATH 305 – Differential Equations	3
PHIL 106 – Critical Thinking	3
Introductory Social Sciences	3
Total	18

Year 3

PHYS 321/323- Mechanics/ Statistical Mechanics	4
PHYS 314 – Modern Data Acquisition	2
IS 364 – Atomic Era (etc)	3
Introductory Fine Arts & Humanities	3
Elective	3
Total	15

Year 4

PHYS 405b – Electricity & Magnetism	3
PHYS 499b – Senior Assignment Project	2
PHYS 321/323- Mechanics/ Statistical Mechanics	4
Distribution Fine Arts & Humanities	3
Total	12

Students wishing to obtain a Bachelor of Arts degree may do so by adding one year of foreign language.

Secondary Education Teacher Certification Program

CHEM 121a,b	MATH 150	PHYS151	PHYS 152L	PHYS 251	CHEM 125a,b	MATH 152	PHYS 152
PHYS 201	PHYS 304	CS 140 or 145	MATH 250	PHYS 151L	PHYS 201L	PHYS 218 or 314	

Sample Curriculum for Students Interested in Secondary Education Teacher Certification

Fall Semester

Year 1

CHEM 121a – General Chemistry	4
CHEM 125a – General Chemistry Laboratory	1
MATH 150 – Calculus I	5
ENG 101 – Composition	3
IME 106 Engineering Problem Solving	3
Total	16

Year 2

PHYS 151 – University Physics I	4
PHYS 151L – University Physics I Laboratory	1
MATH 250 – Calculus III	4
BIOL 121 – Plant Systems	4
PSYC 111 – Foundations of Psychology	3
CI 200 – Introduction to Education	2
Total	18

Fall Semester

Year 3

PHYS 118 – Astronomy	3
SPE 400 – The Exceptional Child	3
IS 364 – Atomic Era	3
Introductory Social Sciences or Fine Arts & Humanities	3
Distribution Social Sciences	3
Distribution Fine Arts & Humanities	3
Total	18

Year 4

PHYS 494 – Methods of Teaching Physics	3
PHYS 304 – Modern Physics	4
EPFR 315 – Educational Psychology	3
EPFR 320 – Education in a Multicultural Society	3
CI 315a – Methods of Teaching in Secondary	2
Total	15

Spring Semester

Year 1

BIOL 120 Animal Systems	4
CHEM 121b – General Chemistry	4
CHEM 125b – General Chemistry Laboratory	1
MATH 152 – Calculus II	5
ENG 102 – Composition	3
Total	17

Year 2

PHYS 152 – University Physics II	4
PHYS 152L – University Physics II Laboratory	1
CHEM 241a – Organic Chemistry	3
ENG 111 – Introduction to Literature	3
CS 140/145- Introduction to Computing	4
SPC 103 – Speech	3
Total	18

Spring Semester

Year 3

PHYS 201 – University Physics III	4
PHYS 201L – University Physics III Lab	1
PHYS 251 – Waves	4
GEOG 210 – Physical Geography	3
CI 440 – Teaching Reading in the Secondary School	3
SCI 451 – Integrated Science	3
Total	18

Year 4

CI 315b Methods of Teaching in Secondary	2
CI 352 Student Teaching Secondary	10
Total	12

Minor Requirements

The minor program in physics consists of at least 20 hours with a grade point average of 2.0 or higher in the following courses:

All these courses

PHYS 151 – University Physics I
 PHYS 152 – University Physics II
 PHYS 151L – University Physics I Laboratory
 PHYS 152L – University Physics II Laboratory
 PHYS 201- University Physics III
 PHYS 201L – University Physics III Laboratory
 PHYS 251- Waves

And at least one of the following

PHYS 218 – Digital electronics
 PHYS 410 – Optics
 PHYS 304 – Intro to Quantum Physics
 PHYS 416 – Quantum Mechanics
 PHYS 314 – Modern Data Acquisition
 PHYS 419 – Mathematical Physics
 PHYS 320 – Special Relativity
 PHYS 430 – Intro to Physics Education Research
 PHYS 321 – Mechanics
 PHYS 450 – Solid State Physics
 PHYS 323 – Statistical Mechanics
 PHYS 405a,b – Electricity & Magnetism

At least 6 hours of the above courses must be SIUE credit.

The physics undergraduate advisory committee must approve any exceptions to the requirements listed above for the physics minor program.

Graduation Requirements

The following requirements must be met in order to obtain a degree in physics:

- Earn a minimum of 124 hours of acceptable credit with a cumulative grade point average of 2.0 or higher;
- Complete the minimum number of credit hours required for a particular degree;
- Complete at least 12 hours of SIUE credit in major courses numbered above 299 with a cumulative grade point average of 2.0 or above;
- Earn a grade of “C” or better in all major courses numbered above 200;
- Complete at least 6 hours of credit in major courses numbered above 299 earned at SIUE within 2 years preceding graduation.

Duplicate credits of several types are not applicable toward graduation requirements: credit hours earned (through proficiency, transfer, CLEP, or from a course) after credit has been received for similar or more advanced course work in the same subject at SIUE or elsewhere.

Earth and Space Science Education

An overall grade point average of 2.5 is required for admission to the School of Education teacher certification program.

Degree Requirements B.S. Earth and Space Science Education:

BIOL120	BIOL121	CHEM 121a,b	CHEM 125a,b
CHEM 241a	CI 200	CI 315a,b	CI 352H
CI 440	EPFR 315	EPFR 320	ESCI111
GEOG 202	GEOG 210	GEOG 211	GEOG 314
PHYS 118	PHYS 208	PHYS 131a,b	PHYS 434
PHYS 494	SCI 451	SPE 400	

Admission

Admission to a teacher education program is a joint decision by the academic discipline in the College of Arts and Sciences and the School of Education. Therefore, it is essential that any student desiring teacher certification meet with an adviser in the Office of Clinical Experience, Certification and Advisement of the School of Education for admission to the teacher education program.

Sample Curriculum for the Bachelor of Science in Earth and Space Science Education

Fall Semester

Year 1

CHEM 121a – General Chemistry I (INSM)	4
CHEM 125a – General Chemistry Lab I	1
ENG 101 – English Composition I	3
IME 106 (recommended, PHIL 106, or MATH 106)	3
MATH 150 – Calculus I (INSM)	5
Total	16

Year 2

BIOL 121 – Plant Systems	4
CI 200 – Introduction to Education	2
ESCI 111 – Introduction to Physical Geology & Geography	3
PHYS 131a – College Physics I	5
STAT 244 – Statistics	4
Complete ICTS Basic Skills Test for Admission to the Teacher Certification Program	
Total	18

Year 3

BIOL 319 – Cell and Molecular Biology	4
GEOG 202 – Resource Use and Management	3
GEOG 211 – Meteorology	3
PHYS 208 – Space Physics	3
Introductory Fine Arts & Humanities or Introductory Social Sciences	3
IS 364 – The Atomic Era (II/IC)	3
Total	19

Year 4

CHEM 494 or PHYS 494 – Methods of Teaching Chemistry or Physics in Secondary Schools	3
CI 315a – Methods for Teaching in Secondary Schools	2
CI 440 – Teaching Reading in Secondary Schools	3
EPFR 315 – Educational Psychology	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
SPE 400 – The Exceptional Child	3
Total	17

Spring Semester

Year 1

BIOL 120 – Animal Systems	4
CHEM 121b – General Chemistry II (DNSM)	4
CHEM 125b – General Chemistry Lab II	1
ENG 102 – English Composition II	3
PSYC 111 – Foundations of Psychology (recommended ISS)	3
SPC 103 – Interpersonal Communication (IGR)	3
Total	18

Year 2

CHEM 241a – Organic Chemistry	3
ENG 111 – Introduction to Literature (recommended IFAH)	3
GEOG 210 – Physical Geography	3
PHYS 131b – College Physics II	5
PHYS 118 – Astronomy	3
Total	14

Year 3

GEOG 314 – Climatology	3
PHYS 434 – Instruct Strategies for Astronomy	3
SCI 451 – Integrated Science	3
Science Elective	3
Distribution Fine Arts & Humanities	3
Distribution Social Sciences	3
Total	18

Year 4

CI 315b – Methods for Teaching in Secondary Schools	2
CI 352 – Student Teaching	10
Total	12

Political Science

Peck Hall, Room 3234

www.siu.edu/artsandsciences/politicalscience

Professors

Maurer, Lynn M., Ph.D., 1995, The Ohio State University

Associate Professors

DeGarmo, Denise B., (Chair), Ph.D., 2001, University of Michigan

Guehlstorf, Nicholas P., Ph.D., 2002, Purdue University

Harward, Brian M., Ph.D., 2003, University of Georgia

Theising, Andrew J., Ph.D., 1997, University of Missouri-St. Louis

Assistant Professors

Flaherty, Anne F. Boxberger, Ph.D., 2009, Duke University

Hayden Foster, Carly, Ph.D., 2005, University of Kansas

Johnston, Gregory F., Ph.D., 2006, Louisiana State University

Moffett, Kenneth W., Ph.D., 2006, University of Iowa

Rice, Laurie L., Ph.D., 2005, University of California, San Diego

Program Description

The Department of Political Science offers courses broadly concerned with the study of government and politics, organized into seven fields:

- In American government and politics, students examine various aspects of the American political system, including legislatures, parties, campaigns and elections, and issues of public policy.
- In comparative politics, students learn about and compare the political cultures, economies, parties, and institutions within other countries.
- Students in international relations study the relations among nations and relations with international bodies such as the United Nations.
- In political theory, students examine the attempts of important thinkers to define the functions of the state and the rights and obligations of citizens. Students in this field also study efforts to develop comprehensive theories of politics through analysis and the evaluation of political behavior.
- In public administration, students explore bureaucracies and ways in which public business is conducted.

- In public law, students examine the nature of the judicial process and the role of the courts in interpreting and applying the Constitution of the United States.
- Political analysis explores research design, concepts and methodology.

Minor programs and transfer credits must be approved in the minor department. Political science transfer courses for the major or minor must carry a grade of C or better and must be approved by the department chairperson. The department conducts two internship programs in which students can obtain both practical experience and an opportunity to evaluate potential careers. The legal internship allows students to work in the offices of public defenders, prosecuting officers, and court officials or in campaigning. The internship in government allows students to work in the offices of local, county or state officials.

Career Opportunities

Students who major in political science have entered careers in business, government service (at the federal, state and local levels), law, teaching, journalism, and public and private interest groups. We offer a program in secondary education teacher certification. Recent projections both by government and by public agencies indicate demand for government employees will continue near the present level for lawyers and for college graduates interested in careers in government. A major in political science provides knowledge of political and bureaucratic processes and analytical skills. Such students also will have an opportunity to develop specialized knowledge in a number of policy areas.

Careers in business organizations or with interest groups often call for similar skills. Many students have found this major a useful preparation for law school as well as for the practice of law. In all these areas, experience gained in an internship can be a significant advantage.

In addition to providing preparation for specific careers, a major in political science can provide general career-building skills. Courses that focus on the analysis of political and social data help students develop analytical and reasoning skills. Students also can become familiar with statistical techniques and computer use, and develop writing skills.

Degree Programs

Bachelor of Arts, Political Science

Bachelor of Science, Political Science

Secondary Education Teacher Certification Program is available

Program Overview and General Department Information

Admission

Students applying for a major or minor in political science must have:

- completed the General Education requirements for writing skills (ENG 101 and 102 or equivalent);
- resolved all high school course deficiencies; and
- a minimum overall G.P.A. of 2.5. This requirement also applies to any transfer G.P.A.

Retention

Students must maintain a cumulative grade point average of at least 2.0 to remain in good academic standing. Students whose cumulative grade point average falls below 2.0 will be placed on academic probation, returned to undeclared status and limited to a maximum of 12 hours of enrollment per term.

Transfer

Course work completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information regarding transfer, please visit www.siue.edu/registrar/transfer.

General Education Requirements

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline.

Degree Requirements

General Education Requirements* (42-44 hours)

Major Requirements (33 hours)

POLS 111 POLS 112

A minimum of 3 hours in four of the following six fields:

American Government and Politics

340 – The Presidency
 341 – Congress and Legislation
 342 – American Public Policy
 343 – American State Politics
 344 – Urban Politics
 345 – Parties and Interest Groups
 346 – Public Opinion
 390 – The Judicial System
 440 – African American Politics
 441 – Women and Politics in America
 445 – Voting and Elections
 449 – Topics in American Politics

Comparative Politics

350 – Political Systems of Western Europe

351 – Eastern European Political Systems in Transition
 352 – Politics of Development
 354 – Women and Cross-National Politics
 355 – Political Systems of Latin America
 356 – Political Systems of Asia
 459 – Topics in Comparative Politics

International Relations

370 – Intro to International Relations
 371 – International Political Economy
 472 – International Organizations
 473 – U.S. Foreign Policy
 479 – Topics in International Relations

Political Theory

385 – Introduction to Political Theory
 386 – American Political Ideas and Origins
 484 – Classical Political Theory
 485 – Modern Political Theory
 489 – Topics in Political Theory

Public Administration

320 – Introduction to Public Administration
 424 – Administrative Law
 429 – Topics in Public Administration

Public Law

390 – The Judicial System
 424 – Administrative Law
 495 – Constitutional Law I
 496 – Constitutional Law II
 497 – Environmental Law
 499 – Topics in Public Law

Additional Courses Available

300 – Intro to Political Analysis
 310 – Independent Readings and Research

Required Minor (18-21 hours)

Electives (26-31 hours)

A minimum of 124 hours is required for the degree

* Students electing completion of a bachelor of arts degree must complete one year of foreign language. This requirement may be satisfied by selecting to complete option B of the general education skills requirement.

Requirements for students seeking Secondary Education Teacher Certification

Students who intend to teach at the secondary level may complete the bachelor of science degree with a major in political science. The major constitutes the teaching field of concentration. Students pursuing this degree also must complete the Strong minor in Social Science Education as follows:

ANTH 111 – Introduction to Anthropology
 SOC 111 – Introduction to Sociology
 ECON 111 – Macroeconomics
 ECON 112 – Microeconomics
 GEOG 201 – World Regions
 GEOG 205 – Human Geography
 GEOG 210 – Physical Geography
 HIST 112A – World History

HIST 112B – World History
 HIST 219 – American History for Teachers
 HIST 323 – History/Pedagogy

Two of these 111-numbered courses, outside of one’s major, may count toward Introductory credit in social science for general education, along with one of the courses in the minor numbered above 111, which may count toward distribution in social sciences. The following are required of all students including transfer students and those who already have a bachelor’s degree:

- Certification requires a 2.75 GPA in political science courses, including those completed at past institutions.
- completion of the strong minor in social sciences.
- completion of social sciences/pedagogy before taking CI 352L, Student Teaching.

- approval by an interdisciplinary committee on Teacher education and composed of representatives of the departments of Geography, Historical Studies and Political Science.

Returning students who hold a degree in political science must complete POLS 430, Review for Teacher Certification.

Students also must complete the required program of professional education requirements in the School of Education and state requirements for certification. Therefore, it is essential that any student desiring teacher certification meet with an adviser in the Office of Clinical Experience, Certification and Advisement of the School of Education or admission to the teacher education program.

Sample Curriculum for the Bachelor of Arts or Bachelor of Science in Political Science

Fall Semester

Year 1

ENG 101 – English Composition I	3
SPC 103, 104, or 105 Speech Communication	3
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Introductory Natural Sciences & Math	3
Total	15

Year 2

POLS 112 – American National Government	3
STAT 107 – Concepts of Statistics or CMIS 108 – Computer Concepts	3
Distribution Natural Sciences & Math	3
Minor	3
Minor	3
Total	15

Year 3

POLS (Subfield #2)	3
POLS Elective**	3
Minor	3
Minor	3
Elective	3
Elective	3
Total	18

Year 4

POLS (Subfield #4)	3
POLS**	3
Elective	3
Elective	3
Interdisciplinary Studies	3
Total	15

Spring Semester

Year 1

POLS 111 – Intro to Political Science (II)	3
ENG 102 – English Composition II	3
PHIL 106 – Critical Thinking or MATH 106 – Deductive Reasoning ...	3
Introductory General Education	3
Introductory General Education	3
Total	16

Year 2

POLS (Subfield #1)	3
Intergroup Relations (IGR)	3
Distribution Fine Arts & Humanities	3
Distribution Social Sciences	3
Minor	3
Total	15

Year 3

POLS (Subfield #3)	3
POLS Elective	3
Minor	3
Minor/Elective	3
Elective	4
Total	16

Year 4

POLS Elective	3
POLS Elective	3
Elective	3
Elective	3
Elective	3
Total	15

Students wishing to obtain a **Bachelor of Arts** degree may do so by adding one year of foreign language.

Sample Curriculum for the Bachelor of Science in Political Science Education

Fall Semester

Year 1

ENG 101 – English Composition I	3
SPC 103, 104, or 105 Speech Communication	3
ANTH 111 – Intro to Anthropology (ISS)	3
Introductory Fine Arts & Humanities	3
Introductory Natural Sciences & Math	3
Total	15

Year 2

POLS 112 – American National Government	3
ECON 111 – Principles of Macroeconomics	3
GEOG 201 – World Regions (DSS)	3
GEOG 210 – Physical Geography (DNSM)	3
Intergroup Relations (IGR)	3
STAT 107 – Concepts of Statistics (recommended) or CMIS 108 – Computer Concepts	3
Total	18

Year 3

POLS (Subfield #2)	3
POLS Elective	3
EPFR 315 – Educational Psychology	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
HIST 112a – World History	3
Total	15

Year 4

POLS (Subfield #4)	3
POLS Elective	3
CI 315a – Methods of Teach in the Secondary School	3
CI 440 – Teaching Reading in the Secondary School	3
Interdisciplinary Studies (IS)	3
HIST 219	3
Total	18

Spring Semester

Year 1

POLS 111 – Intro to Political Science (II)	3
ENG 102 – English Composition II	3
PHIL 106, MATH 106, or FL 106	3
SOC 111 – Intro to Sociology (ISS)	3
Introductory Fine Arts & Humanities or Natural Science & Math	3
Total	15

Year 2

POLS (Subfield #1)	3
POLS Elective	3
CI 200 Introduction to Education	2
ECON 112 – Principles of Microeconomics	3
GEOG 205 – Human Geography	3
Distribution Fine Arts & Humanities	3
Total	17

Year 3

POLS (Subfield #3)	3
POLS Elective	3
POLS Elective	3
HIST 112b – World History	3
HIST 323 – History/Pedogogy	3
SPE 400 – The Exceptional Child	3
Total	18

Year 4

CI 315b – Methods of Teaching in the Secondary School	2
CI 352 – Student Teaching	10
Total	12

Minor Requirements

The requirements for a minor in political science include the following: a minimum of 18 hours, including POLS 111 and 112, and at least one course in three of the six areas of specialization. A minimum grade average of C is required in political science courses.

Graduation Requirements

Students majoring in political science must complete a Senior Assignment, which includes a portfolio, during their last term.

Students must receive a grade of C or better in all Political Science courses that count toward the major or minor, with a minimum G.P.A of 2.0 in all Political Science classes taken at SIUE.

Pre-Law Preparation

Entrance into law school does not require any specific major or any specific course requirements. Law schools judge applicants based upon their cumulative grade point average and law school admission test (LSAT) scores.

Students wishing to attend law school must obtain an undergraduate degree before entering law school. However, students typically apply to law school beginning in the fall of their senior year. To prepare for entrance, students are encouraged to take the law school admission test the June following their junior year, or in October of their senior year.

Many students find that undergraduate courses in philosophy, such as critical thinking, and courses in political science, history and English are helpful in law school. Any course emphasizing technical writing skills is especially helpful in law school. Students considering law should like working with people, enjoy reading, have good communication skills, and be excellent writers.

The University encourages students interested in a law career to participate in the Pre-Law Association. The association, together with Student Legal Services, sponsors an annual Pre-Law Night in the fall of each year, which brings recruiters from numerous law schools to campus to discuss admission to law school with interested students. The Pre-Law Association also visits area law schools and brings in speakers on law-related topics.

Social Work

Peck Hall, Room 1306

www.siu.edu/artsandsciences/socialwork

Professor

Kreuger, Larry, (Chair), Ph.D., 1983, St. Louis University

Associate Professors

Bentelspacher, Carl E., Ph.D., 1984, University of Southern California (MSW Program Director)

O'Brien, Gerald, V., Ph.D., 1997, University of Illinois-Urbana (BSW Program Director)

Tunney, Kathleen J., Ph.D., 1999, University of Illinois-Chicago (Interim Chair)

Assistant Professors

Boyd, Roger E., Ph.D., 2005, St. Louis University

Duckham, Bryan C., Ph.D., 2007, Loyola University Chicago

Wesley, Carol A., Ph.D., 1987, Saint Louis University (Director of Practica)

Instructors

Hamilton, Kellene M., MSW, 1989, Saint Louis University

Program Description

The undergraduate social work program focuses on the knowledge, values, and skills needed for social work practice. Its primary purpose is to prepare graduates for entry-level direct practice in social work. The program also prepares students for graduate studies in advanced social work practice. The undergraduate program is accredited by the Council on Social Work Education (CSWE).

The Social Work program prepares generalist social workers for many types of practice, and offers opportunities to explore specific interests through the selection of electives and the field placement setting. The primary professional purpose of social work is to promote social functioning and enhance social development at all systems levels. The social worker acts as a facilitator of change with individuals, families, groups, organizations and communities; promotes improvement in social conditions; serves as an advocate for people who are subject to discrimination or social or economic injustice; and provides individuals access to needed resources and services. In addition to completing on-campus course work, social work students engage in field work in local social service agencies in several courses. This culminates in the senior field placement (SOCW 482 and 483), which requires a minimum of 400 hours of supervised social work practice in a local agency over two consecutive semesters.

Career Opportunities

The bachelor's degree in social work qualifies graduates for practice in entry-level positions in a wide range of social service settings. Most graduates work in child welfare, family service, mental health or health agencies. The bachelor's degree from a Council on Social Work Education (CSWE) accredited program qualifies graduates to take the licensed social worker (LSW) examination as stipulated by the Illinois Department of Professional Regulation. In addition, many graduate social work programs offer advanced standing to students with a bachelor's degree in social work from a CSWE-accredited program.

Degree Program

Bachelor of Social Work, Social Work

Program Overview and General Department Information

Admission

To be admitted to the B.S.W. program, students must submit through the SIUE Office of Academic Counseling and Advising the following information after two semesters of full-time college or university enrollment:

- an application to SIUE certifying their admission to the University;
- an academic transcript certifying that the student has a grade point average of 2.5 or better at the time of application for admission to the BSW Program
- a referral to the BSW Program by his or her adviser in the SIUE Office of Academic Counseling and Advising.

In addition to this process, students transferring to SIUE may apply for direct declaration when applying for admission to SIUE. If you are a declared major in a different department and wish to change your major to social work, you must come to the Social Work Office to complete a major/minor approval form. Students may apply for admission to the program at any time during the academic year.

To be eligible for admission to the program, applicants must:

- have a (GPA) of at least 2.5 and have completed the equivalent (30 hours) of two full-time semesters at any college or university.
- demonstrate written proficiency in English by completing English Comp I and II with a grade of C or better.

- demonstrate the ability to communicate clearly and effectively by completing a speech course in interpersonal communication with a grade of C or better.
- read, sign and agree to abide by the National Association of Social Workers (NASW) Code of Ethics and the SIUE Social Work Department Standards for Social Work Education.

Application materials are reviewed for approval or denial by the BSW Admissions Committee, composed of the Director of the BSW Program and two members of the BSW Curriculum Policy and Planning Committee. Students who plan to enter the program should meet with the Director of the BSW program as early as possible.

It is important that students become familiar with sequences and prerequisites for courses in this major and the various required and recommended courses offered by collaborating departments.

Retention

- maintain overall and Social Work GPAs of 2.5;
- complete all required social work courses and social work electives with a grade of C or above;
- demonstrate professional behavior consistent with the National Association of Social Workers Code of Ethics and the SIUE Social Work Department Standards for Social Work Education.

Grade point averages are reviewed by the Director of the BSW Program following each semester. Students who fall below the required 2.5 GPA and/or are experiencing issues in professional development will be placed on department probation for one semester or may be terminated from the program. During their probationary period, students must meet regularly with their department adviser to monitor their progress and receive suggestions and advice toward regaining the required 2.5

GPA. Students who do not attain the required GPA of 2.5 or do not resolve their professional development issues following this probationary period may be dropped from the major and withdrawn from all social work courses. Students may re-apply to the social work program once their GPA has again reached the required 2.5 if they were dropped for academic reasons.

Transfer

Transfer course credit from other CSWE-accredited programs will be considered for acceptance toward the BSW degree from SIUE. No course credit will be awarded for work or life experience.

General Education Requirements

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. While fulfilling University general education requirements all social work majors are required to complete the following:

Skills

ENG 101 ENG 102 PHIL 106 SPC 103
STAT 107

Fine Arts & Humanities

ENG 201

Natural Sciences and Mathematics

BIOL 111

Social Sciences

ANTH 111 ECON 111 HIST 201 POLS 112
PSYC 111 PSYC 206

Degree Requirements

SOCW 200 SOCW 201 SOCW 211 SOCW 301
SOCW 302 SOCW 303 SOCW 315 SOCW 316
SOCW 390 SOCW 400 SOCW 401 SOCW 482
SOCW 483 SOCW 480 SOCW 481

Social Work Electives (9 hours)

Note: No academic minor is required for social work majors; however, a minor in the social or behavioral sciences is strongly encouraged.

Sample Curriculum for the Bachelor of Social Work

Fall Semester

Year 1

BIOL 111 – Contemporary Biology (INSM)	3
ENG 101 – English Composition I	3
PSYC 111 – Introduction to Psychology (ISS)	3
SPC 103 – Interpersonal Communication (IGR)	3
STAT 107 – Concepts of Statistics	3
Total	15

Year 2

HIST 201 – U.S. History Since 1877	3
PSYC 206 – Social Psychology (DSS)	3
Introductory Fine Arts & Humanities or Natural Science & Math	3
Foreign Language 101/Elective	4
Elective	4
Total	17

Spring Semester

Year 1

ANTH 111 – Introduction to Anthropology (II)	3
ECON 111 – Principles of Macroeconomics (ISS)	3
ENG 102 – English Composition II	3
PHIL 106 – Critical Thinking	3
POLS 112 – American National Government	3
Total	15

Year 2

PHIL course (Introductory or Distribution)	3
Introductory Fine Arts & Humanities	3
Distribution Natural Sciences & Math	3
Foreign Language 102/Elective	4
Total	13

Sample Curriculum for the Bachelor of Social Work (continued)

Fall Semester

Year 3

SOCW 200 – Foundations of Social Work I	4
SOCW 201 – Foundations of Social Work II	3
SOCW 202 – Professional Development in Social Work	1
SOCW 211 – Micro Skills of Counseling	2
SOCW 302 – Human Behavior in Social Environments I	3
ENG 201 – Intermediate Composition (DFAH)	3
Total	16

Year 4

SOCW 400 – Social Work Practice III	3
SOCW 480 – Research Methods in Social Work	4
SOCW 482 – Field Instruction I	4
SOCW Elective	3
Interdisciplinary Studies (IS)	3
Total	17

Spring Semester

Year 3

SOCW 301 – Introduction to Social Welfare Policy	3
SOCW 303 – Human Behavior in Social Environments II	3
SOCW 315 – Social Work Practice I	3
SOCW 316 – Social Work Practice II	3
SOCW 390 – Diversity & Issues of Social and Economic Justice	3
Total	15

Year 4

SOCW 401 – Social Welfare Policy Analysis	3
SOCW 481 – Statistics for Social Work	3
SOCW 483 – Field Instruction II	4
SOCW Elective	3
SOCW Elective	3
Total	16

Graduation Requirements

All undergraduate majors in social work are required to complete a senior assignment as part of the BSW Program and the University's assessment process. The Social Work senior assignment is composed of two parts: a written case study and a final evaluation of students' achievement of learning objectives completed by their field instructors.

Sociology and Criminal Justice Studies

Professors

Finkelstein, Marv, Ph.D., 1984, Michigan State University
Kauzlarich, David, Ph.D., 1994, Western Michigan University
Markowitz, Linda, Ph.D., 1995, University of Arizona

Associate Professors

Cannon, Kevin, Ph.D., 2001, University of Nebraska at Omaha
Cobb, Denise, Ph.D., 2003, Tulane University
Dirks-Linhorst, P. Ann, Ph.D., 2003, University of Missouri-St. Louis
Hedley, Mark, Ph.D., 1994, University of Arizona
Maatita, Florence, Ph.D., 2003, University of Connecticut
Oberweis, Trish, Ph.D., 1999, Arizona State University
Petrocelli, Matt, Ph.D., 1997, Arizona State University

Assistant Professors

Campbell, Lori, Ph.D. 2007, The Ohio State University
Frey, Connie, Ph.D., 2007, University of Nebraska, Lincoln
Heil, Erin, Ph.D. 2008, University of Illinois at Chicago
Mares, Dennis, Ph.D., 2004, University of Missouri-St. Louis
Welch, Lisa, Ph.D., 2004, Brown University

Degree Programs

Bachelor of Arts
Criminal Justice Studies
Sociology

Bachelor of Science
Criminal Justice Studies
Sociology

Criminal Justice Studies

Peck Hall, Room 1230

www.siu.edu/sociology/Undergraduate/criminal_justice_undergrad.htm

The B.A./B.S. degree in criminal justice studies at SIUE is a multi-disciplinary degree program with a strong academic foundation in the liberal arts. Among the general topics studied are theories of crime and delinquency; the origins and development of criminal law and procedure; the functions and operations of criminal justice agencies in America, including the criminal justice response to juvenile offenders; the prevention of crime and delinquency; privatization in corrections and policing; the nature, meaning, and purpose of criminal punishment; the nature and impact of criminal justice policy; and the relationship between criminal justice and human diversity.

The criminal justice major prepares students for a broad range of career opportunities, including, but not limited to, work in law enforcement and security, probation and parole, the court system, and corrections. Experiential learning is an important component of the program, and all students are required to complete an internship with an organization or agency involved with some aspect of criminal justice. The internship could be with a public agency such as a police department, state or federal prison, local jail, circuit and municipal courts, or prosecutor's office, or with a private organization

delivering products or services to the criminal justice system.

During the internship, all students complete a reflective essay on the relationship between the internship experience and their course work in criminal justice studies.

Statement of Major Goals

- Ability to effectively communicate orally and in writing
- Ability to understand, use, and apply theories of crime and justice
- Ability to define a problem, generate appropriate data, and propose logical solutions
- Ability to search and use criminal justice literature
- Ability to understand diversity and its impact on criminal justice and society

Career Opportunities

In recent years, career opportunities in fields linked with criminal justice have shown steady growth. While some jobs do not require a university degree, many others do, and a degree almost always improves a person's chances for promotions and other career advancement. Because the criminal justice program at SIUE rests on a strong academic foundation, a wide variety of occupations will be accessible to its graduates. These include court administration, probation and parole, research and planning, community-based prevention and treatment, and working with juveniles and other special populations of offenders.

Criminal justice majors also are hired by law firms as researchers, and by corporations that maintain internal security services or provide security services to clients. The many state and federal agencies involved in law enforcement and crime prevention also hire criminal justice majors as front-line officers as well as in the areas of administration, research, planning, and human resources. Newer areas of work such as victim-witness advocacy, dispute resolution, and neighborhood/community justice centers also provide employment opportunities for criminal justice majors.

General Education Requirements

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. Students electing to complete a Bachelor of Arts degree must complete a minimum of one year of foreign language.

Degree Requirements

CJ 201	CJ 202	CJ 208	CJ 272	CJ 302
CJ 303	CJ 366	CJ 488		
CJ Electives (15 hrs)				

The core of the criminal justice major consists of 24 hours of course work required of all students, plus 15 hours of criminal justice electives. Majors must complete CJ 201, 202, and 208 with a C or better grade before they take any 300- or 400-level CJ course. CJ 302 and 303 will be prerequisites for all 400-level CJ courses.

Completion of at least 18 hours of criminal justice courses work is required for enrollment in the supervised internship. Criminal justice majors may count up to 6 hours of 300- or 400-level courses in other programs with permission of the director of criminal justice studies.

Program Overview

Admission

Admission to the criminal justice major is competitive, and students must meet the following conditions to be considered for admission:

- 1 completion of all general education skills courses with grades of C or better
- 2 completion of 15 hours of introductory courses with grades of C or better
- 3 completion of the following courses with grades of C or better: SOC 111, POLS 112, and CJ/SOC 201, or their equivalents
- 4 completion of the Pre-CJ Program, described below
- 5 a cumulative GPA of 2.75.

The pre-CJ program is a two-semester introduction to the major in criminal justice studies and includes one-on-one contact with criminal justice advisors. All students planning to major in criminal justice studies at SIUE must enroll in the pre-CJ program and complete its requirements before they are eligible to apply for admission to the major. The director of criminal justice studies admits students to the pre-CJ program. Ordinarily, students are admitted to the pre-CJ program at the beginning of the fall semester after they have completed at least 30 semester hours of undergraduate study.

In addition to completing CJ/SOC 201 and other course prerequisites for the major, students must take CJ 202 and CJ 208 and at least one other 200-level CJ course during the two-semester pre-CJ program. They also are encouraged to join the Criminal Justice Club, and to participate in other activities that relate to the major. The pre-CJ program is waived for transfer students who have already completed the relevant courses or have received an associate's degree in criminal justice or equivalent field from a community college. Application for admission to the

pre-CJ program must be made in person at the CJ director's office, currently Peck Hall 1211. Admission to the pre-CJ program is not a guarantee of acceptance into the major in criminal justice studies.

Applications will be reviewed by an admissions committee composed of the director of criminal justice studies and two members of the full-time criminal justice faculty. Among the factors considered will be:

- overall GPA at SIUE
- GPA in the pre-CJ program
- current or previous employment in criminal justice field
- previous course work in criminal justice at other institutions
- letters of recommendation from past or present instructors
- other considerations that support the University's Long-term Goal of Engaged Students and Capable Graduates

Retention

Students majoring in criminal justice are required to maintain a cumulative average of C or better in their criminal justice course work.

Transfer

Ordinarily, up to 12 semester hours of transfer credit with C or better grades may be accepted. Up to 15 hours of transfer credit may be accepted from Illinois universities and community colleges, as recommended under the Illinois Articulation Agreement. Subject to appropriate articulation agreements, community college students may count the following courses, or their equivalents, as credit toward the major. Additional transfer hours may be used if approved by criminal justice advisors.

Senior Assignment

As part of the University's assessment program, all undergraduate majors in criminal justice are required to complete a senior assignment. This will occur during completion of the Supervised Internship (CJ 488).

Sample Curriculum for the Bachelor of Science in Criminal Justice Studies

Fall Semester

Year 1

SOC 111 – Introduction to Sociology (ISS)	3
ANTH 111 – Intro to Anthro (ISS, IC) (recom)	3
ENG 101 – English Composition I	3
CMIS 108 – Comp Concepts & Apps (recom)	3
SPC 103, 104, or 105 – Speech Communication	3
Total	16

Year 2

CJ 202 – Introduction to Corrections	3
CJ 208 – Introduction to Law Enforcement	3
POLS 112 – American National Government (DSS)	3
International Issues/Internat'l Culture (II/IC)	3
Introductory Fine Art & Hum or Nat Sci & Math	3
Total	15

Year 3

CJ 302 – Research Methods in CJ	3
CJ 366 – Race and Gender in CJ	3
CJ – Elective (200 level)	3
Elective	3
Elective	3
Elective	3
Total	18

Year 4

CJ Elective	3
CJ Elective	3
Elective	3
Elective	3
Elective	4
Total	16

Students wishing to obtain a **Bachelor of Arts** degree may do so by adding one year of foreign language.

Spring Semester

Year 1

CJ/SOC – 201 Intro to Criminal Justice	3
ENG 102 – English Composition II	3
PHIL 106 – Critical Thinking	3
Introductory Fine Arts & Humanities	3
Introductory Natural Sciences and Mathematics*	3
Total	16

Year 2

CJ/SOC 272 – Criminology	3
Distribution Fine Arts & Humanities	3
Distribution Natural Sciences & Mathematics	3
Intergroup Relations (IGR)	3
Elective	3
Total	15

Year 3

CJ 303 – Data Analysis in CJ or SOC 303 Stats with Computer Apps	3
CJ – Elective (200 level recommended)	3
CJ – Elective	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	3
Total	17

Year 4

CJ 488 – Supervised Internship	3
Elective	3
Elective	3
Elective	3
Total	12

Criminal Justice Minor Requirements

For a minor in criminal justice, students are required to complete at least 21 semester hours of CJ electives. Minors must maintain an average of C or better in their criminal justice courses. Ordinarily, minors do not take CJ 302, 303, or 488. Up to 9 hours of transfer credit may be accepted toward the minor.

Graduation

A cumulative grade point average of 2.0 or above in criminal justice course work is required for graduation. Students must pass all required courses with a grade of C or better. A minimum of 15 semester hours of upper-level courses is required for graduation.

Sociology

Peck Hall, Room 1230
www.siu.edu/sociology

Program Description

Sociology is the scientific study of human groups and relationships. A major purpose is to find efficient and effective ways to improve them. Sociologists study human values, customs, leadership, and cooperation and conflict in every kind and size of group including families, schools, religions, corporations, the economy, government, cities, and societies. Sociologists use questionnaire surveys, participant observation, government statistics, and computer simulations to find patterns and general principles that can help solve problems of group living ranging from infant mortality and juvenile delinquency to world population growth and migration. Sociologists investigate causes of crime and deviance; racial, gender, and ethnic conflict; poverty; social inequality; health care; globalization and workplace change. Applied sociologists use sociological insights to identify and solve practical problems in group living. Many students majoring in other fields find sociology courses relevant to their studies.

Statement of Major Goals

The undergraduate major in sociology seeks to foster the development of the following knowledge and skills while encouraging students to become well-informed, active citizens who appreciate creativity and diversity.

- ability to understand, use, and apply social theory
- ability to understand, use, and apply social research methods
- ability to effectively communicate orally and in writing
- ability to search and use relevant sociological literature
- ability to understand diversity and its impact on society, social theory, and social research

- ability to define a problem, generate appropriate sociological data, and propose logical solutions

Career Opportunities

Many employers emphasize that a good liberal arts education is an excellent foundation for specialized skills that can be learned on the job. A major in one of the social sciences often is preferred by industry, government, and private service agencies. While professional training in sociology is primarily associated with advanced degrees, there are many employment opportunities for those with a liberal arts major in sociology. The optional concentration in employment relations (see below) adds occupationally relevant training to the liberal arts program in sociology. In addition to providing classroom and experiential training in employment relations, the concentration helps develop marketable research and communication skills. The required internship helps create job opportunities and provides training and research skills that make students more attractive to potential employers.

Details about career opportunities for sociology graduates are available in the departmental office, room 1230, Peck Hall. Interested students may also contact the chair or undergraduate advisers by calling 618-650-3713.

Program Overview

Admission

The admission requirements for a bachelor of arts or bachelor of science degree in sociology include admission to the University and successful completion of high school course-specific requirements.

Students must normally declare a major in sociology no later than halfway through their junior year (i.e. before the completion of 75 semester credits). Students who declare a major later than this explicitly understand and agree that they will not be able to graduate sooner than the end of the third semester of full-time course work following declaration.

Retention

Students majoring in sociology are required to maintain a cumulative average of 2.0 (C) or above in their sociology courses.

Transfer

Ordinarily, up to 15 semester hours of transfer credit in sociology may be accepted. No more than nine semester hours from community colleges will be accepted for credit toward the major. Transfer credit will be accepted only if the course grade is C or above. Social Work courses do not count toward the 36 semester hours required for the major.

Senior Assignment

As part of the University's assessment program, all undergraduate majors in sociology are required to complete a senior assignment. General majors (those not enrolled in the program option in employment relations) must take Sociology 495 (Senior Seminar) after completing 21 semester hours of sociology. Sociology 495 usually is offered both in spring and fall semesters, but not in the summer term.

Before enrolling in Sociology 495, all students must complete a sequence consisting of Sociology 301 (Theory), Sociology 302 (Methods) and 303 (Statistics). Students should begin this sequence as soon as possible after declaring the major.

Students enrolled in employment relations are required to take Sociology 433 (Internship) as part of their senior assignment. Employment relations students are not required to enroll in Sociology 495, but they are required to complete the written and oral components of the senior assignment in their final spring term. A grade of C or better on the senior assignment is required for graduation. More information about the senior assignment in Sociology may be obtained from the departmental office, Peck Hall, room 1230.

General Education Requirements

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. Students electing to complete a Bachelor of Arts degree must complete a minimum of one year of foreign language.

Degree Requirements

SOC 111 SOC 301 SOC 302 SOC 303 SOC 495
Sociology Electives (21 hours)

Interest in Employment Relations

The program option in employment relations is designed to prepare students to apply sociological knowledge to the practical problems of the workplace. Fundamental changes in work and industry have intensified employer demands for broadly skilled professionals, supervisors, administrators, coordinators and consultants capable of critically evaluating, planning and implementing workplace changes.

In addition, employment relations places great emphasis on the acquisition of practical knowledge through case study analyses and an internship (SOC 433) in an actual employment setting. As interns, students have the opportunity to apply course concepts, ideas, and methods in a supervised employment context. As the capstone learning experience in developing concrete skills and abilities, the internship may provide students with valuable contacts and networks that will be of use to them in achieving their professional and career goals. For more information, please contact the employment relations adviser in Peck Hall, room 0206.

Students with an interest in employment relations will complete the following:

SOC 111 SOC 301 SOC 302 SOC 303 SOC 338
SOC 431 SOC 433
Sociology Electives (9-15 hours)
Approved Non-Sociology Electives (9-15 hours)

Sample Curriculum for the Bachelor of Science in Sociology

Fall Semester

Year 1	
SOC 111 – Introduction to Sociology	3
ANTH 111 – Intro to Anth (IC/ISS)	3
CMIS 108 – Computer Concepts & Appl	3
ENG 101 – English Composition I	3
SPC 103, 104, or 105 Speech Communication	3
Total	15

Year 2	
SOC Elective	3
Distribution Social Sciences	3
Intergroup Relations (IGR)	3
Introductory General Education	3
Elective	4
Total	16

Year 3	
SOC Elective	3
SOC Elective	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	4
Total	16

Spring Semester

Year 1	
ENG 102 – English Composition II	3
PHIL 106 – Critical Thinking or MATH 106 – Deductive Reasoning	3
Introductory Fine Arts & Humanities	3
Introductory Natural Sciences & Math	3
Introductory General Education	3
Total	15

Year 2	
SOC Elective	3
Distribution Fine Arts & Humanities	3
Distribution Natural Sciences & Mathematics	3
Elective	3
Elective	4
Total	16

Year 3	
SOC 301 – Survey of Theory	3
SOC Elective	3
SOC Elective	3
Elective	3
Elective	4
Total	15

Sample Curriculum for the Bachelor of Science in Sociology (continued)

Fall Semester

Year 4

SOC 302 – Social Research Methods	3
SOC 303 – Stats with Computer Applications	3
SOC Elective	3
Elective	3
Elective	3
Total	15

Spring Semester

Year 4

SOC 495 – Senior Assignment Seminar	3
Elective	3
Elective	3
Elective	3
Elective	3
Total	15

Students wishing to obtain a **Bachelor of Arts** degree may do so by adding one year of foreign language.

Sample Curriculum for the Bachelor of Science in Sociology – Interest in Employment Relations

Fall Semester

Year 1

SOC 111 – Introduction to Sociology	3
ENG 101 – English Composition I	3
Introductory Fine Arts & Humanities	3
Introductory Natural Sciences & Math	3
Introductory Social Sciences	3
Total	15

Year 2

SOC Elective	3
International Issues/International Culture	3
Introductory General Education	3
Elective	3
Elective	3
Total	15

Year 3

SOC 301 – Survey of Theory	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	3
Elective	4
Total	16

Year 4

SOC 338 – Industry & Society	3
SOC Elective	3
SOC Elective	3
Distribution Fine Arts & Humanities	3
Elective	4
Total	16

Spring Semester

Year 1

ENG 102 – English Composition II	3
SPC 104 – Oral Argumentation (recommended)	3
SOC Elective	3
Introductory General Education	3
PHIL 106 – Critical Thinking or MATH 106 – Deductive Reasoning	3
Total	15

Year 2

SOC 304 – Race Relations (IGR) or SOC 308 – Women, Gender, & Society (IGR)	3
SOC Elective	3
STAT 107 Concepts of Statistics or CMIS 108 Computer Concepts	3
Distribution Natural Sciences & Math	3
Distribution Social Sciences	3
Total	16

Year 3

SOC 302 – Social Research Methods	3
SOC 303 – Statistics w/Computer Apps	3
Elective	3
Elective	3
Elective	4
Total	16

Year 4

SOC 431 – Employment & Workplace Change	3
SOC 433 – Internship in Employment Relations	3
Elective	3
Elective	3
Elective	4
Total	16

Students wishing to obtain a **Bachelor of Arts** degree may do so by adding one year of foreign language.

Sociology Minor Requirements

For a minor in sociology, students are required to complete 21 semester hours of sociology electives, which may include courses in other departments that are cross-listed with sociology. Sociology minors must maintain an average of 2.0 or above in their sociology courses. Ordinarily, nine semester hours of transfer credit may be counted toward the sociology minor. Transfer credit will count toward the sociology minor only when the grade is C or above. Social work courses do not count toward the 21 semester hours of sociology credits required for the minor.

Graduation

A cumulative grade point average of 2.0 or above in sociology courses is required for graduation, and students must achieve at least a C grade in all required sociology courses.

Speech Communication

Alumni Hall, Room 3108
www.siu.edu/SPC

Professors

Perkins, Laura, Ph.D. 1989, University of Missouri - Kansas City

Associate Professors

Blankson, Isaac (Chair); Ph.D., 2000, Ohio University
Wrobbel, Duff, Ph.D., 1994, University of Texas at Austin
Zamanou-Erickson, Sonia, Ph.D., 1988, University of Oregon

Assistant Professors

Alexander, Alicia, Ph.D., 2004, University of Texas at Austin
Brown, Jocelyn DeGroot, Ph.D., 2009, Ohio University
Cattafesta, Joanne, Ph.D., 2007, Rutgers University
Cheah, Wai Hsien, Ph.D., 2004, University of Kentucky
Liu, Min, Ph.D., 2006, North Dakota State University

Instructors

Bumpers, Komie, M.A., 2000, Southern Illinois University Edwardsville
Fussell, Renee, M.A., 1991, Southern Illinois University Edwardsville
Hayes, Diane, M.A., 2006, Southern Illinois University Edwardsville
Howard, Stacey, M.A., 2009, Southern Illinois University Edwardsville
Shiller, Alan, M.A., 1975, Purdue University
Thornton, Tara, M.A., 2000, Southern Illinois University Edwardsville

Program Description

The study of communication involves the development of theories and research tools to analyze, explain, and improve human interaction. Departmental courses focus on two-person interaction, small-group decision making, communication patterns in organizations and other complex systems, and speaker-audience interaction in public speaking.

The Speech Communication Department encourages students to work closely with faculty in advising, teaching, research projects, and informal interactions. Speech communication majors and minors receive their formal academic advisement from a faculty member assigned by the director of undergraduate studies. For more information, please contact the Speech Department at (618) 650-3090.

Career Opportunities

In America, employers increasingly recognize the need for more effective communication. As a result, job opportunities for graduates trained in speech communication are prevalent in business and industry, government agencies, educational systems, non-profit organizations, and community-based resource centers. Graduates often have several career choices. Examples of communication careers some departmental graduates have entered are: teaching and administration; management, training and consulting in organizations; public relations; human relations and employee assistance programs; sales; and government service. Career opportunities in communication are expanding for women and minorities.

The department is committed to helping undergraduate majors identify jobs and work environments for which they are best suited; the department also helps them select internships, minors, and elective courses to complement the speech communication major. To focus their academic programs most effectively, students also are required to select and follow the academic track most appropriate for their individual career goals.

Speech Communication Tracks

Corporate and Organizational Communication Track

Students who choose the corporate and organizational communication track focus on communication within the context of businesses and other organizations. Effective communication in organizations is necessary both for the attainment of organizational goals and for individual productivity and satisfaction. This track is designed for those who will work in organizational settings and who want to become more effective in their interactions with others for a more successful and fulfilling work life. This knowledge is especially important now that the "world of work" is undergoing such rapid change. In addition to learning, understanding, and applying organizational theories and research, students will develop important organizational skills such as conflict management, decision making, goal setting and team building. Students completing this track will be prepared for careers in a wide variety of organizational settings and roles (sales, management, human resources and training), as well as for graduate study in communication or business.

Interpersonal Communication Track

Students in the interpersonal communication track are generally attracted to it for the solid preparation it provides for graduate school. This track provides students with a thorough theoretical and practical understanding of the ways in which verbal and nonverbal communication are used in defining, negotiating, and modifying relationships. This track also increases students' awareness both of the

many types of, and the myriad influences on, interpersonal relationships. A thorough, systematic examination of relevant theory and research regarding interpersonal communication is provided. Students who select this track as pre-graduate study preparation will find themselves with an excellent foundation upon which to begin careers in the academic community, such as professor, researcher, or administrator. Those choosing this track also will be well prepared for positions in the business sector such as recruiters and trainers.

Public Relations Track

Students in the public relations track will study under a model program, designed to meet and exceed national guidelines for undergraduate public relations education described in Public Relations Education for the 21st Century: A Port of Entry, sponsored by the Commission on Public Relations Education. This track stresses written, oral, graphic, and technological applications of communication skills. Elements of the program are designed to keep entry-level students in touch with upper-division students, and past graduates in touch with all students. In addition, students will experience the “paired course” concept, an idea that helps students integrate materials across their sequence of study. And finally, students may join SIUE’s award-winning chapter of the Public Relations Student Society of America, which is affiliated with the national professional association, Public Relations Society of America.

Degree Programs

Bachelor of Arts, Speech Communication
Bachelor of Science, Speech Communication

Program Overview and General Department Information

Admission

To be admitted to the bachelor of science or bachelor of arts program, students must:

- Complete SPC 103, Interpersonal Communication Skills (or equivalent) with a grade of C or better
- Complete SPC 105, Public Speaking Skills (or equivalent) with a grade of C or better
- Attain a cumulative grade point average of at least 2.0 (on a 4.0 scale).

Retention

Students must maintain a cumulative grade point average of at least 2.0 to remain in good academic standing. Students whose cumulative grade point average falls below 2.0 will be placed on academic probation, returned to undeclared status and limited to a maximum of 12 hours of enrollment per term.

Transfer

Students who choose to take one or more classes at another institution and apply that credit to an SIUE degree should obtain prior approval for the course from the appropriate academic advisor to make sure the course is acceptable for program credit.

- Speech Majors: a maximum of 18 semester hours of transferred speech communication course work could be applied to 36 hour program
- Speech Minors: a maximum of 9 semester hours of transferred speech communication courses work could be applied to 18-21 hour program

General Education Requirements

University general education requirements are outlined in the General Education section of this catalog.

Major Requirements

The sample curriculum outline highlights speech communication courses only and assumes General Education courses have been completed prior to the student’s declaration of a major. All speech communication majors are required to choose a minor course of study and complete SPC 200, 329, 330, 409 or 415 (depending on track), in addition to the track requirements identified below:

Track Option: Corporate and Organizational Communication Track

Required Courses: SPC 201, 203, 300, 403, plus four elective courses
Recommended electives: SPC 210, 213, 311, 323, 331, 430, 434, 491

Track Option: Interpersonal Communication Track

Required Courses: SPC 201, 323, 433, 434, 464, plus three elective courses
Recommended electives: SPC 203, 210, 305, 311, 331, 370, 423, 430

Track Option: Public Relations Track

Required Courses: SPC 213, 313, 315, 413, 414, plus three elective courses
Recommended electives: 201, 203, 210, 300, 311, 331, 370, 403, 430, 434, 491

Notes

- SPC 111 does not count for major credit.
- SPC 309, SPC 419, SPC 491: no more than 3 credit hours, per course, may be counted toward 36-hour major.
- At least 18 of the hours counted toward 36-hour major must be completed at SIUE.

Sample Curriculum for the Bachelor of Science in Speech Communication

Fall Semester

Year 1

SPC 103 – Interpersonal Communication (IGR)	3
ENG 101 – Composition	3
PHIL 106 or MATH 106	3
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Total	15

Year 2

SPC 200 – Advanced Public Speaking	3
SPC Track Requirement (or recommended SPC elective)	3
International Issues/International Culture (II/C)	3
Distribution Fine Arts & Humanities	3
Introductory Natural Sciences & Mathematics	3
Total	15

Year 3

SPC 329 – Communication Research Methods	3
SPC Track Requirement (or recommended SPC elective)	3
SPC Track Requirement (or recommended SPC elective)	3
SPC Track Requirement (or recommended SPC elective)	3
Interdisciplinary Studies (IS)	3
Minor	3
Total	15

Year 4

SPC Track Requirement (or recommended SPC elective)	3
Elective	3
Elective	3
Elective	3
Minor	3
Minor	3
Total	18

Spring Semester

Year 1

SPC 105 – Public Speaking	3
ENG 102 – Composition	3
STAT 107 or CMIS 108	3
Introductory General Education	3
Introductory General Education	3
Total	15

Year 2

SPC 330 – Theories of Communication	3
SPC Track Requirement (or recommended SPC elective)	3
Distribution Social Sciences	3
Distribution Natural Sciences & Mathematics	3
Elective	3
Total	15

Year 3

SPC Track Requirement (or recommended SPC elective)	3
SPC Track Requirement (or recommended SPC elective)	3
SPC Track Requirement (or recommended SPC elective)	3
SPC Track Requirement (or recommended SPC elective)	3
Minor	3
Minor	3
Total	15

Year 4

SPC 409 – Senior Project or SPC 415 – Public Relations Campaigns: Programming & Implementation	3
Elective	3
Elective	4
Elective/Minor	3
Minor	3
Total	16

Only students selecting the Public Relations Track must complete SPC 415; all other students must complete SPC 409.

Speech Tracks and Speech Recommended Electives (choose one track) to total 24 hours:

1 Corporate & Organizational Communication Track

Requirements: SPC 201, 203, 300, and 403

Recommended Electives: SPC 210, 213, 311, 323, 331, 430, 434, 491

2 Interpersonal Communication Track

Requirements: SPC 201, 323, 433, 434, and 464

Recommended Electives: SPC 203, 210, 305, 311, 331, 423, 430

3 Public Relations Track

Requirements: SPC 213, 313, 315, 413, and 414

Recommended Electives: SPC 201, 203, 210, 300, 311, 331, 370, 403, 430, 434, 491

Students wishing to obtain a **Bachelor of Arts** degree will also take one year of foreign languages.

Minor in Speech Communication

Admission

To be accepted as a minor in speech communication a student must attain a cumulative grade point average of at least 2.0 (on a 4.0 scale).

Requirements

Speech Communication Minor

- complete 18 semester hours of speech communication courses at the 200 level or above, except for those courses restricted to majors only
- have a GPA of 2.0 or above for coursework completed at SIUE
- earn at least 9 semester hours at SIUE

Note

Students should consult with the speech communication director of undergraduate studies, (618) 650-3090, if help is needed in identifying courses that best meet the students' academic and career interests.

Speech Communication Education Minor

- available to Language Arts Secondary Certification students only (must apply through the Department of English Language and Literature)
- complete 21 semester hours of speech communication courses identified below:

SPC 103	SPC 261
SPC 104	SPC 305
SPC 105	SPC 461
SPC 201	

- at least 9 semester hours must be earned at SIUE
- courses may also be used to fulfill general education requirements
- must maintain a minimum major and minor GPA of 3.0
- must pass the Department of English Language and Literature screening to be eligible for student teaching
- must gain advisement for professional education courses through the Office of Clinical Experience, Certification, and Advisement

Graduation Requirements for Bachelor of Science in Speech Communication

- complete all general education and specific program/track requirements
- complete all requirements for academic minor
- receive a C or higher in SPC 329 and SPC 330
- have a GPA of 2.0 or above for coursework completed at SIUE
- file an Application for Graduation by the first day of the term in which you plan to graduate

Graduation Requirements for Bachelor of Arts in Speech Communication

- same as B.S. requirements above, plus 8 hours of the same foreign language as outlined in general education requirements

Theater and Dance

Dunham Hall, Room 1031
www.siu.edu/THEATER

Professors

Jarrell, J. Calvin, M.F.A., 1980, University of Oklahoma
 Sill, David. (Senior Scholar), M.F.A., 1979, Michigan State University

Associate Professors

Cocuzza, Peter, (Chair), M.F.A., 1986, Ohio University
 Harper, Chuck; M.F.A., 1997, University of Washington
 Schmitz, Johanna, Ph.D., 2001, University of California, Davis
 Shaul, Kerry, M.F.A., 1973, Southern Methodist University
 Wulfson, James, M.F.A., 1998, University of Minnesota, Twin Cities

Assistant Professors

Bentley, Kathryn, M.F.A., 2006, Lindenwood University
 Hanson, Laura M., Ph.D., 2001, New York University
 Sol, Diane, Ph.D., 1994, University of California, Davis
 Van Blommestein, Alex, M.F.A., 2008, Wayne State University

Instructors

Bozark, Kim, M.A., 2006, Webster University
 Goldston, Valerie, M.F.A., 1984, University of Wisconsin, Madison
 Hagan, Lana, M.A., 1996, Roosevelt University
 Speidel, Roger, M.F.A., 2000, University of South Dakota

Description of Department and Programs

The Department of Theater and Dance provides instruction and practical performance experience in all phases of theater and dance production for the stage. The department enhances the liberal arts experience of students through general education courses and through main stage and student theater and dance productions. Students majoring in theater and dance may select from one of five specialization programs: performance, design/technical theater, dance, theater history/literature/criticism or theater education.

Career Opportunities

An undergraduate degree in theater or dance provides a student with pre-professional theater and dance training in acting, directing, dance, choreography, technical production, and design enabling them to pursue one of many careers directly and indirectly associated with the arts. With a specialization in Theater Education, students can prepare for a career in teaching in middle and secondary schools.

Degree Programs

Bachelor of Arts, Theater & Dance

Specializations available in the following

- Dance
- Design Technical
- History/Literature/Criticism
- Performance

Bachelor of Science, Theater & Dance

Specializations available in the following

- Dance
- Design Technical
- History/Literature/Criticism
- Performance

Secondary Education Teacher Certification Program is available

Program Overview and General Department Information

Admission

Students seeking admission to the Theater and Dance Department must first be admitted to the University by contacting the Admissions Office. Students who are considering theater and dance as a major should call or visit the department – Dunham Hall, room 1031, telephone (618) 650-2773 – as early as possible. They will be referred to a faculty adviser who will provide them more information about the curricula and the department as well as help them plan an academic program. Early advisement will enable students to complete their programs with minimal conflicts and within the shortest possible time.

In order to be admitted into the teacher certification program, students must have:

- 1 Received a grade of C or above in ENG 101 and ENG 102;
- 2 Completed 43 semester hours of course credit and have a cumulative grade point average of 2.5 or higher (this includes work at other institutions);
- 3 Successfully completed the introductory course CI 200;
- 4 Passed the ICTS Basic Skills Test. Information about this test is available at www.icts.nesinc.com.

Retention

Students in the theater and dance major or minor must maintain at least a 2.0 cumulative GPA and must complete all required theater and dance courses with a grade of C or above to remain in the program. Students may attempt any required theater and dance course only twice (complete a course and receive a grade). If a student fails to achieve a C grade or better in a required course after a second attempt, he/she will be dropped from the program. Students dropped from the major or minor may direct a written appeal for reinstatement to the departmental advisory committee for readmission. Students must complete a department senior assessment class (THEA 499a, b, c, d or DANC 499). Details of this requirement may be obtained from the student's departmental adviser. In addition to departmental requirements, students must complete all University requirements for graduation.

Transfer

Transfer students should follow the same admissions procedure as outlined above. In addition, they should contact the chair of the department prior to their admission so they may be assigned an advisor within their respective area of study. A minimum grade of C is required for all transfer classes applied to the major or minor requirements.

General Education Requirements for the Major

University general education requirements are outlined in the General Education section of this catalog and added in the curriculum guides listed below. For a Bachelor of Arts degree students must select Option B in the general education skills area including two semesters of a foreign language and one of the following: FL 106, MATH 106, PHIL 106, CMIS 108, CS 108, or STAT 107.

For a Bachelor of Science degree students should select Option A in the general education skills area. Department requirements remain the same for either Option A or B.

Degree Requirements

Theater Major Core Classes – 24 credits – All theater and dance majors must complete the core classes before taking any 300-400 level classes in their specializations. Dance majors have additional core options (see curriculum guide in dance).

THEA 112A THEA 114A THEA 114B THEA 201A
THEA 201B THEA 220 THEA 150, 160, or 170
DANC 114

Dance Specialization Requirements – 46 credits

Completion of the Theater Core classes plus:
ART 225a or 225b
DANC 210 or 211
DANC 230, 240, KIN 315, or BIOL 240a
DANC 310a, 310b, 311a, 311b, 320, 420a, 420b, 433, 499
DANC 410A, 410B, 411A, 411B (Choose one)
MUS 357a or 357b
THEA 201a or 201b
Four (4) semesters of THEA 199 practicum

Design/Technical Specialization Requirements – 51 credits

Completion of the Theater Core classes plus:
THEA 150, 160, 170, 250
THEA 350, 360, 370 (take any 2)
Electives – THEA 265, 350, 355, 360, 370, 375, 450, 460, 470, 475, 480, 482 (take any 9 credits)
THEA 499B
Four (4) semesters of THEA 199 practicum

Performance Specialization Requirements – 51 credits

Completion of the Theater Core classes plus:
THEA 112B, 215A, 310A, 310B, 312, 410, 499A
THEA 210A, 210B, 230, 235, 265, 315A, 315B, 412, 420, 430 (Take 6 credits)
Four (4) semesters of THEA 199 Practica

Theater History/Literature/Criticism Specialization – 54 credits

Completion of the Core plus:
Choose one (ENG 307, ENG 471A, ENG 471B)
THEA 499C
Four semesters of THEA 199 practicum
Electives – Select twelve (12) credits in any THEA or DANC class with advisor consent

Theater Education Specialization

Completion of the Core plus:
Completion of Secondary Teacher Certification Requirements
CI 200, 315A, 315B, 44, 352
Theater Education Requirements
THEA 160, 170, 265, 298, 398, (309 or 312)
Four (4) semesters of THEA 199 practicum

Senior Assignment

All theater and dance majors must complete the Senior Assignment Capstone Project. Specific requirements for each specialization can be found in the Department of Theater and Dance's Student Handbook. Please contact the Theater and Dance Office to obtain a copy."

Sample Curriculum for the Bachelor of Arts in Theater and Dance: Dance

Fall Semester

Year 1

DANC 114 – Movement Fundamentals	3
THEA 112a – Acting I – Intro to Acting	3
Introductory Natural Science and Math	3
ENG 101 – Composition	3
Foreign Language 101	4
Total	16

Year 2

DANC 210a – Modern Dance or 211a Ballet	2
DANC 240 – History of Dance	3
THEA 199 – Theater Production	0
CMIS 108, PHIL 106, MATH 106, or STAT 107	3
KIN 315 or BIOL 240a (recommended)	3
Introductory Fine Arts and Humanities	3
Introductory Social Science	3
Total	17

Year 3

DANC 220 – Rhythmic Structure	2
DANC 230 – Intro to Laban Movement	2
DANC 310a – Intermediate Modern Dance	3
DANC 311a – Intermediate Ballet Techniques	2
Distribution Social Science	3
Distribution Natural Science and Math	3
Total	15

Spring Semester

Year 1

THEA 114a or 114b – Forms of Dramatic Action	3
THEA 150, 160, or 170 (select one)	3
Introductory Natural Science and Math	3
ENG 102 – Composition	3
Foreign Language 102 (IC)	4
Total	16

Year 2

THEA 199 – Theater Production	0
THEA 220 – Directing for the Stage	3
Fine Arts History Course	3
Intergroup Relations (IGR)	3
Introductory FAH or SS	3
Elective	3
Total	15

Year 3

DANC 310b – Intermediate Modern Dance	2
DANC 311b – Intermediate Ballet Techniques	2
THEA 199 – Theater Production	0
Interdisciplinary Studies (IS)	3
Distribution Fine Arts and Humanities	3
Elective	3
Elective	3
Total	16

Sample Curriculum for the Bachelor of Arts in Theater and Dance: Dance (continued)

Year 4	
DANC 410a 410b, 411a, or 411b (select one)	2
DANC 420a – Dance Composition I	2
DANC 433 – Dance Pedagogy & Methodology	2
THEA 199 – Theater Production Elective	0
Elective	3
Elective	3
Elective	4
Total	16

Year 4	
DANC 420b – Dance Composition II	2
DANC 499 – Senior Assignment	3
Elective	3
Elective	3
Elective	3
Total	14

Sample Curriculum for the Bachelor of Arts in Theater and Dance: Design/Technical Theater

Fall Semester

Year 1	
THEA 114a – Forms of Dramatic Action	3
THEA 150, 160, or 170 (Introductory Tech Courses)	3
DANC 114 – Movement Fundamentals	3
ART 111 – (Introductory Fine Arts & Humanities)	3
ENG 101 – Composition	3
Total	15

Year 2	
THEA 150, 160, or 170 (Not already taken)	3
THEA 201a – History of the Theater	3
THEA 255 – Scene Painting (or THEA 265)	2
PHIL 106, STAT 107, CS 108, or CMIS 108	3
Foreign Language 101	4
Introductory Fine Arts & Humanities	3
Total	18

Year 3	
THEA 265 – Stage Makeup (or THEA 255)	2
THEA 370 – Lighting Design	3
ART 225a – History of World Art (DFAH, IC)	3
Intergroup Relations (IGR)	3
Approved Elective	3
Approved Elective	3
Total	17

Year 4	
THEA 450, 460, 470, 475 – Design Projects	3
THEA 480 or 482 – Computers for Theater	3
THEA 499b – Senior Assessment: Design/Tech	3
Distribution Natural Sciences & Math	3
Approved Elective	3
Total	15

Spring Semester

Year 1	
THEA 112a – Introduction to Acting	3
THEA 114b – Forms of Dramatic Action	3
THEA 150, 160, or 170 (Not already taken)	3
THEA 250 – Theater Graphics (or ISS)	3
ENG 102 – Composition	3
Introductory Natural Sciences and Mathematics	3
Total	18

Year 2	
THEA 201b – History of the Theater	3
THEA 220 – Directing for the Stage	3
Foreign Language 102 (IC)	4
Introductory Natural Sciences and Mathematics	3
Introductory Social Sciences (or THEA 250)	3
Total	16

Year 3	
THEA 350 – Scenic Design	3
ART 225b – History of World Art	3
Interdisciplinary Studies (IS)	3
Distribution Social Sciences	3
Approved Elective	3
Total	15

Year 4	
THEA 360 – Costume Design	3
THEA 450, 460, 470, or 475 – Design Projects (or Approved Elective) ..	3
Approved Elective	3
Approved Elective	3
Approved Elective	3
Total	15

While an art minor is not required, it is highly recommended that students wishing to specialize in Design/Technical Theater pursue a strong foundation in art courses, including two-dimension and three-dimension communication.

Sample Curriculum for the Bachelor of Arts in Theater and Dance: Performance

Fall Semester

Year 1

THEA 112a – Introduction to Acting	3
THEA 114a – Forms of Dramatic Action	3
DANC 114 – Movement Fundamentals	3
ENG 101 – English Composition I	3
Foreign Language 101	4
Total	16

Year 2

THEA 199 – Theater Production	0
THEA 201a – History of the Theater	3
THEA 215a – Movement & Voice for the Stage	3
PHIL 106, STAT 107, CS 108, or CMIS 108	3
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Total	15

Year 3

THEA 310b – International/Experimental Styles	3
THEA 312 – Multi-Cultural Theater in America (IGR)	3
THEA Approved Elective	3
Distribution Fine Arts & Humanities	3
Introductory General Education	3
Total	15

Year 4

THEA 199 – Theater Production	0
THEA 410 – Acting as a Career	3
THEA Elective, as needed	3
Distribution Natural Sciences & Math	3
Approved Elective	3
Approved Elective	3
Total	15

Spring Semester

Year 1

THEA 112b – Creating a Role	3
THEA 114b – Forms of Dramatic Action	3
THEA 150, 160, or 170 Technical Theater	3
ENG 102 – English Composition II	3
Foreign Language 102 (IC)	4
Total	16

Year 2

THEA 199 – Theater Production	0
THEA 201b – History of the Theater	3
THEA 220 – Directing for the Stage	3
THEA Elective	3
Introductory Natural Sciences & Math	3
Introductory General Education	3
Total	15

Year 3

THEA 199 – Theater Production	0
THEA 310a – Period Styles	3
THEA Elective	3
Interdisciplinary Studies (IS)	3
Distribution Social Sciences	3
Approved Elective	3
Total	15

Year 4

THEA 499a – Senior Assessment Performance	3
Approved Elective	3
Approved Elective	3
Elective	3
Elective	3
Elective	2
Total	17

Sample Curriculum for the Bachelor of Arts in Theater and Dance: History/Literature/Criticism

Fall Semester

Year 1

THEA 112a – Intro to Acting	3
THEA 114a – Forms of Dramatic Action	3
ENG 101 – English Composition I	3
PHIL 106, MATH 106, CMIS 108, or STAT 107	3
Introductory Social Sciences	3
Total	15

Year 2

THEA 199 – Theater Production	0
THEA 150, 160, or 170 Technical Theater	3
THEA 201a – History of the Theater	3
Foreign Language 101	4
Distribution Natural Sciences & Mathematics	3
Introductory Fine Arts & Humanities	3
Total	16

Year 3

THEA 199 – Theater Production	0
Approved THEA/DANC Elective	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	3
Elective	3
Total	15

Spring Semester

Year 1

THEA 114b – Forms of Dramatic Action	3
DANC 114 – Movement Fundamentals	3
ENG 102 – English Composition II	3
Introductory Natural Sciences & Math	3
Introductory General Education	3
Total	15

Year 2

THEA 199 – Theater Production	0
THEA 201b – History of the Theater	3
THEA 220 – Directing for the Stage	3
Foreign Language 102 (IC)	4
Introductory General Education	3
Distribution Social Sciences	3
Total	16

Year 3

THEA 199 – Theater Production	0
Approved THEA/DANC Elective	3
ENG 307, 471a, or 471b (DFAH)	3
Intergroup Relations (IGR)	3
Elective	3
Elective	3
Total	15

Sample Curriculum for the Bachelor of Arts in Theater and Dance: History/Literature/Criticism

(continued)

Fall Semester

Year 4	
Approved THEA/DANC 300/400 Elective	3
Approved THEA/DANC 300/400 Elective	3
THEA/DANC Elective	3
Elective	3
Elective	3
Elective	2
Total	17

Spring Semester

Year 4	
THEA 499c – Liberal Theater Studies	3
Elective	3
Elective	3
Elective	3
Elective	3
Total	15

Sample Curriculum for the Bachelor of Science – Secondary Education Certification Grades 6-12

Fall Semester

Year 1	
THEA 114a – Forms of Dramatic Action	3
THEA 150 – Scene Design & Construction	3
THEA 265 – Theater Makeup	2
ENG 101 – English Composition I	3
SPC 103, 104, or 105 Speech Communication	3
Total	14

Spring Semester

Year 1	
THEA 112a – Introduction to Acting	3
THEA 114b – Forms of Dramatic Action	3
THEA 170 – Lighting and Sound	3
ENG 102 – English Composition II	3
PHIL 106, FL 106, or MATH 106	3
Total	15

Year 2

THEA 201a – History of the Theater	3
DANC 114 – Movement Fundamentals	3
CI 200 – Introduction to Education	2
Introductory Fine Arts & Humanities	3
Introductory Natural Sciences and Mathematics	3
CMIS 108 Computer Concepts or STAT 107 Concepts of Statistics	3
Total	17

Year 2

THEA 112b – Creating a Role	3
THEA 160 – Costume Design	3
THEA 201b – History of the Theater	3
PSYC 111 – Foundations of Psychology (ISS, recommended)	3
Introductory General Education	3
Total	15

Complete ICTS Basic Skills Test for admission to the Teacher Certification Program.

Year 3

THEA 298 – Intro to Theater Ed in Secondary School	3
EPFR 320 – Found of Ed in a Multicultural Society	3
Distribution Natural Sciences and Mathematics	3
(II/IC)* THEA 310B (recommended)	3
Introductory General Education	3
Total	15

Year 3

THEA 220 – Directing for the Stage	3
THEA 398 – Theater Education in the Secondary School	3
IS 386 – Cyberarts (recommended)	3
SPE 400 – The Exceptional Child	3
Distribution Social Sciences	3
Total	15

Year 4

THEA 312 – Multicultural Theater (IGR)	3
CI 315a – Methods of Teaching in the Secondary School	2
CI 440 – Teaching Reading in the Secondary School	3
EPFR 315 – Educational Psychology	3
Distribution Fine Arts & Humanities	3
Elective	4
Total	18

Year 4

THEA 499d – Capstone Project	3
CI 315b – Methods for Teaching in the Secondary School	2
CI 352 – Student Teaching – Secondary	10
Total	15

An additional major or minor concentration in another discipline is strongly recommended for students majoring in theater education.

Students in the educational theater degree program must maintain a 2.5 cumulative G.P.A. for teacher education and must complete each required course with a grade of C or above to remain in the program.

Secondary education majors are encouraged to have a second teaching field. The Department of Theater and Dance urges each student to complete enough courses in language arts to prepare for a teaching career. Admission to a theater education program is a joint decision by the academic discipline in the College of Arts and Sciences and the School of Education. Therefore, it is essential that any student desiring teacher certification meet with an adviser in the Office of Clinical Experience, Certification, and Advisement of the School of Education for admission to the Teacher Education Program.

Theater and Dance Minor

The theater and dance minor consists of 21 hours. All theater and dance minors must take:

THEA 112a
 THEA 150, 160 or 170
 THEA 201a, THEA 201b or DANC 240
 DANC 114
 THEA 199
 Nine (9) hours of approved electives in theater and/or dance

Students who minor in theater and dance must complete all required courses with a grade of C or above and must maintain at least a 2.0 cumulative GPA. Students should declare their minor as soon as possible so an adviser may be assigned to them.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

The Bachelor of Liberal Studies (BLS) Traditional Program

Peck Hall, Room 3432
www.siu.edu/BLS

The bachelor of liberal studies degree program is designed to enable students to pursue a broad-based education in liberal arts and sciences. Students pursuing the bachelor of liberal studies degree are offered the flexibility to develop an individualized program of study with a specific interdisciplinary focus. Unlike other majors, the BLS emphasizes breadth of study rather than focus on a single discipline. The program is designed to meet the needs of students whose educational, employment, career, professional, and personal goals may not be fully met with

a specific SIUE major, and for students who have integrative abilities to plan and develop a program appropriate to their interests.

Admission to the program is based on approval of a proposed plan of study that demonstrates both an interdisciplinary focus and the inability to satisfy goals with a specific SIUE major. The plan of study must satisfy all the requirements listed below. The proposal must include a statement of educational goals, the interdisciplinary focus, courses selected to satisfy all requirements, and the relevance of the BLS degree to those goals. Students submit the proposal for a review by three faculty who must acknowledge the appropriateness of the interdisciplinary focus and who agree that the focus cannot be supported within any existing SIUE major. This process must also include the student's planning for the Senior Assignment. Students should have at least a 2.0 grade point average at the time of entry into the program. An approved student proposal constitutes an educational program, which may be modified only after approval by the director of the BLS degree. The educational program should reflect a curriculum with an interdisciplinary focus in the Liberal Studies Disciplinary Course Description requirements as well as in elective courses.

Students who plan to pursue graduate study should develop a program that can satisfy graduate admission requirements. Students should apply for a BLS major before their senior year. Seniors may enter the program, provided they develop an approved program that demonstrates both an interdisciplinary focus and the inability to satisfy goals with a specific SIUE major. This student, having completed more than 90 credit hours, must demonstrate relevance of the BLS degree to his or her goals and propose a plan of study that satisfies SIUE requirements.

Career Opportunities

The bachelor of Liberal Studies program is intended to enhance knowledge in a variety of areas. Extensive course alternatives available through this program allow students to adapt their curriculum to meet individual needs. This enables the student to develop a comprehensive resumé to reflect individual characteristics and capabilities expected of all graduates in the College of Arts and Sciences.

The program is of special value to those who are not seeking a career based in a single discipline, to those who already possess occupational skills, and to those who seek enrichment of their personal and professional lives. Part-time students are able to complete this degree through evening and weekend course offerings.

Degree Requirements Bachelor of Liberal Studies

Each student must develop an educational contract that satisfies the following requirements:

A. Total number of hours required	124
B. General Education	42-44
C. Required Courses in Arts and Sciences	45
1. Natural Sciences and Mathematics	15
2. Social Sciences	15
3. Fine Arts and Humanities	15

At least 5 courses consisting of a minimum of 15 semester hours, above and beyond the general education requirements, must be completed with grades of C or better, of the disciplinary distributions indicated below.

D. Elective Hours	32-34
1. General Electives	10-16
2. Focused Electives	18-22

A specific interdisciplinary focus will be formulated upon the student's entry into the program and will become a part of the student's educational contract. Courses taken to satisfy elective hours will explicitly relate to this focus.

E. Senior Project	3-6
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The Senior Project (a capstone academic experience), serving as a component in senior assessment, affords the student an opportunity for self reflection and independent study. The academic breadth of the liberal studies program orients students' attention toward activities that might include, but are not limited to, a student practicum, internship, integrative research paper, presentation, or creative undertaking. A minimum grade of C in LIBS 400 is required to meet degree requirements.

At least 45 hours of the total required for graduation should be earned through junior- and senior-level courses (300 and/or 400 level).

A maximum of 24 hours, beyond general education requirements, may be used in any one discipline to meet degree requirements.

Admission

Students wishing to declare a major must satisfy the following requirements:

- Complete all Academic Development courses required by the University.
- Complete any required courses to address high school deficiencies.
- Achieve a cumulative grade point average of at least 2.0 in courses completed at SIUE.

Retention

Students must maintain a cumulative grade point average of at least 2.0 to remain in good academic standing. Students whose cumulative grade point average falls below 2.0 will be placed on academic probation, returned to undeclared status and limited to a maximum of 12 hours of enrollment per term.

Transfer

Coursework completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information regarding transfer, please visit www.siu.edu/registrar/transfer.

Sample Curriculum for the Bachelor of Liberal Studies

Fall Semester

Year 1	
ENG 101 – English Composition	3
GEOG 111 – Introduction to Geography	3
ART 111 – Introduction to Art	3
SPC 103 – Interpersonal Communication Skills	3
CMIS108 – Computer Concepts & Applications	3
Total	15

Year 2	
PHIL 106 – Critical Thinking	3
THEA 112A – Core: Acting I – Intro to Acting	3
WMST 200 – Issues in Feminism	3
SCI 241 – Foundations of Science	3
2XX – Focused BLS Elective	3
Total	15

Spring Semester

Year 1	
ENG 102 – English Composition	3
ESCI 111 – Introduction to Physical Geology and Geography	3
BIOL 111 – Contemporary Biology	3
MUS 111 – Introduction to Music History/Literature	3
ECON 111 – Principles of Macroeconomics	3
Total	15

Year 2	
SOC 335 – Urban Sociology	3
GEOG 210 – Physical Geography	3
PHYS 116 – Music and Acoustics	3
GEOG 211 – Meteorology	3
MC 201 – Mass Media In Society	3
Total	15

Sample Curriculum for the Bachelor of Liberal Studies (continued)

Fall Semester

Year 3

MUS 395A- Music Merchandising	3
PHIL 320- Ethics	3
HIST 360B – Latin America Mid 19th Century-Present	3
3XX – Focused BLS Elective	3
SOC 304 – Race & Ethnic Relations	3
Total	15

Year 4

IS 386 – Cyberarts: Exploring Fine Arts and Computer Technology	3
PHIL 326 – Philosophy and Film	3
3XX – Focused BLS Elective	3
3XX – Focused BLS Elective	3
4XX – Focused BLS Elective	3
HIST 400 – American Masculinity	3
Total	18

Spring Semester

Year 3

PHYS 118 – Astronomy	3
SOC 390 – Social Inequality	3
GEOG 320 – Cartography	3
2XX – Focused BLS Elective	3
4XX – Focused BLS Elective	3
Total	15

Year 4

2XX – Focused BLS Elective	3
3XX – Focused BLS Elective	3
3XX – Focused BLS Elective	3
4XX – Focused BLS Elective	3
LIBS 400 – Senior Project (credits 1-6)	4
Total	16

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
- At least 60 of which must be completed at a regionally accredited 4-year institution
- A minimum cumulative grade point average of 2.0
- Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Minor in Environmental Sciences

The Environmental Sciences Program now offers an undergraduate minor in environmental sciences. The undergraduate minor will increase students' technical competence in addressing and analyzing environmental issues, their origins, ramifications, and resolutions. The Environmental Sciences Program at SIUE is designed to enhance and promote multidisciplinary education while providing students with career opportunities in a wide area of interests.

Faculty from several departments in the College of Arts and Sciences provide mentoring, direction, and instruction. Practicing professionals also lend their expertise to the program. A close relationship is maintained with industries and environmental agencies so that students and faculty members can incorporate real-world issues into their studies.

Students must apply for and be accepted into the minor program in environmental sciences. The minimum requirement for admission is a cumulative GPA of 2.5.

Minor Requirements

To satisfy the minor requirements, students must take and complete the following 19 units of courses while maintaining a minimum cumulative GPA of 2.5:

ENSC 120 – Survey of Environmental Sciences (fall)
ENSC 210 – Applied Research Methods (spring)
ENSC 220 – Principles of Environmental Sciences (fall)
ENSC 330 – Environmental Health and Waste Management (spring)
ENSC 340 – Ecosystem Management and Sustainability (fall)
ENSC 402 – Environmental Law (fall)
ENSC 419 – Science, Experts and Public Policy (spring)

Interdisciplinary Minors

Minor in Black Studies

The Black Studies minor is multi-disciplinary, with courses in nine departments: Anthropology, Art, English, Historical Studies, Music, Political Science, Sociology, Speech Communication and Theater and Dance. Within the 18 hours required for this minor, students are required to take two specific courses: English 340 and History 130. The remaining 12 elective hours are selected from a listing of designated courses. Electives must include courses from three different departments and at least three courses related to the Black experience in America:

Black Studies Courses

Required Courses

ENG 340
HIST 130

Designated Black Studies Electives

ANTH 310, 311, 411
ART 469a
ENG 205, 341, 342
HIST 352a,b, 442 (400 Topic: Film and African Experience)
MUS 337, 338
POLS 342, 344
SOC 304
SPC 210
THEA 290, 312

The director may approve other courses not listed above. For more information about this minor or any of the courses, contact the Black Studies Office at (618) 650-5038, Peck Hall, room 3402. For advisement, contact the Black Studies adviser, Howard Rambsy, Peck Hall, room 2213. A description of the program and a schedule of courses offered each term are available at the office.

Minor in Classical Studies

The minor in classical studies is a multidisciplinary program sponsored by the College of Arts and Sciences and supported by the Departments of Art and Design, English Language and Literature, Foreign Languages and Literature, Historical Studies, and Philosophy.

The classical studies minor contributes to cultural enrichment through the study of Latin and Greek, and of the history, philosophy, literature, and art of the Greek and Roman civilizations; to language sensitivity by close attention to the grammatical and syntactical structure of Latin and/or Greek and by careful analysis of texts; to expansion of a general working vocabulary; and to knowledge of special vocabularies of such fields as medicine, law, theology, and foreign languages derived from Latin and Greek.

Requirements

The minor in classical studies requires 20 credit hours of courses designated classical studies. Of these, eight hours are required in Greek or in Latin. Credit is granted only for courses in which grades of C or above are earned.

Art 225a – History of World Art
Art 447a,b – Ancient Art
English 303 – Literary Masterpieces: Ancient and Medieval
English 310 – Classical Mythology and Its Influence
Foreign Languages and Literature 106 – Building Vocabulary Through Latin and Greek Word Elements
Foreign Languages and Literature 401 – Comparative Latin and Greek Grammar
Greek 101, 102 – Introduction to Greek
Greek 201, 202 – Intermediate Greek

Greek 499a-f – Readings in Ancient Greek
History 113 – Civilization of the Ancient World
History 302 – Ancient Egypt
History 303 – History of Ancient Near East
History 304 – History of Greece
History 306a,b – History of Rome
Latin 101, 102 – Introduction to Latin
Latin 201, 202 – Intermediate Latin
Latin 499a-f – Readings in Latin
Philosophy 300 – Ancient Greek and Roman Philosophy
Philosophy 440 – Classical Political Theory Same as Political Science 484

Because the following courses have variable content, they require advance approval by the Coordinator of the Classical Studies minor:

Art 470 – Topics in Art History
English 478 – Studies in Women, Language, and Literature (Same as Women's Studies 478)
Foreign Languages and Literature 390- Readings
History 300 – Special topics
History 400 – Topics in History
History 410 – Directed Readings
Humanities 400 – Symposium in the Humanities
Philosophy 490 – Special Problems
Philosophy 495 – Independent Readings

For more information, please contact the coordinator of classical studies, currently Carl Springer, Associate Dean, College of Arts and Sciences, Peck Hall, room 3432, (618) 650-5058.

Minor in Peace and International Studies

The peace and international studies minor is interdisciplinary and allows students to receive recognition for pursuing a particular concentration of courses related to the international community. This minor is especially appropriate for students planning to enter professions such as journalism, radio or television news-casting, government service, teaching, law, international business, or international relations. It is also a good minor for people interested in preparing themselves for their roles as informed citizens in a democracy. For details and advisement, call (618) 650-3375, or visit the coordinator of the Peace and International Studies Program in Peck Hall, Room 0414.

Students desiring a minor in Peace and International Studies must choose a concentration in one of four available areas:

(1) World Peace Studies, (2) Western European Studies, (3) Latin American Studies, or (4) African Studies. Some courses listed for the concentration have prerequisites, which are not included in the listing. Note also that courses used for one's major cannot be used for this minor. Students choosing the 2nd, 3rd, or 4th concentration must take IS 340, The Problem of War and Peace, as their IS course for graduation.

Requirements

World Peace Studies Concentration (21 hours)

Required Courses (12 hours)

IS 340 – The Problem of War and Peace
 POLS 370 – Introduction to International Relations
 POLS 472 – International Organizations
 (Select one of the following courses related to war in the 20th century)
 HIST 344b – History of American Diplomacy since 1919
 HIST 416 – World War I and its Aftermath: 1914-1921
 HIST 418 – World War II
 HIST 422b – Late Modern Europe (WW I through WW II)

Elective Courses (select 9 hours)

ANTH 452 – Political Anthropology
 ECON 361 – Introduction to International Economics
 ECON 425 – Economic Systems
 ECON 461 – International Trade Theory & Practice
 ECON 450/FIN 450 – International Finance
 GEOG 300 – Geography of World Population
 HIST 318b – History of Russia (since 1914)
 HIST 422c – Late Modern Europe (since WW II)
 HIST 454 – History of the Arab-Israeli Conflict
 HUM 310a,b – Esperanto [or HUM 150 – Basics of Esperanto]
 IS 336 – Global Problems & Human Survival
 IS 364 – The Atomic Era: European Refugees, American Science, & the Bomb
 MKTG 476 – International Marketing
 PHIL 340 – Social and Political Philosophy
 PHIL 344 – Socialism & Social Democracy
 ECON 463 – Introduction to Economic Development & Growth
 PHIL 440/POLS 484 – Classical Political Theory
 PHIL 441/POLS 485 – Modern Political Theory
 POLS 351 – Eastern European Political Systems in Transition
 POLS 385 – Introduction to Political Theory
 POLS 473 – U.S. Foreign Policy
 SOC 200 – Cooperation & Conflict

All courses listed above under required courses but not used as required courses can also be used as elective courses. All courses listed below under the various area concentrations can be used as electives for this world peace studies concentration. Special topics and independent/special readings courses in anthropology, economics, French, geography, German, history, humanities, philosophy, political science, sociology, and Spanish also may be used as electives for any concentration in the peace and international studies minor when appropriately focused, as determined by the coordinator. The coordinator may also approve other appropriate substitutions when courses are not available.

In addition to the concentrations listed below as part of this Peace and International Studies program, a 26-hour minor is available in Russian area studies under the Department of Foreign Languages and Literature.

Western European Studies Concentration (21 hours)

Students taking this concentration must choose option B (17 hours) under General Education Requirements and must take French or German as their foreign language.

Required Courses (12 hours)

HIST 422b – Late Modern Europe: World War I through World War II
 HIST 422c – Late Modern Europe: Europe since World War II
 Six hours of additional courses in French or German at 300 or 400 level. Note the prerequisites for these courses at the advanced level.

Elective Courses (select 9 hours)

FL 491 – Cultural and Language Workshop (appropriate topic)
 GEOG 330 – Geography of Europe
 HIST 322 – History of Italy
 POLS 350 – Political Systems of Western Europe
 HIST 413 – History of Modern France
 HIST 415 – Modern German History
 HIST 422a – Late Modern Europe: Vienna Congress to the Great War
 PHIL 441/POLS 485 – Modern Political Theory or additional courses in French or German at 300 or 400 level. Note the prerequisites for these courses at the advanced level.

Latin America Studies Concentration (21 hours)

Students taking this concentration must choose option B (17 hours) under General Education Requirements and must take Spanish as their foreign language.

Required Courses (12 hours)

HIST 360b – History of Latin America (since 1580)
 IS 326 – Modern Latin America
 SPAN 312 – Contemporary Spanish America
 SPAN 352 – Survey of Spanish-American Literature: Colonial Period to Present. Note the prerequisites for these Spanish courses at the advanced level.

Elective Courses (select 9 hours)

ANTH 307 – People & Culture of Latin America & the Caribbean
 ANTH 333 – Origins of New World Civilization
 ANTH 463 – Introduction to Economic Development & Growth
 FL 491 – Cultural and Language Workshop (appropriate topic)
 GEOG 334 – Geography of Latin America
 HIST 360a – History of Latin America (from pre-Columbian to 1850)
 HIST 461 – Central America & the Caribbean in the 20th Century
 POLS 355 – Political Systems of Latin America or additional courses in Spanish at 300 or 400 level. Note the prerequisites for these courses at the advanced level.

African Studies Concentration (21 hours)

Students taking this concentration must choose option B (17 hours) under General Education Requirements and must take French as their foreign language.

Required Courses (15 hours)

ANTH 310 – People & Culture of Africa
 GEOG 332 – Geography of Africa
 HIST 352a – History of Africa: South of the Sahara, prehistoric to colonial times
 HIST 352b – History of Africa: South of the Sahara, colonial times to present.
 Three hours of additional courses in French at 300 to 400 level. Note the prerequisites for these courses at the advanced levels.

Elective Courses (select 6 hours)

ECON 463 – Introduction to Economic Development & Growth
 ENG 340 – Literature of the Third World
 FR 457 – African & Caribbean Literature of French Expression
 FL 491 – Cultural Language and Workshop (appropriate topic)
 GEOG 401 – Area Economic Development or additional courses in French at 300 or 400 level. Note the prerequisites for these courses at the advanced levels.

Minor in Religious Studies

Peck Hall 3212

www.siu.edu/artsandsciences/philosophy/religiousstudies/

The minor in religious studies is a multi-disciplinary program administered by the Department of Philosophy offering opportunities for the academic study of religion.

A minor in religious studies consists of 18 hours, 9 of which are required courses: PHIL 333 – Philosophy of Religion; PHIL 334 – World Religions; and PHIL 336 – Christian Thought or another 300-level course approved by the religious studies advisor that concerns a particular religious tradition. Students select elective courses from those approved by the adviser. A maximum of 3 credit hours counted toward a major in philosophy also may count toward the religious studies minor.

Elective courses for the minor include those listed below. Refer also to the list on the religious studies home page. Other courses may be approved, contingent on approval of the religious studies advisor. Departments including Historical Studies and Philosophy have special topics courses that could be appropriate.

ANTH 305 – Peoples and Cultures of Native North America
ANTH 306 – Peoples and Cultures of Asia
ANTH 307 – People and Culture of Latin America and the Caribbean
ANTH 310 – People and Culture of Africa
ANTH 311 – Culture of African-Americans
ANTH 312 – Contemporary African-Americans
ANTH 410 – Anthropology of Religion
ART 447 a,b – Ancient Art
ART 448 a,b – Early Christian and Medieval Art
ART 449 a,b – Renaissance Art
ART 468 a,b – Primitive Art: The Americas
ART 469 a,b – Africa and Oceania
ENG 306 – Introduction to the Bible
ENG 474 – Milton
FL 106 – Word Analysis: Latin and Greek Roots
FL 230 – Foundations of Celtic Culture
FL 330 – Celtic Culture: Mythology and Religion
HIST 113 – Civilizations of the Ancient World
HIST 114 – Survey of Medieval History
HIST 302 – Ancient Egypt
HIST 303 – History of the Ancient Near East
HIST 304 – History of Greece
HIST 305 a,b – Comparative Asian Civilizations
HIST 306 a, b – History of Rome
HIST 308 a,b – Imperium and Christianity
HIST 308b – Medieval Conquests and Kingdoms, 1000-1500 C.E.
HIST 313 – Witchcraft, Magic and the Occult
HIST 342 – History of Religion in America
HIST 354a,b – History of the Middle East
HIST 403 – Ancient Mesopotamia
HIST 404 a,b – Topics in Medieval Social, Religious and Intellectual History
HIST 423 a,b – Native Americans Before 1492 to the Present
HIST 454 – History of The Arab-Israeli Conflict
IS 324 – Peoples and Cultures of the East
PHIL 220 – Religion, Reason and Humanity
PHIL 233 – Philosophies and Diverse Cultures
PHIL 301 – Medieval Western Philosophy
PHIL 320 – Ethics

PHIL 331 – Philosophy, Science and Religion
PHIL 390 – Philosophy Here and Abroad
THEA 235 – Introduction to T'ai Chi Ch'uan

Admission Requirement

Students must successfully complete (earn a grade of C or above) PHIL 106 – Critical Thinking, or its equivalent, before they apply for a minor in religious studies. PHIL 106 or its equivalent does not count for credit toward the minor in religious studies.

Minor in Women's Studies

Women's studies is a growing interdisciplinary field that emphasizes gender perspectives and contributions of women. Women's experiences and voices have often been omitted from traditional curricula and textbooks. Furthermore, when women are discussed in these realms, they are assumed to be one homogenous group without differences in race/ethnicity, class or sexuality. Women's Studies courses focus on issues relating to gender as well as the many untold stories of women and all their differences with regard to work, love, culture, and family.

Since its beginning in the United States in the early 1970s, Women's Studies has generated much scholarly inquiry into oppression: patriarchy, racism, homophobia and class. Women's Studies classes, however, are not only interested in uncovering power relations; many also wish to show students avenues for change.

Required Courses (3 hours)

WMST 200

Departmental Courses (15 hours)

Select any of the following cross-listed courses from at least three different departments, with a maximum of 6 hours from your major. Courses are credited to a department in accordance with the faculty member's departmental assignment.

ANTH/WMST 313, 315, 402 and 426
ART/WMST 473 a and b
EPFR/WMST 451
ENG/WMST 341 and 478
FR/WMST 456
HIST/WMST 314, 428 and 440
IS/WMST 350, 532, and 353
MC/WMST 351
PHIL/WMST 344, 345 and 346
POLS/WMST 354, 441, 449
PSYC/WMST 305
SOC/WMST 308, 391, 394 and 444
SPC/WMST 331
WMST 390, 490, 495, 499

Women's Studies courses, including those cross-listed with departments, are listed in the Course Descriptions section.

For more information, please contact the office, Peck Hall, room 3407, (618) 650-5060. The Women's Studies Web site is www.siu.edu/artsandsciences/womensstudies/.



School of Business



School of Business

Founders Hall, Room 3307

www.siu.edu/business

Professors

Bock, Douglas B. (Chair), Computer Management & Information Systems, Ph.D., 1987, Indiana University
Bordoloi, Bijoy, Computer Management & Information Systems, Ph.D., 1988, Indiana University
Giamartino, Gary A. (Dean), Ph.D., 1979, Vanderbilt University
Hafer, Rik W. (Chair), Economics, Ph.D., 1979, Virginia Polytechnic Institute and State University
Kutan, Ali M., Economics, Ph.D., 1990, Arizona State University
Lovata Rutz, Linda M., Accounting, Ph.D., 1983, Indiana University
Meisel, John B., Economics, Ph.D., 1978, Boston College
Costigan, Michael L. (Chair), Accounting, Ph.D., 1985, Saint Louis University
Moore, Jo Ellen, Computer Management & Information Systems, Ph.D., 1997, Indiana University
Navin, John C., Economics, Ph.D., 1992, Michigan State University
Reed, Brad J., Accounting, Ph.D., 1995, University of Arizona
Segal, Madhav, Marketing, Ph.D., 1979, University of Texas at Arlington
Sumner, Mary B., Computer Management & Information Systems, Ed.D., 1977, Rutgers University

Associate Professors

Bharati, Rakesh C., Finance, Ph.D., 1991, Indiana University–Bloomington
Boldt, Margaret N., Accounting, Ph.D., 1997, University of Oklahoma
Douglas, Thomas J., Management, Ph.D., 1997, University of Tennessee at Knoxville
Giacobbe, Ralph W. (Chair), Marketing, Ph.D., 1991, Arizona State University
Joplin, Janice R. W. (Associate Dean), Ph.D., 1994, University of Texas–Arlington
Love, Mary Sue, Management, Ph.D., 2001, University of Missouri–Columbia
Pannirselvam, Gertrude P., Management, Ph.D., 1995, Arizona State University
Powell, Anne L., Computer Management & Information Systems, Ph.D., 2000, Indiana University
Schoenecker, Timothy S., Management, Ph.D., 1994, Purdue University
Swanson, Laura S., Management, Ph.D., 1995, Purdue University
Watson, Jr., George W., Management, Ph.D., 1997, Virginia Tech.
Yager, Susan E., Computer Management & Information Systems, Ph.D., 1998, University of North Texas

Assistant Professors

Belasen, Ari, Economics, Ph.D., 2007, State University of New York at Binghamton
Berkley, Robyn A., Management, Ph.D., 2001, University of Wisconsin–Madison
Demirer, Riza, Finance, Ph.D., 2003, University of Kansas–Lawrence
Evrensel, Ayse Y., Economics, Ph.D., 1999, Clemson University
Hackard, James C., Finance, Ph.D., 2006, University of Texas at San Antonio
Hershberger, Edmund K., Marketing, Ph.D., 2003, Georgia State University
Hester, Andrea J., Computer Management & Information Systems, Ph.D., 2001, Louisiana State University
Hunt, Allen K., Accounting, Ph.D., 2001, Louisiana State University
Jia, Jingyi, Finance, Ph.D., 2006, Temple University
Madupalli, Ramana K., Marketing, Ph.D., 2007, Georgia State University
Ozcan, Timucin, Marketing, Ph.D., 2008, University of Rhode Island
Spivey, Christy, Economics, Ph.D., 2006, University of Texas at Austin
Williams, Clay K., Computer Management & Information Systems, Ph.D., 2007, University of Georgia
Zeng, Yuping, Management, Ph.D., 2007, Peking University

Instructors

Beck, H. Lynn, Economics, M.S., 1999, Southern Illinois University Edwardsville
Brant, Steven D., Accounting, M.S., 1979, Illinois State University
Dixon, James P., Accounting, L.L.M., 1991, Washington University Law School
Gorman, Ann, Management and Organization, M.S. 1990, University of Colorado - Denver
Harting, Kathleen A., Computer Management & Information Systems, Ph.D., 2005, Southern Illinois University Carbondale
Hileman, Joshua E., Computer Management & Information Systems, M.S., 1998, Southern Illinois University Edwardsville
Hunt, Jenni M., Management, M.B.A., 2004, Southern Illinois University Edwardsville
Keister, Terri L., Computer Management & Information Systems, M.S., 1987, Southern Illinois University Edwardsville
Mussulman, James E., CMIS, M.B.A., 1996, Southern Illinois University Edwardsville
Pettit, Mary Anne, Economics, M.A., 1977, University of Tennessee
Richards, Warren D., Economics, M.S., 1995, Southern Illinois University Edwardsville
Sierra, Gregory E., Accounting, Ph.D., 2004, Washington University
Sullivan, Tim S., Economics, Ph.D., 1995, University of Maryland

Unverzagt, Jill A., Computer Management & Information Systems, M.B.A., 2000, Southern Illinois University Edwardsville
Wolff, Laura A., Economics, M.A., 1988, University of Missouri-Columbia

Mission

The mission of the School of Business is to prepare students and business professionals and to improve business practice.

This is accomplished through high quality instruction, research, and professional activities, all of which focus on adding value: for students, by enhancing their career prospects; for organizations, by developing business professionals who meet their needs; and for the business disciplines, by producing and disseminating timely and relevant scholarship.

In support of this mission, and in accordance with the University's mission, we are committed to:

- Curricula responsive to the needs of our key stakeholders;
- An educational environment for students that fosters creativity, critical thinking, ethical behavior, and an appreciation of globalization and diversity;
- Relationships with businesses and the community that can lead to professional opportunities for students and faculty and to the exchange of ideas and knowledge;
- A high quality faculty and staff, whose members are current in their fields and strive for excellence.

Code of Professionalism

Faculty, staff, and students in the School of Business at Southern Illinois University Edwardsville are expected to contribute to a culture of integrity and professionalism. Our School's culture encourages behaviors associated with educated and self-disciplined individuals. Those behaviors include:

- being honest;
- being reliable and prepared;
- being responsible for one's own actions and decisions; and
- being respectful of all individuals.

Accreditation

The SIUE School of Business is among an elite 10% of business schools worldwide that have earned the

prestigious seal of approval from the Association to Advance Collegiate Schools of Business (AACSB) International. The SIUE School of Business has been AACSB accredited since 1975, and this assures that students receive the highest quality in strategic resource management, interaction with faculty, and achievement of learning goals. The SIUE School of Business Accounting Program also is accredited through AACSB. Less than 13% of AACSB accredited business schools also hold the accounting accreditation.

School of Business Academic Programs and Policies Applicable to all Programs

The School of Business offers four undergraduate programs. Admission to the School of Business programs is competitive through a separate application process in addition to regular admission to Southern Illinois University Edwardsville. Information about the application process is available within the academic program sections. Students who already hold a bachelor's degree ("Seniors with Degree") are not required to submit an application to the School of Business; rather, they should meet with an academic advisor in the School of Business Student Services office after they have been admitted to SIUE for program advisement and program planning.

Pre-Business Status

Before applying to the School of Business, students may enter pre-business status after completion of all required skills courses [English 101 and 102, Speech Communication 104 or 105, Philosophy 106 (or Mathematics 106 or Industrial Mechanical Engineering 106) and Computer Management and Information Systems 108] and attaining a 2.25 collegiate grade point average. Once students are classified as pre-business students, they will be advised in the Office of Business Student Services unless a student changes to a different program. Students do not have to be in pre-business status to apply for admission to the School of Business.

Retention

In order for a student to remain in pre-business status, a 2.25 cumulative grade point average must be maintained. Pre-business students who fail to maintain at least a 2.25 cumulative grade point average at SIUE will be placed on pre-business probation. Students will be notified when they are not meeting the cumulative grade point average retention standard and will be informed of the timeframe allowed to improve their grade point average. Students who do not meet retention requirements for two consecutive terms will be separated from the business administration major and will be removed from the School of Business. Retention requirements for each major program appear within the academic programs section. Students are strongly encouraged to progress toward degree completion each semester.

Minors (for non-business majors)

Non-business majors may declare a minor pursuant to general university requirements. To declare a minor, students must be in good standing, declared into their chosen major and have at least a 2.25 cumulative grade point average. Once students are accepted as a minor, they must meet with a business advisor for advisement and registration for upper-level business courses. Please review the Business Administration minor requirements within the academic programs section.

Re-entry to School of Business Programs

Former students who have not attended SIUE for three or more terms must meet program requirements in effect at the time of re-entry, including any retention or program-specific course or grade point average requirements.

Graduation

To be eligible to graduate, students must complete all university general education requirements, all School of Business requirements and all major program requirements. Students also must achieve and maintain a cumulative, business, and major GPA as required by the particular program. Consult the particular academic program section of this catalog for additional information. Students not completing all requirements will not be eligible to receive a degree from the School of Business. Further, students will be approved to participate in the commencement ceremonies only at the end of the term in which all graduation requirements are met. Each undergraduate business program requires the completion of a minimum of 124 semester hours of college level credit.

Additionally, students are required to earn a grade of C or better in MGMT 441 and in the course taken to fulfill the research requirement for their specific program. Student learning will be assessed both at the junior and senior levels, and students are required to complete required assessment activities in order to graduate.

Students must complete all 300- and 400-level business course requirements at SIUE or another AACSB-accredited business school. Once admitted to the School of Business, students seeking a major or minor in the School of Business must obtain prior approval from the School of Business before taking upper level (300- or 400-level) business course work at another institution that is intended to satisfy a major or minor requirement.

Attendance

Because there is high demand for business courses, failure to attend the first class session may result in the student being dropped from the course.

Repeat Policy

Students may repeat undergraduate business courses (ACCT, CMIS, ECON, FIN, IS 401, GBA, MS, MGMT, MKTG and PROD) at SIUE under the following conditions and restrictions: When a course is repeated, only the grade earned in the final attempt will be used in computing the grade point average. All grades will appear on the transcript.

Credits earned for any course will be applied only once toward degree requirements, no matter how often the course is repeated.

- 100-level courses may not be repeated more than three times.
- 200-level courses may not be repeated more than two times.
- 300- and 400-level courses may not be repeated more than one time.

The School of Business is not obligated to offer a course to provide students an opportunity to repeat a previously attempted course. If a student does not pass a 300- or 400-level course after the second graded attempt, one of the following options must be chosen:

- 1 Appeal to take the course a third time. In doing so, the student must wait one semester before appealing for re-enrollment in the course. If the student does not pass the course on the third attempt, the student must choose a major outside the School of Business

OR

- 2 Take the required course at another AACSB accredited institution. (A 300- or 400-level course may only be taken at an approved four-year college or university.) St. Louis University, Washington University and University of Missouri St. Louis are the only AACSB accredited institutions in the St. Louis metropolitan area. Other institutions outside the metropolitan area may be approved if they are AACSB accredited and an equivalent or appropriate substitute course is offered at that institution.

School of Business Student Services

The School of Business Student Services Office provides academic advisors who help students develop academic plans to meet their program requirements and provide guidance to those with academic problems. This office also assists students who seek career advice by suggesting the names of faculty and career development professionals who provide such assistance. Before applying for a major or minor in business, students should contact this office to obtain more information about the

School's programs and the procedures for applying and completing degree requirements.

International Exchange Programs

The School of Business has developed student and faculty exchange programs with business schools and universities in France, Germany, and Great Britain. These programs permit students to pay tuition and register for course work at SIUE while completing the requirements for credit at one of these international institutions. Participation in an exchange program will meet the multicultural requirement for graduation. Students interested in studying abroad may obtain more information and an application from Dr. Janice Joplin, Associate Dean and Director, International Programs, School of Business, Box 1051, SIUE, Edwardsville, IL 62026, phone (618) 650-3412.

Cooperative Education and Internships

For enrollment certification purposes, University-sponsored cooperative education participation is considered equivalent to full-time enrollment. This requires formal enrollment in an approved co-op course through the Career Development Center. (See GBA 399.) The Career Development Center also coordinates business internships associated with GBA 398.

Accountancy

Founders Hall, Room 2110
www.siu.edu/business

Program Description

Graduates of the undergraduate degree program in accountancy are prepared for employment in accounting in either the private or not-for-profit sector or for admission to a graduate program to prepare for the Uniform CPA Examination and a career in public accounting. Students receive an educational foundation upon which they may grow professionally in the practice and study of accounting as they progress throughout their careers.

Career Opportunities

Several career paths are available to graduates of the undergraduate program. The possibilities include employment in corporate accounting and the not-for-profit sector. Graduates who work in corporate accounting may be employed as managerial accountants, internal auditors, income tax specialists, systems experts, or management consultants. Appropriate professional certifications within this segment of the accounting profession are Certified Management Accountant and Certified Internal Auditor. In the not-for-profit sector,

accountants play important roles in governmental entities, health care organizations, and charitable agencies. Based on their wide range of business exposure and knowledge, many accountants ultimately move into high-level management positions. For students seeking a career in public accounting, the undergraduate program provides a foundation for successful completion of a graduate degree. Professional certification as a certified public accountant is achieved by passing the Uniform CPA Examination. Many states, including Illinois and Missouri, require CPA candidates to accumulate 150 hours of college credit. Most candidates will satisfy that requirement by completing a graduate degree. Graduates who work in public accounting gain exposure to a wide variety of clients, their business practices, and their accounting methods. Public accountants may work in the areas of auditing, taxation, or management consulting.

Degree Program

Bachelor of Science in Accountancy, Accountancy

Program Overview and General Department Information

Admission and Application Process

Before applying to the program, students are encouraged to consult with an adviser in the School of Business Student Services Office to discuss the application process and plan a program of study.

To be admitted to the Bachelor of Science in Accountancy program, students must:

- Complete all Academic Development courses required by the University;
- Complete any courses required to address high school deficiencies;
- Apply for admission and be accepted into the School of Business. Students who are not accepted into a program will not be allowed to enroll in 300- or 400-level business courses and will not be eligible to declare a major in Accountancy.

Application Deadlines

Summer Term and Fall Semester	February 1
Spring Semester	September 15

Review of Applications

The Undergraduate Admissions Committee of the School of Business will review all applications and students will be notified of their status within 45 days of the application deadline of the term for which they are seeking admission. An application to the School of Business is ready to be reviewed when all of the following criteria are met:

- admission to SIUE.
- submission of a completed undergraduate program application received by the School of Business Student Services Office by the stated deadline. Applications are available from the School of Business Web site, www.siu.edu/business, or in Business Student Services, on the third floor of Founders Hall. Applicants also must ensure that all transcripts from all community colleges and four-year institutions have arrived at the Service Center, Registrar's Office, Box 1080, Edwardsville, IL 62026-1080 by the application deadline. Early completion of the application file is strongly encouraged.
- successful completion of the twelve prerequisite courses with a grade of C or better. (Note: Students who apply for summer admission must have all 12 prerequisite courses completed by the end of the preceding spring semester. Students who apply for fall admission must have all 12 prerequisite courses completed by the end of the preceding summer term. Students who apply for spring admission must have all 12 prerequisite courses completed by the end of the preceding fall semester.)

Prerequisite courses (a grade of C or higher is required):

ENG 101 and 102
 SPC 104 or 105
 PHIL 106 or MATH 106 or IME 106)
 CMIS 108
 ECON 111 and 112
 HIST 111B (or approved substitute)
 POLS 112
 MATH 120
 ACCT 200
 MS 250

- minimum prerequisite grade point average of 2.25 on a 4.0 scale and a minimum cumulative grade point average required by the program to which the student seeks admission.
- students applying for the Accountancy program must have a 2.5 cumulative grade point average.

Admission

The admission decision will be based primarily on the student's performance in collegiate-level work and the required essay. Other factors that may be considered in the admission decision include, but are not limited to, courses taken, pattern and trend of grades, institutions attended, co-curricular activities, as well as career- or work-related experience. The School of Business intends to admit students who demonstrate the greatest likelihood of

academic success while also ensuring the diversity of the student body.

Admission to School of Business programs is competitive, and not all students who apply to the School of Business will be admitted. Since the number of students being admitted depends on the capacity of the school, applicants cannot be guaranteed admission to the School of Business based on a given grade point average.

Students who are admitted are required to attend an Orientation Session. Failure to attend the entire Orientation Session will automatically rescind an offer of admission.

Transfer

The application process described above must be followed. Transfer students may contact the School of Business Student Services Office with questions regarding transferability and equivalency of business course work completed at other institutions. The School of Business accepts lower-division courses taken at other institutions only as lower-division (100- and 200-level) courses.

Students who already hold a Bachelor's Degree

Students who already hold a bachelor's degree ("Seniors with Degree") are not required to submit an application to the School of Business; rather, they should meet with an academic advisor in the School of Business Student Services office after they have been admitted to SIUE for program advisement and program planning.

Declaration of Major

Once students are admitted to the School of Business, they may declare an accountancy major if they have also earned at least a 2.5 or higher cumulative grade point average. Students not declared to the accountancy major are only allowed to enroll in Accounting 301, 311 and 340. To take additional accounting courses students must be declared to the accountancy major.

Retention

Students must achieve and remain in good standing to be retained in the accountancy program. Good standing means a student has a minimum grade point average of 2.5 cumulative, 2.5 in accounting courses and 2.25 in required business courses. Students who fail to maintain at least a 2.5 cumulative grade point average at SIUE will be placed on program probation. Students will be notified when they are not meeting the cumulative grade point average retention standard and will be informed of the timeframe allowed to improve their grade point average. Students who do not meet retention requirements for two consecutive terms will be separated from the accountancy major. Students whose cumulative grade point average is below 2.25 will be removed from the School of Business.

Students remaining below a 2.5 accounting grade point average for two terms may be dropped from the accountancy program. A student also may be dropped from the accountancy program for receiving any combination of three withdrawal, incomplete, or failing grades in a single required accounting course. Students who are not in good standing will not be permitted to take ACCT 303, 401, or 431.

Degree Requirements

General Education Requirements

* Courses that require a grade of C or higher.

Skills Courses (5 required)

ENG 101* ENG 102* SPC 104* or SPC 105*
 PHIL 106* or MATH 106* or IME 106*
 CMIS 108*

Introductory Courses (5 required)

ECON 111* (meets Introductory Social Science Requirement)
 HIST 111b*¹ (meets Introductory Social Science Requirement)
 Introductory Fine Arts and Humanities³
 Introductory Fine Arts and Humanities³ or Introductory Natural Science and Math²
 Introductory Natural Science and Math²

Distribution Courses (3 required)

Distribution Fine Arts or Humanities³
 MATH 120* (meets Introductory or Distribution Natural Science and Math)
 ECON 112* (meets Distribution Social Science)

- ¹ Students may substitute one of the following courses for HIST 111b: HIST 112b, 352b, 354b, 358, 356b, 360b, 413, 415, 416, 460, 461. (Note that these are not introductory level courses and students who substitute any of these courses for HIST 111b will need to choose another course to meet their introductory requirements.)
- ² Students must take one science course with accompanying lab from the same discipline.
- ³ Students must complete one literature course.

Additional General Education Requirements

Interdisciplinary Studies (met by IS 401)
 Intergroup Relations (met by Management 341)
 International Issues or International Culture (met by History 111b or substituted history course)

Students should consult with an academic adviser to ensure proper completion of general education requirements.

Accounting Major Requirements

ACCT 200 (B or higher required for Accountancy majors)
 ACCT 301* ACCT 302 ACCT 303 ACCT 311*
 ACCT 312 ACCT 315 ACCT 321 ACCT 340
 ACCT 401 ACCT 431 CMIS 342 FIN 320
 IS 401 MS 250* MS 251* MGMT340
 MGMT 341 MGMT 441* MKTG 300 POLS 112*
 PROD 315

Research Requirement

This requirement normally will be met by taking Accounting 303 or other course specified by the department.

Sample Curriculum for the Bachelor of Science in Accountancy

Fall Semester

Year 1	
CMIS 108 Computer Concepts*	3
ENG 101 English Composition I*	3
MATH 120 College Algebra (INSM or DNSM)*	3
SPC 104 Oral Argumentation* or SPC 105 Public Speaking*	3
ECON 111 Macroeconomics (ISS)*	3
Total	15

Year 2	
ACCT 200 Fundamentals of Financial Acct##	3
MS 250 Mathematical Methods*	3
POLS 112 American National Government*	3
Introductory Natural Sciences & Math+	4
Elective	3
Total	16

Admission to the School of Business is required to enroll in any 300- or 400-level business courses.

Year 3	
ACCT 301 Intermediate Accountant Theory & Practice I*	3
ACCT 315 Accounting Systems (fall only)	3
CMIS 342 Information Systems for Business	3
MGMT 340 Principles of Management	3
Elective	3
Total	15

Year 4	
ACCT 303 Intermed Acct Theory & Practice III	3
ACCT 312 Managerial Cost Accounting II	3
ACCT 340 Business Law	3
FIN 320 Financial Management (ACCT 311 is a prerequisite)3	
Introductory Natural Sciences and Mathematics+ or Introductory Fine Arts/Humanities or Distribution Natural Sciences and Mathematics	3
Total	15

* Courses that require a grade of C or better.

** One literature course is required.

+ One science course must have a lab.

Additional approved choices: HIST 112b, 352b, 354b, 356b, 358, 360b, 413, 415, 416, or 460. If one of these HIST courses is substituted, students must take an additional Introductory Social Science to satisfy SIUE General Education requirements.

B or higher required.

Spring Semester

Year 1	
ECON 112 Microeconomics (DSS)*	3
ENG 102 English Composition II*	3
HIST 111b Western Civ II (ISS, II)#*	3
PHIL 106* or PHIL 207* or MATH 106*	3
Introductory Fine Arts & Humanities**	3
Total	15

Year 2	
MS 251 Statistical Analysis for Business Decisions*	4
Distribution Fine Arts & Humanities**	3
Elective	3
Elective	3
Elective	3
Total	16

Year 3	
ACCT 302 – Intermediate Accounting Theory & Practice II	3
ACCT 311 – Managerial & Cost Acct I*	3
MGMT 341 – Organizational Behavior & Interpersonal Skills (IGR)	3
MKTG 300 – Principles of Marketing	3
PROD 315 – Operations Management	3
Elective	2
Total	17

Year 4	
ACCT 321 Introduction to Taxation	3
ACCT 401 Advanced Financial Acct	3
ACCT 431 Principles of Auditing (offered spring & summer only)	3
MGMT 441 Strategic Management*	3
IS 401 Business & Society	3
Total	15

Graduation Requirements

Cumulative University grade point average required: 2.5

Accounting grade point average (in all required accounting courses taken at SIUE): 2.5

Business grade point average (in all required business courses taken at SIUE): 2.25

C or higher in Management 441 (meets University Senior Assignment)

C or higher in courses marked with * in course Degree Requirements section

Business Administration

Founders Hall, Room 3307
www.siu.edu/business

Program Description

The degree program in business administration provides students with a basic understanding of the functional areas of business, the behavior of organizations, and decision-making processes. These courses provide students with (a) quantitative and analytical skills, (b) an understanding of the economic, social, political, and legal environments in which business decisions are made, (c) knowledge of accounting and information systems, (d) insights into organizational behavior, development, goal setting, and management of human resources, (e) an understanding of the ethical and global issues confronting business, and (f) leadership and team-building skills through the student's analysis of business cases and other experiential exercises.

In addition to the general business administration major, students may elect to pursue an approved specialization. Students are encouraged to select their specializations and electives in consultation with the faculty and an academic advisor in Business Student Services.

Career Opportunities and Areas of Specialization

Students seeking a bachelor of science in business administration may complete one of the specializations described below. Students are encouraged to discuss their career objectives and the various elective courses with faculty in the School of Business before making this decision. The School of Business Student Services Office may be contacted for a list of the specializations and their requirements.

Computer Management and Information Systems

The computer management and information systems specialization is designed to prepare students to work with business computer technology. Students learn to design information systems to support decision making and the operation of business and organization functional areas. The design process includes the specification of hardware, software, and personnel requirements. Students must maintain a 2.5 GPA in all CMIS courses.

Economics

The specialization in economics provides students with knowledge of analytical methods for solving basic problems affecting profit and growth of the business organization. In addition, economics offers courses that are fundamental to forecasting, planning, and budgeting.

Graduates of the program are qualified for careers in administration and management of business firms, in banking and insurance, and in federal, state and local government agencies. Graduation with this specialization requires a 2.25 grade point average in all economics courses.

Entrepreneurship

The entrepreneurship specialization focuses on the special problems of new venture development and the management of the small business enterprise. The specialization prepares students for entrepreneurial and managerial roles in small ventures as well as for new venture management and "intrapreneurship" roles in larger firms. By carefully selecting courses in other areas of business, students can prepare for positions in manufacturing, service, or retailing organizations. The specialization requires a practicum (MGMT 476) in which students work with start-up ventures, small businesses, or small business development groups to apply their knowledge to small business problems.

Finance

The finance specialization prepares students for decision-making positions in the areas of corporate finance, investments, and management of financial institutions. Courses in finance are designed to help students understand the complex world of global finance and business. The specialization emphasizes financial knowledge and skills that are necessary to succeed in today's diverse and highly technical business world.

Human Resource Management

The human resource management specialization provides students with the general and technical knowledge and skills for entry-level positions and careers in the personnel or human resource management (HRM) function of organizations. Courses emphasize both the general theory of HRM, the expanding role of HRM in organizational effectiveness, the development and effective use of human resources in organizations, and the technical areas of selection, compensation, labor relations, training, and performance appraisal. The specialization prepares students for professional careers in a wide variety of organizations.

International Business

The international business specialization is an interdepartmental specialization emphasizing the increasingly global dimensions of business. Through courses focusing on the international dimensions of management, marketing, finance, and economics, students gain an understanding of the international aspects of business. The specialization is designed for students interested in positions in the areas of international trade and finance and industrial development. The School of

Business also has agreements with several foreign universities through which students can experience the international aspects of education and work as well as enhance their foreign language capabilities.

Management

The management specialization provides students with the knowledge and skills necessary to become effective managers in organizations. The courses in this specialization emphasize the complex nature of organizations and the skills and knowledge necessary to manage human resources, design effective organizational systems, and diagnose and solve organizational problems. In addition, the specialization emphasizes the increasingly global nature of business and coping with change in internal and external environments. The specialization provides the flexibility to accommodate students with a variety of interests and prepares them for managerial careers in private and public sector organizations.

Marketing

The marketing specialization is designed to enable students to analyze the problems of providing consumer and industrial goods and services to a wide variety of markets. The curriculum prepares students for positions in sales, advertising, promotion, research, product management, and marketing management. Further, the study of dynamic problems that affect all enterprises in communicating with their constituencies prepares students for careers in commercial, governmental, and service organizations that serve the public in ways other than producing tangible goods.

General Business Administration

Those who do not elect a specialization must take four Business courses beyond the common business core. Four approved 300- and/or 400-level business or non-business courses must be completed and students are required to propose courses and rationale for request. Students are encouraged to select their electives in consultation with the faculty and an academic advisor in Business Student Services.

Degree Programs

Bachelor of Science, Business Administration
Specializations Available in the following:

- Economics
- Entrepreneurship
- Finance
- Human Resource Management
- International Business
- Management
- Management Information Systems
- Marketing

Program Overview and General Department Information

Admission and Application Process

Before applying to the program, students are encouraged to consult with an adviser in the School of Business Student Services Office to discuss the application process and plan a program of study.

To be admitted to the Bachelor of Science in Business Administration program, students must:

- Complete all Academic Development courses required by the University;
- Complete any courses required to address high school deficiencies;
- Apply for admission and be accepted into the School of Business. Students who are not accepted into a program will not be allowed to enroll in 300- or 400-level business courses and will not be eligible to declare a major in Business Administration.

Application Deadlines

Summer Term and Fall Semester	February 1
Spring Semester	September 15

Review of Applications

The Undergraduate Admissions Committee of the School of Business will review all applications and students will be notified of their status within 45 days of the application deadline of the term for which they are seeking admission. An application to the School of Business is ready to be reviewed when all of the following criteria are met:

- admission to Southern Illinois University Edwardsville.
- submission of a completed undergraduate program application received by the School of Business Student Services Office by the stated deadline. Applications are available from the School of Business Web site, www.siu.edu/business, or in Business Student Services, on the third floor of Founders Hall. Applicants also must ensure that all transcripts from all community colleges and four-year institutions have arrived at the Service Center, Registrar's Office, Box 1080, Edwardsville, IL 62026-1080 by the application deadline. Early completion of the application file is strongly encouraged.
- successful completion of the twelve prerequisite courses with a grade of C or better. (Note: Students who apply for summer admission must have all 12 prerequisite courses completed by the end of the preceding spring semester. Students who apply for fall admission must have all 12 prerequisite courses completed by the end of the preceding summer term. Students who apply for spring admission must have all

12 prerequisite courses completed by the end of the preceding fall semester.)

Prerequisite courses for which a grade of C or higher is required:

English 101 and 102
Speech 104 or 105
Philosophy 106 (or Math 106 or IME 106)
Computer Management and Information Systems 108
Economics 111 and 112
History 111B (or approved substitute)
Political Science 112
Math 120
Accounting 200
Management Science 250

- minimum prerequisite grade point average of 2.25 on a 4.0 scale and a minimum cumulative grade point average required by the program to which the student seeks admission.
- students applying for the Business Administration program must have a 2.25 cumulative grade point average.

Admission Decision

The admission decision will be based primarily on the student's performance in collegiate-level work and the required essay. Other factors that may be considered in the admission decision include, but are not limited to, courses taken, pattern and trend of grades, institutions attended, co-curricular activities, as well as career- or work-related experience. The School of Business intends to admit students who demonstrate the greatest likelihood of academic success while also ensuring the diversity of the student body.

Admission to School of Business programs is competitive, and not all students who apply to the School of Business will be admitted. Since the number of students being admitted depends on the capacity of the school, applicants cannot be guaranteed admission to the School of Business based on a given grade point average.

Students who are admitted are required to attend an Orientation Session. Failure to attend the entire Orientation Session will automatically rescind an offer of admission.

Transfer Students

The application process described above must be followed. Transfer students may contact the School of Business Student Services Office with questions regarding transferability and equivalency of business course work completed at other institutions. The School of Business accepts lower-division courses taken at other institutions only as lower-division (100- and 200-level) courses.

Students who already hold a Bachelor's Degree

Students who already hold a bachelor's degree (Seniors with Degree) are not required to submit an application to the School of Business; rather, they should meet with an academic advisor in the School of Business Student Services office after they have been admitted to SIUE for program advisement and program planning.

Declaration of Major

Once students are admitted to the School of Business, they may declare a business administration major if they have also earned at least a 2.25 or higher cumulative grade point average.

Retention

Once declared into the Business Administration program, students must achieve and maintain at least a 2.25 cumulative grade point average. Students who fail to maintain at least a 2.25 cumulative grade point average at SIUE will be placed on program probation. Students will be notified when they are not meeting the cumulative grade point average retention standard and will be informed of the timeframe allowed to improve their grade point average. Students who do not meet retention requirements for two consecutive terms will be separated from the business administration major and will be removed from the School of Business.

Degree Requirements

General Education Requirements

* Courses that require a grade of C or better.

Skills Courses (5 required)

ENG 101*
ENG 102*
SPC 104* or 105*
PHIL 106* or MATH 106* or IME 106*
CMIS 108*

Introductory Courses (5 required)

ECON 111* (meets Introductory Social Science Requirement)
HIST 111b*¹ (meets Introductory Social Science Requirement)
Introductory Fine Arts and Humanities³
Introductory Fine Arts and Humanities³ or Introductory Natural Science and Math²
Introductory Natural Science and Math²

Distribution Courses (3 required)

Distribution Fine Arts or Humanities
MATH 120* (meets Introductory or Distribution Natural Science and Math)
ECON 112* (meets Distribution Social Science)

¹ Students may substitute one of the following courses for HIST 111b: HIST 112b, 352b, 354b, 358, 356b, 360b, 413, 415, 416, 460, 461. (Note that these are not introductory level courses and students who substitute any of these courses for HIST 111b will need to choose another course to meet their introductory requirements.)

² Students must take one science course with accompanying lab from the same discipline.

³ Students must complete one literature course.

Additional General Education Requirements

Interdisciplinary Studies (met by IS 401)

Intergroup Relations (met by MGMT 341)

International Issues or International Culture (met by HIST 111b or substituted History Course)

Students should consult with an academic adviser to ensure proper completion of general education requirements.

Business Administration Major Requirements

POLS 112*	MS 250*	MS 251*	ACCT 200*
ACCT 210*	FIN 320	MGMT 340	MGMT341
MGMT 441*	CMIS 342	MKTG 300	PROD 315
IS 401	Business Elective		

Research Requirement*: To be selected from the following list of courses that contain a significant research component: ECON 417, FIN 430, MKTG 377, MS 312, CMIS 470.

General Business Administration – No Specialization

(Four courses required)

Four approved 300- and/or 400-level business or non-business courses. Students are required to propose courses and rationale for request.

Specialization Courses

Students must complete one of the following specializations as a part of the degree requirements. Students completing two or more specializations must satisfy all requirements for each specialization. Courses used for one specialization may not be used to satisfy requirements for another specialization.

Computer Management and Information Systems

(Five courses required)

2.5 GPA in all CMIS courses required.

Students must be declared into this specialization to register for 300- and 400-level CMIS courses.

Students who plan to seek future employment with companies using systems based on COBOL are also urged to take CMIS 260.

CMIS 142	CMIS 270	CMIS 310	CMIS 450
CMIS 468			

Economics

(Five courses required; 2.25 GPA in all Economics courses required)

ECON 301	ECON 302	ECON Elective
ECON Elective	ECON Elective	

Economics Electives should be chosen from 300- and 400-level Economics courses.

Entrepreneurship

(Four courses required)

MGMT 430	MGMT 475	MGMT 476
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Plus one of the following:

MGMT 431	MGMT 432	MGMT 433	MGMT 451
MGMT 461	MGMT 485		

Finance

(Six courses required; C or higher required in FIN 320)

FIN 420	FIN 430* (also meets research requirement)	
FIN 460	FIN Elective	FIN Elective

Finance Electives should be chosen from 300- and 400-level Finance courses.

Human Resource Management

(Five courses required)

MGMT 430	MGMT 431	MGMT 432	MGMT 433
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Plus one of the following:

MGMT 451	MGMT 485	ECON 331	PSYC 320
PSYC 473	SOC 304	SOC 338	SOC 431
SOC 444	SPC 300	SPC 403	

International Business

Students must complete Foreign Language/Study Abroad Options described below and complete four business courses focused on International Business.

Option A: FL 111x, FL 101, 102, 201, 202, 301, one 300- or 400-level FL Elective and one full semester of study abroad totaling 12-15 hrs.

or

Option B: FL 111x, FL 101, 102, 201, 202, 301, and two 300- or 400-level FL electives and 3 hours of study abroad.

All International Business students must complete four of the following:

ECON 361	ECON 461	FIN 450	MKTG 476
MGMT 461			

Management

(Four courses required)

MGMT 430

Plus three of the following:

MGMT 451	MGMT 461	MGMT 475	MGMT 485
One of MGMT 431 or MGMT 432 or MGMT 433			

Note: Students may substitute one of the following for one of the above choices

PSYC 365	PSYC 474	SOC 338	POLS 320
SPC 403			

Marketing

(Five courses required)

MKTG 377 * (also meets research requirement)
MKTG 480

Plus three of the following:
 MKTG 466 MKTG 470 MKTG 471 MKTG 472
 MKTG 474 MKTG 475 MKTG 476 MKTG 478
 MKTG 479

Sample Curriculum for the Bachelor of Science – Business Administration

Specializations: Computer Management & Information Systems, Economics, Entrepreneurship, Finance, General Business Administration, Human Resource Management, International Business, Management, Marketing

Fall Semester

Year 1

CMIS 108 – Computer Concepts*	3
ECON 111 – Macroeconomics* (ISS)	3
ENG 101 – English Composition I	3
MATH 120 – College Algebra* (INSM or DNSM)	3
SPC 104 – Oral Argumentation* or SPC 105 Public Speaking*	3
Total	15

Year 2

ACCT 200 – Fundamentals of Financial Accounting*	3
HIST 111b – Western Civilization II*# (ISS, II)	3
POLS 112 – American National Government*	3
Elective	3
Elective	3
Total	15

Spring Semester

Year 1

ECON 112 – Microeconomics* (DSS)	3
ENG 102 – English Composition II*	3
MS 250 – Mathematical Methods*	3
PHIL 106 or PHIL 207 or MATH 106*	3
Introductory Natural Sciences*	4
Total	16

Year 2

MS 251 – Statistical Analysis for Business Decisions*	4
Introductory Fine Arts & Humanities**	4
Distribution Fine Arts & Humanities**	4
Introductory Natural Sciences/Math+ or Fine Arts & Humanities** or Distribution Natural Sciences/Math+	3
Elective	4
Total	16

Admission to the School of Business is required to enroll in 300- or 400-level Business courses.

Year 3

ACCT 210 – Managerial Accounting*	3
MGMT 340 – Principles of Management	3
MKTG 300 – Principles of Marketing	3
Elective	3
Elective	3
Total	15

Year 4

IS 401 – Business & Society	3
PROD 315 – Operations Management	3
Elective (Specialization)	3
Elective (Specialization)	3
Elective	3
Total	15

Year 3

CMIS 342 – Info Systems for Business	3
FIN 320 – Financial Management	3
MGMT 341 – Org Behav & Interpers Skills (IGR)	3
Elective (Specialization)	3
Elective (Specialization)	5
Total	17

Year 4

MGMT 441 – Strategic Management*	3
Research Requirement*	3
Business Elective (300-400 level)	3
Elective (Specialization)	3
Elective (Specialization)	3
Total	15

* C or higher required.

** One literature course is required.

+ One science course must have a lab.

Additional approved choices: HIST 112b, 352b, 354b, 356b, 358, 360b, 413, 415, 416, or 460. If one of these HIST courses is substituted, students must take an additional Introductory Social Science to satisfy SIUE General Education requirements.

Graduation Requirements

Cumulative SIUE grade point average required: 2.25

Business grade point average required (in all required business courses taken at SIUE): 2.25

C or higher in Management 441 (University Senior Assignment)

C or higher in courses marked with * in Degree Requirements section

Other Specialization grade point average requirements apply as listed in the Degree Requirements section.

Business Administration Minor for Non-Business Majors

Students who have declared their major in a non-business field may earn a minor in business administration. Students majoring in Accountancy, Business Administration, Business Economics and Finance or Computer Management and Information Systems are not allowed to minor in Business Administration. To declare a minor in business administration, students must have a cumulative grade point average of 2.25 or above. To enroll in any 300- or 400- level business courses, students must have completed general education requirements as specified by their major. To earn a minor in business administration, students must complete a minimum of 21 credit hours (maximum of 30 credit hours) in approved course work as specified below:

Required Courses

ECON 111
ECON 112
ACCT 200

Business Elective Courses

Minimum required 12 hours
Maximum allowed 21 hours

To fulfill their Business Electives requirements, students may choose from any course offered through the School of Business with the exception of CMIS 108 and MS 250. Students must meet all stated course prerequisites to enroll in any business course. Students should consult with a business advisor and choose business electives that are related to the student's educational and career objectives.

Graduation Requirements

To earn a minor in business, students must complete a minimum of 12 hours in business courses at SIUE and maintain a cumulative GPA of at least 2.25 in all other course work leading to the minor. College of Arts and Sciences economics majors may not count ECON 111,

ECON 112, or any economics major course in the 21 hours required for any of these minors.

Students interested in a business minor should contact the School of Business Student Services Office for help in planning a minor program.

Business Economics and Finance

Alumni Hall Building, Room 3129
www.siu.edu/business

Program Description

The bachelor of science in business economics and finance prepares students for a variety of career paths: entry-level positions in financial analysis and services or in many areas of government service; graduate study in economics, finance, or business; and the study of business-related areas of law. Majors with strong academic records can complete the master's in economics and finance in one additional year.

Career Opportunities

Financial analysts work in commercial and investment banks, brokerage houses, mutual funds, life and health insurance companies, real estate investment trusts, pension funds, and corporate finance departments of non-traditional businesses. Students also will find that this degree prepares them well for many positions with government agencies, particularly those offices addressing budget, revenues, debt management, forecasting, or economic development. This curriculum also provides a solid foundation for students interested in attending law school, especially in tax, antitrust, corporate (mergers and acquisitions) or securities law specialties. Students interested in other areas of economics or law may wish to enroll in one of the economics degree programs offered through the College of Arts and Sciences. (See the College of Arts and Sciences section of this catalog.)

Degree Program

Bachelor of Science, Business Economics and Finance

Program Overview and General Department Information

Admission and Application Process

Before applying to the program, students are encouraged to consult with an advisor in the School of Business Student Services Office to discuss the application process and plan a program of study.

To be admitted to the Bachelor of Science in Business Economics and Finance program, students must:

- Complete all Academic Development courses required by the University;
- Complete any courses required to address high school deficiencies;
- Apply for admission and be accepted into the School of Business. Students who are not accepted into a program will not be allowed to enroll in 300- or 400-level business courses and will not be eligible to declare a major in Business Economics and Finance.

Application Deadlines

Summer Term and Fall Semester	February 1
Spring Semester	September 15

Review of Applications

The Undergraduate Admissions Committee of the School of Business will review all applications and students will be notified of their status within 45 days of the application deadline of the term for which they are seeking admission. An application to the School of Business is ready to be reviewed when all of the following criteria are met:

- admission to SIUE.
- submission of a completed undergraduate program application received by the School of Business Student Services Office by the stated deadline. Applications are available from the School of Business Web site, www.siu.edu/business, or in Business Student Services, on the third floor of Founders Hall. Applicants also must ensure that all transcripts from all community colleges and four-year institutions have arrived at the Service Center, Registrar's Office, Box 1080, Edwardsville, IL 62026-1080 by the application deadline. Early completion of the application file is strongly encouraged.
- successful completion of the twelve prerequisite courses with a grade of C or better. (Note: Students

who apply for summer admission must have all 12 prerequisite courses completed by the end of the preceding spring semester. Students who apply for fall admission must have all 12 prerequisite courses completed by the end of the preceding summer term. Students who apply for spring admission must have all 12 prerequisite courses completed by the end of the preceding fall semester.)

Prerequisite courses for which a grade of C or higher is required:

ENG 101 and 102
 SPC 104 or 105
 PHIL 106 or MATH 106 or IME 106)
 CMIS 108
 ECON 111 and 112
 HIST 111B (or approved substitute)
 POLS 112
 MATH 120
 ACCT 200
 MS 250

- minimum prerequisite grade point average of 2.25 on a 4.0 scale and a minimum cumulative grade point average required by the program to which the student seeks admission.
- students applying for the Business Economics and Finance program must have a 2.25 cumulative grade point average.

Admission

The admission decision will be based primarily on the student's performance in collegiate-level work and the required essay. Other factors that may be considered in the admission decision include, but are not limited to, courses taken, pattern and trend of grades, institutions attended, co-curricular activities, as well as career- or work-related experience. The School of Business intends to admit students who demonstrate the greatest likelihood of academic success while also ensuring the diversity of the student body.

Admission to School of Business programs is competitive, and not all students who apply to the School of Business will be admitted. Since the number of students being admitted depends on the capacity of the school, applicants cannot be guaranteed admission to the School of Business based on a given grade point average.

Students who are admitted are required to attend an Orientation Session. Failure to attend the entire Orientation Session will automatically rescind an offer of admission.

Transfer

The application process described above must be followed. Transfer students may contact the School of Business Student Services Office with questions regarding transferability and equivalency of business course work completed at other institutions. The School of Business accepts lower-division courses taken at other institutions only as lower-division (100- and 200-level) courses.

Students who already hold a Bachelor's Degree

Students who already hold a bachelor's degree (Seniors with Degree) are not required to submit an application to the School of Business; rather, they should meet with an academic advisor in the School of Business Student Services office after they have been admitted to SIUE for program advisement and program planning.

Declaration of Major

Once students are admitted to the School of Business, they may declare a business economics and finance major if they have also earned at least a 2.25 or higher cumulative grade point average.

Retention

Once declared into the business economics and finance program, students must maintain at least a 2.25 cumulative grade point average. Students who fail to maintain at least a 2.25 cumulative grade point average at SIUE will be placed on program probation. Students will be notified when they are not meeting the cumulative grade point average retention standard and will be informed of the timeframe allowed to improve their grade point average. Students who do not meet retention requirements for two consecutive terms will be separated from the business economics and finance major and will be removed from the School of Business.

General Education Requirements

* Courses that require a grade of C or better.

Skills Courses (5 required)

ENG 101*
ENG 102*
SPC 104* or 105*
PHIL 106* or MATH 106* or IME 106*
CMIS 108*

Introductory Courses (5 required)

ECON 111* (meets Introductory Social Science Requirement)
HIST 111b*¹ (meets Introductory Social Science Requirement)
Introductory Fine Arts and Humanities³
Introductory Fine Arts and Humanities³ or Introductory Natural Science and Math²
Introductory Natural Science and Math²
Distribution Courses (3 required)
Distribution Fine Arts or Humanities³
MATH 120* (meets Introductory or Distribution Natural Science and Math)
ECON 112* (meets Distribution Social Science)

- ¹ Students may substitute one of the following courses for HIST 111b: HIST 112b, 352b, 354b, 358, 356b, 360b, 413, 415, 416, 460, 461. (Note that these are not introductory level courses and students who substitute any of these courses for HIST 111b will need to choose another course to meet their introductory requirements.)
- ² Students must take one science course with accompanying lab from the same discipline.
- ³ Students must complete one literature course.

Additional General Education Requirements

Interdisciplinary Studies (met by IS 401)
Intergroup Relations (met by MGMT 341)
International Issues or International Culture (met by HIST 111b or substituted History Course)

Students should consult with an academic adviser to ensure proper completion of general education requirements.

Business Economics and Finance Major Requirements

POLS 112*	MS 250*	MS 251*	ACCT 200
ACCT 210*	FIN 320	MGMT 340	MGMT 341
MGMT 441*	CMIS 342	MKTG 300	PROD 315
IS 401	ECON 301	ECON 302	ECON or FIN 415 or 417
FIN 320**	FIN 420	FIN 430*	FIN 460

From the following elective groups, students must choose two courses from Economics, one course from Finance, and one course from International. (Courses cannot be cross applied to the different elective areas even if they appear on more than one list.)

Two of the following Economics courses:

ECON 221	ECON 327	ECON 331	ECON 341
ECON 344	ECON 345	ECON 361	ECON 400
ECON 415	ECON 417	ECON 435	ECON 445
ECON 461			

One of the following Finance courses:

FIN 341	FIN 344	FIN 400	FIN 415
FIN 417	FIN 431	FIN 435	FIN 440
FIN 450	FIN 460	FIN 470	FIN 480

One of the following International courses:

ECON 461	FIN 450
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Sample Curriculum for the Bachelor of Science in Business Economics and Finance

Fall Semester

Year 1

ECON 111 – Macroeconomics*	3
CMIS 108 – Computer Concepts*	3
ENG 101 – English Composition I*	3
MATH 120 – College Algebra [^] * (INSM)	3
SPC 104 – Oral Argumentation* or SPC 105 Public Speaking*	3
Total	15

Year 2

ACCT – 200 Financial Accounting*	3
MS 251 – Statistical Analysis for Business Decisions*	4
HIST 111b – Western Civilization II #* (ISS II)	3
POLS 112 – American National Government* (DSS)	3
Elective	3
Total	16

Year 3

FIN 320 – Financial Management & Decision Making*	3
CMIS 342 – Information Systems for Business	3
MGMT 340 – Principles of Management	3
Introductory Fine Arts & Humanities**	3
Elective	3
Total	15

Year 4

ECON 461 – Intl. Trade Theory & Policy or FIN 450 – Intl. Finance ...	3
ECON/FIN 415 – Econometrics or ECON/FIN 417 – Business Forecasting##	3
FIN 460 – Corp Financial Analysis & Strategy	3
ECON Elective	3
Elective	3
Total	15

Spring Semester

Year 1

ECON 112 – Microeconomics*	3
ENG 102 – English Composition II*	3
MS 250 – Mathematical Methods [^] *	3
PHIL 106* or PHIL 207* or MATH 106*	3
Introductory Natural Sciences & Math+	4
Total	16

Year 2

ECON 301 – Intermediate Microeconomic Theory	3
ECON 302 – Intermediate Macroeconomic Theory	3
ACCT 210 – Managerial Accounting*	3
Distribution Natural Sciences & Math+	3
Introductory Social Sciences or Introductory Fine Art & Humanities	3
Total	15

Year 3

ECON Elective	3
FIN 420 – Problems in Corporate Finance	3
MGMT 341 – Org Behavior & Inter Skills (IGR)	3
MKTG 300 – Principles of Marketing	3
PROD 315 – Prod & Operations Management	3
Elective	2
Total	17

Year 4

FIN 430 – Portfolio Analysis#	3
FIN Elective	3
IS 401 – Business & Society	3
MGMT 441 – Strategic Management*	3
Distribution Fine Arts & Humanities**	3
Total	15

Admission to the School of Business is required to enroll in any 300- or 400-level business courses.

* C or higher required.

** One literature course is required.

+ One science course must have a lab.

[^] Students may substitute MATH 150 (with a grade of C or better) for MATH 120 and MS 250.

Additional approved choices: HIST 112b, 352.b, 354b, 356b, 358b, 360b, 413, 415, 416, or 460. If one of these HIST courses is substituted, students must take an additional introductory social science course to satisfy SIUE General Education requirements.

In order to meet the research requirement, a grade of C or better is required in ECON/FIN 415, 417 or FIN 430.

Graduation Requirements

Cumulative SIUE grade point average required: 2.25

Business grade point average required (in all required business courses taken at SIUE): 2.25

C or higher in Management 441 (University Senior Assignment)

C or higher in courses marked with * in Degree Requirements section.

Other grade point average requirements apply as listed in the Degree Requirements section.

Computer Management and Information Systems

Founders Hall, Room 2310
www.siu.edu/business

Program Description

The bachelor of science in computer management and information systems prepares students for entry into a professional career in business computing. The program is designed to provide students with skills in business systems analysis and design, business systems implementation, database design and implementation, and communications systems design. Students also obtain a breadth of knowledge in the business disciplines, including accounting, economics, finance, management, and marketing. This combination of education in the computing discipline and the business disciplines is widely sought by employers today.

Career Opportunities

The demand for graduates with an undergraduate degree in computer management and information systems has risen consistently and continues to rise. Recent studies of projected occupational demand for graduates indicate that the computing and information systems field is one of the fastest-growing in business and service organizations.

Positions in great demand include systems analyst, programmer/analyst, network administrator, database designer, information systems project manager, systems consultant, and training specialist. Positions of emerging importance include telecommunications analyst, Internet specialist, and help-desk consultant. Employers of information systems graduates include corporations, consulting companies, contract software development companies, small businesses, and government organizations.

Degree Program

Bachelor of Science, Computer Management and Information Systems

Program Overview and General Department Information

Admission and Application Process

Before applying to the program, students are encouraged to consult with an adviser in the School of Business Student Services Office to discuss the application process and plan a program of study.

To be admitted to the Bachelor of Science in Computer Management and Information Systems (CMIS) program, students must:

- Complete all Academic Development courses required by the University;
- Complete any courses required to address high school deficiencies;
- Apply for admission and be accepted into the School of Business. Students who are not accepted into a program will not be allowed to enroll in 300- or 400-level business courses and will not be eligible to declare a major in CMIS.

Application Deadlines

Summer Term and Fall Semester	February 1
Spring Semester	September 15

Review of Applications

The Undergraduate Admissions Committee of the School of Business will review all applications and students will be notified of their status within 45 days of the application deadline of the term for which they are seeking admission. An application to the School of Business is ready to be reviewed when all of the following criteria are met:

- admission to SIUE.
- submission of a completed undergraduate program application received by the School of Business Student Services Office by the stated deadline. Applications are available from the School of Business Web site, www.siu.edu/business, or in Business Student Services, on the third floor of Founders Hall. Applicants also must ensure that all transcripts from all community colleges and four-year institutions have arrived at the Service Center, Registrar's Office, Box 1080, Edwardsville, IL 62026-1080 by the application deadline. Early completion of the application file is strongly encouraged.
- successful completion of the twelve prerequisite courses with a grade of C or better. (Note: Students who apply for summer admission must have all 12 prerequisite courses completed by the end of the preceding spring semester. Students who apply for fall admission must have all 12 prerequisite courses completed by the end of the preceding summer term. Students who apply for spring admission must have all 12 prerequisite courses completed by the end of the preceding fall semester.)

Prerequisite courses for which a grade of C or higher is required:

ENG 101 and 102
 SPC 104 or 105
 PHIL 106 or MATH 106 or IME 106)
 CMIS 108
 ECON 111 and 112
 HIST 111B (or approved substitute)
 POLS 112
 MATH 120
 ACCT 200
 MS 250

- minimum prerequisite grade point average of 2.25 on a 4.0 scale and a minimum cumulative grade point average required by the program to which the student seeks admission.
- students applying for the CMIS program must have a 2.5 cumulative grade point average.

Admission

The admission decision will be based primarily on the student's performance in collegiate-level work and the required essay. Other factors that may be considered in the admission decision include, but are not limited to, courses taken, pattern and trend of grades, institutions attended, co-curricular activities, as well as career- or work-related experience. The School of Business intends to admit students who demonstrate the greatest likelihood of academic success while also ensuring the diversity of the student body.

Admission to School of Business programs is competitive, and not all students who apply to the School of Business will be admitted. Since the number of students being admitted depends on the capacity of the school, applicants cannot be guaranteed admission to the School of Business based on a given grade point average.

Students who are admitted are required to attend an Orientation Session. Failure to attend the entire Orientation Session will automatically rescind an offer of admission.

Transfer

The application process described above must be followed. Transfer students may contact the School of Business Student Services Office with questions regarding transferability and equivalency of business course work completed at other institutions. The School of Business accepts lower-division courses taken at other institutions only as lower-division (100- and 200-level) courses.

Students who already hold a Bachelor's Degree

Students who already hold a bachelor's degree ("Seniors with Degree") are not required to submit an application to the School of Business; rather, they should meet with an academic advisor in the School of Business Student Services office after they have been admitted to SIUE for program advisement and program planning.

Declaration of Major

Once students are admitted to the School of Business, they may declare a CMIS major if they have earned at least a 2.5 or higher cumulative grade point average. Students not declared to the CMIS major may not enroll in 300- or 400-level CMIS core courses.

Retention

Students must achieve and remain in good standing to be retained in the Computer Management and Information Systems program. Good standing means a student has a minimum grade point average of 2.5 cumulative, 2.5 in CMIS courses and 2.25 in required business courses. Students who fail to maintain at least a 2.5 cumulative grade point average at SIUE will be placed on program probation. Students will be notified when they are not meeting the cumulative grade point average retention standard and will be informed of the timeframe allowed to improve their grade point average. Students who do not meet retention requirements for two consecutive terms will be separated from the CMIS major. Students whose cumulative grade point average is below 2.25 will be removed from the School of Business. Students remaining below a 2.5 CMIS grade point average for two terms may be dropped from the CMIS program.

Degree Requirements

* Courses that require a grade of C or better.

General Education Requirements

Skills Courses (5 required)

English 101*
 English 102*
 Speech 104* or Speech 105*
 Philosophy 106* or Mathematics 106* or IME 106*
 CMIS 108*

Introductory Courses (5 required)

Economics 111* (meets Introductory Social Science Requirement)
 History 111b*¹ (meets Introductory Social Science Requirement)
 Introductory Fine Arts and Humanities³
 Introductory Fine Arts and Humanities³ or Introductory Natural Science and Math²
 Introductory Natural Science and Math²

Distribution Courses (3 required)

Distribution Fine Arts or Humanities³
 Mathematics 120* (meets Introductory or Distribution Natural Science and Math)
 Economics 112* (meets Distribution Social Science)

- ¹ Students may substitute one of the following courses for HIST 111b: HIST 112b, 352b, 354b, 358, 356b, 360b, 413, 415, 416, 460, 461. (Note that these are not introductory level courses and students who substitute any of these courses for HIST 111b will need to choose another course to meet their introductory requirements.)
- ² Students must take one science course with accompanying lab from the same discipline.
- ³ Students must complete one literature course.

Additional General Education Requirements

Interdisciplinary Studies (met by IS 401)
 Intergroup Relations (met by MGMT 341)
 International Issues or International Culture (met by HIST 111b or substituted History Course)

Students should consult with an academic adviser to ensure completion of general education requirements.

CMIS Major Requirements

POLS 112*	MS 250*	MS 251*	ACCT 200*
ACCT 210*	FIN 320	MGMT 340	MGMT 341
MGMT 441*	CMIS 342	MKTG 300	PROD 315
IS 401	CMIS 142*	CMIS 230	CMIS 270
CMIS 310	CMIS 450	CMIS 468	
CMIS 470* (Research Requirement)			

Computing electives (two of the following)

CS 140	CS 150	CMIS 260	CMIS 300
CMIS 430	CMIS 460	CMIS 462	CMIS 472
CMIS 488	CMIS 490	CMIS 495	

Students planning to work at companies which operate information systems in COBOL are encouraged to take CMIS 260.

Sample Curriculum for the Bachelor of Science in Computer Management and Information Systems

Fall Semester

Year 1	
ENG 101 – English Composition I*	3
ECON 111 – Macroeconomics* (ISS)	3
MATH 120 – College Algebra* (INSM or DNSM)	3
PHIL 106* or PHIL 207* or MATH 106*	3
SPC 104 – Oral Argumentation Skills* or SPC 105 – Public Speaking*	3
Total	15

Year 2	
ACCT 200 – Fundamentals of Financial Accounting*	3
CMIS 142 – Visual Basic Programming*	3
HIST 111b – Western Civ II #* (ISS, II)	3
Introductory Natural Sciences & Math+	4
Introductory Fine Arts & Humanities**	3
Total	16

Year 3	
CMIS 310 – Information Technology Hardware & System Software	3
CMIS 342 – Information Systems for Business	3
ACCT 210 – Managerial Accounting*	3
MGMT 340 – Principles of Management	3
Elective	3
Elective	2
Total	17

Year 4	
CMIS 450 – Database Design	3
CMIS 468 – Business Telecommunications	3
MGMT 341 – Organizational Behavior & Interpersonal Skills (IGR)	3
Elective	3
Elective	3
Total	15

Spring Semester

Year 1	
CMIS 108 or CS 108 – Computer Concepts*	3
ECON 112 – Microeconomics* (DSS)	3
ENG 102 – English Composition II*	3
MS 250 – Mathematical Methods*	3
POLS 112 – American National Government & Politics*	3
Total	15

Year 2	
CMIS 230 – JAVA Programming	3
CMIS 270 – Structured Systems Analysis	3
MS 251 – Statistical Analysis for Business Decisions*	4
Distribution Fine Arts & Humanities**	3
Introductory Natural Sciences & Math+ or Fine Arts & Humanities or Distribution Natural Sciences	3
Total	16

Year 3	
MKTG 300 – Principles of Marketing	3
PROD 315 – Operations Management	3
FIN 320 – Financial Mgmt & Decision Making	3
Computing Elective##	3
Elective	3
Total	15

Year 4	
CMIS 470 – Structured System Designs* ++	3
Computing Elective ##	3
IS 401 – Business and Society	3
MGMT 441 – Strategic Management*	3
Elective	3
Total	15

- * C or higher required.
- ** One literature course is required.
- + One science course must have a lab.
- ++ Course satisfies research requirement.
- # Additional approved choices: HIST 112b, 352b, 354b, 356b, 358b, 360b, 413, 415, 416, or 460. If one of these HIST courses is substituted, students must take an additional introductory social science course to satisfy SIUE General Education requirements.
- ## CS 140, 150, CMIS 260, 300, 430, 460, 462, 472, 488, 490, or 495. Students planning to work at companies that operate information systems in COBOL are encouraged to take CMIS 260.

Graduation Requirements

Cumulative SIUE grade point average required: 2.5

CMIS grade point average required (in required CMIS courses taken at SIUE): 2.5

Business grade point average required (in required business courses taken at SIUE): 2.25

C or higher in Management 441 (University Senior Assignment)

C or higher in courses marked with * in course Degree Requirements section

Other grade point average requirements apply as listed in the Degree Requirements section.

Air Force Reserve Officer Training Corps (ROTC)

Aerospace Studies

The Air Force Reserve Officer Training Corps (Air Force ROTC) provides you the opportunity to become a United States Air Force officer while completing your college degree. The program, combining traditional undergraduate education with military instruction, will prepare you to tackle the leadership challenges awaiting the Air Force in the years ahead. In-college scholarships are offered to highly qualified students. To learn more about Air Force ROTC, visit www.afrotc.com or call (314) 977-8227.

Army ROTC – Military Science

Adjunct Faculty

Bearthal, S.; Cloud, M.; Ellison, L.; Tucker, R. (Major, U.S. Army); Porch, M.W.

Military Science

The purpose of military science and Army ROTC is to commission the future officer leadership of the U.S. Army. Those who successfully complete the reserve officers' training program normally earn commissions as lieutenants in the United States Army and go on to serve in either the Active Army Reserve or Army National Guard.

Army ROTC

ROTC may be completed in several different ways as outlined below.

Four-Year Option

Military science is traditionally offered as a four-year option. It is best to start as a freshman, but special arrangements can be made for those who start as sophomores. The first two years of military science are voluntary (without service obligation) and designed to give students a perspective on their leadership ability and what

the Army can offer them. Students who decide to continue in ROTC and pursue a commission sign an agreement with the Department of the Army to accept a commission upon completion of the last two years of military science. In return, the Army agrees to provide a subsistence allowance (up to \$5,000) and to provide all necessary uniforms.

Two-Year Option

This option is designed to provide greater flexibility in meeting the needs of students desiring commissions in the U.S. Army. SIUE students who do not participate in the four-year option or are community college transfer students are eligible for enrollment. Basic prerequisites for entering the two-year option are:

- good academic standing (minimum 2.0 GPA) and passage of an Army medical examination.
- two academic years of study remaining (undergraduate or graduate). If students are undergraduates, they must have junior status or at least 54 credit hours.

Simultaneous Membership

Students who qualify for simultaneous membership (members of the Army Reserve or National Guard) can complete the military science program in two years and earn up to \$17,000 more in the same time. Upon graduation, a student may request to stay in the Reserve or select active duty.

Veterans

Veterans of any of the armed forces who are academically aligned may qualify for advanced placement and should contact the Military Science Office for details.

ROTC Scholarships

The Army Reserve Officers' Training Corps has several scholarship options that pay tuition, fees, and books, and provide up to \$500 monthly stipend for the academic year. These scholarships cover periods of four years, three years, and in some circumstances, two years. High school juniors and seniors should apply for the 4-year

scholarships no later than November of their senior year. Applications are available at www.armyrotc.com. SIUE freshmen should apply in January for the three-year scholarship. Special consideration for scholarships is given to students in engineering, nursing, business, or any of the physical sciences. Scholarship students normally incur a four-year active duty obligation. They may request reserve duty to serve with the National Guard or Army Reserve, or may initially compete for scholarships that guarantee Reserve or Guard duty.

In addition, 40 Illinois State Army ROTC scholarships are available annually. These scholarships pay for tuition on a charter basis and are renewable. Please contact the Military Science Office for more details.

Qualifications

All students who desire to enter the Army Reserve Officers' Training Corps must be United States citizens, be in good physical condition, and have high moral character. Students must be at least 17 years old to enroll and not over 32 when they receive their commission.

Additional qualifications to be admitted into the advanced course include an academic average of C or better and passage of an Army medical examination.

Academic Preparation

The SIUE Army Reserve Officers' Training Corps academic preparation consists of three parts:

- earning a degree in the student's chosen field of academic study/major; and
- completing 22 semester hours (four-year option) or 12 semester hours (two-year option) of the military science curriculum; and
- completing professional military education requirements. The courses in military science are university-level academic courses. The curriculum consists of classroom instruction and a leadership laboratory in which students receive practical leadership experience.

Leadership Laboratory

Leadership laboratory is required of all students enrolled in military science classes. Laboratories are held two hours each week unless otherwise designated. In addition, students attend one mandatory off-campus field training exercise each semester, usually on a weekend. Leadership laboratory develops individual military skills and leadership ability through participation in small unit tactics, survival training, rappelling, and responsibilities within the Cadet Corps organization.

Extracurricular Activities Sponsored by Army ROTC

Army ROTC students are encouraged to participate in a wide variety of extracurricular activities. These activities include the Ranger Challenge Team, Marksmanship Team, Tactics Club (war-gaming), Color Guard, Cadet Club and intramural sports. Students not enrolled in ROTC may participate in these activities with the permission of the professor of military science.

Graduate Study

The Army recognizes the importance of a graduate degree for its personnel. Several programs are available to help ROTC graduates obtain an advanced degree. The Army sends selected second lieutenants immediately to graduate school (with full pay and allowances) to pursue advanced degrees in select disciplines. Other officers may request postponement of active duty for two years to continue graduate study; or be awarded guaranteed graduate schooling at a later time in their military service. Students who are accepted into medical school may take up to four years to complete their studies. Numerous opportunities exist for an officer to complete a master's degree in service and receive financial assistance from the Army. Educational assistance opportunities in the Guard and Reserve vary by state.

Select graduate students at SIUE also are eligible for enrollment in the ROTC two-year program.



School of Education

Bette S. Bergeron, Ph.D.
Dean and Professor



School of Education

The School of Education offers undergraduate programs in professional education, psychology, kinesiology, and speech-language pathology and audiology. Professional education programs prepare students for teaching positions in early childhood education, elementary education, health education, secondary education, special education, and physical education. SIUE's teacher education programs prepare persons for various teaching fields through a blend of course work, field experiences, and student teaching. Teacher education programs at SIUE are partnership based in public and private schools in the St. Louis Metro East area of southwestern Illinois. Because of SIUE's commitment to diversity in its broadest sense, partnership schools include those in rural, urban, and metropolitan communities as well as those identified as hard-to-staff.

The Department of Psychology offers both a comprehensive major and a program for students who wish to pursue graduate study in psychology. Speech-language pathology and audiology majors pursue a program of study for the purpose of helping people who have communication disorders. Certification in speech-language pathology occurs at the graduate level. The Department of Kinesiology and Health Education offers options for students interested in exercise and wellness and community health. Through any of the undergraduate programs, students may become qualified to enter graduate studies in the School of Education.

The School of Education is accredited through the National Council on the Accreditation of Teacher Education (NCATE). All teacher education programs are recognized nationally through NCATE and the content area specialty professional associations, and the school and programs are approved by the Illinois State Board of Education (ISBE).

Admission and Advisement

Procedures vary for admission to different programs in the School of Education. Therefore, students should consult the appropriate department chair for specific information.

Students interested in teacher education may contact the Office of Clinical Experiences, Certification and Advisement (OCECA). Admission to the University or to a degree program in an academic department does not necessarily constitute acceptance into a teacher certification program. Teacher education students must be officially admitted to teacher education to secure a student teaching assignment, be graduated in teacher education, and qualify for a teaching certificate. For admission into any program in teacher education, a student must present a grade point average of at least 2.5,

must receive a grade of C or better in English 101 and 102, meet other program specific admission requirements, and pass the Illinois Certification Testing System Test of Basic Skills. Students apply to teacher education programs in OCECA.

Attaining the minimum criteria does not guarantee admission & program-specific criteria may change based, in part, on resources, capacity & size of applicant pool.

Degrees

The School of Education grants the bachelor of science degree with majors in early childhood education, elementary education, health education, physical education, and special education. The bachelor of arts and bachelor of science degrees with majors in psychology and speech-language pathology and audiology also are offered.

Teaching Certificates

Upon successful completion of a teacher education program and passing the Illinois Certification Testing System Test of Basic Skills (one of the admission requirements for teacher education), the appropriate content test (required for the student teaching placement), the appropriate assessment of professional teaching and other applicable tests, students qualify for a teaching certificate in the State of Illinois and may apply for teaching certificates in other states. Students seeking degrees in other majors may qualify for a 6-12 secondary or a K-12 special certificate by completing an approved program in teacher education. Speech-language pathology majors who wish to pursue certification must first obtain a master's degree. The following undergraduate teacher education programs are available:

- Early Childhood Education
- Elementary Education
- Health Education
- Physical Education
- Special Education
- Art Education
- Biology Education
- Chemistry Education
- Physics Education
- Earth and Space Science Education
- English Education
- Foreign Language (French, German, Spanish) Education
- Political Science Education
- Geography Education
- History Education
- Mathematics Education
- Music Education
- Theater Arts Education

Pre-Student Teaching Clinical Experiences

Pre-student teaching clinical experience is required in the area for which a student seeks certification. This experience, which must be completed and documented prior to student teaching, is arranged through the Office of Clinical Experiences, Certification and Advisement, Founders Hall, room 1110. Before being placed, candidates must pass a criminal background check.

Student Teaching

Student teaching is the culminating experience in professional teacher education programs. It is required in order to meet the degree requirements of the School of Education, the certification requirements of Illinois, and the standards of the National Council for the Accreditation of Teacher Education.

Student teaching requires full-day involvement in a public school. Accordingly, students should avoid taking other courses or employment during student teaching and should schedule it at a time when they will be free of other demands on their time and energy. Requests for course overload during student teaching must be approved by the department chair and the associate dean for instruction of the School of Education. Student teaching is not available during the summer term.

The student teaching application procedure begins during the year prior to the assignment. Students must pass the appropriate Illinois Certification Testing System Content Test before they can begin their student teaching placement. In addition, each department that has a program leading to teacher certification has established policies regarding the application for student teaching. Students should secure student teaching information from an adviser in the appropriate department. Junior and senior transfer students should contact an adviser for application information during or before orientation. Student teaching application packets may be obtained from the Office of Clinical Experiences, Certification and Advisement, Founders Hall, room 1110. Students should check with that office for application deadline dates.

The School of Education maintains the responsibility for student teaching assignments. Most pre-student teaching clinical assignments and student teaching placements are identified partner schools and school districts within 35 miles of the university. Pre-student teaching clinical experiences and student teaching will provide teacher candidates with a breadth of experiences in diverse settings.

Following are additional prerequisites for registering for and receiving an assignment for student teaching:

- All teacher candidates, regardless of teaching field or academic major, must be admitted to and follow an approved teacher education program. Students must,

therefore, consult with an OCECA adviser to make certain they are meeting requirements of an approved program well in advance of student teaching.

- Student teaching assignments are made after admission to the School of Education and the completion of at least 96 hours. Students must have a minimum cumulative grade point average of 2.5 in advance of the student teaching assignment. Transfer students must be in residence for one semester prior to beginning student teaching.
- Students must have a 2.5 grade point average or higher in professional education course work. No grade lower than a C is acceptable in professional education courses.
- Students must have completed all required major and professional education courses, as well as all pre-student-teaching clinical experiences.
- A report of a tuberculosis skin test or X-ray taken within 90 days before the student teaching assignment must be on file in University Health Service.
- The student teaching packet includes a student profile sheet, verification of eligibility form, student checklist, TB test form, and criminal background check. Students who have not had a criminal background check must complete one before student teaching.

In addition to the above stated student requirements, the following policies guide all pre-student teaching and student teaching placement processes.

- Students may not be placed in a school from which they attended, regardless of the date of last attendance.
- Students may not be placed in a school in which a close relative is currently employed or attending. Additionally, students may not be placed in a school where a potential conflict of interest might exist.
- OCECA will work with the program faculty in locating suitable cooperating teachers. Good faith efforts are made to assure that candidates in field experiences or student teaching are provided with experiences that include:
 - Male and female P-12 students from different socioeconomic groups and at least two ethnic/racial groups as reported in the U.S. Census
 - English language learners
 - Students who have disabilities

SIUE Denial of Recommendation for Teacher Certification Grievance Policy

In compliance with the Illinois School Code (105 ILCS 5/21-21.1), no SIUE student shall be denied the opportunity to receive the institutional recommendation for teacher certification for reasons which are not directly related to the candidate's anticipated performance as a certified employee. Any SIUE candidate who has completed a teacher education program and who is denied teacher certification shall be afforded a means for grieving the denial by the following procedure.

- Within 10 days of the denial, SIUE shall notify the candidate, in writing, of the reasons for the denial of recommendation for certification.
- Within 30 days of notification of the denial, the candidate may request that SIUE review the denial. This request shall be in writing and should be directed to the SIUE Certification Officer.
- After an additional 30 days to complete the review, the candidate shall be notified in writing of the decision to uphold or change the denial.
- Within 10 days of notification, the candidate may appeal SIUE's decision to the Illinois State Teacher Certification Board.

This SIUE grievance procedure applies only to denial of certification for candidates within the approved School of Education teacher certification programs. All other grievances should proceed through the SIUE Student Grievance Code. SIUE's current Student Grievance Code provides all students with a grievance procedure as a means for students to grieve faculty and staff members for violations of their student rights as set forth in the Student Grievance Code.

Appeal Process

Students wishing to appeal a pre-student teaching and/or student teaching placement decision are expected to follow the steps outlined below, in accordance with University policy:

Informal Resolution

- 1 Students should first contact the Director of OCECA to obtain clarification on the placement decision. Many misunderstandings may be resolved during this informal process.
- 2 If not resolved, the student has the option to file a written note of complaint to the Director of OCECA. This informal appeal must be provided within 10 school days of the informal face-to-face meeting with the Director, described in step 1 above. The Director

of OCECA will consult with the appropriate departmental faculty, supervisors, and/or P-12 school personnel to make a final recommendation about the placement. This decision will be made within 10 school days of receipt of the student's written complaint.

Formal Resolution

- 3 SIUE Student Grievance Code: Students have the right to formally appeal the decision rendered after pursuing the above steps by following the Student Grievance Code as outlined in the Student Rights and Conduct (www.siu.edu/policies/3c3.shtml).

Note: Illinois law requires Illinois school boards to conduct a criminal background investigation on applicants for employment. This law prohibits the employment of any person who has been convicted of committing or attempting to commit any one or more of a number of offenses. At present, offenses include, but are not limited to, first degree murder, any Class X felony; juvenile pimping, soliciting for a juvenile prostitute; exploitation of a child; obscenity; child pornography; harmful material; criminal sexual assault; aggravated criminal sexual assault; criminal sexual abuse; aggravated criminal sexual abuse; offenses set forth in the Cannibis Control Act; and crimes defined in the Illinois Controlled Substances Act. Employment must be denied whether the offenses and/or conviction occurred inside or outside Illinois.

General Education Waiver

As of fall 2008, undergraduate programs leading to initial certification of early childhood education, special education, and mathematics education have agreed to accept an associate's degree (associate of arts, associate of science, associate of science and arts, and associate of arts in teaching) from an approved community college in accordance with SIUE's general waiver policy (please refer to SIUE catalog for current policy). Early childhood, special education, and mathematics education programs will accept that general education requirements have been met with the completion of any of the degrees specified above.

Safety Education

Candidates must complete Illinois requirements for safety education prior to program completion.

Curriculum and Instruction

Founders Hall, Room 1133
www.siu.edu/education/ci

Professors

Bergeron, Bette S. (Dean), Ph.D., 1991, Purdue University
Combs, Martha W. (Chair), Ed.D., 1981, University of Florida
Smith, Randall E., Ph.D., 1987, University of Missouri, Columbia

Associate Professors

Afolayan, Michael O., Ph.D., 1994, University of Wisconsin - Madison
Bolander, Jennifer A., Ed.D., 2002, Illinois State University
Breck, Susan E., Ph.D., 1994, University of Kansas
Bushrow, Kathy M., Ph.D., 1996, University of Texas at Austin
DeWeese, David L., Ed.D., 1994, Eastern Tennessee State University
Latorre, Martha P., Ph.D., 1999, University of Alabama
Marlette, Stephen M., Ph.D., 2002, Kansas State University
McAndrews, Stephanie L., Ph.D., 1998, University of Arizona
O'Donnell, Barbara D., Ed.D., 1999, University of North Dakota, Grand Forks
Pryor, Caroline R., Ed.D., 1990, Arizona State University
Reading, Gloria D., Ed.D., 1999, Southern Illinois University Edwardsville
Searcy, Leroy, Ed.D., 1984, University of Missouri, Columbia
Taylor, Ann R., Ph.D., 1995, Washington University

Assistant Professors

Cordova, Ralph A., Ph.D., 2004, University of California-Riverside
Gallagher, William J., Ph.D., 1989, University of California, Los Angeles
Krim, Jessica, S., Ed.D., 2009, Montana State University
Sherwood, Elizabeth A., Ph.D., 2004, Illinois State University

Degree Programs

Bachelor of Science
Early Childhood Education
Elementary Education

Career Opportunities

The Department of Curriculum and Instruction offers programs leading to a Bachelor of Science degree in Education. These programs fulfill requirements for initial

certification in the State of Illinois to teach at the early childhood, elementary, and secondary levels. The Illinois initial early childhood teaching certificate provides certification for teaching children from birth through grade 3; the initial elementary teaching certificate provides certification for teaching kindergarten through grade 9; and the initial secondary teaching certificate provides certification for teaching grades 6 through 12. The endorsement to teach middle school (grades 6 through 8) can be obtained through the elementary or secondary programs. Initial certification in art education, foreign language education, and music education provides certification for teaching kindergarten through grade 12.

Early Childhood Education

Partnership Program Overview

The Early Childhood Education undergraduate partnership program is the only route to initial certification at SIUE for ages birth through third grade. Students may submit a partnership program application before completing eligibility requirements if they are in the process of completing the requirements. The partnership program has limited enrollment and requires faculty approval. For any partnership cohort, there may be more applicants than openings. For admission requirements, please carefully read the appropriate partnership program information sheet and the admission policy handout available from the office of Clinical Experiences, Certification and Advisement (OCECA). Applications must be turned in to OCECA by the posted due date. Applicants should verify their GPA and/or scores that OCECA advisers submit to the faculty for admission selection. Applications for the partnership program are available the first day of every spring semester. Notification of admission status is mailed to applicants in June prior to the program beginning the following fall semester. The program begins only in the fall.

Minimum Eligibility Requirements for the Early Childhood Partnership Program

(Meeting eligibility requirements does not guarantee acceptance into the program.)

- completion of all skills courses (or approved equivalents) with a grade of C or better: ENG 101, 102, SPC 103/104/105, PHIL 106 and CMIS 108
- completion of CI 200 or its equivalent with a grade of C or better
- combined GPA (all post-secondary work) of 2.5 or higher
- good academic standing at SIUE if applicable
- passing the ICTS Basic Skills Test
- completion of 42 semester hours or more of college-level course work

- completion of the self-reporting disposition survey on file with the School of Education
- limited number of non-partnership program classes remaining at the end of the summer term prior to admission to the program

Requirements 1-5 above must be met before students may declare their major or enroll in curriculum and instruction courses or required professional education courses. The ICTS Basic Skills Test is given only at scheduled times. Students should consult OCECA for test information. To remain in the early childhood education program, the student must maintain a 2.5 GPA and earn a grade of C or better in all field and professional education courses. A student also must receive a satisfactory recommendation from the cooperating teacher and University supervisor.

Selection Process for Partnership Programs

Students who apply and meet the minimum eligibility requirements will be ranked and selected for admission to the partnership program. Ranking will be determined by a formula using GPA and the ICTS Basic Skills Test score. The selection process will occur after spring semester grades are received. After the selection process, should placements become available, those positions will be offered to the next student on the ranked list. The early childhood education program at SIUE is delivered through a partnership program. The partnership program is a collaborative agreement between SIUE and public school districts whereby classroom teachers, university professors, and partnership supervisors work together to provide early childhood education majors a unique opportunity to regularly interact with children birth to grade 3. This state-of-the-art program addresses both the new national standards set by the National Council for the Accreditation of Teacher Education and the National Association for the Education of Young Children and state standards set by the Illinois State Board of Education.

Retention

Students must maintain a cumulative grade point average of at least 2.0 to remain in good academic standing. Students whose cumulative grade point average falls below 2.0 will be placed on academic probation, returned to undeclared status and limited to a maximum of 12 hours of enrollment per term.

Transfer

Transfer students should contact an adviser in the Office of Clinical Experiences, Certification and Advisement as early as possible to discuss transfer procedures.

General Education and Degree Requirements

The program in early childhood education requires 57 hours of general education courses, 3 hours of health and physical development, 56 hours of professional education courses and 18 hours in an academic emphasis. Transfer students may be required to complete additional hours in general education to meet certification requirements. Students seeking certification in early childhood education must meet SIUE general education requirements.

Skills

ENG 101 ENG 102 SPC 103 PHIL 106
CMIS 108

Fine Arts and Humanities

ART 111 MUS 111 Literature (DFAH)

Interdisciplinary Studies

Natural Sciences and Mathematics

ESCI 111 or an introductory science
MATH 112a MATH 112b SCI 241a SCI 241b

Social Sciences

HIST 200 HIST 201 GEOG 111 PSYC 111

Health and Physical Development

HED 201

Academic Emphasis (18 hours)

(minimum 9 hours at 300 or 400 level; consult adviser for options)

Core and Early Childhood Course Work

CI 200 CI 421 EPFR 315 EPFR 320
SPE 400 SPPA 290

Partnership

CI 301 CI 316 (3 hrs) CI 317 CI 323 CI 424
CI 434 CI 426 CI 414 CI 450 CI 451a
CI 452 SPE 440

The senior project, a University requirement, is an integral part of the early childhood education program. Additional details are provided by program faculty and University supervisors. Students pursuing a career in teaching should make certain their courses are in compliance with University and departmental degree requirements as well as state certification requirements. Information about these requirements is provided to undergraduates by the education advisers in the Office of Clinical Experiences, Certification and Advisement. Important notices are posted for review.

Related Web Sites

www.siu.edu/education/advisement/childhood.shtml
www.isbe.net/teachers/documents/tocminreq.htm

Students are required to read the University catalog and to study the Teacher Education Handbook, available online through the SIUE Web site. The Teacher Education Handbook is required for the Introduction to Education (CI 200) course. Students should review it as soon as they identify an interest in the teaching profession. Then they should schedule an appointment with a School of Education adviser.

Sample Curriculum for the Bachelor of Science in Early Childhood Education Illinois Teacher Certification: Birth – Grade 3

Fall Semester

Year 1

ART 111 Introduction to Art (IFAH)	3
ENG 101 English Composition I	3
GEOG 111 Intro to Geography (ISS, IC)	3
MATH112a Math for Elem Teachers: Number Sense & Algebra (INSM)	3
PSYC 111 Foundation of Psych (ISS)	3
SPC 103 Interpersonal Communication (IGR)	3
Total	18

Year 2

CI 200 – Introduction to Education	2
SCI 241a – Foundations of Science I+	3
HIST 200 – US History: Const to 1877 (DSS)	3
Academic Emphasis Area#	3
Academic Emphasis Area#	3
Academic Emphasis Area# (300-400 level)	3
Take ICTS Basic Skills Test	
Total	17

Year 3

Partnership Program Course	1
Partnership Program Course	3
Partnership Program Course	3
Professional Education Course	3
Professional Education Course	3
Professional Education Course	3
Professional Education Course	3
Interdisciplinary Studies (IS)	3
Total	19

Year 4

Partnership Program Course	1
Partnership Program Course	3
Partnership Program Course	3
Partnership Program Course	3
Partnership Program Course	3
Total	13

Spring Semester

Year 1

CMIS 108 Computer Concepts	3
Science Course+	3
ENG 102 English Composition II	3
MATH 112b Math for Elem Teachers: Probability, Stats & Geometry (DNSM)	3
MUS 111 Music History/Lit. (IFAH)	3
PHIL 106 Critical Thinking	3
Total	18

Year 2

HED 201 – Healthful Living	3
HIST 201 – US History & Const Since 1877	3
SCI 241b – Foundations of Science II+	3
ENG Literature (DFAH)	3
Academic Emphasis Area#	3
Academic Emphasis Area (300-400 level)	3
Total	18

Year 3

Partnership Program Course	1
Partnership Program Course	3
Partnership Program Course	3
Partnership Program Course	3
Professional Education Course	3
Professional Education Course	3
Professional Education Course	3
Academic Emphasis Area# (300-400 level)	3
Total	16

Year 4

Partnership Program Course	5
Partnership Program Course	5
Partnership Program Course	2
Total	12

(Full-Time Student Teaching Semester)

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Elementary Education

Degree Programs

Bachelor of Science
Elementary Education

Partnership Program

The Elementary Education Partnership Program is a collaborative agreement between SIUE and public school districts whereby classroom teachers, university professors, and partnership supervisors work together to provide elementary education majors a unique opportunity to regularly interact with K-9 students. This state-of-the-art program addresses both the new national standards set by the National Council of the Accreditation of Teacher Education and the Association for Childhood Education International and state standards set by the Illinois State Board of Education.

The elementary education two-year undergraduate partnership program is the only route to initial certification at SIUE for grades K-9. The elementary education program has a limited enrollment policy. The number of students admitted will depend on the resources available; admission to the elementary partnership program will therefore be competitive. Because the number of qualified applicants may exceed program resources, meeting or surpassing the minimum eligibility criteria will not guarantee admission to the program. SIUE Presidential, Dean's or Chancellor's Scholars and recipients of Golden Apple scholarships meeting minimum requirements will be given priority placement in the program. Students will be admitted only once a year, prior to each fall semester. Students admitted to the program will be expected to begin the professional sequence the fall semester following admission. Students may submit a partnership program application before meeting eligibility requirements if they are in the process of completing the requirements. For admission requirements, please carefully read the appropriate partnership program information sheet and the admission policy handout available from the Office of Clinical Experiences, Certification and Advisement (OCECA). Applications must be turned in to OCECA by the posted due date. Applicants should verify their GPA and/or scores that OCECA advisers submit to the faculty for admission selection. Applications for the partnership program are available the first day of every spring semester. Notification of admission status is mailed to applicants in June prior to the program beginning the following fall semester. The program begins only in the fall. Meeting minimum eligibility requirements does not guarantee admission to the program.

Minimum Eligibility Requirements for the Partnership Program

- completion of all skills courses (or approved equivalents) with a grade of C or better: ENG 101, 102, SPC 103/104/105, PHIL 106 and CMIS 108.
- completion of CI 200 or its equivalent with a grade of C or better
- combined GPA (all post-secondary work) of 2.5 or higher
- good academic standing at SIUE if applicable
- passage of the ICTS Basic Skills Test
- completion of 42 semester hours or more of college-level course work
- completion of the Self-reporting disposition survey on file with the School of Education
- limited number of non-partnership program classes remaining at the end of the summer term prior to admission to the program.

Requirements 1-5 above must be met before students may declare their major and are eligible for the Partnership Program. The ICTS Basic Skills Test is given only at scheduled times. Students should consult OCECA for test information.

To remain in the elementary education program, the student must maintain a 2.5 GPA and earn a grade of C or better in all field and professional education courses. Normally, a student also must receive a satisfactory recommendation from the cooperating teacher and University instructor.

Retention

Students must maintain a cumulative grade point average of at least 2.0 to remain in good academic standing. Students whose cumulative grade point average falls below 2.0 will be placed on academic probation, returned to undeclared status and limited to a maximum of 12 hours of enrollment per term.

Transfer

Transfer students should contact an adviser in the Office of Clinical Experiences, Certification and Advisement as early as possible to discuss transfer procedures.

General Education and Degree Requirements

The program in elementary education requires 51 hours of general education courses, 3 hours of health and physical development, 59 hours of professional education courses, and 15 hours in an academic emphasis. Transfer students may be required to complete additional hours in general education to meet certification requirements. Students seeking certification in elementary education must meet SIUE general education requirements.

Skills (including Mathematics)

CMIS 108 ENG 101 ENG 102 PHIL 106 SPC 103

Fine Arts and Humanities

MUS 111 Literature (DFAH)

Interdisciplinary Studies

Natural Sciences and Mathematics

MATH 112a MATH 112b ESCI 111 SCI 241a SCI 241b
Science (3 hours)

Social Sciences

GEOG 111 HIST 200 HIST 201 PSYC 111

Health and Physical Development

HED 201

Academic Emphasis (a minimum of 9 hours at the 300 or 400 level is required; consult adviser for specific, limited options)

Core and Elementary Pre-clinical Course Work
 ART 300a CI 200 CI 307 EPFR 315
 EPFR 320 KIN 330 PSYC 201 SPE 400

Major/Partnership
 CI 311 CI 312 CI 314 CI 337
 CI 338 CI 343 CI 411 CI 413
 CI 415 CI 442 CI 445 CI 451a
 CI 452

The senior project, a University requirement, is an integral part of the elementary education program. Additional details are provided by program faculty and University supervisors.

Related Web Sites

www.siu.edu/education/oceca/elementary.html
www.isbe.net/teachers/documents/tocminreq.htm

Students are required to read the University catalog and to study the Teacher Education Handbook, available at the SIUE campus bookstore. The Teacher Education Handbook is required for the Introduction to Education (CI 200) course. Students should purchase and review it as soon as they identify an interest in the teaching profession. Then they should schedule an appointment with a School of Education adviser.

**Sample Curriculum for the Bachelor of Science in Elementary Education
 Illinois Teacher Certification: K-9**

Fall Semester

Year 1

ENG 101 – English Composition I 3
 MATH 112a – Math for Elem Teachers : Number Sense and Algebra (INSM) 3
 MUS 111 – Intro Music Hist/Lit (IFAH) 3
 PHIL 106 – Critical Thinking 3
 PSYC 111 – Foundation of Psyc (ISS) 3
 SPC 103 – Interpersonal Comm Skills (IGR) 3
 Total 18

Year 2

GEOG 111 – Intro to Geography (ISS, IC) 3
 HED 201 – Healthful Living 3
 HIST 201 – U.S. History : 1877-Present 3
 PSYC 201 – Child Psychology (DSS) 3
 SCI 241b – Foundations of Science II 3
 Take ICTS Basic Skills Test
 Total 15

Year 3

Partnership Program Course 1
 Partnership Program Course 3
 Partnership Program Course 3
 Professional Education Course 3
 Professional Education Course 3
 Interdisciplinary Studies (IS) 3
 Total 16

Year 4

Partnership Program Course 1
 Partnership Program Course 3
 Partnership Program Course 3
 Partnership Program Course 3
 Academic Emphasis Area 3
 Total 13

Spring Semester

Year 1

CMIS 108 – Computer Concepts 3
 Introductory Natural Sciences 3
 ENG 102 – English Composition II 3
 HIST 200 – U.S. History: Constitution to 1877 3
 MATH 112b – Math for Elem Teachers: Probability, Statistics & Geometry (DNSM) 3
 CI 200 – Introduction to Education 2
 Total 17

Year 2

ENG Literature (DFAH) 3
 SCI 241a – Foundations of Science I 3
 Academic Emphasis Area# (see advisor) 3
 Academic Emphasis Area# (300-400 level) 3
 Academic Emphasis Area# (300-400 level) 3
 Professional Education Course 3
 Total 18

Year 3

Partnership Program Course 1
 Partnership Program Course 3
 Partnership Program Course 3
 Professional Education Course 3
 Professional Education Course 3
 Professional Education Course 3
 Professional Education Course 3
 Academic Emphasis Area 3
 Total 19

Year 4

Partnership Program Course 10
 Partnership Program Course 2
 Total 12
 (Full-Time Student Teaching Semester)

School of Education

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Requirements for Teacher Certification Secondary Education

Secondary education is a sequence of professional courses leading to an initial teaching certificate for secondary schools, grades 6-12. In the first two years, students complete a program of general education in skills, fine arts and humanities, social sciences and natural sciences and mathematics. During this time, students also enroll in CI 200 – Introduction to Education or its equivalent from another accredited university, and pass the designated basic skills test. During the third and fourth years, students ordinarily complete work in the major teaching field and in professional education. Students must complete the mandatory pre-clinical hours prior to student teaching.

Students wishing to teach at the secondary level major in one of the following: art, biology, chemistry, earth and space science, English, foreign language, geography, history, mathematics, music, physics, political science, or theatre. Students may choose one of two options:

- Obtain a bachelor of arts degree in a major field and obtain teaching certification through courses offered by the Department of Curriculum and Instruction in the School of Education. (For example, a bachelor of arts degree in history through the College of Arts and Sciences with teacher certification.) This option requires that students take a full year of a foreign language.
- Obtain a bachelor of science degree in a major field and obtain teaching certification through courses offered by the Department of Curriculum and Instruction in the School of Education. (For example, a bachelor of science degree in history through the College of Arts and Sciences with teacher certification.)

Students do not obtain a major in secondary education in either of the two options. For both options, students major in an academic discipline other than education, and the degree is granted by the college or school that offers the appropriate major. Some disciplines do not offer the degree options identified above. Some majors require a minor. In order to choose the degree option that best suits their needs and career aspirations, students should consult with an adviser in the major field, who is responsible for monitoring general education requirements, and an adviser in the School of Education, who is responsible for monitoring professional education and certification requirements.

Regardless of the degree option chosen, teacher certification requires admission into teacher education through the School of Education, professional education courses, pre-clinical hours, and student teaching. Students need to be advised both by their major adviser and by an

education adviser from the Office of Clinical Experiences, Certification, and Advisement as soon as possible.

Admission Requirements for Initial Teacher Certification, Secondary Education

To be considered for admission into the teacher certification program, students must:

- have a cumulative grade point average of 2.5 or higher and have an SIUE GPA of 2.5;
- pass the Illinois Certification Testing System test of basic skills;
- receive a grade of C or above in five skills courses or equivalent, and
- complete successfully the introductory course, CI 200, or its equivalent, with a grade of C or better.

General Education and Degree Requirements

Some programs may take more than eight semesters for completion of certification requirements, depending on the teaching fields selected.

Complete Skills Option A or B

Skills Option A

ENG 101 ENG 102 SPC 103
FL 106, IME 106, MATH 106, or PHIL 106
CS 108, CMIS 108 or STAT 107

Skills Option B

ENG 101 ENG 102
A Foreign Language 101 & 102
CS 108, CMIS 108, FL 106, IME 106, MATH 106, PHIL 106, or STAT 107

Liberal Arts

(Fine Arts/Humanities, Natural Science/Mathematics and Social Sciences)

Interdisciplinary Studies

Major in Teaching Field (36-76 hours)

See departmental outlines for specific information for each major.**
Students may be required to complete a teaching methods course within the major.

Minor, Second Teaching Field, or Supporting Courses (up to 32 hours)

Depending on the major, students may be required to complete a minor for broad field certification. Others may take courses that support their major but do not constitute a complete minor. Please consult the content major adviser for details.

Professional Education

Art, health education, music, and physical education follow a different set of professional education requirements as listed in the appropriate sections of the catalog. A grade of C or better is required in all professional education courses.

CI 200 CI 315a CI 315b CI 352
CI 440 EPFR 315 EPFR 320 SPE 400

** Courses that carry the major prefix cannot be used to meet general education requirements; however, minor courses can be used to meet general education requirements.

Additional University Requirement

The University requires students to submit a senior project. This requirement is an integral part of the program. Details are available from the student's major adviser.

Educational Leadership

Alumni Hall, Room 1118
www.siu.edu/education/edld/

Professors

Nelson, Wayne A. (Chair), Ed.D., 1989, Virginia Polytechnic Institute and State University
Smith, Curtis A., Ph.D., 1985, Ohio State University

Associate Professors

Knowlton, David S., Ed.D., 1998, University of Memphis
Liu, Yu, Ph.D., 2000, Texas A & M University
Puchner, Laurel D., Ph.D., 1998, University of Pennsylvania
Theodore, Peter, Ph.D., 2001, Saint Louis University
Thomeczek, Melissa, Ph.D., 2002, Indiana State University

Assistant Professors

Hunt, John, Ph.D., 1977, Southern Illinois University Carbondale
Karanovich, Frances B., Ph.D., 1981, Georgia State University
Logue, Jennifer, Ph.D., 2009, University of Illinois at Urbana-Champaign
Morice, Linda, Ph.D., 1992, Saint Louis University
Reeves, Alison, Ph.D., 2006, University of Arizona
Yu, Tianlong, Ed.D., 2002, State University of New York at Binghamton

The Department of Educational Leadership primarily offers graduate degree programs. However, the faculty provide a number of support courses that are integral to all undergraduate teacher education programs.

Kinesiology and Health Education

Vadalabene Center, Room 1037
www.siu.edu/education/khe/

Professors

Lox, Curt L. (Chair), Ph.D., 1994, University of Illinois Goldsmith, Mal D., Ph.D., 1978, Southern Illinois University Carbondale
Vogler, E. Bill., Ed.D., 1980, University of Utah

Associate Professors

Cluphf, David, J., Ed.D., 1999, West Virginia University
Covington, N. Kay., Ph.D., 1986, Texas Woman's University

Assistant Professors

Herrick, Jeffrey, Ph.D., 2009, Virginia Commonwealth University
Kaburakis, Anastasios, Ph.D., 2005, Indiana University
Kirk, Erik, Ph.D., 2004, University of Kansas
Klein, Nicole, Ph.D., 1995, University of Texas-Austin
Lux, Karen, Ph.D., 2009, University of Georgia

Degree Programs

Bachelor of Science, Exercise and Wellness
Bachelor of Science, Health Education

Areas of Interest:

Community Health
School Health

Bachelor of Science, Physical Education Teacher Education

Exercise and Wellness

Program Description

The Exercise and Wellness major is professionally based for students interested in careers related to lifetime physical activity and healthy lifestyles.

Career Opportunities

Graduates of this program may have careers in corporate fitness and wellness, personal training, fitness/wellness promotion, strength and conditioning, cardiac rehabilitation, fitness research, exercise physiology, and other related fields.

Program Overview and General Department Information

Admission

To be admitted to the Exercise and Wellness major, students must:

- earn a grade of C or better in Biology 111 or its equivalent
- earn a C or better in Chemistry 120a and Chemistry 124a or their equivalents
- earn a B or better in KIN 318, Introduction to Exercise and Wellness
- have a cumulative grade point average of 2.75 or higher.

Retention

To remain in good standing in the Exercise and Wellness program, students must:

- maintain a GPA of 2.75 or higher
- achieve a grade of C or better in all major courses.

Students falling below the required 2.75 GPA will be placed on departmental probation for one semester. Students not regaining the required 2.75 GPA following this period will be dropped from the program and withdrawn from all Kinesiology and Health Education courses. Students may reapply to the Exercise and Wellness major once their GPA has reached 2.75. Students may only be on departmental probation once during their academic career and if a student's GPA falls below the required 2.75, he or she will not be allowed to reapply to the Exercise and Wellness program.

Transfer

Transfer students may be required to complete additional hours in general education to meet degree requirements.

General Education Requirements for the Major

General Education

General Education requirements generally satisfy IL, IC and IGR requirements, but additional courses may be needed.

Written Expression

ENG 101 ENG 102

Skills Option A

SPC 103 or 105
MATH 106 or PHIL 106
CS 108 or STAT 107

Introductory Courses

Fine Arts and Humanities (Choose one of the following)

ART 111 ENG 111 FL 111 MUS 111 PHIL 111
SPC 111 THEA 111

Natural Sciences and Mathematics

BIOL 111 CHEM 120a/124a

Social Sciences

PSYC 111 SOC 111

Distribution Courses

Fine Arts and Humanities

PHIL 321 SPC 201

Natural Sciences and Mathematics

BIOL 240b

Social Sciences

Distribution Social Science

Interdisciplinary Course

Major Requirements

Theoretical Base

HED 201	HED 334	HED 360	KIN 300	KIN 315
KIN 316	KIN 318	KIN 410	KIN 412	KIN 414
KIN 416	KIN 418	KIN 420	KIN 426	KIN 445
KIN 460	KIN 464			

Approved Major Electives (9 hours)

Electives (21 hours)

Exercise and Wellness majors will be required to obtain the information necessary to successfully pass the ACSM exam by enrolling in a course (or courses) offered by the American Red Cross. Documentation of course work must be presented to your major advisor and must include training in the following:

- First Aid (3-year certification)
- Cardiopulmonary Resuscitation (CPR; 1-year certification)
- Automated External Defibrillator (AED)

Please refer to the American Red Cross Web site (www.redcross.org) for more information and to locate the training activities taking place in your area.

Students are required to complete a senior assignment. Successful completion of an appropriate internship culminates the student's professional preparation.

Sample Curriculum for the Bachelor of Science in Exercise and Wellness

Fall Semester

Year 1

BIOL 111 – Contemporary Biology (INSM)	3
ENG 101 – English Composition I	3
PHIL 106 – Critical Thinking or MATH 106 Deductive Reasoning	3
PSYC 111 – Foundations of Psychology (recom ISS)	3
SPC 103 – Interpersonal Comm (IGR) or SPC 105 Public Speaking ...	3
Total	15

Year 2

BIOL 240a – Human Anatomy & Physiology	4
HED 201 – Healthful Living	3
Distribution Social Sciences	3
Introductory Fine Arts & Humanities	3
Elective	3
Total	16

Year 3

KIN 300 – Strength Training & Conditioning	3
KIN 315 – Functional Anatomy	3
HED 360 – Nutrition, Exercise, & Weight Control	3
KIN Elective	3
Interdisciplinary Studies (IS)	3
Total	15

Year 4

KIN 412 – Body Composition	3
KIN 418 – Physical Activity & Public Health	3
KIN 420 – Physiological Effects of Motor Activities	3
KIN Elective	3
Elective	3
Total	15

Spring Semester

Year 1

KIN 318 – Basic Concepts of Kinesiology	3
CHEM 120a – General, Organic, & Biological Chemistry (INSM)	3
CHEM 124a – General, Organic, & Biological Chemistry Lab	1
CMIS 108 – Computer Concepts & Applications or STAT 107 Concepts of Statistics	3
ENG 102 – English Composition II	3
SOC 111 (recom ISS) or IFAH	3
Total	16

Year 2

KIN 316 – Biomechanics of Human Movement	3
KIN 445 – Organization & Management of Exercise and Wellness Programs	3
BIOL 240b – Human Anatomy & Physiology (DNSM)	4
PHIL 321 Ethics in the Medical Comm or SPC 201 Small Group Communication (DFAH)	3
International Issues/International Culture (II/IC)	3
Total	16

Year 3

KIN 410 – Exercise for Special Populations	3
KIN 414 – Exercise Adherence	3
HED 334 – First Aid	2
KIN Elective	3
Intergroup Relations (IGR)	3
Elective	2
Total	16

Year 4

KIN 416 – Exercise Assessment & Programming	3
KIN 426 – Advanced Physiological Effects of Motor Activity	3
KIN 460 – Internship in Exercise & Wellness	3
KIN 464 – Senior Assignment	3
Elective	3
Total	15

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Health Education

Vadalabene Center, Room 1034

www.siu.edu/education/khe/undergrad/che.shtml

Program Description

Drawing from the biological, social, and behavioral sciences, the program in health education provides knowledge and skills essential for functioning as a health educator in today's challenging world. Students choosing to major in health education will be required to select from two program options: school health education or community health education.

Students wishing to study Health Education must apply in the Office of Academic Advising.

Career Opportunities

For those choosing School Health Education, the program leads to the Illinois Initial Secondary Teaching Certificate which applies to the teaching of health in grades six through 12. For those selecting Community Health

Education, the program provides the knowledge and skills necessary to become certified as a health education specialist. Community health educators find employment opportunities in public health agencies; volunteer and private agencies; hospitals and other health care settings; local, state and national governmental agencies; as well as business and industrial settings. Interested students should contact a health education adviser in the Department of Kinesiology and Health Education in the Sam M. Vadalabene Center.

Program Overview and General Department Information

Admission

Students wishing to study Health Education must apply in the Office of Academic Advising. To be admitted into the Community Health option, students must:

- have a minimum cumulative GPA of 2.5
- Complete ENG 101 and 102 with grades of C or better.

To be admitted into the School Health option, students must meet the above requirements as well as all other teacher education admission requirements.

Retention

To be retained, majors must:

- maintain a GPA of 2.5 in their SIUE course work
- obtain a grade of B or better in HED 201
- obtain grades of C or better in all HED major classes
- complete all professional education courses with a 3.0 or higher.

Health Education students falling below the required 2.5 GPA will be placed on probation for one semester. Students not regaining the 2.5 GPA following this period will be dropped from the major and withdrawn from all Kinesiology and Health Education courses. Students may reapply to the HED program once their GPA has reached 2.5.

Transfer

Transfer students may be required to complete additional hours in general education to meet certification requirements.

General Education Requirements for the Major

Courses noted in bold are General Education requirements generally satisfy II, IC and IGR requirements; if not, additional courses may be needed.

Written Expression

ENG 101 ENG 102

Skills Option A

SPC 103, 104, or 105
MATH, PHIL, or FL 106
CS 108 or STAT 107

Introductory Courses

Fine Arts and Humanities
Choice of approved 111 courses

Natural Sciences and Mathematics

BIOL 111 CHEM 120a CHEM 124a

Social Sciences

PSYC 111 SOC 111

Distribution Courses

Fine Arts and Humanities
Choice of approved courses

Natural Sciences and Mathematics

BIOL 203

Social Sciences

Choice of approved courses

Interdisciplinary Course (IS 343 recommended)

Degree Requirements B.S.

Health Core Major Requirements

HED 201	HED 305	HED 313	HED 355	HED 360
HED 380	HED 363	HED 455	HED 470	
PSYC 201, 203 or 204				

Community Health Education Interest

HED 405	HED 410	HED 450	HED 490	HED 491
HED 498	HED 499	SPC 201, 213 or 323		

Approved Major Electives (6 or more from the following or from appropriate disciplines approved by the advisor)

HED 400	HED 370	HED 462	HED 464	HED 465
HED 471	HED 489			

School Health Education Interest

HED 370	HED 465	HED 471	CI 200	CI 315b
CI 352k	CI 440	EPFR 315	EPFR 320	SPE 400

Second Teaching Field (14 credit hours needed)

Students are required to complete a senior assignment. Successful completion of an appropriate internship culminates the student's professional preparation.

Sample Curriculum for the Bachelor of Science, Health Education Community Health Area of Interest

Fall Semester

Year 1

ENG 101 – English Composition I	3
CMIS 108 – Computer Concepts	3
PSYC 111 – Foundations of Psychology (ISS)	3
SPC 103 (IGR), 104, or 105 Speech Communication	3
Introductory Fine Arts & Humanities	3
Total	15

Year 2

HED 305 – Principles & Foundations of Health Ed	3
BIOL 203 – Human Sexuality (DNSM)	3
CHEM 120a & 124a – General, Organic, & Biological Chemistry (INSM)	4
SOC 111 – Introduction to Sociology (ISS)	3
Distribution Fine Arts & Humanities	3
Total	16

Year 3

HED 355 – Community Health	3
HED 360 – Nutrition, Exercise, & Weight Control	3
Interdisciplinary Studies (IS)	3
Major Elective	3
Elective	3
Total	15

Summer Session

HED 313 – Intentional & Unintentional Injuries	3
Total	3

Year 4

HED 363 Consumer Health	3
HED 394 Program Planning & Evaluation	3
HED 490 Program Planning in Community Health Education	3
Elective	3
Elective	3
Total	15

Spring Semester

Year 1

HED 201 – Healthful Living	3
BIOL 111 – Contemporary Biology (INSM)	3
ENG 102 – English Composition II	3
PHIL 106, MATH 106, or FL 106	3
PSYC 201, 203, or 204 – Developmental Psychology	3
Total	15

Year 2

HED 380 – Drugs & Other Mood Modifiers	3
HED 410 – Environmental Health Education	3
SPC 201, 213, or 323	3
International Issues/Culture (II/IC)	3
Distribution Social Sciences	3
Elective	3
Total	18

Year 3

HED 405 – Health Behavior & Counseling	3
HED 455 – Intro Epidemiology & Biostatistics	3
HED 470 – Sexuality Education	3
HED 450 – Grant Writing in Health Education	3
Major Elective	3
Total	15

Year 4

HED 489 Senior Prof. Seminar	3
HED 499 Field Study in Health Education	9
Total	12

Sample Curriculum for the Bachelor of Science, Health Education, School Health Area of Interest

Fall Semester

Year 1

ENG 101 – English Composition I	3
CMIS 108 – Computer Concepts	3
PSYC 111 – Foundations of Psychology (ISS)	3
SPC 103 (IGR), 104, or 105 – Speech Comm	3
Introductory Fine Arts & Humanities	3
Total	15

Year 2

HED 305 – Principles & Foundations	3
CHEM 120a – General, Organic, & Biological Chem I (INSM)	3
CHEM 124a – General, Organic, & Biological Chem Lab	1
PSYC 201, 203, or 204	3
Distribution Fine Arts & Humanities	3
Intergroup Relations (IGR)	3
Total	16

Year 3

HED 355 – Community Health	3
HED 360 – Nutrition, Exercise, & Weight Control	3
HED 363 – Consumer Health	3
Interdisciplinary Studies (IS)	3
Elective	3
Total	15

Spring Semester

Year 1

HED 201 – Healthful Living	3
BIOL 111 – Contemporary Biology (INSM)	3
ENG 102 – English Composition II	3
PHIL 106, MATH 106 or FL 106	3
SOC 111 – Introduction to Sociology (ISS)	3
Total	15

Year 2

HED 313 – Intentional & Unintentional Injuries	3
HED 380 – Drugs & Other Mood Modifiers	3
BIOL 203 – Human Sexuality (DNSM)	3
CI 200 – Intro to Education	2
Distribution Social Sciences	3
Elective	2
Total	16

Year 3

HED 455 – Intro to Epidemiology & Biostats	3
HED 465 – Curriculum Development	3
HED 470 – Sexuality Education	3
HED 471 – The School Health Program	3
EPFR 315 – Educational Psychology	3
SPE 400 – The Exceptional Child	3
Total	18

Sample Curriculum for the Bachelor of Science, Health Education, School Health Option (continued)

Fall Semester

Year 4	
HED 370 – Methods & Materials in Secondary School Health Ed	3
CI 440 – Teaching Reading in the Secondary Sch	3
EPFR 320 – Foundations of Education	3
International Issues/International Culture (I/IC)	3
Elective	3
Total	15

Spring Semester

Year 4	
CI 315b – Teaching Methods	2
CI 352k – Secondary Student Teaching	12
Total	14

Health Education Minor Option

The Department of Kinesiology and Health Education offers a minor in health education, which may be selected by majors in any field. A minor in health education may assist those who wish to receive teacher certification in health, but it is still necessary to complete a major in an approved certification program.

The minor consists of 21 semester hours. Students are required to take HED 201, 305, and 355. The remaining 12 hours are chosen from other health education courses with the consent of an adviser. Students are required to maintain a grade point average of 2.5 or higher in all course work.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Physical Education Teacher Education (PETE)

Vadalabene Center, Room 1034
www.siu.edu/education/khe/undergrad/pe.shtml

Program Description

The program is driven by National Association of Sport and Physical Education (NASPE) guidelines and is “partnership based” with community schools in which teacher candidates are placed early in their studies to

begin working with children. The curriculum emphasizes “lifelong participation in physical activity.”

Career Opportunities

PETE is a professionally based course of study which certifies students to teach in public or private schools in kindergarten through 12th grade.

Program Overview/General Department Information

Admission

The PETE option is a field-based, competitive admission program beginning each fall. To be considered for entrance, students must:

- complete 42 hours of course credit
- have a cumulative grade point average of 2.5 or higher
- pass the designated skills test (Illinois Certification Testing System Test of Basic Skills). For testing schedule and registration, see www.icts.nesinc.com
- earn a grade of C or better in English 101 and 102 and required General Education Skills courses
- complete the introductory course, Curriculum and Instruction 200 or equivalent, with a grade of B or higher.

Students with a combination of the highest GPA, scores on the Basic Skills Test, and grades in CI 200 will be given the highest consideration for admission into the major. Other factors will be considered on a case-by-case basis. e.g. candidate experience and/or background may influence admission. Meeting the minimal criteria does not guarantee admission into the program, as space is limited.

There will be three rounds of admission for the fall-only program start. A first round of admission will occur at the end of January for those students who have applied early and have met the admission requirements. Second-round decisions will be made at the end of the spring semester in mid-May for matriculating SIUE students. Third-round decisions will be made at the end of the summer session in

July for both SIUE and transfer students. Applications for admission are available in the department; students should contact an advisor for additional information.

Retention

To remain in good standing in the PETE program, students must:

- maintain a cumulative grade point average of 2.5 or higher
- achieve a grade of C or better in all major courses.

In Physical Education Teacher Education (PETE), there is no probationary period. Students falling below a 2.5 GPA will be immediately dropped from the program and their academic record file will be returned to the Office of Academic Counseling and Advising. Dropped PETE students may have to wait up to 1 year to reapply to the program, since the sequence of courses are not repeated until that time. There are no guarantees of re-admission.

Transfer

Transfer students may be required to complete additional hours in general education to meet certification requirements.

General Education Requirements for the Major

General Education

General Education requirements generally satisfy II, IC and IGR requirements, if not, additional courses may be needed.

Written Expression

ENG 101 ENG 102

Skills Option A

SPC 103 or 105
MATH or PHIL 106
CS 108 or STAT 107

Introductory Courses

Fine Arts and Humanities
Natural Sciences and Mathematics
Social Sciences

Distribution Courses

Fine Arts and Humanities
Natural Sciences and Mathematics
Social Sciences

Interdisciplinary Course

Degree Requirements B.S.

Kinesiology

Skill Techniques

KIN302	KIN 303	KIN 304	KIN 305	KIN 307
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Theoretical Base

KIN 314	KIN 317	KIN 320	KIN 419	KIN 430
KIN 450	HED 201			

Pedagogical Base

KIN 325	KIN 330	KIN 332	KIN 334	KIN 435
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Culminating Experiences

KIN 455	KIN 461	KIN 462
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Professional Education

EPFR 315	EPFR 320	CI 200	SPE 400
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Students are required to complete a senior assignment. Successful completion of an appropriate student teaching experience culminates the student’s professional preparation.

Sample Curriculum for the Bachelor of Science in Physical Education Teacher Education (PETE) Certification: Grades K–12

Fall Semester

Year 1

ENG 101 – English Composition I	3
PHIL 106 – Critical Thinking or MATH 106 Deductive Reasoning	3
SPC 103 – Interpersonal Comm (IGR) or SPC105 Public Speaking	3
Introductory Fine Arts & Humanities	3
Total	12

Year 2

KIN 305 – Non-Traditional Activities in Physical Education	3
Distribution Fine Arts & Humanities	3
Intergroup Relations (IGR)	3
Introductory General Education	3
Introductory General Education	3
Total	15

Spring Semester

Year 1

CI 200 – Introduction to Education	2
CMIS 108 – Computer Concepts or STAT 107 – Concepts of Statistics	3
ENG 102 – English Composition II	3
Introductory Social Sciences	3
Introductory Natural Sciences & Mathematics	3
Take ICTS Basic Skills Test	
Total	14

Year 2

HED 201 – Healthful Living	3
Distribution Natural Sciences & Mathematics	3
Distribution Social Sciences	3
Internat'l Issues/Internat'l Culture (II/IC)	3
Total	12

Sample Curriculum for the Bachelor of Science in Physical Education Teacher Education (PETE) Certification: Grades K–12 (continued)

Fall Semester

Year 3

KIN 302 – Educational Rhythms	2
KIN 314 – Functional Anatomy for Phys Ed	3
KIN 320 – Motor Learning and Development	3
KIN 334 – Early Childhood Phys Ed	3
KIN 332 – Instructional Strategies	3
Total	14

Summer Session

Interdisciplinary Studies (IS)	3
EPFR 315 – Educational Psychology	3
SPE 400 – The Exceptional Child	3
Total hours	9

Year 4

KIN 303 – Fitness Activities in Phys Ed	3
KIN 307 – Team Activities in Phys Ed	3
KIN 419 – Physiolog Effects of Motor Activity	3
KIN 430 – Measurement & Evaluation in Kin	3
KIN 435 – Curric/Instruc Strat Secondary PE	3
EPFR 320 – Foundations of Education in a Multicultural Society	3
Total	18

Spring Semester

Year 3

KIN 304 – Individ and Dual Activ in Phys Ed	3
KIN 317 – Biomechanics for Phys Ed	3
KIN 325 – Adapted Physical Education	3
KIN 330 – Curric/Instruc Strategies Elem PE	3
KIN 450 – Psychosocial Aspects of Sport and Physical Activity	3
Take Content Area Test	
Total	15

Year 4

KIN 455 – Senior Professional Seminar	3
KIN 461 – PE Student Teaching: Elementary	6
KIN 462 – PE Student Teaching: Secondary	6
Total	15

Minor

The Department of Kinesiology and Health Education offers a minor in health education, which may be selected by majors in any field. A minor in health education may assist those who wish to receive teacher certification in health, but it is still necessary to complete a major in an approved certification program.

The minor consists of 24 semester hours. Students are required to take HED 201, 305, and 355. The remaining 12 hours are chosen from other health education courses with the consent of an adviser. Students are required to maintain a grade point average of 2.5 or higher in all course work.

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Psychology

Alumni Hall, Room 0118
www.siue.edu/education

Professors

Daus, Catherine S., Ph.D., 1994, Purdue University
Ferguson, Eva.D., Ph.D., 1956, Northwestern University
Krohn, Emily J., Ph.D., 1980, Saint Louis University
Nordstrom, Cynthia, Ph.D., 1991, Akron University
Pomerantz, Andrew M., Ph.D., 1996, St. Louis University
Thomas, Susan L. (Associate Provost), Ph.D., 1988,
University of Missouri

Associate Professors

Bartels, Lynn E. Ph.D., 1991, University of Akron
Hupp, Stephen D.A., Ph.D., 2002, Louisiana State
University
Jewell, Jeremy D., Ph.D., 2001, University of Texas-
Austin
Meinz, Elizabeth J., Ph.D., 1998, Georgia Institute of
Technology
Pawlow, Laura A., Ph.D., 2002, University of Southern
Mississippi
Pettibone, Jonathan C., Ph.D., 2000, University of South
Carolina

Assistant Professors

Brown, Danice, Ph.D., 2008, Ohio State University
Dudley, Michael G., Ph.D., 2005, University of Kentucky
Everett, Gregory E., Ph.D., 2005, University of Southern
Mississippi
Meeks, Thad, Ph.D., 2009, University of Georgia
Rose, Paul (Chairperson), Ph.D., 2003, State University of
New York – Buffalo
Rosnick, Christopher B., Ph.D., 2005, University of South
Florida
Segrist, Dan J., Ph.D., 2000, Southern Illinois University
Carbondale

Degree Programs

Bachelor of Arts Degree, Psychology
Bachelor of Science Degree, Psychology

Program Description

Undergraduate courses in psychology acquaint students with both the methods used and the knowledge gained by psychologists in their continuing efforts to understand mental processes and behavior. Students study basic psychological processes such as learning, cognition, and motivation; the development of behavior, personality, and coping skills from conception through old age; human interaction in social settings; and the effects of physical and psychological stress upon coping skills and mental health. Psychology is both a scholarly scientific discipline

which seeks to understand and explain behavior and an applied profession which seeks to alleviate psychological problems and enhance human potential.

The psychology major prepares students for a variety of occupations and serves as pre-professional training for students wishing to attend graduate school and pursue careers as psychologists. The psychology major also is valuable preparation for other professional careers such as medicine, dentistry, and law.

Career Opportunities

Students obtaining an undergraduate degree in psychology will find themselves well prepared to pursue a variety of careers in which basic knowledge of psychological processes is valuable, e.g., personnel officers, laboratory technicians, sales or public relations specialists, customer services, suicide prevention workers, mental health or corrections workers, juvenile and youth services, child care workers, substance abuse services, statisticians and research analysts, and a variety of other social services. Graduate training is required to become a licensed psychologist.

Program Overview and General Department Information

Students must be advised and have a program plan on file with the department before being accepted as a major. The psychology adviser is in Alumni Hall, room 0129a. The adviser may be used as a resource for information about the department, University and career opportunities, as well as course scheduling and program changes.

All students applying for a major in psychology should take PSYC 111 as a first course in psychology. Majors should complete the core sequence of PSYC 111, 200, 220 and 221 within the first three semesters after acceptance as majors. PSYC 220 must be successfully completed before students can enroll in 221. Majors and minors who desire to transfer credit from other colleges or universities must have their transcripts evaluated as soon as possible by a psychology adviser so that any credits accepted may be noted in their files.

Aspects of the psychology curriculum which may be of interest are: (a) the Robert J. McLaughlin Psychology Honors Academy, which provides allows student members to attend special seminars and to work closely with faculty in a variety of applied and research settings, and (b) independent readings, research and field study courses, in which students may read extensively in an area of their interest, or work in a laboratory or field setting under the supervision of a faculty member.

Admission

Except for incoming freshmen, to be admitted to the psychology program as a major, students must have at least a 2.25 grade point average overall at the University.

Retention

Students who fail to maintain at least a 2.25 grade point average at the University will not be allowed to take additional psychology courses until the grade point requirement is met. Students remaining below a 2.25 grade point average for two consecutive terms will be dropped from the psychology program. A grade of C or better is required for a psychology course to count toward the major requirements. In addition, a student will be dropped from the psychology program after two unsuccessful attempts to complete a single psychology course counting toward the major requirements. Unsuccessful attempts are defined as receiving the grades of W, WF, WP, WR, UW, U, D, or F in a class.

Transfer

Students who wish to major in psychology and who transfer from community colleges must complete at least 15 hours of 300- and 400-level psychology courses at SIUE (or other accredited four-year institutions and SIUE combined). Students who wish to major in psychology and who transfer from accredited four-year institutions must complete at least 12 hours of psychology courses at SIUE.

General Education Requirements for the Major

Skills Option B (including 8 hours of a Foreign Language)
Minor Courses (18-21 hours)
Electives (23-26 hours)

Degree Requirements for B.A. and B.S.

Major
PSYC 111 PSYC 200 PSYC 206 PSYC 208
PSYC 220 PSYC 221 PSYC 494 PSYC 201, 203, or 204

Four electives at the 300 and 400 level (6 hours at the 400 level)

PSYC 111, 200, and 220 should be completed within three semesters after declaration as a major

The senior assignment is required of all senior psychology majors. For details, contact your psychology advisor.

The bachelor of science degree program is identical to the bachelor of arts degree program, including the admission, retention, and transfer policies, except that no foreign language is required. General education requirements (option A) total 42 hours, thus allowing for 25 hours of electives. All students should plan their programs in consultation with their advisers.

The senior assignment is required of all senior psychology majors. For details, contact your psychology advisor.

Sample Curriculum for the Bachelor of Arts in Psychology

Fall Semester

Year 1	
PSYC 111 – Foundations of Psychology	3
CMIS 108, STAT 107, PHIL 106, or MATH 106	3
ENG 101 – English Composition I	3
Foreign Language 101	4
Introductory Fine Arts & Humanities	3
Total	16

Year 2	
PSYC 201, 203, or 204 (Developmental PSYC course)	3
PSYC 220 – Research Design & Statistics I	3
Distribution Fine Arts & Humanities	3
Introductory General Education	3
Introductory General Education	3
Total	15

Year 3	
PSYC 208 – Cognitive Psychology	3
PSYC Elective (300-400 level)	3
Distribution Social Sciences	3
Intergroup Relations (IGR)	3
Minor	3
Total	15

Year 4	
PSYC Elective (400 level)	3
PSYC Elective (400 level)	3
Minor	3
Elective	3
Elective	4
Total	16

Spring Semester

Year 1	
PSYC 200 – Careers in Psychology	3
ENG 102 – English Composition II	3
Foreign Language 102 (IC)	4
Introductory Social Sciences	3
Introductory Natural Sciences & Mathematics	3
Total	16

Year 2	
PSYC 206 – Social Psychology	3
PSYC 221 – Research Design & Statistics II	3
Distribution Natural Sciences & Mathematics	3
Minor	3
Elective	3
Total	15

Year 3	
PSYC Elective (300-400 level)	3
Interdisciplinary Studies (IS)	3
Minor	3
Minor	3
Elective	3
Total	15

Year 4	
PSYC 494 – Capstone Seminar in Psychology	3
Minor	3
Minor	3
Elective	3
Elective	4
Total	16

Minor Requirements

A minor in psychology consists of a minimum of 21 hours. PSYC 111 is required in addition to 18 hours of psychology electives, 12 of which must be at the 300/400 level. At least half of all upper-level required course for a psychology minor must be completed at SIUE

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Special Education and Communication Disorders

Founders Hall, Room 1101
www.siu.edu/education/secd

Professors

Teralandur K. Parthasarathy, Ph.D., 1987, University of Texas at Dallas
Victoria G. Scott, Ed.D., 1995, University of Kansas
Mary K. Weishaar, Ph.D., 1984, Saint Louis University.

Associate Professors

Anthony M. Denkyirah, Ph.D., 2003, Southern Illinois University Carbondale
Allison J. Fahsl, Ph.D., 2001, Oklahoma State University
Linda L. Forbringer, Ph.D., 2003, Saint Louis University
Jean M. Harrison, Ed.D., 1996, Southern Illinois University Edwardsville

Assistant Professors

Melissa K. Bergstrom, Ph.D., 2003, University of Oregon
Steffany M. Chleboun, Ph.D., 2006, University of Nebraska – Lincoln
Wendy W. Fuchs, Ph.D., 2008, Southern Illinois University Carbondale
Stacie M. Kirk, Ph.D., 2006, University of Kansas
Craig A. Miner, Ph.D., 1994, Southern Illinois University Carbondale
James V. Panico, Ph.D., 2005, University of Nebraska – Lincoln
Phil M. Weishaar, Ph.D., 1984, St. Louis University

Degree Programs

Bachelor of Science, Special Education
Bachelor of Art, Speech-Language Pathology and Audiology
Bachelor of Science, Speech-Language Pathology and Audiology

Program Descriptions

The Department of Special Education and Communication Disorders offers undergraduate and graduate programs in special education and speech-language pathology and audiology. Programs in the department combine classroom instruction and research and provide opportunities for practical experiences in a variety of settings.

The special education program offers National Council for Accreditation of Teacher Education-approved preparation programs at the undergraduate level for teaching certification as a Learning Behavior Specialist (LBSI). The program also offers study leading to a Master of Science in Education degree in special education.

The speech-language pathology and audiology program offers a graduate program that is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The undergraduate program offers course work preparing students for graduate education in speech-language pathology. Faculty, staff, and students in the speech-language pathology and audiology program also operate a full-time Speech, Language, and Hearing Center that provides the surrounding community with a rehabilitation/habilitation facility for individuals of all ages with communication disorders.

Program Overview — Major in Special Education

Admission

Admission to a major within the special education program requires satisfactory completion of the pre-special education program described in the section below. A student handbook and application forms for admission to the major are available in the Office of Clinical Experiences, Certification, and Advisement, Founders Hall, room 1110. Applications should be completed by the first Monday in March if applying for the fall semester, or the first Monday in October for spring semester. Application to the program is a competitive process. Applying to the program does not guarantee admission. Requirements for admission to the major are:

- admission to SIUE;
- passage of the Illinois State Test of Basic Skills; no student will be allowed into special education course work beyond Special Education (SPE) 200 until he or she passes this test.

- a cumulative grade point average of 2.5 or higher from all secondary institutions attended;
- 42 semester hours of coursework;
- grades of C or higher in each course included in the 15 hours of skills coursework;
- a grade of B or higher in Special Education 200 or an equivalent professional level course;
- good academic standing at SIUE (if applicable)
- application for admission to the special education program and transcript of all course work completed. These should be submitted by March 1 for fall admission and October 1 for spring admission. Please submit to:
 - Undergraduate Adviser for Special Education
 - Office of Clinical Experience, Certification and Advisement
 - SIUE
 - Edwardsville, IL 62026-1062

The major application is not to be confused with the application for admission to SIUE. Applications for admission to the University are available on the SIUE Web site, www.siu.edu, or from the SIUE Office of Admissions.

Retention

Students must maintain a 2.5 grade point average overall and a 3.0 grade point average in professional and special education course work. Students whose GPA falls below the required level will receive a letter of warning stating that they will not be permitted to take additional special education courses until the GPA returns to the required level. Students who do not achieve a 2.5 cumulative grade point average and/or a 3.0 for professional and special education course work will be dismissed from the program. Students must have a grade of C or higher in all professional education courses prior to student teaching and prior to program completion. Students dismissed from the department for academic deficiencies may appeal through the special education undergraduate adviser to the department's Student and Academic Affairs Committee. Students may be directed to reapply to the program or retake specific coursework to raise the cumulative grade average.

Transfer

Transfer students should contact an adviser in the Office of Clinical Experiences, Certification and Advisement as early as possible to discuss transfer procedures.

General Education and Major Requirements

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. Students majoring in Special Education should complete the following:

Skills

ENG 101 ENG 102 SPC 103, 104, or 105
 MATH 106 or PHIL 106
 STAT 107, CS 108 or CMIS 108

Fine Arts and Humanities

ART 111 MUS 111
 200/300-level literature course
 2 Distribution Fine Arts and Humanities (DFAH) courses

Natural Science and Mathematics

BIOL 111 BIOL 120 with lab or CHEM 120a with lab
 MATH 111 BIOL 203 or 205
 GEOG 210 or 211

One science course must include a laboratory; two must be a distribution Natural Science and Mathematics (DNSM) course.

Social Sciences

GEOG 111 PSYC 111 POLS 112 HIST 200 or 201

Interdisciplinary Studies

Intergroup Relations

SPE 200

Professional Education

EPFR 315 EPFR 320

Special Education Requirements

SPE 401	SPE 402	SPE 405	SPE 412	SPE 415
SPE 416	SPE 417	SPE 418	SPE 421	SPE 422
SPE 430	SPE 450	SPE 470	SPE 471	SPE 481
SPE 499	SPPA 290			

Pre-Clinical Experiences

Candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types, and levels of abilities and collaborative opportunities that are appropriate to the learning behavior specialist. These experiences are supervised by qualified professionals. These experiences, which must be completed prior to student teaching, are arranged through the Office of Clinical Experiences, Certification, and Advisement.

Student Teaching

Student teaching is the culminating experience in the special education teacher preparation program. It is required to meet the degree requirements of the Department, School and University, the certification requirements of Illinois and standards of the National Council for the Accreditation of Teacher Education and the Council for Exceptional Children. Student teaching demands full-day involvement in an appropriate, approved public school program for students with disabilities.

Therefore, students should avoid employment during the student teaching experience and should schedule student teaching at a time when they are free of other demands on their time and energy. Requests for an overload during student teaching must be approved by the department chair and the associate dean of the School of Education. Student teaching is not available during the summer term.

Official student teaching application packets are available from the Office of Clinical Experiences, Certification, and Advisement during the fall and spring semesters. Admission to the major does not guarantee that students may engage in student teaching. Permission to take student teaching is based on (a) cumulative GPA 2.5 or higher, (b) a GPA of 3.0 or higher in Special Education and professional education course work, (c) successful completion of all professional and special education course work, and (d) passage of the Illinois Learning Behavior Specialist I content exam. Students must have a grade of C or higher in all professional education courses prior to student teaching and prior to program completion. To receive Illinois teacher certification, the candidate must pass the Assessment of Professional Teaching exam and the Special Education General Curriculum Test.

Senior Assignment

The special education program places great value on the performance evaluation potential of the department's senior assignment. Beginning with the first course taken at the professional level, students begin developing a professional portfolio in special education. This is developed across the curriculum and is reviewed continually. During the student teaching semester and in the SPE 481 seminar, these portfolios are finalized, orally presented and defended, evaluated by faculty, and graded. This senior assignment enables students to demonstrate the integration of their general, professional, and special education course work.

Student Council for Exceptional Children

The special education program sponsors a chapter of the Student Council for Exceptional Children. Students are encouraged to become members of the chapter and to participate in meetings with guest speakers, develop community projects with persons who have disabilities, and read professional journals. Membership is open to all students.

Sample Curriculum for the Bachelor of Science in Special Education

Fall Semester

Year 1

BIOL 111 Contemporary Biology (INSM)	3
ENG 101 English Composition I	3
MUS 111 Introduction to Music History/Literature (IFAH)	3
PSYC 111 Foundations of Psychology (ISS)	3
SPC 103, 104, or 105 Speech Communication	3
Total	15

Year 2

SPE 200 Disabilities in Society (IGR)	3
HIST 200 or HIST 201 US History (DSS)	3
PHIL 106 Critical Thinking or MATH 106 Deductive Reasoning	3
CHEM 120a/124a General Chemistry	4
ENG Literature 200-300 level	3
Total	16

Year 3

SPE 401 Field Practicum One	1
SPE 405 Foundations of Special Ed.	3
SPE 412 Assessment for Instructional Decision Making in Special Education	3
SPE 471 School & Family Partnerships	3
SPPA 290 Language Development	3
EPFR 320 Foundations of Education	3
Total	16

Summer Term

SPE 415 Instructional & Assistive Technology or SPE 470 Transition Planning	3
Total	3

Spring Semester

Year 1

ART 111 Introduction to Art (IFAH)	3
ENG 102 English Composition II	3
GEOG 111 Introduction to Geography (II/IC)	3
MATH 111 Math for Life or MATH 120 College Algebra (INSM)	3
STAT 107 Concepts of Statistics or CS/CMIS 108 Computer Concepts	3
Total	15

Year 2

GEOG 210 Physical Geography or GEOG 211 Meteorology (DNSM)	3
BIOL 203 Human Sexuality or BIOL 205 Human Diseases	3
POLS 112 American National Government	3
Distribution Fine Arts & Humanities	3
EPFR 315 Educational Psychology	3
Total	15

Year 3

SPE 402 Field Practicum Two	2
SPE 416 Functional Curriculum Methods	3
SPE 430 Classroom Management & Behavior Support in Special Education	3
SPE 450 Instructional Planning & Professional Collaboration in Special Education	3
SPE 415 Instructional & Assistive Technology or SPE 470 Transition Planning	3
Interdisciplinary Studies (IS)	3
Total	17

Sample Curriculum for the Bachelor of Science in Special Education (continued)

Fall Semester

Year 4	
SPE 417 Reading & Language Arts Methods in Special Education	6
SPE 418 Field Practicum Three	3
SPE 421 Mathematics Methods in Special Education	3
SPE 422 Science & Social Science Area Methods in Special Education	3
Total	15

Spring Semester

Year 4	
SPE 481 Senior Seminar in Special Education	3
SPE 499 Special Education Student Teaching	12
Total	15

Graduation Requirements

- Complete all specific program requirements.
- Complete all University requirements including:
 - All general education requirements
 - A minimum of 124 credit hours
 - At least 30 of which must be completed at SIUE
 - At least 60 of which must be completed at a regionally accredited 4-year institution
 - A minimum cumulative grade point average of 2.0
 - Bachelor of Arts only: one year of the same foreign language
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Program Overview — Speech Pathology and Audiology

Undergraduate courses in speech-language pathology and audiology provide students with a scientific and clinical background for understanding communication disorders. Students acquire knowledge in speech and hearing science, normal processes and the development of speech, language and hearing. Students also study disorders of speech, language and hearing, review assessment methods and procedures in communication disorders and engage in clinical practicum.

A degree in speech-language pathology and audiology provides pre-professional training for students wishing to enter graduate school and pursue a career as a speech-language pathologist or audiologist. Students also are prepared for a variety of other career options.

Career Opportunities

Students must complete graduate training to begin a career as a speech-language pathologist or audiologist. Students completing a graduate program in speech-language pathology are eligible for an IL license in speech-language pathology, a type 73 certificate, to work in the public

schools, and certification from the American Speech-Language-Hearing Association. Certified speech-language pathologists and audiologists serve more than 20 million Americans with communication disorders. Their responsibilities include the identification and evaluation of persons with communication disorders and the remediation of these disorders. They also work toward the prevention of disorders of speech, language, and hearing through public education, early identification of risk factors, and research into the causes and treatment of disorders.

Certified speech-language pathologists and audiologists find employment in a variety of settings, including hospitals, community clinics, colleges and universities, state and federal agencies, industry, rehabilitation centers, and nursing homes. Some certified speech-language pathologists and audiologists enter public-school settings, where state and federal legislation has required service delivery to all children with communication disorders. Other certified speech-language pathologists and audiologists establish private practices or become affiliated with physicians. Employment possibilities are plentiful.

Career options are also available for students with a bachelor's degree in speech-language pathology and audiology. They include speech aide, speech assistant, or speech implementer. Some students with a bachelor's degree have found careers in medical sales, medical publications or rehabilitation administration. Others have pursued master's degrees in other areas including special education, other health-care fields, and some have entered medical school.

Admission

Students must be declared majors to be admitted to the program. Declared majors must have a 3.0 GPA, have completed 42 hours of college level course work, and have been approved for admission by the program. To be considered for admission, students must submit the following information to the program: a 200 word self-statement, a one-page resumé, transcripts, and an Application for Admission form. Application forms may be downloaded from the program's Web site at www.siu.edu/education/secd/undergrad/slp.shtml.

Applications are accepted twice a year. Complete applications must be submitted by the 3rd week of spring semester or by the 4th week of summer semester for the following fall declaration. Admission to the program is a competitive process and not all applicants will be admitted. The application should be admitted to:

Speech-Language Pathology Program
Campus Box 1147, SIUE
Edwardsville, IL 62026-1147

Retention

Students must maintain a 3.0 GPA to remain in the program. In addition, students must receive a B or better in SPPA 201 and grades of C or higher in all other course work required for the major including 12 hours in related areas: child development, biological science, physical science and statistics.

Students seeking more information about the major should contact the speech-language pathology undergraduate adviser in the Office of Clinical Experiences, Certification and Advisement (618) 650-3490 or the program director for speech-pathology and audiology (618) 650-5423.

Transfer

Course work completed at regionally accredited institutions will be evaluated upon admission to the University. Results of transfer credit evaluations are available to students through CougarNet. For more information about transfer, please visit www.siue.edu/registrar/transfer.

Degree Requirements

Bachelor of Science

SPPA 201	SPPA 231	SPPA 312
SPPA 320	SPPA 321	SPPA 322
SPPA 441	SPPA 442	SPPA 444
SPPA 446	SPPA 449	SPPA 452
SPPA 461	SPPA 471	SPPA 499

STAT 107 or PSYC 211, Biology, Physical Science, PSYC 111, 201 (may satisfy some general education requirements)
Approved Electives

Bachelor of Arts

Eight hours of foreign language are required for the Bachelor of Arts option.

Sample Curriculum for the Bachelor of Science in Speech-Language Pathology and Audiology

Fall Semester

Year 1

ENG 101 – English Composition I	3
SPC 103, 104, or 105 Speech Communication	3
Introductory Fine Arts & Humanities	3
Introductory Natural Sciences & Mathematics	3
Intergroup Relations (IGR)	3
Total	15

Year 2

PHIL 106, MATH 106, or FL 106	3
Distribution Fine Arts & Humanities	3
Distribution Natural Sciences & Mathematics	3
Internat'l Issues/Internat'l Culture (II/IC)	3
Elective	3
Elective	3
Total	18

Year 3

SPPA 231 – Phonetics	3
SPPA 320 – Anatomy & Physiology of the Speech & Hearing Mechanisms	3
Interdisciplinary Studies (IS)	3
Elective	3
Elective	3
Elective	2
Total	17

Year 4

SPPA 441 – Articulation Disorders	3
SPPA 442 – Speech Disorders	3
SPPA 444 – Language Disorders	3
SPPA 446 – Clinical Observations & Procedures in Communication Disorders	3
SPPA 461 – Basic Audiometry	3
Total	15

Spring Semester

Year 1

ENG 102 – English Composition II	3
PSYC 111 – Foundations of Psychology (ISS)	3
STAT 107 – Concepts of Statistics or CMIS 108 Computer Concepts ...	3
Introductory General Education	3
Introductory General Education	3
Total	15

Year 2

SPPA 201 – Human Comm & Its Disorders	3
PSYC 201 – Child Psychology (DSS)	3
Elective	3
Elective	3
Elective	3
Total	15

Year 3

SPPA 312 – Normal Lang & Speech Acquisition	3
SPPA 321 – Hearing Science	3
SPPA 322 – Speech Science	3
Elective	3
Elective	3
Total	15

Year 4

SPPA 449 – Clinical Practicum/SPPA	3
SPPA 452 – Diagnostic Methods	3
SPPA 471 – Aural Rehabilitation	3
SPPA 499 – Senior Assignment	2
Elective	3
Total	14

Graduation Requirements

In addition to meeting all program requirements, students must also satisfactorily complete a culminating project in SPPA499: Senior Assignment. Students involved in the Undergraduate Research Academy may use their research project to satisfy exit requirements in the Senior Assignment.



School of Engineering

Hasan Sevim, Ph.D.
Dean and Professor



School of Engineering

The School of Engineering offers the bachelor of science degree with majors in civil engineering, computer science, computer engineering, construction management, electrical engineering, industrial engineering, manufacturing engineering, and mechanical engineering, and a bachelor of arts degree in computer science. The bachelor's degree programs in civil engineering, computer engineering, electrical engineering, industrial engineering, manufacturing engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, (410) 347-7700. The bachelor of science program in computer science is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC/ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, (410) 347-7700. The construction management program is accredited by the American Council for Construction Education, 1717 North Loop 1604 East, Suite 320, San Antonio, TX 78232-1570, (210) 495-6161.

School of Engineering Mission Statement

The mission of the School of Engineering is to provide excellent, innovative engineering, computer science and construction education to citizens of Illinois, the greater St. Louis metropolitan area and representatives of the global community. The school focuses on strong undergraduate education and graduate programs that serve the needs of full-time students and employed professionals. Faculty conduct basic and applied research and outreach activities in partnership with others who contribute to technological advancement in the fields of study offered.

School of Engineering Vision Statement

The vision of the School of Engineering is to be a partnership of faculty, students, staff, alumni and other professionals who work together to provide the highest quality education and maintain innovative resources that support the technical growth and economic development of this region.

School of Engineering Core Values

The school's faculty strive to exhibit and to instill in each graduate the following characteristics:

- technical excellence in their disciplines
- desire for excellence in all they do
- respect for the rich diversity of humankind
- effective communication capabilities

- ability to provide leadership in innovative multidisciplinary teams
- social, civic, and political responsibility built on an understanding of contemporary issues
- commitment to ethical professional conduct and practice
- environmental stewardship
- independent and innovative thought
- pursuit of lifelong learning

Students interested in any of the degree programs offered by the School of Engineering should seek advice from the School of Engineering when they initially enroll in the University. Enrollment in 300- or 400- level courses in civil, industrial, manufacturing or mechanical engineering is limited to students who have been admitted to the upper division in the respective program as described below. Enrollment in electrical and computer engineering courses requires a declared major in one of the disciplines offered by the School of Engineering.

Admission to School of Engineering Programs

Students admitted to programs offered by the School of Engineering shall have met University admission requirements and the following additional School of Engineering requirements:

- completion of all academic development courses required by the University,
- completion of any required courses to address School of Engineering high school deficiencies,
- eligibility to enroll in MATH 125 – Precalculus, and
- maintenance of a cumulative grade point average of at least 2.0 (on a 4.0 scale).

Students who are considering a major in any School of Engineering program should contact the Office of the Associate Dean, Engineering Building, room 3060, telephone (618) 650-2534. Early declaration and advisement by the School of Engineering will enable students to enroll in courses that are major-restricted, and to complete their programs with minimum conflicts within the shortest possible time.

Enrollment in Upper-Division Engineering Courses

Eligibility for upper-division courses in civil, industrial, manufacturing or mechanical engineering requires satisfactory completion of lower-division core courses and additional requirements for each major as outlined in the departmental sections that follow. Entry points for electrical and computer engineering are fall, spring, and summer terms. Entry points for civil engineering are fall

and spring terms. Industrial engineering, manufacturing engineering, and mechanical engineering students normally enter the upper-division programs in fall terms. Application forms for admission to upper-division engineering courses are available through departmental offices as well as the Office of the Associate Dean. Deadlines for application to upper-division status are March 15 for summer or fall semester admission, and October 15 for spring semester admission. Late applications will be considered on a space-available basis. The admissions committee of the appropriate department considers applications to upper division. Students whose applications to upper division are rejected may not register for upper-division engineering courses. If the rejection is based on enrollment limitations, students may reapply for a different engineering program or for later entry in the same program. If the rejection is based on failure to complete the requirements, students may reapply when the requirements are completed.

Enrollment Limits

The number of students accepted into each engineering program upper-division entry point is restricted due to class-size limitations. Priority will be assigned as follows using grade point ranking for the lower-division courses required for each program's upper-division admission:

- 1 current SIUE students who have 12 or fewer lower-division transfer hours, Illinois transfer students, and students from regional community colleges with approved School of Engineering articulation programs, ranked by program lower-division grade point average (2.0 and above), and
- 2 other transfer students ranked by program lower-division grade point average (2.25 and above).

Transfer Students

Transfer students wishing to enter one of the programs offered by the School of Engineering should contact the Office of the Associate Dean for transfer credit evaluation at least 30 days before the beginning of the term for which entry is desired. Students must supply copies of the pertinent transcripts and any other materials such as course descriptions or syllabi that may be needed for the evaluation. Only chemistry, computer science, mathematics, physics, and engineering science courses completed with a grade of C or better will be considered for transfer credit toward completing a major or minor in the School of Engineering. In addition, only courses that are part of an ABET-accredited engineering program and that have been completed within the last 10 years will be considered for transfer credit toward any 300- or 400-level engineering course requirement.

Transfer students who satisfy part or all of the University general education requirements by transfer courses or a

previous degree must also satisfy the School of Engineering humanities and social sciences requirements for the bachelor of science degree. Any remaining humanities and/or social sciences requirements will be specified by the associate dean as part of the transfer credit evaluation.

Minority and Female Engineering Services

The School of Engineering provides support services for minority and female students including orientation for new students, advisement, counseling and assistance in networking, internship placement, and career planning. For more information, contact the Office of the Associate Dean.

Civil Engineering

Engineering Building, Room 2056
www.siu.edu/engineering/civilengineering

Professors

Cross, Brad, Ph.D., 1992, Johns Hopkins University
Lin, Chiang, Ph.D., 1984, University of Kentucky
Morgan, Susan (Chair), Ph.D., 1995, Clemson University
Panahshahi, Nader, Ph.D., 1987, Cornell University

Associate Professor:

Zhou, Jianpeng (Jim), Ph.D., 2003, University of British Columbia

Assistant Professors

Fries, Ryan, Ph.D., 2007, Clemson University
Zhou, Huaguo, Ph.D., 2001, University of South Florida

Instructors

Pierce, Rex, M.B.A., 1987, Southern Illinois University
Edwardsville
Vaughn, Brent, M.S., 1999, Southern Illinois University
Edwardsville

Program Description

Civil Engineers create and maintain the essential facilities for society. They conceive, design, and construct bridges, buildings, highways, airports, water and wastewater treatment plants, waste management systems. They reduce pollution and improve transportation networks.

The Department of Civil Engineering offers a curriculum that provides students with a solid background in mathematics, physical science, and civil engineering.

Elective courses are available in environmental, structural, and transportation engineering. Laboratory facilities are available for conducting basic environmental analyses, hydraulic experiments, material tests, and soil mechanics procedures. Baccalaureate graduates are prepared to assist public and private employers or to pursue graduate study. All seniors are strongly encouraged to complete the Fundamentals of Engineering Examination as a first step towards achieving licensure as a professional engineer.

The mission of the Department of Civil Engineering, which assigns first priority to excellence in undergraduate education, is consistent with the mission of the School of Engineering and the University. Its educational objectives are dynamic and regularly reviewed by the program constituencies. They are available on the department's Website, www.siu.edu/engineering/civilengineering/.

Career Opportunities

Civil engineers work in a wide range of fields in both technical and managerial positions. Job opportunities can be found in consulting companies, industry and government agencies. Civil engineers work in offices and on job sites. They design, build, inspect, maintain, rehabilitate, and preserve buildings, bridges, treatment systems, roads – all the essential facilities for society. Due to the nature and importance of civil engineering, civil engineers are always needed.

Degree Program

Bachelor of Science, Civil Engineering

Program Overview and General Department Information

Enrollment in Upper-Division Civil Engineering Courses

The following requirements must be met to enroll in upper-division civil engineering courses:

- Satisfactory completion of all University and School of Engineering admission requirements;
- An approved application for enrollment in upper-division engineering courses;
- Satisfactory completion of the lower-division courses CHEM 131, 135; CE 204, 206, 207L, 240, 242; ENG 101, 102; IME/MATH 106, MATH 150, 152, 250, 305; ME 262; PHYS 211a, 211b, 212a, 212b; and SPC 103, with a grade point average of at least 2.0 for the above courses required for non-transfer students, transfer students from articulated programs, and Illinois resident transfer students; a grade point average of at least 2.25 for the above courses is required for other transfer students; and

- A grade of C or above in CE 240, CE 242, and ME 262.

Academic Status/Retention

Students must maintain the following standards. Students who fail to do so will be placed on probation in the major.

- Maintain a cumulative grade point average of at least 2.0.
- Maintain a term grade point average above 1.0 in any term.
- Maintain a cumulative grade point average of at least 2.0 in all mathematics and science courses.
- Maintain a cumulative grade point average of at least 2.0 in courses taught in the School of Engineering.
- Maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
- Receive no more than two failure grades, incomplete, and/or withdrawals in any combination for a single course required in the major.

Students placed on probation should seek immediate advisement and will be given the conditions required for removal from probation. If the conditions are not met, students are dropped from the major and may not enroll in upper-division School of Engineering courses without written departmental permission. After one year, students are eligible to re-apply for admission to the major. Students dropped from the major may direct a written appeal to the departmental academic standards committee.

Transfer

Transfer students should contact the associate dean of engineering for a review of credentials and placement at least 30 days before the beginning of the term for which entry is desired. Credit will be reviewed using the following guidelines:

- A minimum grade of C is required in all chemistry, computer science, mathematics, physics, and engineering science courses applied to major or minor requirements.
- 300- or 400-level engineering course requirements will not be considered for transfer unless completed within 10 years within an ABET-accredited engineering program.

General Education Requirements for the Major

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline.

Degree Requirements, Bachelor of Science Civil Engineering

Natural Science and Mathematics Courses

CHEM 131(121a)		CHEM, 135(125a upon approval)	
MATH 150	MATH 152	MATH 250	MATH 305
PHYS 151	PHYS 151L	PHYS 152	PHYS 152L
Natural science course*			

Engineering Courses

CE 204	CE 206	CE 207L	CE 240
CE 242	CE 315	CE 330	CE 330L
CE 342	CE 343	CE 354	CE 354L
CE 376	CE 380	CE 415L	
CE 416 Or CE 455		CE 460	CE 493
3 CE Electives*	ECE 210	IME 345	ME 262
ME 310			

Fine Arts and Humanities Courses
Introductory Fine Arts/Humanities Courses (six hours)
PHIL 323

Social Science Courses
ECON 111
Distribution Social Science course (3 hours)

Skills Courses
ENG 101 ENG 102 IME/MATH 106
SPC 103, 104, or 105 STAT 380
IS Course

* The natural science course and CE electives must be selected with the approval of a faculty advisor. A curriculum guide with a list of courses is available online at www.siu.edu/engineering/civilengineering.

Sample Curriculum for the Bachelor of Science in Civil Engineering

Fall Semester

Year 1

IME 106 – Engineering Problem Solving	3
CHEM 131 – Engineering Chemistry (INSM)	4
CHEM 135 – Engineering Chemistry Lab	1
ENG 101 – English Composition I	3
MATH 150 – Calculus I (INSM)	5
Total	16

Year 2

CE 204 – Engineering Graphics & CAD	3
CE 240 – Statics	3
ECON 111 – Macroeconomics (ISS)	3
MATH 250 – Calculus III	4
PHYS 152 – University Physics II	4
PHYS 152L – University Physics Lab II	1
Total	18

Year 3

CE 315 – Fluid Mechanics	3
CE 342 – Structural Engineering I	3
CE 330 – Engineering Materials	2
CE 330L – Engineering Materials Lab	1
ME 310 – Thermodynamics	3
Introductory Fine Arts & Humanities	3
Total	15

Year 4

CE 416 – Engineering Hydrology (offered in fall) or CE 455 – Foundation Design (offered in spring)	3
CE 460 – Municipal Infrastructure Design	3
CE Elective I	3
ECE 210 – Electrical Circuits	3
PHIL 323 – Engineering, Ethics, & Professionalism (DFAH)	3
Preparation for Fundamental of Engineering Exam	0
Total	15

Spring Semester

Year 1

ENG 102 – English Composition II	3
MATH 152 – Calculus II (DNSM)	5
PHYS 151 – University Physics I	4
PHYS 151L – University Physics Lab I	1
SPC 103 – Interpersonal Comm. Skills (IGR)	3
Total	16

Year 2

CE 206 – Civil Engineering Surveying	2
CE 207L – CE Computer Applications	1
CE 242 – Mechanics of Solids	3
MATH 305 – Differential Equations I	3
ME 262 – Dynamics	3
Natural Science course	3
Introductory Fine Arts & Humanities or Soc Sciences	3
Total	18

Year 3

CE 343 – Structural Engineering II	3
CE 354 – Geotechnical Engineering	3
CE 354L – Geotechnical Engineering Lab	1
CE 376 – Transportation Engineering	3
CE 380 – Environmental Engineering	3
STAT 380 – Statistics for Applications	3
Interdisciplinary Studies (IS)	3
Total	19

Year 4

CE 415L – Applied Fluid Mechanics Lab	1
CE 493 – Engineering Design	3
CE Elective II	3
CE Elective III	3
IME 345 – Engineering Economic Analysis	3
Distribution Social Sciences	3
Total	16

Graduation Requirements

A cumulative grade point average of 2.0 or higher is required for courses taught in the School of Engineering; a cumulative grade point average of 2.0 or higher is required for civil engineering courses numbered above 299; and students must complete a senior assignment included as part of CE 493 Engineering Design. In addition to fulfilling department requirements, students must complete all University requirements for graduation.

Computer Science

Engineering Building, Room 2054
www.cs.siu.edu

Professors

Ehlmann, Bryon K., Ph.D., 1992, Florida State University
Weinberg, Jerry B., Ph.D., 1996, Vanderbilt University
White, William W., Ph.D., 1989, Ohio State University

Associate Professors

Fujinoki, Hiroshi, Ph.D., 2001, University of Southern Florida
Yu, Xudong W., Ph.D., 2000, Vanderbilt University

Assistant Professors

Bouvier, Dennis J., Ph.D., 1994, University of Louisiana at Lafayette
Mayer, Gary R., Ph.D., 2009, Arizona State University
Stefik, Andreas, Ph.D., 2008, Washington State University
Wang, Yun, Ph.D., 2008, University of Cincinnati

Program Description

The Department of Computer Science offers two undergraduate degree programs to facilitate entry into this vibrant discipline. The bachelor of science curriculum includes a solid core of programming, computer architecture, software engineering, algorithms, interface design, and operating systems courses, culminating in a two-semester software development project. In addition, this degree program contains a broad spectrum of mathematics, laboratory science, and elective computer science courses to fortify the core's foundation.

The bachelor of arts curriculum affords students more flexibility by supplementing the core curriculum with a minor or a second major in another discipline as a replacement for some of the technical courses required in the bachelor of science program.

Career Opportunities

Contrary to the stereotype of a “computer nerd,” a career in computer science usually involves extensive interaction with software development teams, as well as close collaboration with clients and colleagues from every conceivable discipline. The demand for graduates with an undergraduate degree in Computer Science remains high, with urgent needs for software development to keep pace with both hardware advances and the needs of business and consumers.

In addition to various opportunities to participate in software development teams within the undergraduate curriculum in Computer Science, students may apply for internships and cooperative education programs with industry to accumulate some real-world experience.

Degree Programs

Bachelor of Arts, Computer Science
Bachelor of Science, Computer Science

Program Overview and General Department Information

Admission

To be admitted to the Bachelor of Science or Bachelor of Arts program, students must:

- complete all Academic Development courses required by the University.
- complete any courses required to address high school deficiencies.
- complete MATH 120, College Algebra (or high school equivalent) with a grade of C or better.
- attain a cumulative grade point average of at least 2.0 (on a 4.0 scale).

Retention

- maintain a cumulative grade point average of 2.0.
- maintain a term grade point average above 1.0 in any term.
- maintain a cumulative grade point average of 2.0 in all mathematics and science courses.
- maintain a cumulative grade point average of at least 2.0 in courses taught in the School of Engineering.
- maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
- receive no more than two failure grades, incomplete, and/or withdrawals in any combination for a single course required in the major.

Students failing to meet the above standards may be conditionally retained. Failure to meet the conditions established by the department will result in termination from the major and ineligibility to enroll in upper division School of Engineering courses without written departmental permission. After one year, students are eligible to reapply for admission to the major. Students dropped from the major may direct a written appeal to the department's academic standards committee.

Transfer

Transfer students should contact the associate dean of engineering for a review of credentials and placement at least 30 days before the beginning of the term for which entry is desired. Credit will be reviewed using the following guidelines:

- A minimum grade of C is required in all chemistry, computer science, mathematics, physics, and engineering science courses applied to major or minor requirements.
- 300- or 400-level engineering course requirements will not be considered for transfer unless completed within 10 years in an ABET-accredited engineering program.

General Education Requirements for the Major

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. While fulfilling University general education requirements, all computer science majors are required to complete the following:

- For the B.S. program, one Speech Communications course (SPC 103, 104, or 105) and one Critical Thinking course (FL 106, IME 106, MATH 106, or PHIL 106).

- For the B.A. program, one two-semester foreign language sequence (101-102).

Degree Requirements B.A.

CS 111	CS 140	CS 150	CS 240
CS 275	CS 312	CS 314	CS 321
CS 325	CS 330	CS 340	CS 425
CS 499	MATH 125	MATH 150 (or 130)	
MATH 224	STAT 244		

Three Computing Electives from:

CS 382	CS 423	CS 434	CS 438
CS 447	CS 454	CS 456	CS 482
CS 490	CS 495	MATH 465	

One Minor (or Second Major)

Degree Requirements B.S.

CS 111	CS 140	CS 150	CS 240
CS 275	CS 312	CS 314	CS 321
CS 325	CS 330	CS 340	CS 425
CS 499	ECE 282	MATH 150	MATH 152
MATH 224	STAT 380		

One Math Elective (MATH 250, 321, or 423)

One Laboratory Science Sequence (PHYS 151/151L-152/152L or CHEM 121A/125A-121B/125B or CHEM 131/135-121B/125B).

One Additional Natural Science Elective (BIOL 120, CHEM 121A/125A, CHEM 131/135, PHYS 151/151L, or PHYS 302/312).

Five Computing Electives from: CS 382, CS 423, CS 434, CS 438, CS 447, CS 454, CS 456, CS 482, CS 490, CS 495, ECE 381, ECE 482, ECE 483, or MATH 465).

Sample Curriculum for the Bachelor of Science in Computer Science

Fall Semester

Year 1

CS 111 – Concepts of Computer Science	3
CS 140 – Introduction to Computing I	4
ENG 101 – English Composition	3
MATH 150 – Calculus I	5
Speech Communication	3
Total	18

Year 2

CS 240 – Introduction to Computing III	3
CS 275 – Interaction Programming	3
Laboratory Science Sequence I	5
Introductory Fine Arts & Humanities	3
Introductory Social Sciences	3
Total	17

Year 3

CS 321 – Human-Computer Interaction Design	3
CS 340 – Algorithms and Data Structures	3
MATH Elective	3
Natural Science Elective (w/Lab)	5
Total	14

Year 4

CS 330 – Programming Languages	3
CS 425 – Senior Project: Software Design	3
CS Elective II	3
CS Elective III	3
Interdisciplinary Studies	3
Total	15

Spring Semester

Year 1

CS 150 – Introduction to Computing II	3
ENG 102 – English Composition II	3
Critical Thinking	3
MATH 152 – Calculus II	5
MATH 224 – Discrete Mathematics	3
Total	17

Year 2

CS 312 – Introduction to Computer Organization & Architecture	3
ECE 282 – Digital Systems Design	4
Laboratory Science Sequence II	5
Introductory Fine Arts & Humanities OR Social Sciences	3
Total	15

Year 3

CS 325 – Software Engineering	3
CS 314 – Operating Systems	3
CS Elective I	3
STAT 380 - Statistics for Applications	3
Distribution Fine Arts/Humanities	3
Total	15

Year 4

CS 499 – Senior Project: Software Implementation	3
CS Elective IV	3
CS Elective V	3
Distribution Social Sciences	3
International Issues & Culture	3
Total	15

Minor Requirements

CS 111 – Concepts of Computer Science

CS 140 – Introduction to Computing I

CS 150 – Introduction to Computing II

CS 240 – Introduction to Computing III

CS 312 – Introduction to Computer Organization & Architecture

Two additional courses from the following list: CS 275, 314, 321, 325, 330, 340, 382, 423, 434, 438, 447, 454, 456, 482, 490, 495.

All courses must be completed with a minimum grade of C.

At least six semester hours must be earned at SIUE.

Graduation Requirements

- Complete all general education and specific program requirements.
- Complete at least 12 hours of computer science credits at SIUE in courses numbered above 299 with a cumulative GPA of 2.0 or above.
- Have a GPA of 2.0 or above in all computer science courses numbered above 299
- Complete at least 6 hours of credit in major courses numbered above 299 at SIUE in the two years preceding graduation.
- For B.A. students, complete an undergraduate minor or second major in another discipline.
- File an Application for Graduation by the first day of the term in which you plan to graduate.

Construction

Engineering Building, Room 3052

www.siu.edu/ENGINEER/CONSTRUCT

Assistant Professors

Azambuja, Marcelo, Ph.D., 2009, University of Texas at Austin

Gordon, Chris, Ph.D., 2006, Carnegie Mellon University

Werner, Anne, Ph.D., 2004, University of Illinois at Urbana-Champaign

Program Description

The construction management program blends business and engineering coursework to provide graduates with the knowledge and skills necessary to coordinate the multifaceted aspects of the construction industry. Course work presents basic scientific principles, augmented by business and engineering practices and procedures.

Career Opportunities

The construction industry is one of the largest components of the U.S. economy. The construction work force includes skilled and unskilled labor, engineers, accountants, financial analysts, business managers, and construction management professionals. The scope of construction ranges from modest projects that cost a few hundred dollars to projects whose total costs are in the billions of dollars. The industry's continuing changes in management approaches and technology produce a need for construction professionals trained in the managerial and scientific techniques of construction.

Degree Programs

Bachelor of Science, Construction Management
Specialization available in Land Surveying

Program Overview and General Department Information

Admission

To be admitted to the Bachelor of Science program, students must:

- Complete all Academic Development courses required by the University.
- Complete any courses required to address high school deficiencies.
- Complete MATH 120, College Algebra (or high school equivalents) with a grade of C or better.
- Attain a cumulative grade point average of at least 2.0 (on a 4.0 scale).

Retention

Student must meet the following standards. Students who fail to do so will be placed on probation in the major.

- Maintain a cumulative grade point average of 2.0.
- Maintain a term grade point average above 1.0 in any term.
- Maintain a cumulative grade point average of at least 2.0 in all mathematics and science courses.
- Maintain a cumulative grade point average of at least a 2.0 in courses taught in the School of Engineering.
- Maintain a cumulative grade point average of at least 2.25 in courses taught in the School of Business.
- Maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
- Receive no more than two failure grades, incomplete, and/or withdrawals in any combination for a single course required in the major.

Students placed on probation should seek immediate advisement and will be informed of the conditions required for removal from probation. If the conditions are not met, students are dropped from the major and may not enroll in construction courses without written departmental permission. After one year, students are eligible to re-apply for admission to the major. Students dropped from the major may direct a written appeal to the department's academic standards committee.

General Education Requirements for the Major

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. While fulfilling University general education requirements all construction management majors are required to complete the following:

ECON 111 – Macroeconomics
 ECON 112 – Microeconomics
 ECON 331 – Labor Economics
 IS 401 – Business and Society

Natural Science and Math Courses (19 units)

CHEM 120a CHEM 124a MATH 150 MATH 152
 PHYS 151 PHYS 151L

Construction Courses (51 units)

CNST 120	CNST 210	CNST 241	CNST 264
CNST 301	CNST 321	CNST 332	CNST 341
CNST 351	CNST 353	CNST 403	CNST 411
CNST 451	CNST 452	CNST 470	

Technical Electives (9 units)

Business Courses (18 units) *

ACCT 200	ACCT 210	ECON 331	IS 401
FIN 320	MGMT 340		

Introductory Fine Arts/Humanities Courses (6 units)

Distribution Fine Arts/Humanities Course (3 units)

Social Science Courses (6 units) *

ECON 111 ECON 112

Skills Courses (16 units)

ENG 101	ENG 102	PHIL 106	SPC 103
STAT 244			

Total: 128 units

* These courses fulfill the requirements for a minor in business administration. To view a sample program, visit the Department of Construction website at www.siu.edu/ENGINEER/CONSTRUCT/

Sample Curriculum for the Bachelor of Science in Construction Management

Fall Semester

Year 1

CNST 120 – Introduction to Construction	2
CHEM 120a – General, Organic, and Biological Chemistry	3
CHEM 124a – General, Organic, and Biological Chemistry Lab	1
ENG 101 – English Composition I	3
MATH 150 – Calculus I	5
ECON 111 – Macroeconomics	3
Total	17

Year 2

CNST 210 – Construction Materials and Methods	3
ACCT 200 – Fundamentals of Financial Accounting	3
CNST 241 – Statics and Mechanics of Solids	4
STAT 244 – Statistics	4
Fine Arts or Social Sciences Introductory Course	3
Total	17

Year 3

CNST 332 – Mechanical Systems / HVAC	3
CNST 351 – Structural Systems	3
FIN 320 – Financial Management and Decision Making	4
Fine Arts Distribution Course	3
Total	13

Spring Semester

Year 1

ENG 102 – English Composition II	3
MATH 152 – Calculus II	5
PHYS 151 – University Physics I	4
PHYS 151L – University Physics Lab I	1
ECON 112 – Microeconomics	3
Total	16

Year 2

CNST 264 – Construction Surveying	4
ACCT 210 – Managerial Accounting	3
PHIL 106 – Critical Thinking	3
SPC 103 – Interpersonal Communication	3
Fine Arts or Social Sciences Introductory Course	3
Total	16

Year 3

CNST 301 – Soils	4
CNST 321 – Electrical Systems	3
CNST 341 – Plans and Specifications	3
CNST 353 – Computer Applications in Construction	3
Technical Elective I	3
Total	16

Sample Curriculum for the Bachelor of Science in Construction Management (continued)

Fall Semester

Year 4

CNST 403 – Planning and Scheduling	4
CNST 451 – Estimating and Bidding	4
ECON 331 – Labor Economics	3
IS 401 – Business and Society	3
Technical Elective II	3
Total	17

Spring Semester

Year 4

CNST 411 – Construction Contracts	3
CNST 452 – Construction Management	4
CNST 470 – Internship	3
MGMT 340 – Principles of Management	3
Technical Elective III	3
Total	16

Minor Requirements

Twenty-one semester hours are required for a minor in construction management. The courses are to be selected from the construction curriculum with approval from the chair of Construction Department. A cumulative grade point average of 2.0 or higher is required for construction management courses.

Graduation Requirements

Construction students must meet all University requirements for graduation and the following construction management program requirements:

- Earn a cumulative grade point average above 2.0 in all construction courses, and
- Earn a cumulative grade point average above 2.25 in all business courses to qualify for a minor in business administration.
- Complete the construction management senior assignment.

Electrical & Computer Engineering

Engineering Building, Room 3054
www.siu.edu/engineering/ece

Professors

Alkin, Oktay, Ph.D., 1986, University of Alabama
Chen, Jen-Shiun, Ph.D., 1983, Ohio State University
Engel, George L, D.Sc., 1990, Washington University
Smith, Scott R., Ph.D., 1991, University of Illinois
Umbaugh, Scott E., Ph.D., 1989, University of Missouri
Rolla
Youn, Luis T., Ph.D., 1985, University of Houston

Associate Professors

Lozowski, Andy G, Ph.D., 1999, University of Louisville
Noble, Brad, D.Sc., 2000, Washington University

Assistant Professors

LeAnder, Robert W, Ph.D., 2002, University of Illinois at Chicago
Shang, Ying, D.J., D.Eng., 2006, University of Notre Dame

Lab Manager/Lecturer

Muren, Steve, MS, 2000, Southern Illinois University Edwardsville

Program Description

Electrical engineering and computer engineering disciplines are concerned with the development and application of electrical and computer technology to enhance and enrich all life. Electrical and computer engineers, as part of this mission, are engaged in a wide variety of activities that include among other things:

- space exploration and remote sensing,
- process control and automation,
- automatic control systems for use in robotics, missiles, aircraft, and manufacturing plants,
- electric power generation and distribution, environmentally responsible generation and use of energy,
- audio- video- and data-communication systems, satellite communications,
- digital processing of signals and images using the computer,
- design and manufacturing of faster and more capable microprocessors for the computers of tomorrow,
- applications of technology in the health care field through computerized ultrasound, radiology, tomography and imaging systems, computer aided diagnosis and treatment, and tele-surgery.

The applications listed above require a solid foundation in mathematics and physics, thus requiring electrical and computer engineering students to go through a substantial set of courses in these areas. In addition, today's engineers also must be aware of a wide variety global, social, ethical, economic and environmental issues that are relevant to the systems they design and build. Our bachelor's degree programs include courses and projects designed to build this awareness. The electrical and computer engineering program mission is consistent with the mission of the University and the School of Engineering. Program educational objectives and outcomes are available on the department Web site: www.siu.edu/engineering.

The department of Electrical and Computer Engineering has several well-equipped modern laboratories for computation, simulation, and measurement. Individual laboratories to support elective courses in the areas of computers, control, digital signal processing, image processing, and power also are available to students.

Career Opportunities

Electrical and computer engineers find employment in a wide variety of manufacturing companies such as aerospace and aircraft, electric manufacturers, computer circuit (a.k.a. "chip") manufacturers, and medical equipment manufacturers. They are employed in the fields of research, design, manufacturing, and sales. Many public utilities, which include power companies and telephone companies, employ both computer engineers and electrical engineers. Other potential employers include oil companies, railroads, food processing plants, chemical and biological laboratories, chemical plants, various branches of federal government, and many consulting engineering companies.

Degree Programs

Bachelor of Science, Electrical Engineering
Bachelor of Science, Computer Engineering

Program Overview and General Department Information

Admission

To be admitted to the Bachelor of Science program, students must:

- complete all Academic Development courses required by the University.
- complete any courses required to address high school deficiencies.
- complete MATH 120, College Algebra (or high school equivalents) with a grade of C or better.
- attain a cumulative grade point average of at least 2.0 (on a 4.0 scale).

Retention

- Maintain a cumulative grade point average of 2.0.
- Maintain a term grade point average above 1.0 in any term.
- Maintain a cumulative grade point average of 2.0 in all mathematics and science courses.
- Maintain a cumulative grade point average of at least a 2.0 in courses taught in the School of Engineering.
- Maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
- Receive no more than two failure grades, incomplete, and/or withdrawals in any combination for a single course required in the major.

Students placed on probation should seek immediate advisement and will be given the conditions required for removal from probation. If the conditions are not met, students are dropped from the major and may not enroll in upper-division School of Engineering courses without written departmental permission. After one year, students are eligible to re-apply for admission to the major. Students dropped from the major may direct a written appeal to the department's academic standards committee.

Transfer

Transfer students should contact the associate dean of engineering for a review of credentials and placement at least 30 days before the beginning of the term for which entry is desired. Credit will be reviewed using the following guidelines:

- A minimum grade of C is required in all chemistry, computer science, mathematics, physics, and engineering science courses applied to major or minor requirements.
- 300- or 400-level engineering course requirements will not be considered for transfer unless completed within 10 years within an ABET-accredited engineering program.

General Education/Degree Requirements

University general education requirements are outlined in the General Education section of this catalog and included in the sample curriculum outline. The Bachelor of Science in Electrical Engineering requires completion of 132 hours. The Bachelor of Science in Computer Engineering requires completion of 136 hours. The requirements are as follows:

Skills Courses (15 hours Electrical Engineering/16 hours Computer Engineering)

ENG 101 ENG 102 SPC 103, 104, or 105
 IME 106 CS 145 or 140 (Computer Engineering majors must complete 140)

Natural Science and Mathematics Courses (37 hours)

CHEM 131* CHEM 135* MATH 150 MATH 152
 MATH 250 MATH 305 MATH 355 PHYS 151
 PHYS 151L PHSY 152 PHYS 152L

* CHEM 121a and 125a may be substituted

Fine Arts and Humanities (9 hours)**Introductory FAH** (6 hours)

PHIL 323

Social Science Courses (6 hours)

ECON 111
 Distribution Social Science Course

Interdisciplinary Course (3 hours)**Major Requirements****Electrical Engineering****Engineering Courses**

ECE 210	ECE 211	ECE 282	ECE 326
ECE 327	ECE 340	ECE 341	ECE 351
ECE 352	ECE 365	ECE 375	ECE 404
ECE 405	IME 345	CE/ME 244	

ECE Electives (12 hours)**Computer Engineering****Engineering Courses** (38 hours)

ECE 210	ECE 211	ECE 282	ECE 326
ECE 351	ECE 352	ECE 375	ECE 381
ECE 404	ECE 405	ECE 483	IME 345

Computer Science Courses (15 hours)

CS 150	CS 240	CS 312	CS 414
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ECE/CS Electives (12 hours)**Sample Curriculum for the Bachelor of Science in Electrical Engineering****Fall Semester****Year 1**

CHEM 131 – Engineering Chemistry	4
CHEM 135 – Engineering Chemistry Lab	1
ENG 101 – English Composition I	3
IME 106 – Engineering Problem Solving	3
MATH 150 – Calculus I	5
Total	16

Fall Semester**Year 2**

ECE 210 – Circuit Analysis I	3
CS 145 – Introduction to Computing I	3
ECON 111 – Macroeconomics	3
MATH 250 – Calculus III	4
PHYS 152 – University Physics II	4
PHYS 152L – University Physics Lab II	1
Total	18

Year 3

ECE 326 – Electronic Circuits I	4
ECE 351 – Signals and Systems	3
ECE 352 – Stochastic Processes	3
MATH 355 – Engineering Mathematics	5
FAH Intro	3
Total	18

Year 4

ECE 341 – Electromechanical Energy Conv.	4
ECE 404 – ECE Design	3
ECE ELEC – Elective I	3
ECE ELEC – Elective II	3
PHIL 323 – Engineering, Ethics & Professionalism	3
Total	16

Spring Semester**Year 1**

ENG 102 – English Composition II	3
MATH 152 – Calculus II	5
PHYS 151 – University Physics I	4
PHYS 151L – University Physics Lab I	1
SPC 103 – Interpersonal Communications	3
Total	16

Spring Semester**Year 2**

ECE 211 – Circuit Analysis II	4
ECE 282 – Digital Systems Design	4
FAH or SS Intro	3
MATH 305 – Differential Equations I	3
Distribution Social Science	3
Total	17

Year 3

ECE 327 – Electronic Circuits II	4
ECE 340 – Engineering Electromagnetics	3
ECE 365 – Control Systems	3
ECE 375 – Introduction to Communications	3
ME 244 – Engineering Mechanics	4
Total	17

Year 4

ECE 405 – ECE Design Laboratory	2
ECE ELEC – Elective III	3
ECE ELEC – Elective IV	3
IME 345 – Engineering Economic Analysis	3
Interdisciplinary Studies	3
Total	14

Sample Curriculum for the Bachelor of Science in Computer Engineering

Fall Semester

Year 1

CHEM 131 – Engineering Chemistry	4
CHEM 135 – Engineering Chemistry Lab	1
ENG 101 – English Composition I	3
IME 106 - Engineering Problem Solving	5
MATH 150 – Calculus I	5
Total	15

Year 2

ECE 210 – Circuit Analysis I	3
CS 150 – Introduction to Computing II	3
FAH or SS Intro	3
MATH 250 – Calculus III	4
PHYS 152 – University Physics II	4
PHYS 152L – University Physics Lab II	1
Total	18

Year 3

ECE 326 – Electronic Circuits I	4
ECE 351 – Signals and Systems	3
ECE 352 – Stochastic Processes	3
CS 312 – Intro to Comp. Org	3
MATH 355 – Engineering Mathematics	5
Total	18

Year 4

ECE 404 – ECE Design	3
ECE /CS Elective	3
CS 414 – Operating Systems	3
Fine Arts and Humanities or Social Science	3
PHIL 323 – Engineering, Ethics & Professionalism	3
Total	15

Spring Semester

Year 1

CS 140 – Introduction to Computing I	4
ENG 102 – English Composition II	3
MATH 152 – Calculus II	5
PHYS 151 – University Physics I	4
PHYS 151L – University Physics Lab I	1
Total	17

Year 2

ECE 211 – Circuit Analysis II	4
ECE 282 – Digital Systems Design	4
CS 240 – Introduction to Computing III	3
MATH 305 – Differential Equations I	3
SPC 103 – Interpersonal Communication	3
Total	17

Year 3

ECE 375 – Introduction to Communications	3
ECE 381 – Microcontrollers	3
ECE 483 – Adv. Digital Systems Eng.	3
ECE/CS Elective	3
ECON 111 – Macroeconomics	3
Total	15

Year 4

ECE 405 – ECE Design Laboratory	2
ECE/CS ElectiveS (2)	6
Distribution Social Science	3
IME 345 – Engineering Economic Analysis	3
Interdisciplinary Studies	3
Total	17

Minor Requirements for Electrical Engineering

A minor in electrical engineering requires 24 semester hours. The courses required are ECE 210, 211, 282, 326, 340, 351, 365. A cumulative grade point average of 2.0 or higher is required for courses.

Minor Requirements for Computer Engineering

A minor in computer engineering requires 23 semester hours. The courses required are ECE 210, 211, 282, 351, 381, CS 150, CS 240. A cumulative grade point average of 2.0 or higher is required for these courses.

Graduation Requirements for Electrical Engineering and Computer Engineering Programs

- satisfactory completion of all University requirements for graduation
- a cumulative grade point average of 2.0 or higher for courses taught in the School of Engineering
- a grade point average of 2.0 or higher in electrical engineering and computer science courses numbered above 299

- completion of at least 30 hours of the required electrical engineering and computer science courses at SIUE and
- completion of senior assignment contained in ECE 404 and 405.

Mechanical and Industrial Engineering

Engineering Building, Room 2037

www.siu.edu/ENGINEER/ME

www.siu.edu/ENGINEER/IE

Professors

Eneyo, Emmanuel S., Ph.D., 1991, Purdue University – West Lafayette, Indiana
 Gu, Keqin (Chair), Ph.D., 1988, Georgia Institute of Technology
 Karacal, Seref C. (Program Director), Ph.D., 1991, Oklahoma State University
 Lee, Heungsoon F., Ph.D., 1989, University of Michigan
 Molki, Majid, Ph.D., 1982, University of Minnesota
 Saniei, Nader, Ph.D., 1988, University of California
 Yan, Xiaojun, Ph.D., 1993, University of California

Associate Professors

Hubbard, Kevin M., Ph.D., 1993, University of Missouri – Rolla

Luo, Albert, Ph.D., 1996, University of Manitoba – Winnipeg

Assistant Professors

Celik, Serdar, Ph.D., 2007, Southern Illinois University Carbondale

Chen, Xin, Ph.D., 2009, Purdue University

Cho, Sohyung, Ph.D., 2000, Pennsylvania State University

Krauss, Ryan, Ph.D., 2006, Georgia Institute of Technology

Degree Programs

Bachelor of Science, Industrial Engineering

Bachelor of Science, Manufacturing Engineering

Bachelor of Science, Mechanical Engineering

Industrial and Manufacturing Engineering

Industrial engineering and manufacturing engineering are professional disciplines having extraordinary breadth of application. They are principally concerned with the analysis and design of systems and procedures for organizing the basic resources of production (people, materials, and equipment) to achieve specific objectives. Industrial and manufacturing engineers deal with the design, improvement, and installation of integrated systems, drawing upon specialized skills in the mathematical, physical, managerial, and behavioral sciences, together with the principles and methods of engineering analysis for specifying, predicting, and evaluating the results to be obtained from such systems. What sets industrial and manufacturing engineering apart from other engineering disciplines is their broader scope. For example, industrial and manufacturing engineers use knowledge in a wider variety of applications, deal with people as well as things, relate to the total picture of productivity improvement, and apply problem-solving techniques in almost every kind of organization imaginable. Consequently, industrial and manufacturing engineers bridge the gap between management and technical operations, dealing with and motivating people as well as determining what tools should be used and how they should be used.

Throughout the program, there is an integrated series or sequence in the major field that includes not only basic and fundamental courses, but also specialized courses in the fields of facilities design, production planning and control, operations research, quality control, computer-integrated manufacturing, process and product design and tool engineering. These specialized courses reflect the impact of recent developments in operations research, information processing, and automation.

The industrial and manufacturing engineering program has a computer-integrated manufacturing laboratory equipped

with a wide variety of industrial quality automation equipment including several robots, programmable logic controllers, an automated storage and retrieval system, a loop conveyor, several flexible manufacturing cells, a vision system, a bar code reading system, and a comprehensive computer-integrated manufacturing software package. Students interested in human factors will find facilities for evaluating ergonomic systems and work methods, and for measuring human performance.

The industrial and manufacturing engineering program mission is consistent with the mission of the University and the School of Engineering. The department assigns first priority to excellence in undergraduate education. The program's educational objectives are dynamic and under continuous review by the program constituencies. These objectives are available on the School of Engineering Web site: www.siu.edu/ENGINEER.

Career Opportunities

Industrial and manufacturing engineers are specifically prepared to function as problem solvers, innovators, coordinators, and change agents. Industrial and manufacturing engineers practice in all phases of manufacturing industries, service industries, and government agencies. For example, in a manufacturing organization, industrial and manufacturing engineers may be concerned with the design of a single work place involving one or more persons and one or more machines. In designing such work places, industrial and manufacturing engineers must consider not only the capabilities of machines, but also the physiological and psychological capabilities and limitations of humans. Industrial and manufacturing engineers also are involved in the design of computer-integrated manufacturing processes with robots, the design of entire plants, and the design of systems to control the production, inventory, and quality of large numbers of complex products. At higher corporate levels, there are concerns with plant and warehouse locations, the development of sales forecasts, and the evaluation of proposals to produce new products and the building of new or improved production facilities.

In service industries and government agencies, the same skills used to design manufacturing systems are found to be useful by industrial engineers in designing better systems to care for patients in hospitals, assisting the judicial system, providing fast and more accurate mail distribution, improving airline reservation methods, and controlling large space projects. The complexity of modern industrial and service organizations and the emphasis on increased effectiveness, efficiency, and productivity have led to a growing need for industrial engineering analysis and design and an increasing demand for industrial and manufacturing engineering graduates. This increased demand recognizes the versatility of modern industrial and manufacturing engineers in being responsive to the challenges of a rapidly changing society. Although

manufacturing engineering is a comparatively new professional area, having developed over the last five decades, it already is one of the nation's largest and fastest-growing engineering professions. Demand for new graduates in industrial and manufacturing engineering programs far exceeds the current output of industrial and manufacturing engineering programs.

Enrollment in Upper-Division Industrial and Manufacturing Engineering Courses

The requirements for enrollment in upper-division industrial and manufacturing engineering courses are:

- satisfactory completion of all University and School of Engineering admission requirements;
- an approved application for enrollment in upper-division Engineering courses;
- satisfactory completion of the lower-division (core) courses CE 204, 240, 242; CHEM 125a, 131; CS 145 (recommended) or CS 140; ECE 210; ENG 101, 102; MATH 150, 152, 250, 305 or 321 (for IEs only); ME 262; PHYS 211a, 211b, 212a, 212b; and SPC 103 or 104 or 105; with a grade point average of at least 2.0 for the above courses is required for non-transfer students, transfer students from articulated programs, and Illinois resident transfer students; a grade point average of at least 2.25 for the above courses is required for other transfer students; and
- a grade point average of 2.0 or better in CS 145 or 140, CE 204, 240, 242, ECE 210, and ME 262 (both original and repeat grades are computed in the grade point average)

Academic Status/Retention

Students must meet the following standards. Students who fail to do so will be placed on probation in the major.

- Maintain a cumulative grade point average of 2.0.
- Maintain a term grade point average above 1.0 in any term.
- Maintain a cumulative grade point average of a least 2.0 in all mathematics and science courses.
- Maintain a cumulative grade point average of at least a 2.0 in courses taught in the School of Engineering.
- Maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
- Receive no more than two failure grades, incomplete, and/or withdrawals in any combination for a single course required in the major.

Students placed on probation should seek immediate advisement and will be given the conditions required for removal from probation. If the conditions are not met, students are dropped from the major and may not enroll in upper-division School of Engineering courses without

written departmental permission. After one year, students are eligible to re-apply for admission to the major. Students dropped from the major may direct a written appeal to the department's academic standards committee.

Degree Requirements, Bachelor of Science Industrial Engineering

Natural Science and Mathematics Courses

CHEM 131 CHEM 135+ MATH 150 MATH 152
 MATH 250 MATH 305 MATH 321 PHYS 211a
 PHYS 211b PHYS 212a PHYS 212b
 + CHEM 125a may be substituted

Engineering Courses

CE 204 CE 240 CE 242 ECE 210
 IME 335 IME 345 IME 365 IME 370
 IME 375 IME 415 IME 451 IME 465
 IME 468 IME 470 IME 476 IME 483
 IME 484 IME 490 IME Electives* (9 hours)
 ME 262

Fine Arts and Humanities Courses

Introductory Fine Arts/Humanities Courses (6 hours)
 PHIL 323

Social Science Courses

ECON 111 PSYC 320

Skills Courses

CS 145 (recommended) or CS 140
 ENG 101 ENG 102 IME 106 or PHIL 106
 SPC 103, or 104, or 105

Interdisciplinary Studies Course

* Industrial engineering electives must be selected with the approval of a faculty adviser and must contain at least two hours of design content. A curriculum guide with a list of industrial engineering electives and the design hours for each is available in the department office.

Degree Requirement, Bachelor of Science Manufacturing Engineering

Natural Science and Mathematics Courses

CHEM 131 CHEM 135+ MATH 150 MATH 152
 MATH 250 MATH 305 PHYS 211a PHYS 211b
 PHYS 212a PHYS 212b
 + CHEM 125a may be substituted

Engineering Courses

CE 204 CE 240 CE 242 ECE 210
 IME 345 IME 365 IME 370 IME 375
 IME 465 IME 470 IME 475 IME 476
 IME 480 IME 482 IME 483 IME 490
 IME Electives* (9 hours) ME 262 ME 310
 ME 315 ME 370

Fine Arts and Humanities Courses

Introductory Fine Arts/Humanities Courses (6 hours)
 PHIL 323

Social Science Courses

ECON 111
 Distribution Social Science

Skills Courses

CS 145 (recommended) or CS 140
ENG 101 ENG 102 IME 106 or PHIL 106
SPC 103, or 104, or 105

Interdisciplinary Studies Course

* Manufacturing engineering electives must be selected with the approval of a faculty adviser and must contain at least two hours of

design content. A curriculum guide with a list of industrial and manufacturing engineering electives and the design hours for each is available in the department office.

To view sample programs for industrial and manufacturing engineering, visit the School of Engineering Web site at www.siu.edu/engineering.

Sample Curriculum for the Bachelor of Science in Industrial Engineering

Fall Semester

Year 1

IME 106 – Engineering Problem Solving	3
CHEM 131 – Engineering Chemistry (INSM)	4
CHEM 135 – Engineering Chemistry Lab	1
ENG 101 – English Composition I	3
MATH 150 – Calculus I (INSM)	5
Total	16

Year 2

CE 204 – Engineering Graphics & CAD	3
CE 240 – Statics	3
MATH 250 – Calculus III	4
PHYS 152 – University Physics II	4
PHYS 152L – University Physics Lab II	1
Introductory Fine Art & Humanities	3
Total	18

Year 3

IME 335 – Intro to Information Processing Systems	3
IME 345 – Engineering Economics Analysis	3
IME 365 – Quantitative Methods in Engineering	3
IME 370 – Manufacturing Processes	3
IME 375 – Three Dimensional Modeling in Product Design	3
PSYC 320 – Industrial/Organizational Psyc (DSS)+3	3
Total	15

Year 4

IME 468 – Operations Research – Simulation	3
IME 476 – Plantwide Process Control	3
IME 483 – Production Planning & Control	3
IME 484 – Facilities Planning	3
IME Elective I	3
Total	15

Spring Semester

Year 1

ENG 102 – English Composition II	3
MATH 152 – Calculus II (DNSM)	5
PHYS 151 – University Physics I	4
PHYS 151L – University Physics Lab I	1
SPC 103 – Interpersonal Communication Skills (IGR)	3
Total	16

Year 2

CE 242 – Mechanics of Solids	4
CS 145 – Introduction to Computing for Engineers	3
ECE 210I – Introduction to Electrical Circuits	3
MATH 305 – Differential Equations I or MATH 321 Linear Algebra	3
ME 262 – Dynamics	3
ECON 111 – Principles of Macroeconomics (ISS)	3
Total	15

Year 3

IME 415 – Operations Res – Deterministic Models	3
IME 451 – Methods Design & Work Measurements	3
IME 465 – Design & Control of Quality Systems	3
IME 470 – Manufacturing Systems	3
Introductory Fine Art & Humanities or Social Sciences	3
Total	15

Year 4

IME 490 – Senior Design Project	3
IME Elective II	3
IME Elective III	3
PHIL 323 – Engineering, Ethics, & Professionalism (DFAH)	3
Interdisciplinary Studies (IS)	3
Total	15

Sample Curriculum for the Bachelor of Science in Manufacturing Engineering

Fall Semester

Year 1

IME 106 – Engineering Problem Solving	3
CHEM 131 – Engineering Chemistry (INSM)	4
CHEM 135 – Engineering Chemistry Lab	1
ENG 101 – English Composition I	3
MATH 150 – Calculus I (INSM)	5
Total	16

Year 2

CE 204 – Engineering Graphics & CAD	3
CE 240 – Statics	3
MATH 250 – Calculus III	4
PHYS 152 – University Physics II	4
PHYS 152L – University Physics Lab II	1
Introductory Fine Arts & Humanities**	3
Total	18

Spring Semester

Year 1

ENG 102 – English Composition II	3
MATH 152 – Calculus II (DNSM)	5
PHYS 151 – University Physics I	4
PHYS 151L – University Physics Lab I	1
SPC 103 – Interpersonal Comm Skills (IGR)*	3
Total	16

Year 2

CE 242 – Mechanics of Solids	4
CS 145 – Introduction to Computing for Engineers^^	3
ECE 210 – Introduction to Electrical Circuits	3
MATH 305 – Differential Equations I	3
ME 262 – Dynamics	3
ECON 111 – Principles of Macroeconomics (ISS)	3
Total	19

Sample Curriculum for the Bachelor of Science in Manufacturing Engineering (continued)

Fall Semester

Year 3

IME 365 – Quantitative Methods in Engineering++	3
IME 370 – Manufacturing Processes++	3
IME 375 – Comp-Integrated Design & Manufacturing I	3
ME 310 – Thermodynamics I	3
ME 370 – Materials Engineering	3
Introductory Fine Arts & Hum or Introductory Social Sciences**	3
Total	18

Year 4

IME 476 – Plantwide Process Control	3
IME 480 – Tool Engineering	3
IME 483 – Production Planning & Control	3
IME Elective I	3
IME Elective II	3
Total	15

Spring Semester

Year 3

IME 345 – Engineering Economic Analysis++	3
IME 465 – Design of Quality Systems	3
IME 470 – Manufacturing Systems	3
IME 482 – Manufacturing Engineering Design++	3
ME 315 – Fluid Mechanics	3
Distribution Social Sciences**	3
Total	18

Year 4

IME 475 – Comp-Integrated Design & Manufac II	3
IME 490 – Senior Design Project	3
IME Elective III	3
PHIL 323 – Engineering, Ethics, & Professionalism (DFAH)	3
Interdisciplinary Studies (IS)**	3
Total	15

Graduation Requirements

Degree requirements include the following:

- a cumulative grade point average of 2.0 or higher for engineering courses
- a cumulative grade point average of 2.0 or higher for Industrial and Manufacturing Engineering courses numbered above 299
- completion of all departmental and University requirements
- completion of the Senior Assignment with IME 490, Integrated Engineering Design, and
- a grade of C or better for IME 345, 365, 468 and 483 for industrial engineering majors, or
- a grade of C or better for IME 345, 365, 370 and 482 for manufacturing engineering majors.
- taking the FE (fundamental engineering) exam before graduation date.

Minor Requirements for Industrial Engineering

Twenty-one semester hours are required for the industrial engineering minor, including IME 345, 365, 370, 415 and 451. The remaining two courses are electives to be selected from the following four courses: IME 465, 468, 470, and 483. Other substitute electives are subject to approval by the chair/director of the industrial engineering program. A cumulative grade point average of 2.0 or higher is required for industrial engineering courses.

Minor Requirements for Manufacturing Engineering

Twenty-one hours are required, including IME 365, 370, 375, ME 310, 370. The remaining two courses are electives to be selected from the following four courses:

IME 465, 475, 480, and 482. Other substitute electives are subject to approval by the chair/director of industrial and manufacturing engineering. A cumulative grade point average of 2.0 or higher is required for manufacturing engineering courses.

Mechanical Engineering

Mechanical engineering is concerned with the generation and use of energy as well as with structures and motion in mechanical systems. The program of study prepares students to contribute to the profession by applying existing technologies to new problems as well as developing new technologies to solve existing problems. Mechanical engineers apply their knowledge and creative abilities to a diverse array of problems such as designing systems for operation at the bottom of the sea and in outer space, as well as for the hostile environments found in many industrial processes. Mechanical engineers examine the basic phenomena of fluid turbulence or superconductors and the characteristics of composite materials, develop earthquake-resistant nuclear power plants and other facilities, and examine alternative energy conversion techniques for mobile and central station use.

The mechanical engineering program mission is consistent with the mission of the University and the School of Engineering. The department assigns first priority to excellence in undergraduate education. The program's educational objectives are dynamic and under continuous review by the program constituencies. These objectives are available on the school's home page, www.siu.edu/engineering.

Career Opportunities

Upon graduation, mechanical engineers are prepared to contribute to society through professional practice in industry or government or to continue their education through graduate study in engineering or the applied sciences. Alternatively, they may choose to pursue a career in a related area such as business, law, or medicine.

Enrollment in Upper-Division Mechanical Engineering Courses

The requirements for enrollment in upper-division mechanical engineering courses are: o satisfactory completion of all University and School of Engineering admission requirements;

- an approved application for enrollment in upper-division Engineering courses,
- satisfactory completion of the lower-division (core) courses CE 204, 240, 242; CHEM 131 (or 121a), 135 (or 125a); CS 145 or 140; ECE 210; ENG 101, 102; MATH 150, 152, 250, 305; ME 262; PHYS 211a, 211b, 212a, 212b; and SPC 103; with a grade point average of at least 2.0 for the above courses is required for non-transfer students, transfer students from articulated programs, and Illinois resident transfer students; a grade point average of at least 2.25 for the above courses is required for other transfer students;
- a grade point average of 2.0 or better in ME 262, CE 240, CE 242, and ECE 210 (both original and repeat grades are computed in this grade point average); and
- a grade of C or better in ME 262 and CE 240 or their equivalent.

Note: All grade point averages for the mechanical engineering program are computed using the original and repeat grades. Exceptional cases will be reviewed by the faculty on a case-by-case basis.

Academic Status/Retention

Students must meet the following standards. Students who fail to do so will be placed on probation in the major.

- Maintain a cumulative grade point average of 2.0.
- Maintain a term grade point average above 1.0 in any term.
- Maintain a cumulative grade point average of at least 2.0 in all mathematics and science courses.
- Maintain cumulative grade point average of at least a 2.0 in courses taught in the School of Engineering.
- Maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
- Receive no more than two failure grades, incomplete, and/or withdrawals in any combination for a single course required in the major.

Students placed on probation should seek immediate advisement and will be given the conditions required for removal from probation. If the conditions are not met, the students are dropped from the major and may not enroll in upper-division School of Engineering courses without written departmental permission. After one year, students are eligible to reapply for admission to the major. Students dropped from the major may direct a written appeal to the department's academic standards committee.

Degree Requirements, Bachelor of Science Mechanical Engineering

Natural Science and Mathematics Courses

CHEM 131 (or 121a)	CHEM 135 (or 125a)		
MATH 150	MATH 152	MATH 250	MATH 305
PHYS 211a	PHS 211b	PHYS 212a	PHYS 212b
STAT 380			

Engineering Courses

ME 262	ME 310	ME 312	ME 315
ME 350	ME 354	ME 356	ME 356L
ME 370	ME 380	ME 380L	ME 410
ME 410L	ME 482	ME 484	ME Electives
CE 204	CE 240	CE 242	ECE 210
IME 345			

Fine Arts and Humanities Courses

Introductory Fine Arts/Humanities Courses (6 hours)
PHIL 323

Skills Courses

CS 145 (or 140)	ENG 101	ENG 102
IME 106 or PHIL 106 or Math 106		
SPC 103, or 104, or 105		

Social Science Courses

ECON 111
Distribution Social Science
Interdisciplinary Course

* All ME Students are required to take Fundamentals of Engineering Exam before graduation. The students may take the exam either in the fall or spring of year IV.

To view a sample program for mechanical engineering, visit the School of Engineering Web site at www.siu.edu/ENGINEER/ME.

Sample Curriculum for the Bachelor of Science in Mechanical Engineering

Fall Semester

Year 1

IME 106 – Engineering Problem Solving	3
CHEM 131 – Engineering Chemistry (INSM)	4
CHEM 135 – Engineering Chemistry Lab	1
ENG 101 – English Composition I	3
MATH 150 – Calculus I (INSM)	5
Total	16

Year 2

CE 204 – Engineering Graphics & CAD	3
CE 240 – Statics	3
MATH 250 – Calculus III	4
PHYS 152 – University Physics II	4
PHYS 152L – University Physics Laboratory II	1
SPC 103 – Interpersonal Comm Skills (IGR)	3
Total	18

Year 3

ME 310 – Thermodynamics I	3
ME 350 – Dynamics of Machines	3
ME 354 – Numerical Methods	1
ME 370 – Materials Engineering	3
STAT 380 – Statistics for Applications	3
Introductory Fine Arts & Humanities	3
Total	16

Year 4

ME 410 – Heat Transfer	3
ME 410L – Thermal Fluid Laboratory	1
ME 482 – Mechanical Engineering Design I	2
ME Elective I	3
IME 345 – Engineering Economic Analysis	3
Interdisciplinary Studies (IS)	3
Introductory Fine Arts & Humanities or Social Science	3
Total	18

Spring Semester

Year 1

CS 145 – Intro to Computing for Engineers	3
ENG 102 – English Composition II	3
MATH 152 – Calculus II (DNSM)	5
PHYS 151 – University Physics I	4
PHYS 151L – University Physics Laboratory I	1
Total	16

Year 2

ME 262 – Dynamics	3
CE 242 – Mechanics of Solids	3
ECE 210 – Electrical Circuits	3
ECON 111 – Principles of Macroecon (ISS)	3
MATH 305 – Differential Equations I	3
Application for Upper Division#	0
Total	15

Year 3

ME 312 – Thermodynamics II	3
ME 315 – Fluid Mechanics	3
ME 356 – Dynamics System Modeling	3
ME 380 – Design of Machine Elements	3
ME 380L – Stress & Strength Laboratory	1
PHIL 323 – Engineering, Ethics, & Professionalism (DFAH)	3
Total	18

Year 4

ME 356L – Measurement & Simulation Lab	1
ME 484 – Mechanical Engineering Design II	2
ME Elective II	3
ME Elective III	3
ME Elective IV	3
Distribution Social Sciences	3
Fundamentals of Engineering Examination##	0
Total	15

Graduation Requirements

Degree requirements include the following:

- a cumulative grade point average of 2.0 or higher in engineering courses;
- a cumulative grade point average of 2.0 or higher is required for mechanical engineering courses numbered above 299;
- completion of all departmental and University requirements; and
- completion of a senior assignment as part of ME 482 and 484 Mechanical Engineering Design I and II; and
- take Fundamentals of Engineering Exam.

Minor Requirements

Eighteen semester hours are required for a minor in mechanical engineering, including ME 262 and 310. Remaining courses are electives to be selected from among the mechanical engineering courses subject to approval by the chair of mechanical engineering. A cumulative grade point average of 2.0 or higher is required for mechanical engineering courses.



School of Nursing

Marcia C. Maurer, Ph.D., R.N.
Dean and Professor



School of Nursing

Alumni Hall, Room 2117
www.siu.edu/nursing

Professors

Arras-Boyd, Rita E., Ph.D., 2002, Southern Illinois University Carbondale
Bernaix, Laura W., Ph.D., 1995, St. Louis University
Clement, Jacquelyn M., Ph.D., 1984, The University of Texas at Austin
Fazzone, Patricia, D.N.Sc., 1991, Rush University
Flick, Louise, Dr.PH, 1980, University of North Carolina
Maurer, Marcia, Ph.D., 1994, Loyola University of Chicago
Perry, S. Anne, Ed.D., 1991, Southern Illinois University Edwardsville

Associate Professors

Baier, Marjorie A., Ph.D., 1995, St. Louis University
Cruz, Virginia L., Ph.D., 1997, University of Iowa
Kelly, Karen, Ed.D., 1983, Southern Illinois University Edwardsville
Ketchum, Kathy M., Ph.D., 2000, St. Louis University
Mabunda, Gladys, Ph.D., 1996, St. Louis University
Mulcahy, Mary C., Ed.D., 1985, University of Illinois-Urbana Champaign
Riley, Marguerite, Ph.D., 1992, St. Louis University
Schmidt, Cynthia A., Ph.D., 1997, St. Louis University
Stanley, Mickey J., Ph.D., 1988, The University of Texas at Austin
Williams, Lorraine D, Ph.D., 1989, Southern Illinois University Carbondale
Yancey, Valerie, Ph.D., 1998, St. Louis University

Assistant Professors

Comrie, Rhonda, Ph.D., 2005, Southern Illinois University Carbondale
Durbin, Christine R., Ph.D., 2007, University of Missouri-St. Louis
Gaehle, Kay, Ph.D., 2004, St. Louis University
Harrison, Roberta, Ph.D., 2007, University of Missouri-St. Louis
Jewell, Donna, Ph.D., 2007, University of Missouri-St. Louis
Lyerla, Frank, Ph.D., 2007, St. Louis University
Newland, Pamela, Ph.D., 2006, University of Missouri-Columbia
Rowbotham, Melodie, Ph.D., 2007, University of Missouri-St. Louis
Williams, Nathalie, Ph.D., 2007, University of Missouri-St. Louis
Wood, Terry, Ph.D., 2004, St. Louis University

Instructors

Ampadu, Jerrica, M.S., 2002, Southern Illinois University Edwardsville
Astorino, Barbara, M.S.N., 2006, University of Missouri-St. Louis

Auffarth, Jean, M.S.N., 1992, University of Missouri-Kansas City
Barthelme, Shirley, M.S., 1987, Southern Illinois University Edwardsville
Beatty, Michele, M.S., 2007, Southern Illinois University Edwardsville
Bosen, Karen, M.S.N., 1994, St. Louis University
Compton-McBride, Sheri, B.S.N., 1996, Chamberlain College of Nursing
Emling, Christine, M.S.N., 1983, University of Evansville
Gallagher, Susan, M.S.N., 2004, St. Louis University
Griffin, Andrew, M.S., 1997, Middle Tennessee School of Anesthesia
Griffin, Valerie, M.S.N., 1995, Vanderbilt University
Headley, Rhoda, M.S.N., 1979, St. Louis University
Henske, Kendra, M.S.N., 2006, Southern Illinois University Edwardsville
Hoxsey, Jennifer, M.S.N., 2002, Jewish Hospital College of Nursing
Jackson, Cheryl, M.S., 1998, Southern Illinois University Edwardsville
Jeter, Sarah, M.S., 2006, Southern Illinois University Edwardsville
Kelly, Patricia, M.S., 2004, Southern Illinois University Edwardsville
Konya, Deborah, M.S., 1994, Southern Illinois University Edwardsville
Luebbert, Rebecca, M.S.N., 2002, St. Louis University
Mattingly, Christine, M.H.A., 1995, St. Louis University
Perez, Amelia, M.S., 2001, Southern Illinois University Edwardsville
Petroburgo, Sheila, M.S., 2005, Southern Illinois University Edwardsville
Popkess, Ann, M.S., 1992, St. Louis University
Siburt, Diane, M.S.N., 2008, Maryville University
Skelton, Stacy, M.S.N., 2002, University of Missouri-St. Louis
Smith, Donald, M.S., 2000, Southern Illinois University Edwardsville
Thimsen, Kathleen, M.S.N., 1995, Webster University

Clinical Assistant Professor

White, Kim, D.N., 2005, Barry University

Clinical Instructor

Behrhorst, Virginia, M.S., 1993, Southern Illinois University Edwardsville

Lecturers

Allen, Janice, Ph.D., 1990, Southern Illinois University Carbondale
Alsbury, Terry, M.S.N., 2007, McKendree University
Berendson, Melisa, B.S., 2004, Southern Illinois University Edwardsville
Caldwell, Denise, M.S.N., 2009, McKendree University
Champion, Caroline, M.S., 1996, Southern Illinois University Edwardsville
Darr, Paul, M.S.N., 2005, Rush University
Eason, Virginia, M.S.N., 1987, St. Louis University

Gan, Kimberly, M.S.N., 2007, University of Phoenix
 Laws, Margaret, M.S.N., 1983, University of Illinois at Chicago
 Martin, Evelyn (Lyn), M.S., 1992, Southern Illinois University Edwardsville
 Meuth, Stephannie, B.S.N., 2008, University of Phoenix
 Phillips, Rebecca, M.S.N., 2008, University of Phoenix
 Smith, Sharon, M.S.N., 1999, Southern Illinois University Edwardsville
 Sobczak, Bernadette, M.S., 2003, Southern Illinois University Edwardsville
 Stockamp, Angela, M.S., 2008, Southern Illinois University Edwardsville
 Stikes, Brandi, M.S.N., 2009, McKendree University
 Sundheimer, Erin, M.S.N., 2004, University of Missouri - St. Louis
 Walker, Jessica, M.S.N., 2007, University of Phoenix

Program Description and General Department Information

The School of Nursing prepares future nursing leaders who reflect the fundamental values of SIUE. The school offers a bachelor's degree with a major in nursing for non-nurses with or without a previous college degree, and for registered nurses with associate degrees or diplomas in nursing. The program prepares a generalist in professional nursing, and graduates are eligible to take the NCLEX-RN examination for licensure as a registered nurse. The state-approved program is accredited by the Commission on Collegiate Nursing Education, and provides a foundation for graduate education. The School of Nursing also offers continuing education programs and a school nurse certification option.

Nursing is defined by the School of Nursing as the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities and populations (ANA, 2003, Social Policy Statement.)

Nursing courses build on a foundation in the liberal arts and sciences and are concentrated in the last six semesters of study. The undergraduate nursing curriculum is built on the themes of analytical reasoning, communication, role, human diversity, and ethics. Learning is viewed as an active search by the learner in constructing and re-constructing knowledge. Learning involves social interaction that promotes a process of becoming a member of a sustained community of practice. Clinical and laboratory experiences are an integral part of the nursing major. Health care agencies in Central and Southwestern Illinois and in the greater St. Louis area cooperate with the School of Nursing in providing opportunities to practice clinical skills and apply theoretical knowledge.

Faculty are nationally recognized experts in nursing care and their expertise represents a wide range of specialties.

All faculty have advanced preparation in nursing and maintain an active role in clinical practice, research, scholarly inquiry and professional service.

Mission Statement

The School of Nursing inspires students and faculty to embody the creativity to teach, the curiosity to learn, the courage to serve and the compassion to care for others in this diverse and complex world, forever exemplifying nursing excellence in action.

Characteristics of the Graduates

Upon completion of the baccalaureate nursing program, the student:

- 1 appraises all aspects of health care situations and consequences of chosen actions.
- 2 chooses effective communication approaches using strategies and theories integral to the practice of nursing.
- 3 designs effective responses to identified health care concerns.
- 4 initiates investigation of professional issues.
- 5 integrates knowledge of human diversity and the effects of health and social policies on populations.
- 6 integrates personal and professional ethical code into professional practice.
- 7 incorporates understanding of moral judgments into determining ethical issues.

Career Opportunities

Nursing is a learned profession built on a core of knowledge reflective of its dual components of science and art. As life-long learners, professional nurses practice in a variety of settings such as hospitals, public health departments, schools, outpatient clinics, and home health and mental health agencies. The professional nurse partners with other health care professionals in applying evidence-based knowledge combined with caring and compassion to provide quality care.

Degree Programs

Bachelor of Science, Nursing

Options for completion:

Traditional

Post-Baccalaureate Accelerated

R.N. to B.S. Nursing

Program Overview

Traditional Option-Program for Licensure

The Traditional Option-Program for Licensure is designed for first degree-seeking students with no previous college

experience. It is offered on-campus in primarily a face-to-face format.

Admission

A prospective student may declare a preclinical nursing major during first semester as long as he/she is not enrolled in Academic Development classes and is in good standing.

Nursing applications are accepted September 15-March 1.

The deadline date for application is March 1 for fall admission.

An application to the School of Nursing will be considered complete and ready to be reviewed for admission when all of the following criteria are met:

- Admission to the University by the March 1 deadline (requires submission of a university application and \$30 fee).
- Completed nursing application on file in the School of Nursing by the March 1 deadline.
- Successful completion of the required admission prerequisite courses with a grade of C or better by the end of the fall semester (preceding the spring admission evaluation). The required prerequisites for admission are ENG 101, SPC 103 (or another prerequisite); CHEM 120a/124a (or CHEM 120n/124n), PSYC 111 (or another Introductory Social Science), and BIOL 111 (or another prerequisite).
SEE NOTE BELOW
- Students must have a minimum prerequisite grade point average of 2.7 on a 4.0 scale (including transfer credit as well as credit earned at SIUE), and a minimum cumulative GPA of 2.5 for admission consideration.
- Completion of the Health Education Systems Incorporated (HESI) A2 examination by the March 1 deadline with a math, reading comprehension, grammar and vocabulary score of 75% or higher. (A reading or math score below 75% will require an education action plan that is developed in the School of Nursing before admission).

NOTE: Prerequisite courses taken during the summer semester (preceding the fall admission term) will not be considered part of the application for admissions.

Additional Prerequisite Requirements

- Prerequisite courses may not be repeated more than once.
- If a prerequisite course is repeated, the initial grade will remain in the grade point average calculation

unless we have official documentation of the grade from the repeated course at the time of admission evaluation.

- Students must complete all remaining required prerequisite courses with a grade of C or better by the end of the spring semester (preceding the fall admission term).

Applicants will be prioritized on a point value system which reflects completion of the required admission prerequisite courses listed above and any repeats of those required prerequisite courses. Repeating a prerequisite course to receive a passing grade will result in a lower point value which could affect the applicant's admission status.

Applicants are responsible for ensuring that their materials are received in the School of Nursing. Applications received after the deadline will be viewed on a space-available basis. Applications are available from the School of Nursing Web site (www.siue.edu/nursing) or from the School of Nursing in Alumni Hall, room 2117, or by calling (618 650-3956).

The application process is competitive. The School of Nursing reserves the right to limit the size of its entering class, therefore merely applying to the program and meeting or exceeding the stated minimum GPAs and HESI test scores does not guarantee admission into the nursing program.

Students are admitted to the School of Nursing at the end of their freshman year for enrollment in nursing classes in the following fall semester. Conditional acceptance will be issued by April 15 of the spring semester. Final acceptance will be issued once the final grades of "C" or better are received for all of the required prerequisite courses for the entire freshman year.

Retention

- Students must achieve a grade of 76 or above to pass a nursing course and progress to the next sequence of courses. The grading scale for the School of Nursing is: A=93-100; B=86-92; C=76-85; D=70-75 and F below 70. Students will be excluded from the School of Nursing if they receive two failing grades (grades below C) in nursing courses.
- All students admitted to the undergraduate nursing program are required to maintain a cumulative GPA of 2.5 or above.
- Students must receive a grade of C or higher for all pre-requisite and co-requisite courses for nursing.
- Pre-licensure and ABS students must complete the requirements of the standardized testing program.

- Students must meet the competencies standards set in the Minimum Technical Standards Policy of Admission and Matriculation.
- Students must display conduct congruent of that expected of professional persons. (see Retention and Progression Standards in the Baccalaureate Student Handbook for details).

Transfer

Transfer students follow the same criteria and procedures for admission as SIUE students. Please see the admission information listed above.

Students seeking admission whose prerequisite courses were taken at other colleges or universities must submit official transcripts to the Office of Admissions, SIUE, Box 1047 as part of the admission process. In addition, course descriptions obtained from official sources or course syllabi may be requested. The prerequisite and cumulative grade point averages will be calculated in the School of Nursing. Applicants are responsible for ensuring their record is current.

Selected nursing courses will transfer only from baccalaureate programs accredited by the National League Accreditation Commission or Commission on Collegiate Nursing Education and approved by the Student Affairs Committee of the School of Nursing. Course syllabi from the school of transfer will be reviewed for approval of credit and placement in the program by the Assistant Dean for Undergraduate Programs. Students are recommended to the Student Affairs Committee, where a final decision is made to accept the student transfer or not. Typically, nursing courses do not transfer from school to school. Up to 25% of the nursing curriculum hours can be accepted as transfer which equates to 18 semester hours for the Traditional Option.

General Education Requirements for the Traditional Option

Admission Prerequisite Requirements — To be completed by the end of the fall semester (preceding the spring admission evaluation):

ENG 101; SPC 103 (or another prerequisite); CHEM 120a/124a (or CHEM 120n/124n); PSYC 111 (or another Introductory Social Science*); and BIOL 111 (or another prerequisite).

Remaining Prerequisite Requirements — To be completed by the end of the spring semester (preceding the fall admission term):

ENG 102; CHEM 120b/124b (if CHEM 120a/124a was taken); Introductory Social Science* (if PSYC 111 was taken in fall); Bacteriology (BIOL 250); Anatomy and Physiology I (BIOL 240a)

* Anthropology 111, Economics 111, Geography 111, History 111, Political Science 111, or Sociology 111.

A grade of C or better must be earned in all prerequisite courses. A prerequisite course may not be repeated more than once.

Degree Requirements

University General Education requirements are listed in the General Education section of this catalog and noted in the sample curricula.

NURS 230	NURS 233	NURS 234	NURS 240
NURS 241	NURS 242	NURS 243	NURS 244
NURS 245	NURS 352	NURS 353	NURS 354
NURS 355	NURS 472	NURS 474	NURS 475
NURS 476	NURS 479	NURS 481	NURS 482
NURS 489			

Additional General Education (grade of C or better required)

BIOL 240b FL 106, or MATH 106 PHIL 106
 PHIL 320 or PHIL 321 STAT 107 (prior to senior status)

Sample Curriculum for the Bachelor of Science Degree in Nursing

Fall Semester

Year 1	
ENG 101 – English Composition I	3
SPC 103 – Speech Communication	3
CHEM 120n* – General, Organic, and Biological Chemistry	4
CHEM 124n* – General Organic, and Biological Chemistry Lab	1
BIOL 111 – Contemporary Biology	3
PSYC 111 – Foundations of Psychology	3
Total	16-17

* or CHEM 120a/124a and CHEM 120b/124b (spring)

Spring Semester

Year 1	
ENG 102 – English Composition II	3
BIOL 250 – Bacteriology	3
BIOL 240a – Anatomy & Physiology I	4
Introduction to Social Science	3
Introductory Fine Arts & Humanities Course	3
Total	16

Sample Curriculum for the Bachelor of Science Degree in Nursing (continued)

Year 2

NURS 230 – Introduction to Terminology, Inquiry & Writing in Nursing	2
NURS 233 – Professionalism in Nursing	3
NURS 234 – Human Development – Life Span	3
BIOL 240b – Anatomy & Physiology II	4
PHIL 106 – Critical Thinking (Logic) or FL 106 – Word Analysis or MATH 106 – Reasoning & Problem Solving	3
STAT 107 – Concepts of Statistics	3
Total	18

Fall Semester

Year 3

NURS 352 – Care of Young and Middle Age Adults	5
NURS 353 – Care of Older Age Adults	5
Social Science Distribution Course	3
IS 3XX Interdisciplinary Course	3
Total	16

Year 4

NURS 472 Nursing Research	3
NURS 474 Care of Person with Mental Health Needs	5
NURS 475 Care of Populations	5
NURS 479 Senior Assignment	1
Total	14

Year 2

NURS 240 – Pathophysiology	4
NURS 241 – Pharmacology/Nutrition	4
NURS 242 – Pharmacology/Nutrition Lab	1
NURS 243 – Foundations of Professional Practice	3
NURS 244 – Health Assessment	3
NURS 245 – Foundations & Health Assessment Lab	2
Total	17

Spring Semester

Year 3

NURS 354 – Care of Women & Childbearing Families	5
NURS 355 – Care of Children & Adolescents	5
PHIL 320 – Ethics or PHIL 321 – Medical Ethics	3
Total	13

Year 4

NURS 481 Nursing Leadership & Management	3
NURS 482 Transition to Professional Practice Role	4
NURS 476 Care of Person with Complex Health Needs	5
NURS 489 Senior Assignment	2
Total	14

Total Course Credits for Graduation 125

Post-Baccalaureate Accelerated Bachelor of Science Degree in Nursing (ABS) Option

The Post-Baccalaureate Accelerated Bachelor of Science Degree in Nursing option allows students with a bachelor's degree to attain a B.S. degree in Nursing through 3 semesters and one summer session. It is an intense, defined curriculum with a combination of classroom instruction and clinical experiences for students seeking a second baccalaureate degree. Course work and clinical experiences are of the same high quality as the traditional first-degree baccalaureate progression, but taken at an accelerated pace. Upon successful completion of the option, students are eligible to take the National Nursing Licensure Exam (NCLEXRN) to obtain their license as a registered nurse.

Students must be dedicated and willing to attend classes as many as five days a week and devote an appropriate amount of time to their studies in order to be successful with this option. The full-time program begins in August (fall semester). ABS students pay differential tuition and fees as approved by the SIUE Board of Trustees.

Admission

Applications for admission are available starting October 1. Acceptance is on a rolling basis through April 1 or until the option is full.

An application to the School of Nursing will be considered complete and ready to be reviewed for admission when all of the following criteria are met:

- Admission to the University (requires submission of a university application plus a \$30 fee)
- Completion of a baccalaureate degree (in any major field) from an accredited college or university **before** enrollment in nursing courses
- Cumulative GPA of 3.0 on a 4.0 scale (includes all college-level course work)
- Completed ABS application (plus a \$25 fee) on file in the School of Nursing
- Official transcripts from all college/universities attended
- Two letters of reference completed by persons in an educational, administrative, or collegial capacity who have worked with you closely in the past five years

Applicants are responsible for ensuring that their materials are received in the School of Nursing. Applications received after the deadline will be viewed on a space-available basis. Applications are available from the School of Nursing Web site (www.siu.edu/nursing) or from the School of Nursing in Alumni Hall, Room 2117, or by calling (618) 650-3956.

Application review for the Accelerated Option will begin in January. In order for an application to be reviewed all materials must be present. Students who meet and exceed the admission requirements will be admitted on a rolling basis until the Option is full. Qualified applicants for the

accelerated program are admitted directly into the School of Nursing after meeting all admission requirements. Applying to the program and meeting the minimum admission criteria does not guarantee admission to the program.

Retention

For information about retention requirements, please refer to the Retention and Progression Standards in the Baccalaureate Student Handbook.

Transfer

Transfer procedures for the ABS Option are the same as those stated for the Traditional Option with the exception of the transfer hours accepted from other nursing programs. Up to 25% of the nursing curriculum hours can be accepted as transfer, which equates to 17 semester hours for the ABS Option.

General Education Requirements for the Accelerated Option

Prerequisite Requirements — To be completed before enrollment in nursing courses:

Anatomy and Physiology I (with lab)
 Anatomy and Physiology II (with lab)
 Inorganic, Organic Chemistry and Biochemistry (with labs)
 Microbiology/Bacteriology (with lab)
 Introduction to Psychology
 Human Growth and Development (Life Span)
 English Composition
 Statistics
 Ethics

All science courses must be completed within seven years of admission to the program. A grade of C or better must be earned in all prerequisite courses. A prerequisite course may not be repeated more than once.

Degree Requirements

NURS 235	NURS 240	NURS 241	NURS 242
NURS 243	NURS 244	NURS 245	NURS 352
NURS 353	NURS 354	NURS 355	NURS 472
NURS 474	NURS 475	NURS 476	NURS 479
NURS 481	NURS 482	NURS 489	

Sample Curriculum for the Post-Baccalaureate Bachelor of Science Degree in Nursing

Fall Semester

NURS 235 – Professionalism in Nursing	3
NURS 240 – Pathophysiology	4
NURS 241 – Pharmacology and Nutrition	4
NURS 242 – Pharmacology and Nutrition Lab	1
NURS 243 – Foundations of Professional Practice	3
NURS 244 – Health and Physical Assessment	3
NURS 245 – Foundations and Physical Assessment Lab	2
Total	20

Spring Semester

NURS 474 – Care of Persons with Mental Health Needs	5
NURS 352 – Care of Young and Middle Aged Adults	5
NURS 353 – Care of Older Age Adults	5
NURS 479 – Senior Assignment	1
Total	16

Summer Session

NURS 472 – Nursing Research	3
NURS 354 – Care of Women and Childbearing Families	5
NURS 355 – Care of Children and Adolescents	5
Total	13

Fall Semester

NURS 481 – Nursing Leadership and Management	3
NURS 482 – Transition to Professional Practice Role	4
NURS 476 – Care of Person with Complex Health Needs	5
NURS 475 – Care of Populations	5
NURS 489 – Senior Assignment	1
Total	18

Total Course Credits for Graduation 67

RN to BS Nursing Option

The RN to BS program is designed for graduates of associate degree and diploma nursing programs. It is offered on-line (85%) on a part-time format to accommodate the needs of working RN's. The program length is typically four semesters, but students may choose to complete the courses on a slower progression. Admissions are every fall semester.

Admission

Applications for admission are available starting November 1.

Acceptance is on a rolling basis through August 1 or until the option is full (40 students)

An application to the School of Nursing will be considered complete and ready to be reviewed for admission when all of the following criteria are met:

- Admission to the University (requires submission of a university application plus a \$30 fee)
- Completed RN to BS application on file in the School of Nursing

- Copy of current unencumbered RN license in Illinois (unless currently completing an associate or diploma program at the time of application)
- Cumulative GPA of 2.0/4.0 scale (includes all college level courses)
- Official transcripts from all college/universities attended

Applicants are responsible for ensuring that their materials are received in the School of Nursing. Applications received after the deadline will be viewed on a space-available basis. Applications are available from the School of Nursing Web site (www.siu.edu/nursing) or from the School of Nursing in Alumni Hall, Room 2117, or by calling (618) 650-3956.

Application review for the RN to BS Option will begin February 1. In order for an application to be reviewed, application materials must be present. Students who meet or exceed the admission requirements will be admitted on a rolling basis through August 1 or until the option is full. A maximum of 50 students will be enrolled each fall semester.

Bridge Process

Academic proficiency credit for lower-division nursing courses completed as part of their preparation for licensure program at another institution will be given to applicants who have completed their nursing course work within five years of acceptance into the SIUE School of Nursing RN to BS program.

Applicants who have completed their nursing course work over five years prior to acceptance into the program are required to submit a portfolio of their professional work two months prior to their initial course in the program. The portfolio will be reviewed by the Assistant Dean of Undergraduate and Alternative Programs. Applicants should contact the RN to BS program advisor for details. The proficiency credit is not applied to the student's transcript until successful completion of the bridge courses with a grade of C or better. The proficiency credits will apply towards the nursing major at SIUE.

Retention

Retention requirements for the RN to BS Option are the same as those for the Traditional Option. Please refer to the Traditional Option or the Retention and Progressions Standards in the Baccalaureate Student Handbook for details.

Transfer

Transfer procedures for the RN to BS Option are the same as those stated for the Traditional Option with the exception of the transfer hours accepted from other nursing programs. Up to 25% of the nursing curriculum

can be accepted as transfer which equates to 6 semester hours for the RN to BS Option.

General Education Requirements for the RN to BS Option

Prerequisite Requirements — Students should complete English Composition I and II before starting the nursing courses.

In addition to the nursing courses, students must complete the following general education requirements prior to being eligible for graduation:

*English Composition	3
*English Composition II	3
*Speech (see note)	3
*Logic	3
*Statistics	3
*Ethics	3
*Chemistry	4
Anatomy & Physiology I	4
Anatomy & Physiology II	4
Microbiology	3
Introductory level Social Science	3
Introductory level Social Science	3
Advanced level Social Science	3
Introductory level Fine Arts/Humanities	3
Interdisciplinary Course	3
Intergroup Relations requirement	
International Issues/Culture requirement	
Elective Courses if needed (varies by student)	

NOTE: Public Speaking or Interpersonal Communications will meet this requirement. An Interpersonal Communications class will count for the Speech requirement PLUS the Intergroup Relations requirement.

*These courses are to be completed prior to enrolling in the NURS 475, 479, 480, and 489 nursing courses.

Degree Requirements for a Bachelor of Science Degree in Nursing

Bridge Courses	
NURS 323	3
NURS 335	3
Total Bridge Credits	6

Remaining RN to BS Option Nursing Courses — In addition to the bridge courses, students will enroll in the following nursing courses to complete the RN to BS curriculum:

NURS 240 – Pathophysiology	4
NURS 472 – Nursing Research (Prerequisite-Statistics)	3
NURS 475 – Care of Populations (3 hrs theory; 2 hrs practicum)	*5
NURS 480 – Professional Nursing Leadership	4
NURS 479/489 – Senior Assignment	3
Total Credits	19
Total Nursing Credits through Enrollment	25

* Students will be required to spend some days at a clinical site in their area for this course.

Progression A – (4 semesters)

Fall	NURS 323	NURS 240
Spring	NURS 335	NURS 472 (Prereq.- Statistics)
Summer	NURS 475 (8 weeks)	
Fall	NURS 480	NURS 479 NURS 489

OR

(5 semesters)

Fall	NURS 323	NURS 240
Spring	NURS 335	NURS 472 (Preq.- STATS)
Summer	General Education Courses (if needed)	
Fall	NURS 475	NURS 479
Spring	NURS 480	NURS 489

Progression B – (7 semesters) – Slower Progression

Fall	NURS 323		
Spring	NURS 335		
Summer	General Education Courses		
Fall	NURS 240		
Spring	NURS 472		
Summer	NURS 475 (8 weeks)		
Fall	NURS 479	NURS 480	NURS 489

Additional Curriculum Requirements for All Baccalaureate Students

Service Commitment

All Nursing majors are required to complete a Service Commitment. During the first semester of study in the School of Nursing each student, with guidance from an assigned faculty mentor, will select a service commitment. The service experience and the learning that accompanies the experience are included in the portfolio notations.

Mentorship

Each student upon admission to the School of Nursing will be assigned a faculty mentor. The mentor provides support and direction as the student embarks on portfolio development and analysis of meaningful educational experiences. Students are expected to meet with their mentor at least once per semester and work with the faculty member in designing and evaluating the portfolio development. Ideally, students have the same mentor throughout their academic career at SIUE. However, students may request a change of mentor through the Assistant Dean of Undergraduate and Alternative Programs. Students and faculty maintain meeting logs.

Portfolio Development

Each student prepares a professional portfolio. The portfolio serves to demonstrate student learning and traces knowledge development and the integration of basic sciences into nursing. The portfolio will show student reflection of the clinical experiences, service commitment, integration of knowledge, and an outline of knowledge development. Students initiate a portfolio development process that continues throughout their academic nursing program. It is an expectation that portfolios are updated

each semester. The portfolio is reviewed and critiqued by the faculty mentor.

Senior Assignment

All Nursing majors are required to complete a Senior Assignment. The student will be introduced to the Senior Assignment in, NURS 233 Professional Nursing, NURS 235 Professionalism & Inquiry in Nursing or NURS 323 Professional Nursing. The faculty mentor will guide the development of the Senior Assignment.

During the senior year, the students enroll in courses (NURS 479 and 489) dedicated only to Senior Assignment activities. The purposes of the formal classes are to synthesize and refine the portfolio document, write a scholarly paper, and develop a 15- 20 minute oral presentation that represents the culminating experience that will be judged by the faculty community.

Standardized Exams

Traditional Option-Program for Licensure and Accelerated Option students admitted to the School of Nursing are required to take standardized exams throughout the curriculum. In the last semester of the nursing curriculum, students are required to take a comprehensive exam.

Student Transportation to Clinical Practicum

Students are required to travel to a variety of clinical sites for the practicum experiences. Transportation to those sites is the responsibility of the student.

Health/Background Check Information

After admission into one of the nursing programs, students must submit the following materials (at the student's expense). These specifications are required by all clinical agencies. The Baccalaureate Student Handbook, issued to students accepted into the School of Nursing, contains full details.

- Copy of a Physical Exam (SIUE physical exam form/ medical history form must be used)
- Immunization History (annual TB skin test and influenza injection required)
- Proof of CPR Certification (must maintain active status)
- Proof of Health Insurance
- Federal Criminal Background Check
- Missouri State Highway Patrol/Missouri Department of Social Services Search
- Drug Screen

Minor Requirements

A minor in nursing is not available.

Graduation Requirements

- Completion of 125 credit hours for the Traditional Option
- Completion of 124 credit hours for the RN to BS Option
- Completion of 67 credit hours for the ABS Option
- Overall GPA of 2.5
- Successful completion of School of Nursing Curriculum requirements
- Successful completion of Senior Assignment.

Non-Degree-Seeking Options

School Nurse Certification Option

A School Nurse Certification Option is also available for the baccalaureate prepared nurse (with a major in Nursing) that has a minimum of two years of nursing experience. The nursing baccalaureate program, supplemented by additional certification requirements, provides the education and experience needed for school nurses to practice in an independent school setting. After completing a one-semester internship, students are eligible to write the Illinois Board of Education Type 73 School Service Personnel/School Nurse Certification Exam.

Continuing Education

The School of Nursing is an approved provider of continuing nursing education through the Illinois Nurses Association which is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation. The School of Nursing offers a variety of educational activities. More information can be found at www.siu.edu/nursing/academic/cont_ed.shtml.

Simulated Learning Center for Health Sciences

The School of Nursing maintains a state-of-the-art Simulated Learning Center for Health Sciences that provides students with opportunities to practice and expand clinical knowledge and skills in a simulated, technological environment. All dimensions of health care are practiced in this environment, which consists of computerized and non-computerized patient simulations.

Community Nursing Services

The SIUE Community Nursing Services' nurse-managed center in East St. Louis, Illinois, provides comprehensive nursing services to promote, maintain, and restore the physical, emotional, and social well-being of its clients. Service offered at the East St. Louis and community sites include physical examinations, immunizations, health screenings, evaluation and management of acute minor and chronic illnesses and health education. Nursing students gain invaluable experience by working under the supervision of the Community Nursing Services staff. More information about Community Nursing Services can be obtained by calling (618) 482-6959.

Other Sources of Information

Prospective students and those currently enrolled may obtain additional information from brochures and the Student Handbook.



School of Pharmacy



School of Pharmacy

University Park Building 200, Room 220
www.siu.edu/pharmacy

Professors

Crider, A. Michael, Ph.D. 1975, University of Kentucky
Ferguson, Paul W. (Provost and Vice Chancellor for Academic Affairs), Ph.D., 1981, University of California-Davis
Gupchup, Gireesh V., Ph.D. 1996, Purdue University
Luer, Mark S., Pharm.D. 1990, St. Louis College of Pharmacy
Lynch, J. Christopher, Pharm.D. 1993, St. Louis College of Pharmacy
Medon, Philip J., Ph.D. 1972, Purdue University
Poirier, Therese I., Pharm.D. 1979, University of Michigan; M.P.H. 1985, University of Pittsburgh
Ruscini, J. Mark, Pharm.D. 1993, University of Illinois at Chicago
Siganga, Walter, Ph.D. 1992, University of Maryland Baltimore

Associate Professors

Kolling, William, Ph.D. 1997, University of Iowa
McPherson, Timothy, Ph.D. 1995, Purdue University

Assistant Professors

Bergman, Scott, Pharm.D. 2004, South Dakota State University
Devraj, Radhika, Ph.D. 1998, Purdue University
Ferguson, McKenzie, Pharm.D., 2006, St. Louis College of Pharmacy
Gable, Kelly, Pharm.D. 2004, University of Mississippi
Herndon, Chris, Pharm.D. 1998, St. Louis College of Pharmacy
Kerr, Jessica, Pharm.D. 2001, St. Louis College of Pharmacy
Kontoyianni, Maria, Ph.D. 1991, University of North Carolina
Kwon, Guim, Ph.D. 1992, University of Michigan
Neumann, William L., Ph.D. 1988, University of Missouri-St. Louis
Nieto, Marcelo, Ph.D. 1999, National University of Córdoba, Córdoba, Argentina
Santanello, Cathy, Ph.D. 1990, Saint Louis University
Schober, Joseph, Ph.D. 2003, University of Illinois at Chicago
Timpe, Erin, Pharm.D. 2001, St. Louis College of Pharmacy
Witt, Ken, Ph.D. 2001, University of Arizona
Worthington, Ronald, Ph.D. 1982, Washington University in St. Louis

Clinical Professor

Wuller, Cynthia, M.S. 1988, St. Louis College of Pharmacy

Clinical Associate Professors

Fan, Jingyang, Pharm.D., 2001, University of Illinois at Chicago
Hecht, Keith, Pharm.D. 2001, St. Louis College of Pharmacy
Wuller, William, M.S. 1990, St. Louis College of Pharmacy

Clinical Assistant Professors

Butler, Lakesha (Wiley), Pharm.D. 2005, Mercer University
Frueh, Janice, Pharm.D., 2007, Creighton University
Gattas, Fred, Pharm.D. 2002, University of Tennessee College of Pharmacy
Gonzalez, Misty, Pharm.D. 2007, Purdue University
Gronowski, Scott, J.D. 1997, Saint Louis University
Lubsch, Lisa, Pharm.D. 2001, St. Louis College of Pharmacy
Maynard, Cassandra, Pharm.D. 2001, St. Louis College of Pharmacy
McCullough, Theresa, Pharm.D. 2003, St. Louis College of Pharmacy
Nelson, Miranda, Pharm.D. 2005, Auburn University
Niernerg, Jennifer, Pharm.D., 2003, St. Louis College of Pharmacy
Petkewicz, Katherine, Pharm.D. 2004, Midwestern University, Chicago College of Pharmacy
Ronald, Katie, Pharm.D. 2006, St. Louis College of Pharmacy
Thacker, Stacey, Pharm.D. 2007, St. Louis College of Pharmacy
Vogler, Carrie, Pharm.D., 2007, Midwestern University Chicago College of Pharmacy
Wilhelm, Miranda, Pharm.D. 2002, University of Kansas

Adjunct Assistant Professors

Sandoval, Karin, Ph.D. 2004, University of Arizona

Program Description

The School of Pharmacy is SIUE's newest academic unit, and represents a significant expansion of SIUE's educational offerings in the area of health sciences for Southern and Central Illinois. The School offers a 4-year professional pharmacy program, leading to the Doctor of Pharmacy degree (Pharm.D.). The School of Pharmacy considers applications from qualified students who have completed a defined pre-professional curriculum at accredited colleges or universities. The professional pharmacy program will comprise didactic, laboratory and clinical experiences.

Vision Statement

The School of Pharmacy, located in a major metropolitan university, is committed to providing excellence in pharmaceutical education and the development of pharmacy leaders as a service to the community and the improvement of the quality of health care services.

Mission Statement

The mission of the School is to prepare pharmacist practitioners capable of providing high-quality health care to meet the diverse pharmaceutical care needs of the citizens of Illinois and to serve the profession of pharmacy through a balanced program of education, research, service and patient care. The School of Pharmacy embraces the educational philosophy of the University that is dedicated to communication, expansion and integration of knowledge through excellence in its teaching programs; through the scholarly, creative and research activity of its faculty, staff and students; and through professional and community service.

Goals

The goals of the School of Pharmacy are:

- to prepare graduates of the professional program to apply the pharmaceutical, social, administrative, and clinical sciences in order to deliver pharmaceutical care in a manner which promotes positive health outcomes and an interdisciplinary role.
- to foster intellectual curiosity and a commitment to life long learning.
- to provide programs, services, and resources that foster an environment for the personal and professional growth of students, alumni, practitioners and faculty.
- to contribute to the advancement of the clinical, basic medical and pharmaceutical sciences.
- to contribute to the advancement of pharmacy practice through research and scholarship and by service to the profession.
- to inculcate a spirit of respect for diversity and good citizenship.

Degree Program

Doctor of Pharmacy (Pharm.D.)

Program Overview and General Department Information

The SIUE School of Pharmacy Doctor of Pharmacy (Pharm.D.) program is based upon a 2+4 model. This means that students are admitted to the program upon consideration of several factors including completion of a specific set of courses as outlined in the Pre-Pharmacy Curriculum. Students who are interested in applying to the Pharm.D. program are encouraged to meet with SIUE School of Pharmacy Office of Student Affairs faculty and staff prior to application to ensure that admissions policies and application procedures are understood.

Admission

To be admitted to the School of Pharmacy, students must:

- complete all Pre-Pharmacy Curriculum.
 - All courses listed in the Pre-Pharmacy Curriculum must be completed with a minimum grade of C.
 - Applicants must have a minimum grade point average of 2.5 (on a 4.0 scale) in each of the following: cumulative grade point average for all post-secondary courses attempted (excluding graduate courses), pre-pharmacy curriculum grade point average, and pre-pharmacy science and mathematics grade point average.
- Take the Pharmacy College Admissions Test (PCAT).
- Complete and submit professional program application along with the following:
 - \$40 application fee
 - cumulative grade point average calculation form
 - pre-pharmacy courses grade point average calculation form
 - pre-pharmacy science and mathematics grade point average calculation form
 - PCAT scores submitted directly to SIUE
 - two letters of recommendation
 - official transcripts mailed directly to SIUE by each post-secondary institution previously attended
- Outstanding students from among the applicant pool each year will be invited to attend a professional program interview and participate in a writing assessment.

Admissions to the professional program of the SIUE School of Pharmacy are limited and competitive – it is anticipated that the instructional resources available to the School will enable approximately 80 new students to be admitted each fall term. For this reason, achieving the minimum pre-pharmacy subject and grade criteria does not guarantee admission.

Retention

- Maintain a cumulative grade-point average of 2.00 or higher.
- Receive no more than six credit hours of an F and/or WF grade in any combination of didactic courses and remain eligible for graduation. All F and/or WF grades must be remediated successfully.
- Receive no more than four credit hours of “no credit” grades in pass/no credit courses and remain eligible for graduation. All “no credit grades” must be remediated successfully.
- Receive no more than one F and/or WF in an Advanced Pharmacy Practice Experience and remain

eligible for graduation. All F and/or WF grades must be remediated successfully.

- Receive no more than eight total credit hours of D grades that would not need to be remediated.
- Remain continuously enrolled as a full-time student and complete the Doctor of Pharmacy program within six years of entering the program.

Students failing to meet the above may receive academic counseling, be put on academic probation, follow a remediation plan, or receive a dismissal recommendation from the Academic Standards & Progression Committee.

Transfer

The SIUE School of Pharmacy may accept students with advance standing (second professional year and above) subject to available positions in each class. An Advanced Standing Admissions Committee will evaluate all applicants applying with prior credits from another ACPE accredited degree program in pharmacy. Advanced standing admission can only be offered in fall semesters. To be considered for admission, students with advanced standing are required to:

- complete the Advanced Standing (Transfer Student) Application Form.
- be currently enrolled in an ACPE accredited professional Pharm.D. curriculum.
- pay a \$40 application fee.
- provide the SIUE School of Pharmacy with official transcripts for all college coursework.
- provide the SIUE School of Pharmacy with an official PCAT score if, at the time of application, the first professional year in the Pharm.D. program in which the student is currently enrolled has not been completed.
- have a minimum GPA of 3.0 (on a 4.0 scale) for all completed college coursework.
- have a minimum grade of "C" in all college courses.

General Education Requirements for the Major

Students pursuing the Pharm.D. degree are not required to complete the university general education requirements. However, students are required to complete the pre-pharmacy curriculum listed below and included in the sample Pharm.D. curriculum outline (years one and two). Completion of the Pre-Pharmacy Curriculum does not in itself guarantee admission.

Pre-Pharmacy Curriculum

BIOL 120	BIOL 121	BIOL 240b	BIOL 240a
CHEM 121a	CHEM 121b	CHEM 125a	CHEM 125b
CHEM 241a	CHEM 241b	CHEM 245	ECON 111
ENG 101	ENG 102	MATH 150	PHIL 106 or any PHIL
PHYS 131a*	PHYS 131b*	SOC 111 or PSYCH 111	
SPC 103, 104, or 105		Any Humanities	

* The School of Pharmacy will also accept PHYS 151/151L and 152/152L. PHYS 151/151L has a prerequisite or corequisite of MATH 152, Calculus II.

Degree Requirements Pharm.D.

PHAS 708	PHAS 709	PHAS 728	PHAS 733
PHAS 753*	PHAS 755*	PHEP 714	PHEP 715
PHEP 730	PHEP 731	PHEP 732	PHEP 746
PHEP 747	PHEP 751	PHPR 706	PHPR 710
PHPR 711	PHPR 713	PHPR 721	PHPR 734
PHPR 744	PHPR 748	PHPR 749	PHPR 750
PHPS 700	PHPS 701	PHPS 702	PHPS 703
PHPS 704	PHPS 705	PHPS 707	PHPS 720
PHPS 722	PHPS 745	PHPT 724	PHPT 725
PHPT 726	PHPT 727	PHPT 740	PHPT 741
PHPT 742	PHPT 743	Electives**	

* Students select from one of the following: PHAS 753 or PHAS 755.

** Students are required to accumulate 11 elective credits for graduation. Approved internal and external electives are listed below. Students may apply no more than 5 hours of external electives and 4 hours of Independent Study toward completion of elective hours.

Approved Internal Electives:

PHEL 760	PHEL 761	PHEL 762	PHEL 763
PHEL 764	PHEL 765	PHEL 766	PHEL 767
PHEL 768	PHEL 769	PHEL 770	PHEL 771
PHEL 772	PHEL 773	PHEL 774	PHEL 775
PHEL 776	PHEL 777	PHEL 778	PHEL 780

Approved External Electives:

This list contains classes that may be of interest to Pharm.D. students to fulfill elective requirements. The inclusion of a course on this list does not imply direct application to pharmacy, but may allow the student to develop areas of personal interest or to expand their understanding of professional opportunities. If interested in one of these courses, the student must contact SOP Office of Student Affairs to inquire about enrollment procedures. The Curriculum Committee is not promoting and cannot guarantee enrollment in the following courses. The Committee will perform quality assurance measures to continually assess the inclusion of courses on this list:

ACCT 502	CHEM 471/ENSC 531	ENG 491
HED 360	IS 343	MGMT 514
NURS 433	PAPA 501	PAPA 507
PAPA 548	PAPA 550	PHIL 321
PSYC 431	SOCW 388	SOCW 537
SOCW 564	SPC 403	SPC 511
		MKTG 516
		PAPA 510
		PSYC 420
		SOCW 557

Sample Pre-Pharmacy Curriculum

Fall Semester

Year 1

CHEM 121a – General Chemistry I	4
CHEM 125a – General Chemistry Lab I	1
ENG 101 – English Composition I	3
MATH 150, – Calculus I	5
SPC 103, 104, or 105 – Speech Communication	3
Total	16

Year 2

BIOL 121 – Plant Systems	4
BIOL 240a – Human Anatomy & Physiology I	4
CHEM 241a – Organic Chemistry I	3
PHYS 131a – College Physics I	5
Humanities	3
Total	19

Sample Pharm.D. Curriculum

1st Professional Year

PHPS 700 – Principles of Drug Action I	4
PHPS 702 – Biochemical Principles for Pharmacy	3
PHPS 704 – Biopharmaceutics and Drug Delivery I	2
PHPR 706 – Introduction to Pharmacy Practice	2
PHAS 708 – Health Care Systems	3
PHPR 710 – Statistics & Literature Evaluation	3
PHEP 714 – Introductory Pharmacy Practice Experience I: Professional Role Observation	1
Total	18

2nd Professional Year

PHPS 720 – Biopharmaceutics & Drug Delivery III	3
PHPS 722 – Microbiology & Immunology	3
PHPT 724 – Integrated Pharmacotherapeutics: CV/Renal	5
PHPT 726 – Integrated Pharmacotherapeutics: Endocrine/ Metabolic/Nutrition	4
PHAS 728 – Human Resources Management	2
PHEP 730 – Introductory Pharmacy Practice Experience III	2
PHEP 732 – Pharmacy Rounds I (taken either fall or spring)	1 ^a
Total	19-20 ^a

3rd Professional Year

PHPT 740 – Integrated Pharmacotherapeutics: Psychiatry & Neurology	4
PHPT 742 – Integrated Pharmacotherapeutics: Women & Men's Health	2
PHPR 744 – Health Promotion & Literacy	3
PHEP 746 – Pharmacy Rounds II	1
PHPR 748 – Medication Management Training I	1
PHPR 750 – Medication Management Training II	1
Electives	5-6 ^b
Total	18 ^b (17-18) ^b

4th Professional Year

PHEP 780 – APPE (Community)	6
PHEP 781 – APPE (Hospital Pharmacy)	6
PHEP 782 – APPE (Ambulatory Care)	6
PHEP 783 – APPE (Acute Care/General Medicine)	6

Spring Semester

Year 1

BIOL 120 – Animals Systems	4
CHEM 121b – General Chemistry II	4
CHEM 125b – General Chemistry II Lab	1
ECON111 – Principles of Macroeconomics	3
ENG 102 – English Composition II	3
PHIL 106 – Critical Thinking (recommended) or any PHIL course	3
Total	18

Year 2

BIOL 240b – Human Anatomy & Physiology II	4
CHEM 241b – Organic Chemistry II	3
CHEM 245 – Organic Chemistry Lab	2
PHYS 131b – College Physics II	5
SOC 111 or PSYCH 111	3
Total	17

PHPS 701 – Principles of Drug Action II	2
PHPS 703 – Molecular Biology and Pharmacogenomic Principles	2
PHPS 705 – Biopharmaceutics and Drug Delivery II	2
PHPS 707 – Pharmacy Skills and Techniques	2
PHAS 709 – Health Care and Financial Management	2
PHPR 711 – Drug Information	3
PHPR 713 – Self Care & Alternative Medicines	4
PHEP 715 – Introductory Pharmacy Practice Experience II	1
Total	18

PHPR 721 – Clinical Pharmacokinetics	2
PHPT 725 – Integrated Pharmacotherapeutics: Infectious Diseases	5
PHPT 727 – Integrated Pharmacotherapeutics: GI/Rheumatology/ Pulmonary	4
PH2EP 731 – Introductory Pharmacy Practice Experience IV	2
PHE1P 732 – Pharmacy Rounds I (taken either fall or spring)	1
PHAS 733 – Pharmacy Law & Ethics	3 ^a
PHPR 735 – Physical Assessment & Patient Care	3
Total	19-20 ^a

PHPT 741 – Integrated Pharmacotherapeutics: Oncology/Hematology	4
PHPT 743 – Integrated Pharmacotherapeutics: Dermatology & Others	2
PHPS 745 – Biotechnology	2
PHEP 747 – Pharmacy Rounds III	1
PHPR 749 – Infectious Disease Prevention and Immunization Training	1
PHEP 751 – Capstone Preparation	1
PHAS 753 or 755 – Management Selective	2
Electives	5-6 ^b
Total	18 ^b (18-19)

PHEP 784 – APPE (Specialized Practice)	6
PHEP 785 – APPE (Specialized Practice)	6
PHEP 786 – APPE (Specialized Practice)	6
PHEP 787 – APPE (Capstone)	3
Total	45

- a. Pharmacy Rounds I is either taken during the fall or spring term for a total of one credit.
- b. Total credits varies depending on number of elective credits taken. Students are required to accumulate a total of 11 elective credits for graduation.

The Pharm.D. curriculum is subject to change per recommendations by Curriculum Committee.

The normal academic load is indicated for each semester. Students may be permitted to take more than these credits with the approval of the Office of Academic Affairs and the Pharmacy Adviser.

The entire P-4 year is comprised of Advanced Pharmacy Practice Experiences (APPE). Over the course of three semesters, students will complete seven experiences, each lasting five weeks. There are four "Core" or required experiences (Community Pharmacy, Hospital Pharmacy, Ambulatory Care Pharmacy and Acute Care General Medicine Pharmacy) and three elective rotations that take place in any of numerous pharmacy specialized practices. The final element of the APPE program is the "Capstone" Senior Project rotation during which students design and complete a project in cooperation with a preceptor and under the guidance of the Capstone Coordinator who is an SIUE School of Pharmacy faculty member.

Graduation Requirement

Students must complete the curriculum in accordance with progression guidelines to be eligible for graduation from the Pharm.D. program.



School of Dental Medicine



School of Dental Medicine

2800 College Avenue
Alton, IL 62002
www.siu.edu/dentalmedicine/

Professors

Boyle, Ann M., D.M.D., 1975, Farleigh Dickinson University; M.A., 1984, Farleigh Dickinson University
Gillespie, M. Jane, Ph.D., 1986, University of New Mexico
Goebel, William M., D.D.S., 1971, Indiana University; M.S.D., 1974, Indiana University
Land, Martin F., D.D.S., 1975, University of Utrecht; M.S.D., 1978, Purdue University
Rotter, Bruce E., D.M.D., 1982, Southern Illinois University; M.S., 1990, University of Iowa
Seckler, Kenneth G., D.M.D., 1974, Farleigh Dickinson University
Stewart, Gregory P., Ph.D., 1975, University of Texas
Whitson, S. William, Ph.D., 1971, University of Arkansas

Associate Professors

Belcher, Mark A., D.D.S., 1982, University of Illinois
Douglas, R. Duane, D.M.D., 1989, University of Manitoba; M.Sc., 1996, State University of New York
Fischer, Gary M., D.M.D., 1982, Southern Illinois University
Jain, Poonam, B.D.S., 1990, Maulana Azad Medical College; M.S., 1997, University of Iowa
Jenkins, David B., Ph.D., 1975, Penn State University
McLeod, Dwight E., D.D.S., 1990, Howard University; M.S., 1993, University of Iowa
Miley, D. Douglas, D.M.D., 1983, Southern Illinois University; MA, 1987, Indiana University
Misischia, Arthur J., D.M.D., 1978, Washington University; Certificate in Oral & Maxillofacial Surgery, 1984, Washington University.
Otsuka, Allen S., Ph.D., 1978, University of California
Rieken, Susan E., D.M.D., 1995, Southern Illinois University
Seaton, William W., D.D.S., 1982, University of Missouri
Steinhauer, Tad J., D.M.D., 1999, Southern Illinois University
Thomas, Cornell C., D.D.S., 1978, University of Missouri
Thornton, Charles B., D.D.S., 1974, Washington University; Certificate in Orthodontics, 1979, St. Louis University

Assistant Professors

Banker, Jeffrey C., D.D.S., 1986, University of Illinois; M.S., 1992, University of Missouri
Froemling, Robert A., D.D.S., 1977, University of Illinois
Gautam, Medha, Ph.D., 1985, University of Bombay
Hinz, Jessica G., Ph.D., 1997, University of Missouri
Hopp, Christa D., D.M.D., 2003, Southern Illinois University
Ketteman, Daniel E., D.D.S., 1981, University of Missouri

Langenwalter, Eric M., D.M.D., 1985, Southern Illinois University; MS, 1987, University of Iowa
Poeschl, Charles F., D.D.S., 1980, University of Missouri; Certificate in Endodontics, 1988, Boston University
Rawson, Kenneth, D.M.D., 2005, Southern Illinois University; Certificate in Pediatric Dentistry, 2007, University of Nevada
Reyes, Elio Rosales, D.D.S., 1992, Universidad Tecnológica de México, M.S., 2006, St. Louis University
Rowland Kevin, Ph.D., 2003, West Virginia University
Schwenk, Debra M., D.M.D., 1985, Southern Illinois University; M.P.A., 2003, Southern Illinois University Edwardsville
Seyer, Bradley A., D.D.S., 1998, University of Missouri; Certificate in Oral & Maxillofacial Pathology, 2001, Emory University

Program Description

The SIU School of Dental Medicine in Alton, Illinois, offers a four-year academic program that awards the Doctor of Dental Medicine (D.M.D.) degree. The mission of Southern Illinois University School of Dental Medicine is to improve the oral health of Southern Illinois and the region through education, patient care, scholarship and service. In addition to classroom, clinical, and research facilities, the school has broad capabilities in microscopy, including scanning electron microscopy and confocal microscopy as well as other sophisticated equipment with which to conduct biomedical research. Patient care is provided in state-of-the-art clinical facilities at the Alton campus and the East St. Louis Center.

The dental curriculum is a structured program that requires all students to participate in a specified course of study. During the first two academic years, the educational offerings center on the biomedical sciences such as anatomy, microbiology, physiology and pathology, and preclinical dental sciences such as prosthodontics, pediatric dentistry, and community health. Courses consist of a mixture of didactic, laboratory, and clinical offerings. The third and fourth years of the curriculum focus on more advanced aspects of dental treatment and the relationship of basic, medical, and social sciences to the treatment of dental disease. During the third and fourth years, the students devote the majority of their time to providing comprehensive clinical outpatient care.

The School of Dental Medicine also offers Advanced Education in General Dentistry, a one-year certificate program designed to enhance patient care skills acquired during the predoctoral education process. Training is conducted at the Alton campus and the East St. Louis Center. The program includes experiences with special

patient populations and training in the newest techniques in dental implants.

The dental school offers an implant fellowship as part of its postdoctoral training program. The fellowship is a one-year, non-certificate program that provides intensive training in implant dentistry within a comprehensive patient care environment. Training is conducted at the Alton campus. Clinical, teaching and research experiences are emphasized throughout the program.

Additional advanced dental education opportunities include Master of Science programs in Endodontics and Periodontology granted by the St. Louis University Graduate School. These unique programs combine the resources of the SIU School of Dental Medicine and Saint Louis University to educationally qualify the resident for specialty practice in endodontics or periodontology. Training is conducted at both campuses.

The school's admission committee, on a competitive basis, bases admission to the doctor of dental medicine (D.M.D.) program on completion of specific undergraduate academic requirements, satisfactory achievement on the Dental Aptitude Test, and successful review of the students' credentials. Students admitted to the School of Dental Medicine at the end of their junior year at SIUE may transfer appropriate credits to complete the requirements for the Bachelor of Arts or Bachelor of Science degree in biological sciences with a specialization in medical science, or a Bachelor of Arts degree in chemistry with a specialization in medical science. For details, see the Biological Sciences and Chemistry sections of this catalog.

Combined Arts and Sciences Dental Curriculum (B.S./D.M.D. Program)

A special combined arts and sciences dental curriculum that leads to the degrees of Bachelor of Science and Doctor of Dental Medicine (B.S./D.M.D. Program) is available for students interested in attending Southern Illinois University Edwardsville for their undergraduate degree. The pre-professional part of the curriculum is completed in just three years on the Edwardsville

campus, and the four-year professional portion at the School of Dental Medicine in Alton, Illinois. After successful completion of the first year of the combined program, a student is offered a tentative acceptance to the dental school, provided the student continues to meet or exceed the conditions of the three-year preprofessional program. Students interested in the dental program or the combined baccalaureate in biology/doctorate in dentistry (B.S./D.M.D.) program should write to the Office of Admissions and Records, Southern Illinois University School of Dental Medicine, 2800 College Avenue, Alton, IL 62002, phone (618) 474-7170.

Degree Programs

Doctor of Dental Medicine (D.M.D.)

Additional Postdoctoral program opportunities include:

- Advanced Education in General Dentistry (AEGD)
- Fellowship in Implant Dentistry
- M.S. in Periodontology
- M.S. in Endodontics

Program Overview and General Department Information

Admission

The absolute minimum prerequisite for admission to the School of Dental Medicine is successful completion of two academic years – 60 semester or 90 quarter hours – of undergraduate coursework, which includes the specified subjects listed below, at a four-year accredited college or university in the United States, Puerto Rico or Canada. The majority of accepted applicants have completed requirements for a Bachelor of Arts or a Bachelor of Science degree prior to matriculation at the School of Dental Medicine. Admission requirements are subject to change. Please contact the School of Dental Medicine directly for the most current admission requirements.

The specific subjects or equivalents which must be included are:

* Inorganic Chemistry	8 semester or 12 quarter hours
~* Organic Chemistry	8 semester or 12 quarter hours
* Biology/Zoology	8 semester or 12 quarter hours
* Physics	8 semester or 12 quarter hours
English	6 semester or 9 quarter hours

* These courses must consist of a combination of laboratory and lecture instruction and should be taken at a four-year accredited college or university.

~ 6 semester or 9 quarter hours are preferred.

The remainder of the pre dental program should be designed to contribute a broad cultural background; however, the program should not exclude courses related to the S.D.M. curriculum such as biochemistry, anatomy, microbiology, physiology, genetics, etc. It is strongly recommended that these courses also be taken at a four-year accredited college or university.

It is possible that a tentative acceptance may be extended subject to fulfillment of these requirements; however, all course requirements, as proposed by the applicant, must be met in full before admission is granted. All academic

admission requirements must be completed by July 1, prior to the desired date of matriculation.

Minimal Academic Expectations of Students/ Graduation Requirements

All students are expected to progress through the School of Dental Medicine program in good academic standing. Good standing is defined, minimally, as earning:

- 1 Passing grades in all courses (defined as 70.00% or higher);
- 2 A minimum semester grade point average of 2.25, in each semester;
- 3 A minimum cumulative grade point average of 2.25;
- 4 Passing grades on all competency exams;
- 5 A minimum requirement of discipline specific and comprehensive patient care points as described in the Student Interactive Learning Progress System (SILPS) document for clinical students in Year III and Year IV;
- 6 Free of academic sanctions.

Note: The dental curriculum is designed to move the student from required foundational knowledge to more advanced clinical applications. As such, each semester presents a fixed set of courses that are prerequisite to the subsequent semester. There is no flexibility in the schedule of courses and all courses can be offered only one time per academic year. All courses must be successfully completed each semester in order to advance to the next semester. Therefore, a failure in a single course can prevent the promotion of a student. Single course withdrawals are not permitted. A student must be in good standing to be eligible for unconditional promotion from one academic year to the next and for graduation from the program.

Sample Curriculum for the Doctor of Dental Medicine

Fall Semester

Year 1

DICS 711 – Cell Structure and Function	1st 9 Wks.
DIRA 711 – Medical Terminology	1st 9 Wks.
DIID 711 – Issues in Dentistry and Dental Education	1st 9 Wks.
DAPY 711 – Human Physiology I	2nd 9 Wks.
DGSH 711 – Systems Histology	2nd 9 Wks.
DABC 711 – Human Biochemistry I	2nd 9 Wks.
DGAN 711 – Gross Anatomy	18 Wks.
DRMO 711 – Dental Morphology	18 Wks.
DAMB 711 – Systems Microbiology	18 Wks.
DGCP 711 – Community and Preventive Dentistry I	18 Wks.

Year 2

DGPD 721 – Pediatric Dentistry	1st 9 Wks.
DAPE 721 – Introduction to Periodontology	1st 9 Wks.
DGCD 721 – Craniofacial Development and Orthodontics	1st 9 Wks.
DGOR 721 – Orthodontics I	2nd 9 Wks.
DGBS 721 – Dental Behavior Science I	2nd 9 Wks.
DIBS 721 – Integrated Biosciences	2nd 9 Wks.
DICA 721 – Cariology	18 Wks.
DAMB 721 – Systems Microbiology	18 Wks.
DROD 721 – Operative Dentistry II	18 Wks.
DAPF 721 – Pharmacology	18 Wks.
DRFP 721 – Fixed Prosthodontics I	18 Wks.
DARA 721 – Dental Radiography	18 Wks.
DAPA 721 – General / Systemic Pathology	18 Wks.
DRRP 721 – Removable Complete Dentures I	18 Wks.

Spring Semester

Year 1

DABC 712 – Human Biochemistry II	1st 9 Wks.
DIMB 712 – Immunology / Immunopathology	1st 9 Wks.
DGPD 712 – Pediatric Dentistry	2nd 9 Wks.
DGAN 712 – Neuroanatomy	18 Wks.
DROD 712 – Operative Dentistry I	18 Wks.
DAPY 712 – Human Physiology II	18 Wks.
DRFP 712 – Introduction to Casting	18 Wks.
DGCP 712 – Community and Preventive Dentistry	18 Wks.
DROC 712 – Occlusion I	18 Wks.
DRDM 712 – Introduction to Dental Materials	18 Wks.
DGOH 712 – Oral Histology / Cell Biology	18 Wks.

Year 2

DAPH 722 – Pharmacology	1st 9 Wks.
DGPM 722 – Management in Dentistry I	1st 9 Wks.
DAPA 722 – Soft Tissue Oral Pathology	1st 9 Wks.
DGBS 722 – Dental Behavioral Science II	1st 9 Wks.
DGPD 722 – Pediatric Dentistry	1st 9 Wks.
DGOR 722 – Orthodontics I	1st 9 Wks.
DAOD 722 – Oral Diagnosis and Physical Evaluation	2nd 9 Wks.
DAOM 722 – Oral and Maxillofacial Surgery	2nd 9 Wks.
DAME 722 – Medical Emergencies - Dental Office	18 Wks.
DAEN 722 – Preclinical Endodontics	18 Wks.
DRFP 722 – Fixed Prosthodontics II	18 Wks.
DARA 722 – Radiographic Interpretation	18 Wks.
DARA 726 – Preclinical Radiography	18 Wks.
DAPE 722 – Periodontology I	18 Wks.
DILA 722 – Local Anesthesia / Pain Control	18 Wks.
DRRP 722 – Removable Partial Dentures	18 Wks.
DIPC 726 – Introduction to Patient Care	18 Wks.
DAOD 723 – Nitrous Oxide Anxiolysis	Summer

Sample Curriculum for the Doctor of Dental Medicine (continued)

Fall Semester

Year 3

DICA 721 – Cariology	1st 9 Wks.
DGPM 731 – Dental Ethics, Jurisprudence, Decision Making	1st 9 Wks.
DRRP 731 – Removable Complete Dentures II	1st 9 Wks.
DAOD 731 – Oral Medicine & Physical Evaluation	1st 9 Wks.
DIIP 731 – Dental Implantology	2nd 9 Wks.
DIOD 731 – Dental Anxiolysis, Sedation and General Anesthesia	2nd 9 Wks.
DAPE 731 – Periodontology II	18 Wks.
DIPR 731 – Hard Tissue Oral Pathology / Oral Radiology	18 Wks.
DRFP 731 – Fixed Prosthodontics III	18 Wks.
DGBS 731 – Dental Behavioral Science III	18 Wks.
DAOM 731 – Oral and Maxillofacial Surgery	18 Wks.
DAEN 731 – Endodontics	18 Wks.
DIDM 731 – Advanced Dental Materials & Operative Dentistry ..	18 Wks.
DGCP 732 – Special Needs Patient Care	18 Wks.
DGBS 736 – *Clinical Behavioral Science	
DGPM 736 – *Dental Auxiliary Utilization	
DAEN 736 – *Clinical Endodontics	
DAOD 736 – *Clinical Oral Diagnostics & Oral Medicine	
DAOM 736 – *Clinical Oral and Maxillofacial Surgery	
DGOR 736 – *Clinical Orthodontics	
DGPD 736 – *Clinical Pediatric Dentistry	
DAPE 736 – *Clinical Periodontology	
DRRP 736 – *Clinical Removable Dentures	
DARA 736 – *Clinical Radiology	
DROD 736 – *Clinical Operative Dentistry	
DRFP 736 – *Clinical Fixed Prosthodontics	
DGCP 736 – *Clinical Community Dentistry	

Year 4

DIGD 741 – Issues in Geriatric Dentistry	1st 9 Wks.
DGPD 741 – Advanced Pediatric Dentistry	18 Wks.
DICS 733 – Integrated Clinical Sciences	18 Wks.
DGPM 746 – DAU / Practice Management	18 Wks.
DGCP 746 – *Clinical Community Dentistry	18 Wks.
DESL 746 – *East St. Louis	18 Wks.
DAEN 746 – *Advanced Clinical Endodontics	18 Wks.
DAOD 746 – *Advanced Clinical Oral Diagnostics & Oral Medicine	18 Wks.
DAOM 746 – *Advanced Oral & Maxillofacial Surgery	18 Wks.
DGOR 746 – *Advanced Clinical Orthodontics	18 Wks.
DGPD 746 – *Advanced Clinical Pediatric Dentistry	18 Wks.
DAPE 746 – *Advanced Clinical Periodontology	18 Wks.
DARA 746 – *Advanced Clinical Radiology	18 Wks.
DRRP 746 – *Advanced Clinical Removable Dentures	18 Wks.
DROD 746 – *Advanced Clinical Operative Dentistry	18 Wks.
DRFP 746 – *Advanced Clinical Fixed Prosthodontics	18 Wks.
DAOD 747 – *Emergency Care	18 Wks.

Spring Semester

Year 3

DAPA 732 – Soft Tissue Oral Pathology	1st 9 Wks.
DGPM 732 – Management in Dentistry II	1st 9 Wks.
DITH 732 – Therapeutics	1st 9 Wks.
DAIM 732 – Internal Medicine	1st 9 Wks.
DGBS 732 – Dental Behavioral Science IV	2nd 9 Wks.
DAPH 732 – Applied Pharmacology	2nd 9 Wks.
DRRP 732 – Advanced Removable Prosthodontics	2nd 9 Wks.
DAOM 732 – Oral & Maxillofacial Surgery	18 Wks.
DIIP 732 – Dental Implantology	18 Wks.
DROC 732 – Occlusion II	18 Wks.
DGCP 732 – Special Needs Patient Care	18 Wks.
DICS 733 – Integrated Clinical Sciences	Summer
DGPM 733 – Dental Practice Management	Summer
DGBS 736 – *Clinical Behavioral Science	
DGPM 736 – *Dental Auxiliary Utilization	
DAEN 736 – *Clinical Endodontics	
DAOD 736 – *Clinical Oral Diagnostics & Oral Medicine	
DAOM 736 – *Clinical Oral and Maxillofacial Surgery	
DGOR 736 – *Clinical Orthodontics	
DGPD 736 – *Clinical Pediatric Dentistry	
DAPE 736 – *Clinical Periodontology	
DRRP 733 – *Clinical Removable Dentures	
DARA 736 – *Clinical Radiology	
DROD736 – *Clinical Operative Dentistry	
DRFP 736 – *Clinical Fixed Prosthodontics	
DGCP 736 – *Clinical Community Dentistry	

Year 4

DGCP 746 – Clinical Community Dentistry	18 Wks.
DESL 746 – East St. Louis	18 Wks.
DAEN 746 – Advanced Clinical Endodontics	18 Wks.
DAOD 746 – Advanced Clinical Oral Diagnostics & Oral Medicine	18 Wks.
DAOM 746 – Advanced Oral & Maxillofacial Surgery	18 Wks.
DGOR 746 – Advanced Clinical Orthodontics	18 Wks.
DGPD 746 – Advanced Clinical Pediatric Dentistry	18 Wks.
DAPE 746 – Advanced Clinical Periodontology	18 Wks.
DARA 746 – Advanced Clinical Radiology	18 Wks.
DRRP 746 – Advanced Clinical Removable Dentures	18 Wks.
DROD 746 – Advanced Clinical Operative Dentistry	18 Wks.
DRFP 746 – Advanced Clinical Fixed Prosthodontics	18 Wks.
DAOD 747 – Emergency Care	18 Wks.
DGPM 747 – DAU / PMC Comprehensive Dental Care	18 Wks.



Graduate Studies



Graduate School

Rendleman Hall, Room 2202
www.siu.edu/graduate

The Graduate School of Southern Illinois University Edwardsville is committed to promoting graduate education and research of the highest quality. Its mission is to provide high-quality programs, foster intellectual development, and facilitate excellence in research and scholarly and creative activities. Sixteen percent of the students at the University are enrolled graduate programs and specializations. Programs and specializations leading to master's degrees, specialist degrees, and post-baccalaureate and post-master's certificates are listed below. For admission information, go to Rendleman Hall, Room 1207, or visit www.siu.edu/graduate.

Master of Arts

Art Therapy Counseling
Biological Sciences
Economics and Finance
English/American and English Literature
English/Creative Writing
English/Teaching English as a Second Language
English/Teaching of Writing
History
Psychology/Clinical-Adult
Psychology/Industrial-Organizational
Sociology
Speech Communication

Master of Arts in Teaching

Master of Business Administration

Business Administration
Business Administration/Management Information Systems

Master of Fine Arts

Art/Art Studio

Master of Marketing Research

Master of Music

Music/Music Education
Music/Music Performance

Master of Public Administration

Master of Science

Biological Sciences
Biotechnology Management
Chemistry
Civil Engineering
Computer Management and Information Systems
Computer Science
Economics and Finance
Electrical Engineering
Environmental Science Management
Environmental Sciences
Geographical Studies
Industrial Engineering
Mass Communications
Mathematics

Mechanical Engineering
Nursing/Family Nurse Practitioner
Nursing/Health Care and Nursing Administration
Nursing/Nurse Anesthesia
Nursing/Nurse Educator
Physics
Psychology/Clinical Child and School
Speech Language Pathology

Master of Science in Accountancy

Accountancy

Accountancy
Accountancy/Taxation

Master of Science in Education

Curriculum and Instruction
Educational Administration
Instructional Technology
Kinesiology
Learning, Culture and Society
Literacy Education
Secondary Education with teaching fields in: *
*Art
*Biology
*Chemistry
*Earth and Space Science
*English/Language Arts
*Foreign Languages
*History
*Mathematics
*Physics
Special Education

Master of Social Work

Specialist Degrees

Educational Administration
School Psychology

Post-Master's Certificates

Literacy Education/Literacy Specialist
Nursing/Nurse Anesthesia
Nursing/Family Nurse Practitioner
Nursing/Health Care and Nursing Administration
Nursing/Nurse Educator
Special Education

Post-Baccalaureate Certificates

English/American and English Literature
English/Teaching English as a Second Language
English/Teaching of Writing
History/Museum Studies
Instructional Technology/Web-Based Learning
Mass Communications/Media Literacy
Music/Piano Pedagogy
Music/Vocal Pedagogy

Cooperative Doctoral Programs

(Degree conferred by Southern Illinois University Carbondale)
Doctor of Philosophy degree in Engineering Science
Doctor of Philosophy degree in History

Non-Traditional Credit Programs and Services

SIUE/SWIC Service Office

The SIUE/SWIC Service Office at Southwestern Illinois College is open weekdays and some evenings and weekends, and offers residents in the Belleville and O'Fallon area a wide range of services including information about University programs, periodic onsite academic advisement, extended office hours during registration, liaison with campus departments, a direct phone line to Edwardsville campus offices, University publications, information about transferring to SIUE, and applications for admission to SIUE. Office staff also provide support services for students enrolled in off-campus courses. To contact the SIUE/SWIC Service Office, call (618) 235-2700 ext. 5335, or (618) 650-2630, e-mail educationaloutreach@siue.edu, or see the Web site, www.siue.edu/educationaloutreach.

Off-Campus RN to BSN Program

SIUE's School of Nursing offers its bachelor of science in nursing RN to BS program off campus via Web-based instruction. The off-campus RN to BS program allows registered nurses in several areas in southern Illinois to complete the bachelor's degree in nursing close to home while remaining employed. For information about academic requirements or admission to the program, contact the School of Nursing adviser at (618) 650-3956 or 800-234-4844; www.siue.edu/nursing.

Off-Campus Classes

Selected degree programs, identical to on-campus programs in academic content, are offered at various off-campus locations. Numerous university credit courses also are offered at off-campus sites in order to meet particular educational needs in various communities. Recent class offerings include business, education and nursing. Sites

used have included local schools, community colleges, and government facilities. The Office of Educational Outreach provides support to departments offering classes at off-campus locations and helps students who participate in off-campus classes.

Staff from the Office of Educational Outreach attend classes to help with admission, registration, fee payment and financial aid inquiries. We can also assist with marketing. Faculty and students may contact this office for help with matters related to off-campus classes.

Educational Outreach serves as a liaison between off-campus students and University offices, Institutions, agencies, or organizations interested in off-campus courses should contact the Assistant Director of Credit & Distance Education Activities in the Office of Educational Outreach, Campus Box 1084, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1084, phone (618) 650-3210, or e-mail educationaloutreach@siue.edu. Information also may be viewed at www.siue.edu/educationaloutreach/.

Online Courses

For information about Web-based courses at SIUE, visit the Illinois Virtual Campus web page at www.ivc.illinois.edu. You may also search for Web courses online via the SIUE class schedule at www.siue.edu/cougarnet.

Environmental Resources Training Center

In 1977, the Environmental Resources Training Center (ERTC) was designated by the Illinois Environmental Protection Agency as the Illinois center for the continuing education of personnel involved in the operation, maintenance, and management of drinking water and wastewater treatment systems.

ERTC courses are designed to assist entry-level personnel who are preparing for a career in drinking water and wastewater treatment systems, and persons already employed in such systems who desire additional education to upgrade job skills and prepare for more responsible positions. Also, the ERTC offers courses for licensed plumbers in cross connection control.

Persons who complete ERTC courses are awarded Continuing Education Units (CEUs) by the University and receive education credits applicable to official certification as drinking water or wastewater treatment system operators or in cross connection control under requirements administered by the Illinois Environmental Protection Agency.

Continuing Education Courses

Each year, the ERTC presents about 40 continuing education courses. These courses have an average annual enrollment of about 800 operators and managers of drinking water and wastewater treatment systems and licensed plumbers for cross connection control training. Each year, about 240 persons also enroll in ERTC-administered correspondence courses. These courses assist in upgrading job skills and in preparing for state certification exams administered by the Illinois Environmental Protection Agency. They include evening courses at the ERTC facility and in the Chicago area, and daytime workshops and seminars offered throughout Illinois.

Persons interested in enrolling in these courses should call the ERTC at (618) 650-2030, send a fax to (618) 650-2210, or e-mail siue-ertc@siue.edu.

Career Opportunities

Demand is continually growing for safe drinking water and to maintain recreational waters of good quality. As a result, the need can be expected to increase for skilled operators of drinking water and wastewater treatment systems. Persons interested in becoming a skilled operator should consider enrollment in the ERTC Water Quality Control Operations certificate program.

Water Quality Control Operations Certificate Program

The ERTC Water Quality Control Operations program is a one-year, 35-40 hours-per-week program of study leading to a certificate of completion. Upon completing the program, a student is eligible to take the Illinois and Missouri certification exams to become certified as a beginning-level public water supply operator and wastewater treatment system operator.

More than 380 persons have graduated from this program since it began in 1981. Approximately 90% of those graduates have obtained employment in the drinking water and/or wastewater treatment systems field. About 61% of the employed graduates work in Illinois; the rest work in 16 other states. Of those employed in other states, about 75% work in the St. Louis area.

Admission and Retention

ERTC considers individual potential when granting admission to the program. ERTC prefers to admit only high school graduates or persons who have a G.E.D. certificate. However, ERTC does make provision for admission of students, 18 or older, who are not high school graduates.

ERTC requires that the applicants submit a written self-evaluation and two personal references. Students must remain in good academic standing by maintaining a cumulative 2.00 (on a scale of 4.00) grade point average to be retained in the program, or to be eligible for an internship.

Class Enrollment

Enrollment is limited to 35 students per academic year. Entry into the program is in the fall semester only.

Application for Admission

Applications for admission to the ERTC program should be made directly to the ERTC. More information and application forms may be obtained by writing to the Career Program Coordinator, Environmental Resources Training Center, Box 1075, SIUE, Edwardsville, IL 62026-1075, by telephone at Environmental Resources Training Center (618) 650-2030, by fax at (618) 650-2210, or at www.siue.edu/ERTC.

Curriculum

The program emphasizes practical training during 35-40 contact hours per week. The theoretical aspects of drinking water and wastewater treatment presented in lecture sessions are supplemented by actual experience in

laboratories, shops, pilot plants, and actual treatment plants. A 10-week supervised workstudy internship is an integral part of the program.

All students enroll in an internship in an actual public water supply and/or wastewater treatment system. The courses taken each term are as follows:

Fall Semester	Lect.	Lab	Total
ERTC 101 Wastewater Operations I	4	4	8
ERTC 102 Water Supply Operations I	4	4	8
ERTC 103 Water Quality Laboratory I	2	6	8
ERTC 105 Mechanical Maintenance	3	4	7
ERTC 106 Water Quality Math and Science	4	0	4
	17	18	35

Spring Semester	Lect.	Lab	Total
ERTC 201 Wastewater Operations II	4	4	8
ERTC 202 Water Supply Operations II	4	4	8
ERTC 203 Water Quality Laboratory II	2	4	6
ERTC 205 Electrical/Instrumentation Maint	2	4	6
ERTC 207 Water Quality Communications	1	1	2
ERTC 208 System Maintenance	2	3	5
	15	20	35

Summer Semester

ERTC 300 Supervised Work Study, 40 hours per week for 10 weeks

ERTC Courses

ERTC 101 Wastewater Operations I — Introduction to physical, chemical, and biological treatment processes for wastewater is provided. The treatment processes covered include preliminary, primary, fixed film, stabilization ponds, and activated sludge. Additional topics covered include rules and regulations related to wastewater treatment operator certification, sources, characteristics, and public health aspects of wastewater. The ERTC pilot plant is used to obtain practical experience related to the operation and maintenance of actual wastewater treatment plants.

ERTC 102 Water Supply Operations I — Surface water treatment procedures are provided for the production of safe and acceptable drinking water from lakes and rivers. Specific topics covered include preliminary treatment, clarification, filtration, disinfection, taste and odor control, and corrosion control. Field trips to surface water treatment systems are provided. The ERTC pilot plant is used to obtain practical experience related to the operation and maintenance of actual drinking water treatment systems.

ERTC 103 Water Quality Laboratory I — Basic introduction to chemistry and microbiology for the analysis of drinking water and wastewater. Topics include the proper care and use of glassware, equipment and chemicals; laboratory safety; laboratory techniques; and specific analytical techniques for selected drinking water and wastewater parameters.

ERTC 105 Mechanical Maintenance — Introduction to the operation and maintenance of mechanical equipment in drinking water and wastewater treatment systems is provided. This equipment includes centrifugal and positive displacement pumps, blowers, air compressors, motors, and speed reducers. Topics include lubrication, valves, bearings, connections, safety, proper use of tools and equipment, and maintenance documentation.

ERTC 106 Water Quality Mathematics and Science — Review of basic mathematics and an introduction to drinking water and wastewater treatment system process control calculations to include chemical feed calculations. An introduction is provided to the science used in drinking water and wastewater treatment systems.

ERTC 201 Wastewater Operations II — The wastewater treatment processes covered include advanced activated sludge, aerobic and anaerobic digestion, sludge handling, sludge disposal methods, physical-chemical treatment, tertiary and industrial treatment systems. Field trips are provided to wastewater treatment plants. The ERTC pilot plant is used to provide practical experience related to the operation and maintenance of wastewater treatment plants.

ERTC 202 Water Supply Operations II — Ground water treatment procedures are provided for the production of safe and acceptable drinking water from wells. Topics covered include iron and manganese control, operation and maintenance of wells, softening, fluoridation, process waste disposal, reverse osmosis, and ozonation. Field trips to ground water treatment plants are provided. The ERTC pilot plant is used to provide practical experience related to the operation and maintenance of water treatment plants.

ERTC 203 Water Quality Laboratory II — Continuation of ERTC 103 with additional applications of chemistry and microbiology for the analysis of drinking water and wastewater. Topics include laboratory management, quality control, record keeping, and specific analytical techniques for selected drinking water and wastewater parameters.

ERTC 205 Electrical/Instrumentation Maintenance — Introduction to the operation and maintenance of electrical and instrumentation equipment in drinking water and wastewater treatment systems. This equipment includes motors and their control systems, flow measurement systems, and water level indication systems. Topics include safety, proper use of electrical testing equipment, troubleshooting, calibrating procedures, and the use of electrical schematics and wiring diagrams. Site visits to electrical and instrumentation systems are provided.

ERTC 207 Water Quality Communications — Introduction to microcomputer applications to include word processing, file systems, and spreadsheets. Other topics include job interview skills, employment survival skills, public relations, public notices, personal improvement, and resumé preparation.

ERTC 208 System Maintenance — Introduction to the operation and maintenance of wastewater collection and drinking water distribution systems. Topics include safety, construction, inspection, cleaning, service connections, water main disinfection, records, public notices, sampling procedures, flushing hydrants, meters, cross connection control, and water storage. Field trips are used to demonstrate current practices. Supervised Work Study (Internship) This course is a 10-week work experience in drinking water and wastewater treatment systems. This work experience is coordinated by an ERTC staff member and is directly supervised by personnel employed at each treatment plant. A daily log, written report, and oral report describing this experience are prepared and presented to the ERTC staff at the conclusion of the work experience.

Non-Credit Programs and Services

Conferences and Institutes

The Conferences and Institutes unit of the Office of Educational Outreach provides specialized program planning services, career/professional development program record keeping, and meeting arrangements for University faculty and staff as well as for private business, professional organizations, government agencies, and community groups. The attractive, convenient, well equipped facilities of the University provide an excellent setting for all types of meetings, seminars, workshops, continuing education programs, and special events. For more information, call Conferences and Institutes at (618) 650-2660, or e-mail tengelm@siue.edu.

Continuing Education Units

Continuing education units (CEUs) reflect participation in approved Continuing Education activities. The Office of Educational Outreach, through the Office of Conferences and Institutes, processes all requests to offer CEUs and maintains master files of all CEU-approved activities as well as participant records. For information about CEUs or to request a transcript for CEU participation, write to Office of Conferences and Institutes, Campus Box 1036, SIUE, Edwardsville, IL 62026-1036, or call (618) 650-2660, or e-mail educationaloutreach@siue.edu.

Continuing Professional Education (Accounting)

The Office of Educational Outreach maintains records of continuing professional education (CPE) units earned at the University by certified public accountants under State of Illinois requirements regulating continuing education for CPAs. To receive a semester listing and schedule of accounting classes approved for CPE credit, or to request a CPE transcript, write to the Office of Educational Outreach, Campus Box 1036, SIUE, Edwardsville, IL 62026-1036 or call (618) 650-2660, or e-mail educationaloutreach@siue.edu.

Office of Educational Outreach

The Office of Educational Outreach sponsors a wide variety of noncredit and public service activities designed to meet the personal and professional continuing education needs of area residents and to extend the resources of the

University to the people of southwestern Illinois.

For more information about the noncredit programs and services described below, write to the Office of Educational Outreach, Campus Box 1084, SIUE, Edwardsville, IL 62026-1084, call (618) 650-3210, or e-mail educationaloutreach@siue.edu. Information also may be viewed online at www.siue.edu/educationaloutreach.

Educard

Educard is a program that enables persons not enrolled at SIUE to attend selected credit classes on a space-available basis at a modest fee. No credit is earned and no official University record is kept of Educard participation, but Educard learners may obtain a courtesy library card and may borrow undergraduate textbooks for the term they attend. For information about Educard policies and restrictions, or information about registering for Educard classes, contact the Office of Educational Outreach at (618) 650-3210, or e-mail educationaloutreach@siue.edu. A complete listing of credit courses approved for EDUCARD can be found at www.siue.edu/educationaloutreach.

Leisure Learning Activities

A wide variety of leisure learning activities are offered for leisure enjoyment and personal development. Leisure learning activities include Italian, Japanese, modern Greek, and Spanish language courses and a variety of other special-interest courses. To receive a schedule of leisure learning activities or to register for leisure learning activities, contact the Office of Educational Outreach at (618) 650-3210, or e-mail educationaloutreach@siue.edu. A full listing of leisure learning activities can be viewed at www.siue.edu/educationaloutreach.

Lifelong Learning Activities

The Office of Educational Outreach sponsors a variety of activities for older adults. These include the Great Decisions lectures, and Dialogue for Senior Citizens. For details about these activities, contact the Office of Educational Outreach at (618) 650-3210 or e-mail educationaloutreach@siue.edu. A complete listing of lifelong learning activities can be found at www.siue.edu/educationaloutreach.

Community Services

Arts & Issues

Arts & Issues is a series of distinguished speakers and performers that supports the academic mission of the University. Students meet and discuss issues with renowned performers and speakers in workshops, dinners, receptions and classes. Arts & Issues also gives students opportunities to gain experience in special events production and administration.

East St. Louis Center

As part of the University's commitment to community and public service in southwestern Illinois, the East St. Louis Center's mission is to improve the quality of life for individuals and families in East St. Louis and surrounding urban communities. The center, through research, identifies urban community needs and opportunities. The center plays a role in SIUE's baccalaureate, professional, and masters programs by supporting clinical and practicum experiences. The center assigns first priority to encouraging, supporting, and improving the educational success of the residents of East St. Louis and surrounding urban communities. The center provides comprehensive programs, services and training in the areas of education, health, social services and the arts.

The East St. Louis Center is the site of community service programs and activities that address a variety of public school and preschool-age children's needs. The center also encourages and assists potential college students, seeks to enhance the cultural and aesthetic values of those within the community, and fosters community involvement. Notable among the center's public service efforts are the Head Start/Early Head Start Programs, Upward Bound, The East St. Louis Charter High School, and the East St. Louis Center for the Performing Arts (formerly the Katherine Dunham Center for the Performing Arts).

The East St. Louis Center is located on the East St. Louis Higher Education Campus. Also on the campus are three health-care facilities that provide services for citizens of metropolitan East St. Louis and Missouri. They are the Dental Clinic, supported by the School of Dental Medicine; Community Nursing Services, supported by the School of Nursing; the Optometry Clinic, supported by the University of Missouri-St. Louis School of Optometry in conjunction with SIUE and the Clinical Practice Offices supported by SIUE School of Pharmacy. And finally, the campus houses the Small Business Development Center, supported by the SIUE School of Business. Entrepreneurship Center

Alumni Hall, Room 2126
www.siu.edu/business/ec

The Entrepreneurship Center is part of a statewide effort to build a more vibrant economy and create new job opportunities in Illinois. The Entrepreneurship Center serves as an umbrella organization to facilitate interaction between entrepreneurs and existing resources. The Center helps businesses connect with resources and funding, patents and products, money and markets. The Center also provides customized marketing strategies that drive product growth. The Center works to promote an entrepreneurial culture throughout the Southwestern Illinois region. In addition, the Center utilizes students to assist entrepreneurs in developing their business. The Center also helps individual entrepreneurs and small businesses obtain professional services for comprehensive business planning assistance, the evaluation of a proposed start up or expansion, or other accelerated support purposes. The Center has funds available to businesses for these services. For details about program and events, call (618) 650-2166.

International Trade Center

Alumni Hall, Room 2126
www.siu.edu/ITC

The Illinois SBDC International Trade Center works directly with manufacturing and service businesses in Southern Illinois, helping them to increase sales through exporting.

The center offers assistance in assessing client readiness for international sales, guiding clients through the many requirements necessary to enter into foreign markets, obtaining trade leads, market research, trade show participation, and arranging student projects related to international business. The center accomplishes these objectives through one-on-one counseling, training seminars, and workshops. The center works closely with other export assistance programs offered by the state and federal governments and by private organizations.

The center is supported by a Small Business Administration grant from the Illinois Department of Commerce and Economic Opportunity as well as University resources and services. Interested parties should contact the International Trade Center at (618) 650-2452, (618) 650-3851, international-trade-center@siu.edu, or via Internet at www.siu.edu/ITC.

Labor and Management Programs (LAMP)

Labor and Management Programs (LAMP) promote labor and management cooperation in southwestern Illinois. It provides a variety of services to the labor management community. These services foster information sharing, communication, and problem solving which help to strengthen labor management relationships

and economic development in the region. By drawing on the faculty, staff and resources of the University, Labor and Management Programs provides services such as:

- Advising and supporting an area labor management committee
- Sponsoring educational seminars and conferences
- Providing work-site change resources and materials
- Coordinating training and educational programs
- Facilitating and coordinating problem solving and conflict resolution activities

Those interested in these services may contact Labor and Management Programs at (618) 650-2681 or e-mail mfinkel@siue.edu.

University Policies

Alcohol and Drug Policies

In accord with the Drug-Free Schools and Communities Act of 1989, each year SIUE advises students and employees of its policies requiring compliance with local, state, and federal laws governing illegal drugs and controlled substances and alcoholic beverages. Information is provided about the health effects of drug and alcohol use, penalties for violating applicable laws and University policy, and assistance, education, and referral programs provided by the University.

SIUE Alcohol Notification and Violence Disclosure Protocol

The Family Educational Rights and Privacy Act permits institutions of higher education to disclose to parents or legal guardians of a student under the age of 21 years information regarding the violation of any federal, state, or local law, institutional disciplinary rule or policy regarding the use or possession of alcohol or a controlled substance. Further, the act permits institutions of higher education to disclose limited information from disciplinary records of students who have admitted or been found guilty of a crime of violence where the records directly relate to such misconduct.

Recognizing that disclosure is permissive rather than compulsory, Southern Illinois University Edwardsville will notify the parents of students under the age of 21 years

regarding the violations of any federal, state, or local law or University disciplinary rules or policies pertaining to the use or possession of alcohol or a controlled substance at the discretion of the vice chancellor for Student Affairs or his or her designee.

WSIE Radio Station

WSIE-FM is a 50,000-watt public radio station operated by Southern Illinois University Edwardsville. Broadcasting continuously at 88.7 FM from studios and offices in Dunham Hall, WSIE provides a quality non-commercial broadcast service to southwest Illinois and St. Louis. WSIE-FM is staffed by five full-time professionals and student volunteers and employees. Students receive practical training in all areas of radio broadcasting. WSIEFM specializes in jazz music, with local news and sports reports and public affairs programming. The station is affiliated with National Public Radio, Public Radio International, the Associated Press, and Illinois Public Radio. For information, please call (618) 650-2228.

Equal Opportunity and Affirmative Action

Southern Illinois University Edwardsville is committed to equal opportunity and affirmative action. SIUE administers its academic programs and employment practices without regard to age, color, disability, ethnicity, marital status, national origin, race, religion, sex, sex orientation or veteran status or other categories prohibited by law. In addition, it is the policy of SIUE to make reasonable efforts to accommodate qualified individuals with disabilities.

The University complies in letter and spirit with appropriate federal and state equal opportunity requirements including, Titles VI and VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments Act of 1972, the Americans with Disabilities Act of 1990, and the Illinois Human Rights Act.

SIUE students, faculty, staff and others having inquiries regarding equal opportunity and affirmative action should contact the Director of the Office of Institutional Compliance, Room 3310, Rendleman Hall, SIUE, Campus, Box 1025, Edwardsville, IL, 62026-1025.

Fair Practice

Southern Illinois University Edwardsville maintains fair and reasonable practices in all matters affecting students: the delivery of educational programs, provision of support services, and due process with regard to disciplinary matters and the handling of grievances and complaints. In addition, the University endorses the basic principles of the codes of ethics issued by the American Association of Collegiate Registrars and Admissions Officers and by the National Association of College and University Business Officers. Information regarding fair practices may be

obtained from the Offices of the Provost and Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, and the Office of Institutional Compliance, Room 3310, Rendleman Hall, SIUE Campus, Box 1025, Edwardsville, IL, 62026-1025.

Illinois Computer Crime Prevention Law

All persons using computing facilities are notified that the Illinois Computer Crime Prevention Law (720 ILCS 5/16D-1 et. seq.) makes unauthorized computer use a criminal offense. There are three offense categories defined by the law:

- 1 Computer Tampering. An individual may be prosecuted for this offense when access is gained to a computer, a program, or data, without permission from the owner. Unauthorized access, by itself, is a misdemeanor. Obtaining data or services is a misdemeanor for the first offense and a felony for subsequent offenses. Altering, damaging, destroying, or removing a computer, a program, or data, is a felony. (These latter offenses include the use or attempted use of a computer virus.)
- 2 Aggravated Computer Tampering. This offense occurs when computer tampering has the intended effect of: a. disrupting or interfering with vital services or operations of State or local government or a public utility, or b. creating a strong probability of death or great bodily harm to other individuals. These offenses are punishable as felonies.
- 3 Computer Fraud. This offense occurs when access to or use of a computer, program or data is gained as part of a scheme to deceive or defraud. This includes the use of a computer to gain control over money, services or property. In addition to its ordinary meaning, “property” in this context includes: electronic impulses, electronically produced data, confidential or copyrighted material, billing information, and software in any form. These offenses are punishable as felonies. A copy of the Computer Crime Prevention Law is available for examination in the Lovejoy Library or in the Office of the General Counsel. The Board of Trustees’ “Electronic Information Systems Privacy Issues and Statement of Ethics” can be found at <http://www.siu.edu>.

Notification of Students Involved in Violent Crime

Southern Illinois University Edwardsville will release the following information, upon request: the name of the person(s) who committed the violent crime, the type of crime committed, the final disposition of the disciplinary process, and the sanction imposed. Students found

responsible for such violations of the Student Code of Conduct which are considered “crimes of violence” as defined within the Act [20 U.S.C §1232g(i)], will be notified of the University’s policy regarding the release of this information at the time the sanctions are imposed.

Right to Privacy and Nondisclosure

Under the Family Educational Rights and Privacy Act of 1974, all students have the right to inspect and review their official University records in accordance with provisions of the aforementioned act and within University guidelines. Inquiries regarding the Family Educational Rights and Privacy Act should be directed to the Office of the Registrar. In addition, the University, through the Registrar and the Office of the Vice Chancellor for Student Affairs, may make accessible to any person “directory information” concerning students. Directory information consists of the following: name, local address and phone number, hometown address and phone number, e-mail address, date of birth, major field of study, classification, current enrollment status and hours, participation in officially recognized sports, weight or height of members of athletic teams, full-time or part-time status, dates of attendance at SIUE, degrees or awards received, and the most recent previous educational agency or institution attended. Students have the right to “opt out” of releasing directory information. In cases in which students have filed timely written notice that they object to the release of “directory information,” the information will not be released to any person except University personnel who, because of their educational function or research, have a legitimate need for access, or to others as required or permitted by law. The notification must be in the form of a letter to the registrar or by completion of a directory information release action request form. Such objection must be filed as directed by the notice published in The Alestle at the beginning of the academic term in which it is to be effective and, once effective, it remains so until a written cancellation is filed with the Registrar. Further, in accordance with the Privacy Act of 1974, applicants and students are advised that the requested disclosure of their social security number is voluntary. Students applying for Pell Grants or Guaranteed Student Loans are required to provide their Social Security numbers to the appropriate federal agencies; students applying for other Title IV federal student aid programs also are requested to submit their Social Security numbers. Social Security numbers may be used to determine eligibility for financial assistance, student status and prior school attendance.

Student Social Conduct, Student Academic Conduct, Student Grievance

Students enrolling in the University assume responsibility for conduct compatible with the learning environment of the University. Students are expected to be familiar with the Student Social Conduct Code, Student Academic Code, and Student Grievance Code. These policies describe the University’s expectations for student conduct,

sanctions imposed for violations of the standards, and procedures which students may follow in filing grievances.

The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. Plagiarism is the act of representing the work of another as one's own and may consist of copying or otherwise using written or oral work of another without proper acknowledgement of the source. Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code.

Students who wish to understand matters relative to academic ethics and plagiarism should consult their advisers or instructors.

Copies of the codes are available in the Office of the Vice Chancellor for Student Affairs, the Office of the Provost and Vice Chancellor for Academic Affairs, the Graduate School, the Service Center, and in the Office of the Dean, School of Dental Medicine.

University Facilities

Art and Design Building (AD)

The Art and Design Building houses ultra-modern facilities for studio arts including sculpture, ceramics, jewelry, glassblowing, printmaking, painting, drawing, design, weaving, papermaking, graphic design and computer graphics, imaging and animation. A central atrium lobby features contemporary gallery and exhibition spaces, department offices, and an art supply store.

Biotechnology Laboratory Incubator (BL)

The Biotechnology Laboratory Incubator (BL) building was built in 2006 and is located in University Park. The BL is owned and operated by University Park Inc. and includes two chemistry teaching labs used to meet the general chemistry requirements of SIUE Nursing students. Two biology labs and a GIS facility were added in 2009. The teaching labs can accommodate up to 24 students in each lab.

Birger Hall (BH)

Dedicated in the fall of 2000, B. Barnard Birger Hall is home to the SIUE Alumni Association, SIUE Foundation and Office of Development and Public Affairs. The 12,000-square-foot facility is named for B. Barnard Birger, a long-time supporter of SIUE.

Bluff Hall (BR), Prairie Hall (PR) and Woodland Hall (WR)

Three residence halls — Bluff, Prairie and Woodland — are designed to house 500 students each. Student

University Religious Observances Act

The University Religious Observances Act (110 ILCS 110) prohibits institutions of higher education from discriminating against students for observing religious holidays or religious practices in regard to admissions, class attendance, scheduling of examinations and work requirements. Under the Act, “religious observance” or “religious practice” includes all aspects of religious observance and practice, as well as belief. A student who believes he or she has been unreasonably denied an educational benefit due to his or her religious belief or practices may seek redress with the professor of the class or with a University administrator. Moreover, the student may file a grievance pursuant to the Student Grievance Code. The code is posted on the SIUE Web site at www.siu.edu/provost/fhb/6-5.shtml.

With respect to student work requirements, a student who believes that his or her religious belief or practice has not been reasonably accommodated may seek redress with the supervisor of the unit in which the student is employed.

residential areas are designed in clusters with two student rooms sharing a common bath. Facilities include an open-access computer laboratory, study areas, meeting rooms, laundry, and recreation and activity space. Prairie and Woodland Halls are located south of the central academic core; Bluff Hall is west of the Engineering Building.

Evergreen Hall (ER)

Located at the corner of Circle Drive and Whiteside Road, Evergreen Hall is combines the independence of apartment-style living with the amenities of a residence hall. Spaces are available in four floor plans: studio apartment, 4-person suite, 4-person apartment, and 6-person apartment.

Cougar Village (CV)

Cougar Village is a 496-unit apartment complex that is the home to upper class single students, graduate students and family residents. Residents are assigned to two-bedroom and three-bedroom apartments. The apartments are just a short walk or shuttle ride north of the classroom buildings.

Dunham Hall (DH)

Named after the famed dance pioneer Katherine Dunham of East St. Louis, this building houses the Mass Communications, Music, and Theater and Dance Departments and the broadcasting studios of WSIE-FM. Plays, musical, recitals and concerts are held in the 400-seat theater. Scenery and costume shops, dance studios, dressing rooms, a state-of-the-art music recording studio, and a television studio complete with production and post-production editing facilities are housed here.

Early Childhood Center (ECC)

The Early Childhood Center is on the northwestern edge of the central academic core of campus. A State of Illinois-licensed child care center for children age two to six years, the center provides early childhood education to members of the SIUE community.

Engineering Building (EB)

Opened in fall 2000, the Engineering Building features a robotics lab, wind tunnel, structural materials lab, hydraulics/fluid mechanics lab, 40 teaching/research labs, classrooms, instructional and research laboratories, and faculty and staff offices for the School of Engineering.

Founders Hall (FH) and Alumni Hall (AH)

Bordered by a pond to the east, Peck Hall to the south, parking to the west, and Circle Drive to the north, these two buildings form a single complex connected by tunnel and skywalk. Faculty for the Schools of Business, Education, and Nursing and the College of Arts and Sciences share the buildings, which houses lecture halls, instructional laboratories, and conference rooms.

Lovejoy Library (LB)

Named for abolitionist newspaper publisher Elijah P. Lovejoy, the library houses a self-instruction lab, computer labs, an extensive audiovisual reference collection, an Illinois and U.S. Government Documents Depository, a rare books collection, an international library network, and thousands of electronic journals and books. A small auditorium on the lower level is used for musical performances, movies and lectures.

Vadalabene Center (VC)

The Sam M. Vadalabene Center for Health, Recreation, and Physical Education is named after former Illinois Senator Sam Vadalabene of Edwardsville. This multipurpose building, used for campus-wide recreation and intramural and intercollegiate sports, is located on the north edge of the central academic core. It houses a swimming pool; racquetball courts; a climbing gym; a 33,000-square-foot multipurpose room; lockers/showers; rooms for dance, combat, and weight-lifting sports; laboratories; classrooms; and offices for the Athletics staff and the Department of Kinesiology and Health Education.

Metcalf Student Experimental Theater (ST)

This facility, named for SIUE former budget director James F. Metcalf, is just northwest of the main core. It includes dressing rooms, storage, and a main stage area with a seating capacity of 200 people.

Morris University Center (MUC)

Morris University Center, named after Delyte W. Morris, President of Southern Illinois University from 1948-1970, is home to many activities and services. The building's

Information Center assists persons who have questions about the University. The center provides dining facilities, including a Starbucks with open access computers and laptop hook-ups for students, faculty, and staff. It also offers newly renovated recreational facilities, including a 16-lane bowling alley, table tennis, pool tables, and a card and game lounge. Other amenities include the University Bookstore, a convenience store, barber and beauty shop, ATM, conference rooms, and an art gallery. Dances, movies, various entertainment programs, and other functions are held in Meridian Ballroom.

Student Success Center

Completed in summer 2009, the SIUE Student Success Center consolidates student services and resources to help improve recruitment, retention and graduation rates. The new addition houses, among others, Academic Counseling and Advising, Career Development Center, Counseling Services, Disability Support Services, and Health Service.

Peck Hall (PH)

The first building opened on campus is named for John Mason Peck, an early pioneer and educator in this region. In 1827, Peck founded Shurtleff College in Alton, Illinois — the first college in Illinois and now the site of the SIU School of Dental Medicine. Peck Hall is home to the College of Arts and Sciences, the Anthropology Teaching Museum, the Communication Laboratory, a computer laboratory, and laboratories for foreign language instruction. The offices of Academic Counseling and Advising, Instructional Services, and the SOAR Program also are housed here. Two the wings, opening from a center court, are used for classrooms; a third wing is used for faculty offices.

Pharmacy Building (PL)

The School of Pharmacy, located in new facilities in SIUE's University Park, incorporates technologically advanced classrooms, a new Drug Information and Wellness Center, and pharmacy teaching and research laboratories in its innovative and contemporary curriculum.

Religious Center (RC)

Just southwest of the academic core, a visually arresting geodesic dome structure designed by R. Buckminster Fuller houses the interdenominational Religious Center. The center was funded with private donations.

Rendleman Hall (RH)

The administration building, named for the University's first President, John S. Rendleman, houses offices of the Chancellor, the Provost and Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration and Vice Chancellor for Student Affairs, Admissions, the Service Center, the Office of the Registrar, the Bursar, Student Financial Aid, Educational Outreach, University Housing Contract Office and Parking Services. Health Service,

Fast Copy, and a branch of the United States Postal Service are on the lower level.

Science Building (SL)

Science laboratories for research and instruction in biology, chemistry, physics, and mathematics, and academic computer facilities and faculty offices are located in the Science Building.

Student Fitness Center (SC)

The Student Fitness Center opened for use in the spring of 1993, expanded in 1999, and expanded again in 2009. The facility, dedicated to student recreational use, includes six

multipurpose courts, a rock-climbing gym, an elevated jogging track, weight training facilities, fitness and cardio facilities, exercise studios, an aerobics training room, and a wellness center designed to provide health and fitness assessment and programming.

Other Facilities

Additional facilities such as the Counseling Center, the Supporting Services Building, the Clifford H. Fore Environmental Resources Training Center, the School of Dental Medicine at Alton, the Springfield Nursing facility, and the East St. Louis Higher Education Campus are located away from the academic core.

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Faculty Emeriti

Ades, John I., Professor of English Language and Literature, Ph.D., 1963, University of Cincinnati
Ahlbrand, William P., Professor of Education Leadership, Ph.D., 1968, Washington University
Anderson, Daniel J., Professor of Art and Design, M.F.A., 1970, Cranbrook Academy of Art
Andris, James F., Professor of Education Leadership, Ph.D., 1974, Indiana University
Archangel, Rosemarie, Professor of Kinesiology and Health Education, Ph.D., 1968, University of Iowa

Ardis, Colby V., Professor of Civil Engineering, Ph.D., 1972, University of Wisconsin
Arnold, George, Associate Professor of Engineering and Technology, Sc.D., 1964, Washington University
Aucamp, Donald, Professor of Production and Operations Management (Management), Ph.D., 1971, Washington University
Ault, David E., Professor of Economics, Ph.D., 1969, University of Illinois
Baccus, Gynelle, Assistant Professor of Nursing, Ph.D., 1992, Southern Illinois University Carbondale
Baden, Don, Associate Professor of Curriculum and Instruction, Ed.D., 1973, University of Houston

- Bagchi, Deipica**, Professor of Geography, Ph.D., 1977, Oregon State University
- Bailey, Dale S.**, Professor of English Language and Literature, Ph.D., 1961, Indiana University
- Baker, John A.W.**, Professor of Health, Recreation and Physical Education, Ph.D., 1979, University of Iowa
- Baker, Nora**, Associate Professor of Mass Communications, M.S., 1983, Southern Illinois University Edwardsville
- Bardolph, Marinus P.**, Professor of Chemistry, Ph.D., 1947, State University of Iowa
- Barker, John A.**, Professor of Philosophy, Ph.D., 1967, Tulane University
- Barlow, Hugh D.**, Professor of Sociology and Criminal Justice Studies, Ph.D., 1973, University of Texas at Austin
- Barringer, Robert L.**, Professor of Production and Operations Management (Management), Ph.D., 1956, Massachusetts Institute of Technology
- Beach, Kenneth E.**, Professor of Dental Medicine, D.D.S., 1949, University of Illinois
- Bear, David E.**, Professor of Curriculum and Instruction, Ed.D., 1958, Washington University
- Bell, Doris E.**, Professor of Nursing, Ph.D., 1979, Saint Louis University
- Bender, Lewis G.**, Professor of Public Administration and Policy Analysis, Ph.D., 1977, University of Georgia
- Bengtson, Harlan H.**, Professor of Civil Engineering, Ph.D., 1971, University of Colorado
- Benjamin, James**, Associate Professor of Computer Management and Information Systems, Ph.D., 1979, University of Illinois
- Bennewitz, William C.**, Professor of Computer Science, Ph.D., 1957, University of Illinois
- Blain, Robert R.**, Professor of Sociology and Criminal Justice Studies, Ph.D., 1967, University of Massachusetts
- Bobka, Louis A.**, Assistant Professor of Kinesiology and Health Education, M.S., 1959, Southern Illinois University Carbondale
- Boedeker, Richard R.**, Professor of Physics, Ph.D., 1959, St. Louis University
- Bosse, Daniel**, Professor of Marketing, Ph.D., 1971, Saint Louis University
- Bosse, Roberta B.**, Professor of English Language and Literature, Ph.D., 1971, Saint Louis University
- Branz, Nedra C.**, Associate Professor of Historical Studies, M.A., 1957, Southern Illinois University Carbondale
- Bridwell, James G.**, Associate Professor of Geography, M.A., 1967, Southern Illinois University Edwardsville
- Broadbooks, Harold E.**, Professor of Biological Sciences, Ph.D., 1950, University of Michigan
- Brown, Julius**, Professor of Electrical Engineering, Sc.D., 1963, Washington University
- Brown, Stephen M.**, Professor of Music, M.Mus., 1970, Southern Illinois University Edwardsville
- Brubaker, H. Bruce**, Professor of Educational Leadership, Ed.D., 1952, Indiana University
- Bryan, Virginia R.**, Professor of Physics, Ph.D., 1968, University of Minnesota
- Burcky, William D.**, Professor of Educational Leadership, Ph.D., 1971, Saint Louis University
- Butler, David L.**, Associate Professor of English Language and Literature, Ph.D., 1972, Saint Louis University
- Butts, Herbert C.**, Professor of Dental Medicine, M.S., 1950, University of Tennessee
- Cady, Lois M.**, Assistant Professor of Nursing, M.S., 1962, University of Colorado
- Calcagno, Philip M.**, Associate Professor of Lovejoy Library, M.L.S., 1969, University of Illinois
- Carey, Ann Lee**, Professor of Special Education and Communication Disorders, Ph.D., 1969, Southern Illinois University Carbondale
- Carpenter, Sara**, Lecturer of Kinesiology and Health Education, B.A., 1950, Texas A&I
- Carver, M. Robert Jr.**, Professor of Accounting, Ph.D., 1980, University of Missouri–Columbia
- Chen, Ching-Chih**, Professor of Historical Studies, Ph.D., 1973, Harvard University
- Chenault, Joann**, Professor of Education Leadership, Ed.D., 1958, University of Kentucky
- Cingolani, Judith**, Associate Professor of Social Work, Ph.D., 1991, Saint Louis University
- Claudson, William**, Professor of Music, Ph.D., 1965, Northwestern University
- Clemans, Kermit**, Professor, Ph.D., 1953, University of Oregon
- Clements, Donald W.**, Associate Professor of Geography, 1975, Southern Illinois University Carbondale
- Collins, Janet D.**, Associate Professor of English Language and Literature, Ph.D., 1972, Saint Louis University
- Combs, Charles**, Professor, Ed.D., 1963, Syracuse University
- Comer, James**, Professor of Curriculum and Instruction, Ed.D., 1965, Oklahoma State University
- Cooper, Mary A.**, Professor of Mathematics and Statistics, D.Sc., 1970, Washington University
- Corr, Charles Anthony**, Professor of Philosophy, Ph.D., 1966, Saint Louis University
- Cote, Daniel N.**, Professor of Construction, M.S., 1958, North Carolina State University
- Cox, Homer L.**, Professor, Ed.D., 1955, Northwestern University
- Coy, Richard E.**, Professor, D.M.D., 1969, University of Pittsburgh
- Creason, Nancy**, Professor of Nursing, Ph.D., 1977, University of Michigan
- Curry, A. Dudley**, Associate Professor of Educational Leadership, Ph.D., 1967, University of Illinois
- Dale, Edwin E.**, Professor of Dental Medicine, D.D.S., 1943, University of Illinois
- Daniels, Gladys R.**, Associate Professor, M.A., 1940, University of Illinois

- Danley, John R.**, Professor of Philosophy, Ph.D., 1977, University of Rochester
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- Davis, Don F.**, Professor of Art and Design, M.A., 1955, Ohio University
- DeLong, Barbara J.**, Professor of Kinesiology and Health Education, Ph.D., 1967, University of Iowa
- deMeneses, Mary R.**, Professor of Nursing, Ed.D., 1982, Northern Illinois University
- Denby, Robert V.**, Professor of English Language and Literature, Ph.D., 1974, University of Illinois
- Denny, Sidney G.**, Professor of Anthropology, Ph.D., 1972, Southern Illinois University Carbondale
- DeToye, Lela**, Professor of Curriculum and Instruction, Ed.D., 1989, Southern Illinois University Edwardsville
- Donnelly, Brian**, Professor of Public Administration and Policy Analysis, Ph.D., 1978, University of Georgia
- Duffey, Harry**, Professor of Civil Engineering, Sc.D., 1965, Washington University
- Dunham, Katherine**, University Professor, Ph.D., 1937, University of Chicago
- Dustin, John E.**, Professor, Ph.D., 1958, University of Illinois
- Edmonds, Radcliffe G. Jr.**, Associate Professor of Economics, Ph.D., 1979, University of Michigan
- Elliott, Donald S. Jr.**, Professor of Economics and Finance, Ph.D., 1976, University of Minnesota
- Engbretson, Robert O.**, Professor of Psychology, Ph.D., 1964, Michigan State University
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- Farley, John E.**, Professor of Sociology, Ph.D., 1977, University of Michigan
- Farrell, John V.**, Professor of Political Science, Ph.D., 1975, University of Iowa
- Feeney, Martha J.**, Associate Professor, Lovejoy Library, M.L.S., 1967, Pratt Institute
- Feeney, William R.**, Professor of Political Science, Ph.D., 1970, Johns Hopkins University
- Fernando, Rex**, Associate Professor, Ph.D., 1976, St. Louis University
- Firsching, Henry F.**, Professor of Chemistry, Ph.D., 1955, Syracuse University
- Fortado, Robert J.**, Associate Professor, Lovejoy Library, M.S.L.S., 1967, University of Illinois
- Franke, Arnold**, Associate Professor of Management, M.S., 1960, Purdue University
- Freeman, Ruges R.**, Professor of Curriculum and Instruction, Ph.D., 1972, Washington University
- Freund, William F.**, Professor of Art and Design, M.S., 1950, University of Wisconsin
- Frisbie, Charlotte J.**, Professor of Anthropology, Ph.D., 1970, University of New Mexico
- Frisbie, Theodore R.**, Professor of Anthropology, Ph.D., 1971, Southern Illinois University Carbondale
- Funkhouser, Linda**, Associate Professor of English Language and Literature, Ph.D., 1978, Saint Louis University
- Gallaher, John G.**, Professor of Historical Studies, Ph.D., 1960, Saint Louis University
- Garder, Arthur**, Professor of Mathematics and Statistics, Ph.D., 1954, Washington University
- Glossop, Ronald J.**, Professor of Philosophy, Ph.D., 1960, Washington University
- Goehe, Patricia A.**, Associate Professor of Speech Communication, M.S., 1958, Southern Illinois University Carbondale
- Going, William T.**, Professor of English Language and Literature, Ed.D., 1954, University of Michigan
- Gore, S. Joseph**, Professor of Curriculum and Instruction, Ph.D., 1962, Washington University
- Graebe, Annette M.**, Associate Professor of Speech Communication, M.A., 1964, Southern Illinois University Carbondale
- Grant, Samuel B. Jr.**, Associate Professor of Historical Studies, Ph.D., 1968, University of Michigan
- Griffin, Toby D.**, Professor of English Language and Literature, Ph.D., 1975, University of Florida
- Grist, Arthur Leonard**, Associate Professor of Curriculum and Instruction, M.Ph.E., 1960, University of Michigan
- Grivna, William J.**, Professor of Theater and Dance, M.F.A., 1978, University of Minnesota
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- Haley, Johnetta**, Professor of Music, M.Mus., 1972, Southern Illinois University Edwardsville
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- Hamrick, William S.**, Professor of Philosophy, Ph.D., 1971, Vanderbilt University
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- Hansel, Walter Max**, Associate Professor of Business Education, Ph.D., 1983, Southern Illinois University Carbondale
- Harrick, Edward J.**, Professor of Management, Ph.D., 1974, Saint Louis University
- Hashimi, Rasool M.H.**, Professor of Economics and Finance, Ph.D., 1958, University of Wisconsin
- Hattermer, Jimmie**, Professor of Computer Science, Ph.D., 1964, Washington University
- Havens, Daniel F.**, Professor of English Language and Literature, Ph.D., 1965, University of Michigan
- Havis, Barbara J.**, Assistant Professor, M.Ed., 1966, University of Missouri
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- Hirsch, Maurice L. Jr.**, Professor of Accounting, Ph.D., 1977, Washington University
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- Hofmann, David Carl**, Associate Professor of Educational Leadership, Ed.D., 1969, University of Toledo
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- Keefe, Donald**, Professor of Curriculum and Instruction, Ph.D., 1975, University of Illinois
- Keene, Carol A.**, Professor of Philosophy, Ph.D., 1969, Saint Louis University
- Kendall, John D.**, Professor of Music, M.A., 1945, Columbia Teachers College
- Kerr, Ruth Slenczynska**, Professor of Music, D.F.A. (Honorary), 2000, Southern Illinois University Edwardsville
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- King, Thomas E.**, Professor of Accounting, Ph.D., 1973, University of California at Los Angeles
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- Klepper, Robert**, Professor of Computer Management and Information Systems, Ph.D., 1973, University of Chicago
- Kochman, Andrew J.**, Professor of Theater and Dance, Ph.D., 1956, University of Wisconsin
- Koepke, Robert L.**, Professor of Public Administration and Policy Analysis, Ph.D., 1966, University of Illinois
- Kohn, Robert**, Professor of Economics, Ph.D., 1969, Washington University
- Korn, Alfred**, Professor of Civil Engineering, Sc.D., 1967, Washington University
- Krchniak, Stefan P.**, Professor of Education Leadership, Ph.D., 1968, New York University
- Kropp, Lloyd E.**, Professor of English Language and Literature, M.A., 1961, University of Pittsburgh
- Kurth, Rudolf O.E.W.**, Professor of Mathematical Sciences, Ph.D., 1948, University of Berne
- Kurtzrock, George H.**, Professor of Speech Pathology, Ph.D., 1956, University of Illinois
- Kwapis, Bruno**, Professor of Dental Medicine, D.D.S., 1948, Marquette University
- Lamp, Robert E.**, Professor of Psychology, Ph.D., 1966, Washington University
- Lampe, Fred**, Associate Professor of Geography, Ph.D., 1972, University of Kansas
- Lampe, Marion**, Professor of Music, D.M.A., 1968, University of Michigan
- Lashley, Felissa L.**, Dean of Nursing, School of, Ph.D., 1973, Illinois State University
- Lawrence, Barbara J.**, Professor of English Language and Literature, Ph.D., 1973, Saint Louis University
- Lawrence, Edwin G.**, Associate Professor, Ph.D., 1972, University of Wisconsin
- Lazerson, Earl E.**, President and Distinguished Service Professor of Mathematics and Statistics, Ph.D., 1982, University of Michigan
- Lessen, Elliott**, Professor of Special Education and Communication Disorders, Ph.D., 1977, University of Florida
- Levin, Stanford L.**, Professor of Economics and Finance, Ph.D., 1974, University of Michigan
- Lieblich, Malcolm**, Professor of Special Education and Communication Disorders, Ph.D., 1963, New York University
- Lin, An-Yhi**, Professor of Economics and Finance, Ph.D., 1967, Iowa State University
- Linden, George W.**, Professor of Philosophy, Ph.D., 1956, University of Illinois
- Lindsay-Skinner, Vaughnie**, Professor of Business Education, Ed.D., 1966, Indiana University
- Livingston, Marilyn**, Professor of Computer Science, Ph.D., 1966, University of Alberta
- Long, Ruby D.**, Professor of Special Education and Communication Disorders, Ed.D., 1967, University of Missouri
- Lossau, Carl**, Professor, Ph.D., 1962, Northwestern University
- Loucks, Donald G.**, Professor of Music, Ph.D., 1974, Ohio State University
- Luan, David**, Professor of Economics, Ph.D., 1959, University of Texas
- Luedke, George C.**, Associate Professor of Kinesiology and Health Education, D.P.Ed., 1982, Indiana University
- Lynch, James M.**, Associate Professor of Marketing, Ph.D., 1984, University of Texas, Austin

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- Mackie, Wade C.**, Professor of Theater and Dance, Ph.D., 1972, Indiana University
- Madson, Donald C.**, Associate Professor of Curriculum and Instruction, Ed.D., 1960, University of South Dakota
- Malone, Robert R.**, Professor of Art and Design, M.F.A., 1958, University of Chicago
- Maloney, Thomas J.**, Professor, Ph.D., 1966, Washington University
- Matta, Michael S.**, Professor of Chemistry, Ph.D., 1966, Indiana University
- McAfee, Wilbur**, Associate Professor, M.A., 1948, University of Illinois
- McAneny, Lawrence**, Professor of Physics, Ph.D., 1959, University of Kansas
- McAneny, Lucille**, Lecturer of Instructional Services, M.S., 1972, Southern Illinois University Edwardsville
- McCabe, Don F.**, Associate Professor of Political Science, Ph.D., 1972, University of Idaho
- McCall, John N.**, Professor of Psychology, Ph.D., 1959, University of Minnesota
- McClearey, Kevin E.**, Professor of Speech Communication, Ph.D., 1979, University of Kansas
- McKinney, Richard N.**, Professor of Management, Ph.D., 1969, Saint Louis University
- Mellott, George K.**, Professor of Music, Ph.D., 1964, University of Iowa
- Mendelson, Robert E.**, Professor of Geography, M.U.P., 1966, University of Illinois
- Meredith, Cameron W.**, Professor of Education Leadership, Ph.D., 1951, University of Michigan
- Michlitsch, Joseph F.**, Associate Professor of Management, Ph.D., 1980, University of Minnesota
- Miller, Boulton B.**, Professor of CMIS, Ph.D., 1961, George Washington University
- Miller, C. Robert**, Associate Professor of Lovejoy Library, Mus.Ed.M., 1972, Southern Illinois University Edwardsville
- Mitchell, Sylvia I.**, Assistant Professor of Nursing, School of, M.S.N., 1972, Saint Louis University
- Moehn, Larry Niel**, Assistant Professor of Kinesiology and Health Education, M.S., 1962, Indiana University
- Mundt, Frederick J.C.**, Professor of Education Leadership, Ph.D., 1961, University of Wisconsin
- Munshaw, Joe A.**, Professor of Speech Communication, Ph.D., 1972, University of Missouri
- Nair, Shankar**, Associate Professor of Biological Sciences, Ph.D., 1966, Washington University
- Nall, Susan M.W.**, Professor of Curriculum and Instruction, Ph.D., 1975, Saint Louis University
- Nelson, Charles E.**, Professor of Educational Leadership, Ph.D., 1970, Southern Illinois University Carbondale
- Nelson, Thomas Jr.**, Professor of Dental Medicine, Ph.D., University of Southern California
- Nordhauser, Norman E.**, Professor of Historical Studies, Ph.D., 1970, Stanford University
- Nore, Ellen**, Associate Professor of Historical Studies, Ph.D., 1980, Stanford University
- Norman, Richard D.**, Professor of Dental Med, School of, M.S.D., 1964, Indiana University
- O'Brien, Thomas C.**, Professor of Curriculum and Instruction, Ph.D., 1967, New York University
- O'Gorman, Gerald**, Associate Professor of English Language and Literature, Ph.D., 1973, St. Louis University
- Osiek, Betty T.**, Professor of English Language and Literature, Ph.D., 1966, Washington University
- Owens, James**, Associate Professor of Curriculum and Instruction, Ph.D., 1972, University of Illinois
- Parker, Nancy R.**, Associate Professor of Biological Sciences, Ph.D., 1965, University of Texas
- Patsloff, Patricia K.**, Professor of Business Education, Ed.D., 1967, University of Michigan
- Paxson, Thomas D. Jr.**, Professor of Philosophy, Ph.D., 1970, University of Rochester
- Pearson, Samuel C.**, Dean of Historical Studies, Ph.D., 1964, University of Chicago
- Perry, Gloria**, Professor of Nursing, School of, Ph.D., 1974, Saint Louis University
- Perry, Richard Kent**, Professor of Music, D.M.A., 1970, University of Illinois
- Phillips, Paul H.**, Professor of Mathematics and Statistics, Ph.D., 1968, Ohio State University
- Popp, Jerome A.**, Professor of Education Leadership, Ph.D., 1966, St. Louis University
- Portwood, Shirley J.**, Historical Studies of Historical Studies, Ph.D., 1982, Washington University
- Prell, Arthur E.**, Professor of Management and Marketing, Ph.D., 1956, University of Minnesota
- Prince, Alice R.**, Professor of Health, Recreation and Physical Education, Ph.D., 1984, Southern Illinois University Carbondale
- Pyke, Willie O.**, Professor of Business Education, Ed.D., 1972, Northern Illinois University
- Ratzlaff, Kermit O.**, Professor of Biological Sciences, Ph.D., 1962, University of California
- Regnell, Barbara C.**, Professor of Mass Communications, M.A., 1966, Syracuse University
- Regnell, John A.**, Professor of Mass Communications, Ph.D., 1966, University of Illinois
- Reiner, John R.**, Associate Professor of Education Leadership, Ph.D., 1969, Southern Illinois University Carbondale
- Reuterman, Nicholas**, Professor of Psychology, Ph.D., 1968, University of Colorado
- Revard, Stella Purce**, Professor of English Language and Literature, Ph.D., 1961, Yale University
- Richards-Ellsworth, Rosanda**, Associate Professor of Education Leadership, Ph.D., 1970, University of Wisconsin
- Richardson, Betty H.**, Professor of English Language and Literature, Ph.D., 1968, University of Nebraska

- Richardson, John A.**, Professor of Art and Design, Ed. D., 1958, Teachers College, Columbia University
- Riddleberger, Patrick**, Professor of Historical Studies, Ph.D., 1953, University of California
- Rider, John R.**, Professor of Mass Communications, Ph.D., 1963, Michigan State University
- Riley, Lawrence E.**, Associate Professor of Sociology and Criminal Justice Studies, Ph.D., 1971, Ohio State University
- Ringering, Dennis L.**, Professor of Art and Design, M.F.A., 1970, University of Colorado
- Robbins, Fred W.**, Associate Professor of English Language and Literature, Ph.D., 1970, University of Texas
- Rochester, Dean E.**, Professor of Education Leadership, Ed.D., 1965, Florida State University
- Rockwell, Robert E.**, Professor of Curriculum and Instruction, Ph.D., 1972, Saint Louis University
- Rogers, Billy John**, Associate Professor of Psychology, Ph.D., 1972, Saint Louis University
- Rogers, Karen**, Professor of Music, M.F.A., 1974, University of Iowa
- Rumfelt, Janice J.**, Assistant Professor of Nursing, Ed.D., 1991, Southern Illinois University Edwardsville
- Runkle, Gerald J.T.**, Professor of Philosophy, Ph.D., 1951, Yale University
- Russell, Ivan L.**, Professor of Curriculum and Instruction, Ph.D., 1955, University of Michigan
- Russo, Joseph R.**, Professor of Psychology, Ed.D., 1963, Pennsylvania State University
- Ruth, Sheila**, Professor of Philosophy, Ph.D., 1969, State University of New York
- Rutman, Gilbert**, Professor of Economics and Finance, Ph.D., 1965, Duke University
- Rydberg, Richard J.**, Associate Professor of Dental Medicine, D.D.S., 1961, Saint Louis University
- Salden, Dan R.**, Professor of Speech Communication, Ph.D., 1971, Southern Illinois University Carbondale
- Sappington, V. Ellen**, Associate Professor of Kinesiology and Health Education, Ph.D., 1976, University of Iowa
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- Schrage, John F.**, Professor of Computer Management and Information Systems, Ph.D., 1978, Michigan State University
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- Schusky, Ernest L.**, Professor of Anthropology, Ph.D., 1960, University of Chicago
- Schusky, Mary Sue**, Assistant Professor of Education Leadership, Ph.D., 1960, University of Chicago
- Schwartz, David F.**, Professor of Political Science, Ph.D., 1975, Pennsylvania State University
- Schwier, Ann S.**, Professor of Economics, Ph.D., 1952, Saint Louis University
- Scott, Janet**, Professor of Music, M.M., 1976, Washington University
- Seaburg, Paul A.**, Dean of Civil Engineering, Ph.D., 1969, University of Wisconsin
- Shaheen, Jack G. Jr.**, Professor of Mass Communications, Ph.D., 1969, University of Missouri
- Shea, Thomas M.**, Professor of Special Education and Communication Disorders, Ed.D., 1967, Boston University
- Sherwin, M. Margaret**, Associate Professor, Lovejoy Library, M.S., 1968, University of Illinois
- Showers, Norman E.**, Professor of Kinesiology and Health Education, Ed.D., 1966, University of Southern California
- Simons, Margaret A.**, Distinguished Professor of Philosophy, Ph.D., 1977, Purdue University
- Smith, Michael Joseph**, Professor of Biological Sciences, M.F.A., 1961, Indiana University
- Snell, Luke M.**, Professor of Construction, M.S., 1970, University of Oklahoma
- Spurgeon, Dickie A.**, Professor of English Language and Literature, Ph.D., 1967, University of Illinois
- St. Onge, Keith**, Professor of Special Education and Communication Disorders, Ph.D., 1952, University of Wisconsin
- Stahnke, Arthur**, Professor of Political Science, Ph.D., 1966, University of Iowa
- Starr, Dartha F.**, Professor of Curriculum and Instruction, Ph.D., 1971, Saint Louis University
- Statisticsler, Luther D.**, Assistant Professor of Management, Ph.D., 1977, Saint Louis University
- Steckling, Ronald**, Associate Professor of Historical Studies, Ph.D., 1964, University of Wisconsin
- Stein, James R.**, Associate Professor of Special Education and Communication Disorders, Ph.D., 1973, Saint Louis University
- Steinberg, David**, Dean/Professor of Mathematics and Statistics, Sc.D., 1968, Washington University
- Stephen, G. Gregory**, Professor of Computer Science, Ph.D., 1969, University of New Mexico
- Sturley, Eric A.**, Professor of Mathematics and Statistics, Ed.D., 1953, Columbia University
- Sullivan, George M.**, Professor of Management and Marketing, L.L.M., 1982, New York University
- Sultan, Paul E.**, Professor of Economics, Ph.D., 1950, Cornell University
- Swaine, Richard L.**, Professor of Sociology and Criminal Justice Studies, Ph.D., 1971, Washington University
- Swamy, Padmanabha N.**, Professor of Physics, Ph.D., 1963, Delhi University
- Sykes, Roslyn Kelley**, Professor of Nursing, Ph.D., 1984, Saint Louis University
- Taylor, Joyce S.**, Professor of Special Education and Communication Disorders, Ph.D., 1969, University of Missouri
- Thomerson, Jamie E.**, Professor of Biological Sciences, Ph.D., 1965, Tulane University
- Thornton, Charles A.**, Professor of Geography, Ph.D., 1970, University of Tennessee
- Traxler, Anthony J.**, Professor of Psychology, Ph.D., 1969, Pennsylvania State University

- Turner, Charles**, Associate Professor of Curriculum and Instruction, Ed.D., 1954, Columbia University
- Turner, Sarah T.**, Professor of Music, M.A., 1958, Columbia University
- Valley, David B.**, Professor of Speech Communication, Ph.D., 1972, University of Illinois
- Van Roekel, Jacob**, Professor of Industrial and Mechanical Engineering, M.S.I.E., 1968, Purdue University
- Van Syoc, W. Bryce**, Professor of English, Ph.D., 1959, University of Michigan
- Verderber, Nadine L.**, Professor of Mathematics and Statistics, Ph.D., 1974, Ohio State University
- Vilhauer, William W.**, Professor of Theater and Dance, Ph.D., 1965, University of Iowa
- Violette, P. Eugene**, Assistant Professor of English Language and Literature, A.B., 1959, Saint Michael's College
- Wagner, Robert M.**, Professor of Special Education and Communication Disorders, Ph.D., 1971, Saint Louis University
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- Wallace, Mona Ruddy**, Associate Professor, Ed.D., 1983, University of Missouri, St. Louis
- Ward, William G.**, Professor of Mass Communications, M.S., 1958, Mankato State College
- Warren, Edwin**, Professor, Ph.D., 1976, University of Michigan
- Weber, Joseph A.**, Professor of Curriculum and Instruction, Ph.D., 1983, Saint Louis University
- Weingartner, James J.**, Professor of Historical Studies, Ph.D., 1967, University of Wisconsin
- Weiss, Stuart L.**, Professor of Historical Studies, Ph.D., 1961, University of Chicago
- Werner, David J.**, Professor of CMIS, Ph.D., 1969, Northwestern University
- White, J. Edmund**, Professor of Chemistry, Ph.D., 1958, Indiana University
- Whiteside, William**, Professor of Special Education and Communication Disorders, Ph.D., 1969, Southern Illinois University Carbondale
- Wilbraham, Antony C.**, Professor of Chemistry, Ph.D., 1965, Royal Institute of Chemistry
- Wiley, W. Deane**, Professor of Education Leadership, Ph.D., 1966, Claremont Graduate School
- Williams, Robert A.**, Professor of Curriculum and Instruction, Ph.D., 1975, Georgia State University
- Wilson, Howell K.**, Professor of Mathematics and Statistics, Ph.D., 1964, University of Minnesota
- Wilson, Rudolph G.**, Associate Professor of Curriculum and Instruction, B.A., 1964, California State University, Los Angeles
- Winnett, David A.**, Professor of Curriculum and Instruction, Ed.D., 1988, Southern Illinois University Edwardsville
- Wittig, Gertraude C.**, Professor of Biological Sciences, Ph.D., 1955, University – West Germany
- Wolf, Robert G.**, Professor of Philosophical Studies, Ph.D., 1970, Saint Louis University
- Woods, William I.**, Professor of Geography, Ph.D., 1986, University of Wisconsin, Milwaukee
- Yarbrough, Ronald E.**, Professor of Geography, Ph.D., 1972, University of Tennessee
- Zahalsky, Arthur C.**, Professor of Biological Sciences, Ph.D., 1963, New York University
- Zanger, Jules**, Professor of English Language and Literature, Ph.D., 1954, Washington University
- Ziegler, Robert J.**, Associate Professor of English Language and Literature, Ph.D., 1972, University of Rochester
- Zurheide, Frederick W. IV**, Professor of Physics, M.S., 1959, Southern Illinois University Carbondale



Course Descriptions



Course Descriptions

Designations Used in Course Descriptions

Some courses listed in this section of the catalog will fulfill General Education requirements. The following abbreviations, when listed with the course description, indicate how the course may be used to meet General Education requirements.

[INTRO] Introductory Course
 [IFAH] Introductory Fine Arts and Humanities
 [INSM] Introductory Natural Sciences and Mathematics
 [ISS] Introductory Social Sciences
 [SKCP] Skills Computer Concepts Course
 [SKFL] Skills Foreign Language Course
 [SKLG] Skills Logic Course
 [SKOC] Skills Oral Communication Course
 [SKSY] Skills Course
 [SKW1] Skills Written Expression 101 Course
 [SKW2] Skills Written Expression 102 Course
 [DFAH] Distribution Fine Arts and Humanities
 [DNSM] Distribution Natural Sciences and Mathematics
 [DSS] Distribution Social Sciences
 [IC] International Culture
 [IGR] Intergroup Cultural Relations
 [II] International Issues
 [IS] Interdisciplinary Studies
 [IAI] Illinois Articulation Initiative

It is possible that one course may fulfill two or more requirements in the General Education program. When this is the case, the abbreviations for the appropriate General Education requirements will appear. For example, [DSS, II] indicates that this course may be used to fulfill a Social Science Distribution requirement and also meets the International Issues requirement. In some cases, different parts of a sequenced course may fulfill different requirements. For example, [DSS, (a) IC, (b) II] indicates that part (a) of this sequence will fulfill the International Culture requirement while part (b) will fulfill the International Issues requirement. When a course has two or more parts and the parts are not listed singly, both parts fulfill the requirements indicated.

In some cases, a course cannot fulfill two requirements; for example HIST 111b cannot be counted toward fulfillment of both Introductory and Distribution course requirements. Students should carefully read course descriptions in order to be aware of how particular courses will fulfill the General Education program requirements.

Academic Development (AD)

Institutional credit is given for zero-level Academic Development courses (AD 070 — AD 095). Such credit may not be used for graduation, and letter grades are not calculated in the grade point average.

070-3 Beginning Algebra — Signed numbers, fractions, integer exponents, algebraic expressions, solving linear equations/inequalities, graphing, polynomial operations, factoring, rational expressions, systems of linear equations, applications. Credit not counted for graduation. Letter grades not counted in grade point average. Four contact hours. Upon completion of course, a grade of C or higher indicates readiness for enrollment in AD 095.

080a,b-2,3 College Reading I — This course, where reading is taught as an active process reliant on various techniques, broadens reading background and prepares students for success with academic coursework. Credit will be awarded as AD 080 a,b-2,3. Credit not to be counted for graduation. Letter grades not counted in grade point average. Five contact hours.

082-3 College Reading II — Focuses on strengthening reading comprehension; encourages critical reading. Evaluation of ideas is facilitated by keeping journals, participating in literature groups and practicing effective strategies. Credit not counted for graduation. Letter grades not counted in grade point average. Four contact hours.

085-3 Introduction to Geometry — Fundamentals of Euclidean Geometry: angles, parallel lines, polygons, circles, polyhedrons, area and volume, similarity, congruence, mathematical reasoning, informal proofs. Credit not counted toward graduation. Letter grades not counted in grade point average.

090a,b-2,3 Basic Writing I — Focus on thinking skills and expression of ideas within organized and coherent paragraphs and short essays. Emphasis on sentence skills and college level vocabulary. Credit will be awarded as AD 090 a,b-2,3. Credit not to be counted for graduation. Letter grades not counted in grade point average. Five contact hours. Prerequisite: Course placement determined by ACT and writing assessment. Exit criteria to AD 092: C or better in AD 090A and D or better in AD 090B and/or consent of instructor. Exit criteria to ENG 101: C or better in AD 090A and 090B and/or consent of instructor.

092-3 Basic Writing II — Focus on writing of multi-paragraph essays and development of analytical skills needed to address abstract topics. Credit not to be counted for graduation. Letter grades not counted in grade point average. Four contact hours. Prerequisite: Course placement determined by ACT and writing assessment or grade of C or better in AD 090a and D in AD 090b and/or consent of instructor. Exit Criteria to ENG 101: C or better in AD 092 and/or consent of instructor.

095-3 Intermediate Algebra — Polynomials, factoring, rational exponents, linear and quadratic equations/ inequalities, functions, graphing, rational expressions, inequalities, systems of equations, logarithms, geometry, applications. Credit not counted for graduation. Letter grades not counted in grade point average. Five contact hours.

115-2 Study Skills — Improve study behaviors and attitudes through academic goal setting, study systems, note-taking techniques, test taking strategies, time management, classroom communication and problem solving. Two contact hours.

116-2 Reading Speed and Efficiency — Improvement of reading rate and flexibility with emphasis on comprehension, vocabulary, and textbook reading strategies as related to reading efficiency and overall academic performance. Two contact hours. Prerequisite: college-level reading skills.

117-2 Career Planning and Development — Career decision-making process investigates self-awareness, career

exploration, career information gathering, life styles and job search strategy including development of resumés, interviewing skills and networking techniques. Two contact hours.

Accounting (ACCT)

200-3 Fundamentals of Financial Accounting — Concepts of financial accounting and external reporting. Nature and measurement of assets, liabilities, equities, revenues, expenses. Emphasis on use and understanding of external financial statements. Prerequisites: ECON 112, CMIS 108.

210-3 Managerial Accounting — Information accumulation, analysis, and use for managerial decisions. Cost-volume-profit relationships; short- and long-term decisions; standards and budgets; segment and managerial performance evaluation. Open only to non-accounting majors. Credit not acceptable for the Bachelor of Science in Accountancy. Prerequisites: 200 with a grade of C or better, MS 251 with a grade of C or better.

301-3 Intermediate Accounting Theory and Practice I — Financial accounting concepts and procedures; measurement and reporting methods with respect to assets, liabilities, owners equity, revenues and expenses; authoritative pronouncements. Prerequisite: 200 with grade of B or better, accounting, CMIS, economics or finance, business administration majors.

302-3 Intermediate Accounting Theory and Practice II — Continuation of 301. Selected complex accounting issues from a theoretical and practical viewpoint; pensions, leases, tax allocation, changing prices, other reporting and disclosure issues. Prerequisite: 301 with grade of C or better, accounting majors.

303-3 Intermediate Accounting Theory and Practice III — Continuation of 302. Emphasis on conceptual understanding and on the ability to apply financial accounting concepts to practice. Topics include the statement of cash flows and accounting for leases, pensions, deferred taxes. Prerequisites: 302 and good standing in accountancy program, or consent of accountancy program director, accounting majors.

311-3 Managerial and Cost Accounting I — Costs for financial accounting and managerial decision making in changing competitive, service, manufacturing environments; behavioral, quantitative, computer applications; extensive communication and analytical skills development. Prerequisites: 200 with grade of B or better, MS 251 with grade of C or better, accountancy, economics or finance, CMIS or business administration majors.

312-3 Managerial and Cost Accounting II — Short- and long-term decision making and operational control in changing competitive, service, manufacturing environments; behavioral, quantitative, computer applications; continuation of communication and analytical skills development. Prerequisites: 311 with grade of C or better, accounting majors.

315-3 Accounting Systems — Accounting systems, concepts, design, information needs and flows; special emphasis on internal control. Prerequisites: 200 with grade of B or better, accounting majors.

321-3 Introduction to Taxation — Survey of federal tax laws applicable to individuals, corporations, estates, trusts. Prerequisites: 301 with grade of C or better, accounting majors.

340-3 Business Law for Accountants — Accounting and auditing implications of legal issues. Includes securities laws and Uniform Commercial Code areas of sales; commercial paper; secured transactions; partnerships; corporations; agency; bankruptcy. Prerequisites: 200 with grade of B or better,

accountancy, CMIS, economics or finance, business administration majors.

401-3 Advanced Financial Accounting — Accounting principles, procedures related to special entities, including governmental units, partnerships, and multi-corporate entities; foreign transactions; primary emphasis on business combinations and consolidated financial statements. Prerequisites: 302 and good standing in Accountancy program, or consent of instructor, accounting majors.

431-3 Principles of Auditing — Auditor's decision process; understanding client's business; development of working papers, audit tests, statistical sampling applications, EDP systems; preparation of audit report, current pronouncements. Prerequisites: 302, 315, good standing in accountancy program, or consent of accountancy program director, accounting majors.

490-1 to 6 Independent Study in Accounting — Topical areas in greater depth than regularly titled courses permit; individual or small group readings or research projects. May be repeated to a maximum of 6 hours provided no topic is repeated. Prerequisites: consent of instructor and department chair person, good standing in accountancy program, accounting majors.

Aerospace Studies (AS)

101-102 The Air Force Today – 2 semesters, 2 credit hours — This survey course briefly covers topics relating to the Air Force and defense. It focuses on the structure and missions of Air Force organizations, officership and professionalism. It is also a good introduction into the use of communication skills.

201-202 The Air Force Way – 2 semesters, 2 credit hours — This survey course is concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and the peaceful employment of U.S. air power in civic actions, scientific missions and support of space exploration.

Professional Officer Courses

301-302 Air Force Leadership and Management – 2 semesters, 6 credit hours — This course is a study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variables affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory.

401-402 Preparing for Active Duty – 2 semesters, 6 credit hours — Learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, you will study topics that will prepare you for your first active-duty assignment as an officer in the Air Force

Anthropology (ANTH)

111-3 Introduction to Anthropology — [ISS, IC] [IAI No. S1 900N] Introduction to the methods and theories of anthropology's four fields: cultural anthropology, linguistic anthropology, biological anthropology, and archaeology. Uses museum and audiovisual resources for illustration.

170-3 Introductory Topics in Anthropology — Introduction to anthropology through selected special topics. Does not count towards anthropology major or minor.

300-3 Ethnographic Methods and Theory — [DSS] Theory, ethics and application of field methods and data analysis in cultural anthropology including participant observation, interviews, questionnaires and visual data collection. Prerequisite: 111.

301-3 Language and Culture — Relations between language and culture; development of language and culture as human characteristics; linguistic diversity and universals; introduces sociolinguistics. Prerequisite: 111 or consent of instructor.

302-3 World Music — [DSS, IC] A survey of world music traditions, including the music of Europe, North America, Asia, Africa, and Latin America.

304-3 Symbols and Culture — [DSS, IC] Ethnographic approaches to symbolic analysis including interpretation of sensory perceptions, artifacts, cultural use of space, symbolic behavior, the mass media, and issues of representation.

305-3 Peoples and Cultures of Native North America [DSS, IGR] Examines diversity in social, economic, political and religious aspects of the traditional cultures of selected Native American nations and societies.

306-3 Peoples and Cultures of Asia — [DSS, IC] History, culture and social organization of selected Asian societies examined through films, narratives, artifacts and ethnographies.

307-3 People and Culture of Latin America and the Caribbean — [DSS, IC] Social and cultural aspects of contemporary Mexico, Central America, South America, and the Caribbean in historical and environmental context.

310-3 People and Culture of Africa — [DSS, IC] Cross-cultural comparisons of African tribes to illustrate general principles of anthropology; relation of tribal backgrounds to contemporary economic and political life.

311-3 Culture of African-Americans — [DSS, IGR] Black family, religion, and political movements within American society. Historical experiences, social institutions and cultural developments of African-Americans, political responses to oppression.

312-3 Contemporary Native Americans — [DSS, IGR] History of unique position within North American society; contemporary issues in economics, politics, law, religion, social life and cultural heritage. (Prerequisites: 111, 305 or consent of instructor)

313-3 Women in Cross-Cultural Perspective — [DSS, IGR] (Same as WMST 313) Comparisons of positions, roles, and problems of women in contemporary cultures from selected world areas and socioeconomic levels. Anthropological perspectives on issues of women's studies.

315-3 Family and Household in Cross-Cultural Perspective — [DSS, IC] (Same as WMST 315) Examines family and household forms in a variety of historical and cultural contexts; explores family experiences through films, narratives and ethnographies. Prerequisite: 111 or consent of instructor.

325-3 Archaeological Method and Theory — [DSS] Major historical developments in Old and New World archaeology; methods and theoretical approaches to data analysis, and cultural resource management. Prerequisite: 111 or consent of instructor.

331-3 World Prehistory — [DSS, IC] Cultural developments of the Paleolithic through Mesolithic in the Old World and early Native American prehistory.

332-3 Origins of Old World Cities and States — [DSS, IC] An overview of the rise of cities and states. Neolithic beginnings to developments in Mesopotamia, Egypt, Indus Valley, China, and Sub-Saharan Africa.

333-3 Origins of New World Cities and States — [DSS, II] Origins and development of New World cities and states emphasizing Olmec, Mayan, Teotihuacan, Toltec, Aztec, and Andean cultures. Spanish conquest of Aztecs and Incas.

334-3 Origins of Agriculture — [DSS, IC] Overview of the origins of plant and animal domestication. Covers evidence for independent "invention" and subsequent spread of agriculture in Old World and New World.

335-3 Historical Archaeology — [DSS] Current methods and theoretical approaches of historical archaeology. Archaeological case studies are used to illustrate the cultural development of historic period groups and communities.

336-3 North American Prehistory — [DSS, IC] Survey of North American archaeology, beginning with the arrival of humans in the New World, and ending with the arrival of Europeans ca. 1500.

340-3 Cultural Ecology — [DSS, IC] Surveys the relationship between humans and their environment from an anthropological perspective. Begins with the earliest humans and ends with contemporary humans/modern problems.

350-3 Applied Anthropology — [DSS, II] Current issues from anthropological perspective: ethnicity and religious divisions, world hunger, concepts of health and medicine, other uses of anthropology for practical problems.

352-3 Medical Anthropology — [DSS, II, IC] Theories and applications of medical anthropology. Cross-cultural perspectives on health and medicine.

360A-3 Biological Anthropology Method and Theory — [DNSM] History of biological anthropology, current methods and theories. Includes evolutionary theory, nonhuman primates, human variation, genetics, and paleoanthropology. Must be taken concurrently with 360B. Prerequisite: 111.

360B-1 Biological Anthropology Lab — [DNSM] Laboratory course that must be taken concurrently with 360A. Covers human osteology and comparative nonhuman primate material. Prerequisite: 111.

365-3 Human Origins — [DNSM] Advanced course on human evolution, focusing on fossil and archeological evidence, and investigating the origins and development of modern human physical and cultural features. Prerequisite: 111.

366-3 Biology of Human Behavior — [DNSM] A critical look at how biology influences human behavior. Topics include gender, communication, and violence, investigated using non-human animals as comparative models.

367-3 Primatology — [DNSM] An overview of humans closest relatives (prosimians, monkeys, apes). Includes primate evolution, anatomy, ecology, social behavior, cognition, and conservation. Prerequisite: 111.

373-3 to 6 Ethnographic Field School I — [DSS] Students participate in an original research project in linguistic or cultural anthropology directed by the instructor; emphasizes field data collection methods. Prerequisite: 111.

374-3 to 6 Biological Anthropology Field School I — [DNSM] Research design, data collection and analysis in primatology, skeletal biology, or paleoanthropology, directed by instructor, requiring an independent project or participation in joint project. Prerequisites: 111 and consent of instructor.

375-3 to 6 **Archaeological Field School I** — [DSS] Students engage in original archaeological research directed by instructor. Methods of archaeological survey and excavation, learned through active participation in archaeological field and lab work. Prerequisites: 111 or consent of instructor.

400-3 **Contemporary Cultural Theory** — [DSS] Advanced survey of contemporary cultural anthropological theory, from interpretive anthropology through postmodernism and beyond. Prerequisite: 111 or consent of instructor.

401-3 **The Ethnography of Speaking** — [DSS] Advanced study of language and culture through analysis of case studies from around the world. Recommended for students intending graduate study in anthropology. **Not for graduate credit.** Prerequisite: 301 or consent of instructor.

402-3 **Language and Gender in Cross-Cultural Perspective** — [DSS, IC] (Same as WMST 402) Examination of gendered language use in a variety of cultures worldwide, and of the socialization of children into gendered language use as children and adults. **Not for graduate credit.**

404-3 **Anthropology and the Arts** — [DSS, IC] Analyzes a variety of western and non-western material and visual art forms; interpretation focuses on form, process, meaning, function and value. Prerequisite: 111 or consent of instructor.

408-3 **History of Anthropological Thought** — [DSS] Historical development of anthropology. Central ideas and schools of thought. Shifts in theory, method, and problem definition. Prerequisite: 111 with a minimum grade of C or consent of instructor.

410-3 **Anthropology of Religion** — [DSS, IC] Anthropological approaches to religion; cross-cultural examination of cosmology, myth, deities, ritual, ritual practitioners, religious transformation, sacred art and altered states of consciousness. Prerequisite: 111 or junior standing.

411-3 **Urban Anthropology** — [DSS, II] People in city environments. History of urban development, social and ethnic groups, networks. Comparison of urban areas in Africa, North America, other cultural settings. **Not for graduate credit.** Prerequisite: 111 or consent of instructor.

420-3 **Museum Anthropology** — [DSS] Course examines historical developments, theoretical approaches, contemporary issues, and hands-on methods of analysis in museological approaches to anthropology's four fields. Prerequisite: consent of instructor.

428-3 **Primates, Environments, and Conservation** — [DNSM] Advanced course on primates, focusing on conservation issues: species' conservation statuses, effects of human sociocultural/economic factors on populations, and effectiveness of various conservation strategies. **Not for graduate credit.** Prerequisite: 367.

429-3 **Forensic Anthropology** — [DNSM] Introduction to forensic anthropology, examining structure and function of the human skeleton. Methods for identifying sex, age, ancestry, trauma and disease. **Not for graduate credit.** Pre-requisites: 111, 360a,b.

430-3 **Zooarchaeology** — Archaeology of animal remains. Methods and theories for investigating human use of animals in the past. Emphasis on identification of animal bone. **Not for graduate credit.** Prerequisites: 111, 360b.

432 **Prehistory of Illinois** — [DSS] Prehistoric cultural developments in Midwest between 12,000 B.C. and 1500 A.D. Events leading to climax of Mississippian culture at Cahokia. Utilizes slides, archaeological collections, displays in Anthropology Teaching Museum. **Not for graduate credit.**

435-3 **American Material Culture** — [DSS] Theories and methods of interpretation applied to artifacts and museum sites that express historic and contemporary American culture, including American ethnic groups. Prerequisite: 111 or consent of instructor

452-3 **Political Anthropology** — [DSS, II] Cross-cultural examination of political forms and processes, including anthropological theories of political complexity and the state. Includes both Western and non-Western cultures. **Not for graduate credit.** Prerequisite: 111

470-3 to 9 **Special Topics in Anthropology** — [DSS] Significant problems and issues not treated in other courses. Focus is restricted; content varies and is announced in advance. May be repeated to a maximum of 9 hours as long as no topic is repeated. **Not for graduate credit.** Prerequisite: 111 or consent of instructor.

473-3 **Ethnographic Field School II** — [DSS] Students participate in an original research project in linguistic or cultural anthropology directed by the instructor; emphasizes field data methods of analysis and write-up. **Not for graduate credit.** Prerequisite: 373.

474-3 **Biological Anthropology Field School II** — [Dist: NSM] Research design, data collection and analysis in primatology, skeletal biology or paleoanthropology directed by instructor, requiring an independent project or participation in joint project. **Not for graduate credit.** Pre-requisites: 111 and consent of instructor.

475-3 **Archaeological Field School II** — [DSS] Students engage in original archaeological research directed by instructor. Methods of archaeological survey and excavation, learned through active participation in archaeological field and lab work. Prerequisites: 375 and consent of instructor.

483-1 to 6 **Individual Study in Anthropology** — Guided research on anthropological problems supervised by single faculty member chosen by student. Consult chairperson before enrolling. **Not for graduate credit.**

490-1 **Senior Assignment** — Demonstration of proficiency in application of Anthropological knowledge and General Education skills and knowledge to real world problems. Selection of Senior project problem. **Not for graduate credit.** Prerequisite: senior standing.

491-1 **Senior Project** — Demonstration of proficiency in investigation of selected problem and formal presentation of results of investigations. **Not for graduate credit.** Prerequisite: 490.

Art and Design (ART)

111-3 **Introduction to Art** — [IFAH] Visual arts: painting, sculpture, architecture, related media. Intended to cultivate discrimination in viewing and understanding works of art. **Not for art major credit.**

112a-d, 3 each **Foundation Studio** — (a) Drawing I: Basic approaches to drawing, introducing variety of media and subject matter; (b) Visual Organization I: Two dimensions, color; (c) Drawing II: Further development and study of drawing techniques and media investigations, with additional emphasis on concepts and composition; (d) Visual Organization II: Three-dimensions. Prerequisite: c)112a; d)112b.

202a-i, 3 each **Introduction to Studio** — Need not be taken in sequence. **a Sculpture:** Welding, casting, wood construction. Prerequisites: 112c,d with C or better, (concurrent enrollment allowed with Art 112c) or consent of advisor. **b Printmaking:** Relief, intaglio, and/or lithography. Prerequisites: 112c,d with C or better, (concurrent enrollment allowed with 112d) or consent

of advisor. **c Ceramics:** [DFAH] Glazing, firing **d Painting:** Oils. Prerequisites: 112c,d with C or better, (concurrent enrollment allowed with 112d) or consent of advisor. **e Drawing:** Composition, figure. Prerequisites: 112c,d with C or better, (concurrent enrollment allowed with 112d) or consent of advisor. **f Weaving/Textiles:** Off-loom, dying, fibers. Prerequisites: 112a,b,c,d with C or better (concurrent enrollment allowed with 112c and 112d) or consent of advisor. **g Metalsmithing:** Aesthetic and technical pursuits of contemporary jewelry and metalsmithing at beginning level. Prerequisite: 112c,d with C or better (concurrent enrollment allowed with Art 112c) or consent of advisor. **h Photography:** [DFAH] Black-and-white photography, including basic theory and practice: photographic vision, camera controls, film processing, darkroom printing. Students are required to have a working 35mm camera with manual controls. **i Graphic Design:** [DFAH] Introduction to visual communication problem-solving skills. Exercises: principles of perception, typographic usage, and visual hierarchy. Combines traditional hand skills with basic computer skills. Prerequisites: 112b,c,d with C or better (concurrent enrollment allowed with 112c and 112d) or consent of advisor.

225a,b-3 each **History of World Art** — [DFAH, IC] Major periods and styles. (a) (IAI No. F2 901) From prehistory through the Renaissance; (b) (IAI No. F2 902) From Mannerism to the present. Open to all students.

289-3 **Practicum in Art Education** — Introduction to Art Education. Readings, discussions, observations, and involvement with children and adults in selected meetings. Clinical experience required. Prerequisite: second-semester freshman.

300a,b-3 each **Art Education in Elementary Schools** — Objectives, theory, and practices of teaching grades K-6. (a) Study of developmental stages, emphasis on media and strategies for implementing activities K-6; (b) Emphasis on teaching art from elementary art specialist perspective; developing units of instruction and teaching methodology. Prerequisite: junior standing or consent of instructor.

302a-3 to 6 **Photography II: Alternative Processes** — Exploration of traditional and alternative processes in photography. Topics range from darkroom techniques, medium format photography, Polaroid transfers, and digital photography. Students are required to have a working 35mm single lens reflex camera with manual controls. Prerequisites: 112c,d and 202h with grades of C or better (concurrent enrollment allowed with 112c and 112d) or consent of advisor.

302b-3 to 6 **Photography II: Genres and Techniques** — Exploration of photographic genres and techniques at the intermediate level. Topics could include the following: studio photography, documentary photography, and problems in landscape photography. Students are required to have a working 35mm single reflex camera with manual controls. May be repeated for a maximum of 6 credits. Prerequisites: 112c,d and 202h with grades of C or better (concurrent enrollment allowed with 112c and 112d) or concurrent enrollment.

305-3 to 6 **Ceramics** — Intermediate study incorporating ceramic wheel work and additional areas of aesthetic and technical development. May be repeated for a maximum of 9 hours. Consent of instructor necessary to take more than 3 hours per semester. Prerequisites: 112c,d, and 202c with grades of C or better (concurrent enrollment allowed with 112c and 112d) or consent of advisor.

310a-3 to 6 **Painting Methods** — Intermediate painting course using a series format to explore a variety of expressive modes. Includes media experimentation. May be repeated up to 6 credit hours. Prerequisite: 202d with a grade of C or better.

310b-3 to 6 **Figure Painting** — Intermediate painting course that introduces the human figure as subject. Expressive and

formal uses of the figure in art history will be studied and applied on a personal and group basis. May be repeated up to 6 credit hours. Prerequisites: 202d,e with grades of C or better.

310c-3 **Painting Topics** — An intermediate painting course offered to cover a rotation of topics not traditionally offered such as aqueous media, plein-air painting and large format painting. Prerequisites: 202d,e with grades of C or better.

311-3 **Typography** — Examines technological, and theoretical aspects of typography. Organizational and creative aspects of designing with type are explored through a variety of visual problem-solving activities and projects. Prerequisite: 202i with a grade of C or better.

312-3 **Graphic Design II** — Intermediate desktop design and publishing; electronic typography, pagination and illustration; symbol, logo, poster and publication design; computer imaging. Prerequisite: 311 with a grade of C or better.

325-3 to 6 **Studio I** — Independent study with one or more faculty members. No more than 3 hours per semester without written approval. May be repeated for a maximum of 9 hours. Prerequisite: 6 hours of chosen medium or consent of advisor.

331-a-b 3 to 6 **Advanced Drawing** — Technical and conceptual study of human figure and other subject matter. a) figure in context, b) development in series Prerequisite: 202e with a grade of C or better.

358-3 **Relief Printing Processes** — Includes traditional and experimental methods with woodcut, linocut, monoprint, various materials, color techniques. Prerequisite: 202b with a grade of C or better.

359-3 **Intaglio Processes** — Hard and soft-ground etching, lift grounds, relief etching, engraving, drypoint, aquatint, colorgraphs, color techniques. Prerequisite: 202b with a grade of C or better.

360-3 **Lithographic Processes** — Stone and plate lithography with focus on crayon, wash, transfer, and color techniques. Prerequisite: 202b with a grade of C or better.

364-3 **Curriculum Development in Elementary and Secondary Art Education** — Curricular models used in art education; construction of sample art curriculum for given levels. Prerequisites: 289 and junior standing or consent of instructor.

365-3 **Art Education in the Secondary School** — Teaching methodology for secondary art programs. Reading, discussion, planning art teaching. Emphasis on studio art and art appreciation. Clinical experience at selected secondary school. Prerequisite: 289 or consent of instructor.

384a-c-3 to 6 **Fibers** — Techniques and aesthetic concerns in papermaking, feltmaking, dyeing, surface design, weaving, basketry. a) weaving, b) surface design, c) textiles, special topics Prerequisite: 202f with a grade of C or better.

386a-c-3 to 6 **Metalsmithing II** — Advanced metal fabrication. a) metal casting and fabrication, b) metal forming and fabrication, c) color on metal and fabrication. Prerequisite: 202g with a grade of C or better.

393a-c-3 each **Sculpture** — Exploration of contemporary sculpture making with emphasis on development of techniques and ideas. a) modeled form, b) cast form, c) assembled form. Prerequisite: 202a with a grade of C or better.

401-3 to 6 **Research in Painting** — Advanced problems in painting. May be repeated to a maximum of 9 hours. Prerequisites: 310a,b with grades of C or better or consent of advisor. Art majors only.

402-3 to 9 **Research in Sculpture** — Exploration of current trends in sculpture-making, with emphasis on interaction of technique and idea. May be repeated to a maximum of 12 hours. Prerequisites: 393a and 393b, or 393c with grades of C or better or consent of advisor. Art majors only.

405-3 **Seminar** — Preparation for career as studio artist and/or artist-teacher at college level. Career analysis, portfolio presentation for graduate school and galleries. Visiting professional lecturers in art and law, grant writing, gallery relations, artist's careers, etc. Prerequisite: 75 or more hours. Art majors only.

408a-c-3 each **Art Education for Elementary Teachers** — (a) Art education for disabled students. (b) Development of motivational and instructional materials; (c) Advanced materials and methods for classroom teacher. Prerequisite: 300a, student teaching, or consent of instructor.

410-2 to 6 **Research in Printmaking** — Advanced work in traditional or experimental methods. Portfolio development. May be repeated for a maximum of 12 hours. Prerequisite: 358, 359 or 360 with grades of C or better or consent of advisor. Art majors only.

412-3 **Research in Graphic Design** — Directed practicum in advanced client-based desktop design and publishing. May be repeated to a maximum of 9 hours. Prerequisite: 312 with a grade of C or better, or consent of advisor. Art majors only.

413-3 **Digital Arts** — Exploration of computer-based image-capture and manipulation focusing on the integration of digital images with traditional studio arts and/or electronic media applications. May be repeated up to 9 hours. Prerequisites: 302a or consent of instructor. Art majors only.

414-3 **Graphic Design History Through Studio Projects** — History of visual communication, including historic movements in Graphic Design and Advertising. Coursework combines lecture materials, quizzes, readings, and research into student projects. Prerequisite: 202i or consent of advisor.

415-3 **Visual Identity: Logo and Branding Design** — Application of advanced problem-solving skills with planning, organization, and development of design strategies for logos and branding campaigns addressing institutional, corporate, or service industries. Prerequisite: 202i or consent of advisor.

416-3 to 6 **Glassworking** — Basic methods of forming hot and cold glass. Development of creative ideas related to use of glass as art medium. May be repeated to a maximum of 12 hours. Prerequisite: consent of instructor or advisor. Art majors only.

420-3 to 6 **Advanced Ceramics** — Supervised research in specific ceramic areas of technical and aesthetic interests. May be repeated for a maximum of 9 hours. Prerequisite: 305-9 or consent of advisor. Art majors only.

422-3 **Research in Photography** — Advanced theory and practice in one of several topics: alternative non-silver processes; large format camera/zone system; artificial lighting. May be repeated to a maximum of 9 hours. Prerequisites: 302a and b or consent of advisor. Art majors only.

Art 423-3 **Advanced Photography Seminar** — Advanced seminar exploring personal portfolio development, contemporary theoretical and conceptual issues, as well as developing critical writing skills as they pertain to the photography medium. May be repeated for maximum of 9 credit hours. Prerequisite: 302a or 302b or consent of advisor.

424a,b-3 each **Baroque and Rococo Art** — [DFAH, IC] (a) Visual arts of Southern Europe during 17th and 18th centuries; (b) Visual arts of Northern Europe during 17th and 18th centuries. Prerequisites: 225a,b with grades of C or better, or consent of advisor.

426-3 **Senior Studio Assignment** — Varied content; group and/or individually designed Senior Assignment Projects which may include travel, exhibition, research or other approved project. Prerequisite: consent of advisor. Art majors only.

430-3 to 6 **Studies in Art I** — Advanced work in any studio area or art education. May be repeated to a maximum of 9 hours. Students may enroll for no more than 3 hours per semester without written approval. Prerequisite: consent of advisor. Art majors only.

440-3 **Publication and Information Design** — Techniques in the application of grid, image, and text, using traditional and contemporary approaches to complex and integrated layout design. Editorial, magazine, and institutional design. May be repeated to a maximum of 6 hours. Prerequisites: 202e, 201i, 311, 312, and 412.

441-3 to 6 **Research in Drawing** — Advanced research drawing experiences emphasizing individually realized content through development of compositions. May be repeated to a maximum of 12 hours. Prerequisite: 331 with a grade of C or better, or consent of advisor. Art majors only.

447a,b-3 each **Ancient Art** — [DFAH, IC] Art and architecture from prehistory through Rome. (a) Prehistoric to Greek late archaic; (b) Greek high Classic to Rome. Prerequisite: 225a with a grade of C or better, or consent of instructor.

448a,b-3 each **Early Christian and Medieval Art** — [DFAH, IC] (a) Early Christian, Byzantine, and Early Medieval art up to the 10th century; (b) Romanesque and Gothic art. Prerequisite: 225a with grade of C or better, or consent of instructor.

449a,b-3 each **Renaissance Art** — [DFAH, IC] (a) Architecture, sculpture, and painting of the Renaissance and Mannerist periods in Northern Europe; (b) Architecture, sculpture, and painting of the Renaissance and Mannerist periods in Italy and Southern Europe. Prerequisites: 225a,b with grades of C or better, or consent of instructor.

450-3 **Early Childhood Art Education** — Art Education practices in early childhood art education. Methods and materials based on developmental needs. Prerequisite: 300a or consent of instructor.

452-3 **Art Education for Older Adults** — Physical, artistic, and creative development of older adults. Development of specific instructional approaches for older learners. Prerequisite: senior status.

453-3 **Introduction to Museology** — [DFAH] Museum ethics, collections policies, security, administration and organization, public law, sources of funding, grant preparation. **Not for art history credit.** Prerequisite: junior standing or consent of instructor.

454-3 **Curatorship: Exhibition Management and Design** — [DFAH] Exhibition design, preparation, labeling, security, hanging and display techniques and construction, lighting, traffic flow, docent training. **Not for art history credit.** Prerequisite: 453.

455-3 **Documentation of Collections** — [DFAH] Accessioning and deaccessioning processes, research, collection management, use of computers, narrative, photo-documentation. **Not for art history credit.** Prerequisite: 453.

468a,b-3 each **Primitive Art: The Americas** — [DFAH, IC], (a) Arts of indigenous societies of the Americas presented in cultural and geographical sequence, ancient to 19th century. (a) Pre-Columbian art; (b) North American Indian art. Prerequisites: 225a,b with grades of C or better or consent of advisor.

469a,b-3 each **Primitive Art: Africa and Oceania** — [DFAH, IC] Arts of indigenous societies of sub-Saharan Africa and of

Oceania: Polynesia, Micronesia, and Melanesia, presented in cultural and geographical sequence. (a) Africa; (b) Oceania. Prerequisites: 225a,b with grades of C or better or consent of advisor.

470-3 **Topics in Art History** — [DFAH] Topics may include: seminars on specific artist or area; investigations of branches of art historical inquiry; major trends and issues in art since 1970. May be repeated to a maximum of 9 hours as long as no topic is repeated. Prerequisites: 225a,b with grades of C or better or consent of advisor.

473a,b-3 each **Women in Art** — [DFAH, IC] (Same as WMST 473) (a) History of women artists from the Middle ages to World War II; (b) History of women artists from World War II to the present. Prerequisites: 225a,b with grades of C or better or consent of advisor.

475-3 **History of Photography** — [DFAH] Principal technical and stylistic developments in photography from the early 19th century to the present. Prerequisite: 225b with a grade of C or better or consent of advisor.

476-3 **History of Modern Architecture and Design** — [DFAH] Principal technical and stylistic developments in architecture and design from the early 19th century to the present. Prerequisite: 225b with a grade of C or better or consent of advisor.

480-3 **American Art** — [DFAH] Survey of the history of art in the U.S. from the Colonial period to the present day. Prerequisite: 225b with a grade of C or better or consent of advisor.

481a,b-3 each **Modern and Contemporary Art** — [DFAH] Principal movements and theories of 19th and 20th century art. (a) Modern art from 1800 to 1950; (b) Contemporary art from 1950 to the present. Prerequisite: 225b with a grade of C or better or consent of advisor.

483-3 **Research in Art History** — [DFAH] Individual research in painting, sculpture, architecture, and related arts of various periods. May be repeated to a maximum of 9 hours provided no topic is repeated. Prerequisites: 225a,b with grades of C or better or consent of instructor.

484-3 to 6 **Research in Fibers** — Individual exploration of advanced fiber concerns in technique and mixed media approaches. Concepts emphasizing integration of technical and aesthetic idea. May be repeated to a maximum of 12 hours. Consent of instructor for over 3 hours per semester. Prerequisite: 384 with a grade of C or better or consent of advisor. Art majors only.

486-2 to 6 **Research in Metalsmithing** — Concentrated research in advanced metalsmithing techniques and concepts. May be repeated to a maximum of 12 hours. Prerequisite: 386 with a grade of C or better, or consent of advisor. Art majors only.

498-3 to 6 **Internship in the Arts** — Involvement in work, study, or research designed and supervised by selected faculty members and cooperating institutions. May be repeated for a maximum of 9 hours. Prerequisite: consent of advisor. Art majors only.

499-3 **Senior Thesis Exhibition** — Nature of final thesis determined according to student's major studio area and directed by student's major adviser and committee. Consists of thesis exhibition and written statement of artistic intent. B.F.A. candidates only. Prerequisite: senior standing. Art majors only.

Biological Sciences (BIOL)

111-3 **Contemporary Biology** — [INSM] [IAI No. L1 900] Contributions of biology to understanding ourselves and our world. Development, nature and human implications of cell

theory, heredity, the modern synthetic theory of evolution, population dynamics, ecology and environmental problems.

120-4 **Biology I: Animal Systems** — [INSM] [IAI No. L1 902L] Cellular organization, metabolism, genetics, reproduction, development, physiology, and evolution of animals. Three hours lecture, one laboratory per week. Prerequisites: CHEM 121a and 125a with grades of C or better.

121-4 **Biology II: Plant Systems** — [INSM] Cellular organization, metabolism, genetics, reproduction, development, photosynthesis, physiology and evolution of plants. Three hours lecture, one laboratory per week. Prerequisites: 120, CHEM 121b and 125b with grades of C or better.

140-3 **Human Biology** — Introduction and application of basic human biology concepts, including cell theory, genetics, systems biology, and evolution. Not for credit for Biological Sciences majors.

203-3 **Human Sexuality and Reproduction** — [DNSM] Sexual anatomy and physiology, normal and abnormal embryonic and fetal development, pregnancy and birth, control, sexual relationships, attitudes, behavior, sexual diseases and disorders. Prerequisite: 111 or 120 or 121 with a C or better or equivalent.

204-3 **Biotechnology and Society** — [DNSM, II] An overview of biotechnology, including basic molecular biology, genetic engineering, transgenic organisms, the human genome. Discuss applications and concerns at a national and global level. Prerequisites: 111 or 120 or 121 with a grade of C or better.

205-3 **Human Diseases** — [DNSM] A molecular, cellular, organismic or environmental approach to the human body and its dysfunctions, disorders and diseases including their causes, treatments and recent biomedical advances. Prerequisite: 111 or 120 or 121 with a grade of C or better.

220-4 **Genetics** — [DNSM] Mechanisms of inheritance: identification, transmission, distribution, arrangement, change and structure, function of genetic material, genetic diversity in populations. Three lectures and one laboratory per week. Prerequisites: 120 and 121 with grades of C or better, and concurrent enrollment in or completion of one semester of organic chemistry (241a or equivalent).

240a,b-4 each **Human Anatomy and Physiology** — [(a) INSM] [IAI No. L1 904L] [(b) DNSM] Functional architecture of the human body. (a) Tissues, skeletal, muscular, and nervous systems; (b) Continuation of (a), Endocrine, Circulatory, Respiratory, Digestive, and Urinary systems. Three hours lecture, one three-hour laboratory per week. Not for major credit. Prerequisites: (a) 111 or 120 or 121 with a grade of C or better and CHEM 120a or 120n or 121a with a grade of C or better or consent of instructor. (b) 240a with a grade of C or better.

250-3 **Bacteriology** — [DNSM] Structure, nutrition, and genetics of bacteria; control of microbial growth; comparison of medically important bacteria and viruses; host response to infectious disease. Two hours lecture, one laboratory period per week. Prerequisites: 111 or 120 or 121 and CHEM 120a or 120n or 121a with grades of C or better or equivalent.

319-4 **Cell and Molecular Biology** — [DNSM] Basic biological chemistry as related to cellular function. Introduction to the structure and function of macromolecule. Differentiation between eukaryotes and prokaryotes. Three lectures and one lab per week. Prerequisites: 120, 121, 220, and CHEM 241A with grades of C or better.

327-3 **Evolution** — [DNSM] Evolutionary change as shown in heredity, population genetics, speciation, adaptation, natural selection, development, behavior, geographical distribution,

the origin of life. Three lecture hours per week. Prerequisites: 120, 121, and 220 with grades of C or better.

330-3 Environmental Health and Waste Management — [DNSM] (same as ENSC 330) Introduction to human health effects of pollution and environmental hazards of a biological, radiological, or physical nature in food, water, air, soil, animals, and wastes. Prerequisite: 111 and CHEM 111 or BIOL 120; or equivalent(s) or consent of instructor.

332-3 Basic Biochemistry — [DNSM] Relation between structure and function of biologically important macromolecules. Nucleic acids, proteins, carbohydrates. Emphasis on regulation of metabolism, biosynthesis, degradation. Three lecture hours per week. Prerequisite: CHEM 241b with a grade of C or better (BIOL 319 is recommended).

335-3 Introduction to Immunology — [DNSM] Anatomical, cellular, and biochemical aspects of the immune response. Immune mechanisms in transplantation, infectious disease, autoimmune disease. Prerequisites: 220 with a grade of C or better or consent of instructor.

337-4 Animal Histology — [DNSM] The structure and function of vertebrate tissues as portrayed by major histological methods. Two hours lecture, one-hour demonstration lecture, two laboratory hours per week. Prerequisites: 220 with a grade of C or better.

340-4 Physiology — [DNSM] Function and regulation of major organ systems in vertebrates, neural responsiveness and integration, homeostasis of body fluids, circulation, respiration, organic maintenance, hormonal control. Three hours lecture and three laboratory hours per week. Prerequisites: 120, 319 with grades of C or better or consent of instructor.

350-4 Microbiology — [DNSM] Structure, metabolism, and genetics of bacteria and bacteriophages. Role of bacteria in disease, biotechnology, and the environment. Prerequisites: 120, 121 220 and CHEM 121b with grades of C or better.

365-4 Ecology — [DNSM, II] Scope of ecology, population ecology, models of population growth, competition, predation, diversity and stability of ecosystems, community structure, ecological energetics. Three hours of lecture and 1 hour laboratory per week. Prerequisites: 120 and 121 with grades of C or better

371-3 Plants and Civilization — [DNSM, IC, II] A multidisciplinary introduction to the basic principles of plant science with a strong emphasis on the economic aspects and cultural importance of plants. Prerequisites: 121 with a grade of C or better or consent of instructor.

380-4 Invertebrate Biology — [DNSM] Discussion of the major phyla of marine and freshwater invertebrates focusing on structure, function, development, evolutionary relationships, and ecological adaptations. 3 hours lecture and 3 hours laboratory per week. Prerequisites: 120, 121 with grades of C or better or consent of instructor.

389-4 Comparative Vertebrate Anatomy — [DNSM] A systematic study of the vertebrate body. Comparative approach will explore the anatomical similarities and differences among major vertebrate taxonomic groups. Prerequisites: 120 and 121 with grades of C or better.

415a-3 Techniques in Cell and Tissue Culture — [DNSM] Eukaryotic cell tissue culture; consideration of growth, differentiation, metabolism, and transformation of cells in culture. Theory, techniques, and cell culture. One lecture and one laboratory per week. Prerequisites: 319 with a grade of C or better and consent of instructor.

415b-3 Laboratory in Cell and Tissue Culture — [DNSM] Supervised exercises in techniques, growth, differentiation and metabolism of cells in culture. Prerequisite: 319 with a grade of C or better.

417-4 Quantitative Methods in Experimental Biology — Selection and application of statistical techniques appropriate for biological data. Practical experience using spreadsheets and statistical software. Prerequisites: 120 and 121 with a grade of C or better or consent of instructor.

418a-3 Recombinant DNA — [DNSM] Basic principles of gene cloning including the methods of creating recombinant DNA molecules, transfer of genes into recipient cells, regulation following gene transfer. Three hours lecture per week. **Not for graduate credit.** Prerequisites: 220 and 319 with grades of C or better.

418b-3 Recombinant DNA Laboratory — [DNSM] Experiments in gene manipulation using bacterial genes exempt from federal guidelines concerning recombinant DNA. Six laboratory hours per week. **Not for graduate credit.** Prerequisite: 418a with a grade of C or better and consent of instructor.

421-3 Human Genetics — [DNSM] Human genetics, human chromosomes; Mendelian characters in man, genetic inference, pedigrees, twins, mutation, genetics and medicine. Prerequisites: 220 with a grade of C or better.

422a-3 Population Genetics — Unites the fields of molecular genetics and evolutionary biology to explore processes and mechanisms of evolutionary change; provides a theoretical basis for interpreting molecular variation. Prerequisites: 220, 319 and 327 with grades of C or better.

422b-3 Population Genetics Lab — Molecular and analytical techniques commonly employed in basic and applied fields of population genetics. Requires concurrent enrollment in BIOL 422a. Prerequisites: 220, 319, and 327 with grades of C or better.

425-3 Developmental Biology — Embryonic and postembryonic developmental processes in animals. Topics include: fertilization, morphogenesis, pattern formation and the cellular control of these events. Prerequisites: 220 and 319 with grades of C or better.

430a,b-3 each Biochemistry and Molecular Biology — [DNSM] (a) Structures and functions of protein, carbohydrates and lipids; (b) Control of metabolism; structures and functions of nucleic acids in the control of protein synthesis. Must be taken in sequence. **Not for graduate credit.** Prerequisites: 220 and CHEM 241 with grades of C or better.

431-3 Cellular and Molecular Bases of Disease — Causes and pathophysiology of diseases presented from the cellular and molecular levels. Prerequisites: 319 with grade of C or better.

432-5 Advanced Cell Biology — [DNSM] Analysis of advanced topics in cell biology. Emphasis on group laboratory projects with supporting lectures. Two lectures and two, three-hour labs per week. **Not for graduate credit.**

433-3 Biomembranes — [DNSM] Structural organization of biological membranes. Dynamic properties as studied by biophysical techniques. Selected topics of membrane functions related to structural organization. **Not for graduate credit.** Prerequisites: 332 and 430 with grades of C or better.

441-3 Advanced Physiology — [DNSM] Energy procurement and balance, intermediate metabolism, temperature control, advanced topics of cardiovascular and respiratory mechanisms; body fluid regulation, and some environmental adaptations. Prerequisites: 340, CHEM 241 with grades of C or better.

444a-3 **Neurobiology** — [DNSM] Mechanisms of information processing and control of behavior. Emphasis on membrane theory, synaptic pharmacology, neuroanatomy. Current mechanisms of learning, memory, drug actions, motor control. **Not for graduate credit.** Prerequisites: 340, MATH 150, PHYS 206a and PHYS 206b with grades of C or better.

444b-1 **Neurobiology Laboratory** — Introduction to neurophysiological research. Demonstrations include electrical recording, drug reactions, brain dissection, stereotaxis, and histology. **Not for graduate credit.** Prerequisite: 444a or concurrent enrollment.

451-3 **Microbial Pathogenesis** — [DNSM] Analysis of the mechanisms of pathogenesis employed by bacteria, fungi, protozoa and viruses, including discussion of transmission, invasion, colonization, virulence factors, pathology, epidemiology, and treatment. **Not for graduate credit.** Prerequisite: 350 with a grade of C or better.

452-3 **Molecular Genetics** — [DNSM] Molecular basis of genetics in both prokaryotes and eukaryotes, including structure and replication of DNA, gene expression, transfer of genetic material between organisms. **Not for graduate credit.** Prerequisites: 220, 319 with grades of C or better.

455-3 **Virology** — [DNSM] Biochemical and physical structure of viruses and their mode of replication in infected cells, including latency and viral oncogenesis. **Not for graduate credit.** Prerequisites: BIOL 350, 332 or 430 or CHEM 241 with grades of C or better.

461-4 **Plants and Environment** — [DNSM] Environmental effects on plant growth, reproduction and distribution. Adaptive responses to environmental stress examined and measured. Three lecture/ laboratories per week for 6 weeks. Course taught only in summer. **Not for graduate credit.** Prerequisites: BIOL 121 with a grade of C or better or consent of instructor.

462-3 **Biogeography** — [DNSM] Past and present spatial relationship of plants and animals. Speciation, dispersal and variation are addressed. **Not for graduate credit.** Prerequisite: 365 with a grade of C or better.

464-3 **Applied Ecology** — [DNSM] Examination of the mechanisms, directions, and magnitude of an organism's or ecosystem's response to human perturbation. **Not for graduate credit.** Prerequisite: 365 with a grade of C or better or consent of instructor.

465-4 **Aquatic Ecosystems** — [DNSM] (same as ENSC 465) Biogeochemistry and community structure of aquatic Systems. Three lectures, one three-hour lab per week. Prerequisites: 121, and Chemistry 121b with grades of C or better.

466-3 **Terrestrial Ecosystems** — [DNSM] (Same as ENSC 466) Energy flow and mineral cycling as they interact with community organization and other processes in terrestrial ecosystems. Three hours lecture per week. Prerequisite: 120, 121 with a grade of C or better or consent of instructor.

467-3 **Animal Physiological Ecology** — Examine how an organism's environment affects its physiology. Comparative approach will explore physiological adaptations to a variety of environmental factors. **Not for graduate credit.** Prerequisites: 120, 121, and either 340 or 365 with grades of C or better or permission of instructor.

468-3 **Pollution Ecology** — The application of biological, ecological, chemical, and physical sciences to understanding the fate and transport of pollutants through ecosystems. Prerequisite: One year of college chemistry CHEM 121a,b and 125 a,b with a grade of C or better or consent of instructor.

469-4 **Ecology of Plants** — [DNSM] Plant adaptations; population and community ecology of plants; introduction to landscape ecology. Focuses on primary literature, scientific

communication, data analysis, and natural history of plants. Prerequisites: 120, 121, 220, 365, or equivalent or consent of instructor.

470-4 **Field Biology** — [DNSM] Taxonomy, natural history, distribution of local plants or animals. Students collect from the field, identify, classify and preserve specimens. Two lectures and 2 laboratories per week. Fee required for field trips. Prerequisites: 121 with a grade of C or better.

471-4 **Plant Systematics** — Examination of basic processes in vascular plant evolution. Local flora characteristics and identification. Three lectures and one, two-hour lab per week. Prerequisites: 120, 121, 220, 319 with grades of C or better.

472-4 **Topics in Plant Physiology** — [DNSM] Topics include photosynthesis, mineral nutrition, water as related to plants, growth and movement of plants. Two lectures and 2 laboratories per week. Prerequisites: 120, 121, 220, 319 with grades of C or better or consent of instructor.

473-4 **Plant Anatomy** — Examination of plant cells, tissues, and morphology. Two lectures and two labs per week. Prerequisites: 121 with a grade of C or better or consent of instructor.

474-4 **Plant Taxonomy** — [DNSM] A field-oriented course in which students collect and identify plant specimens using professional taxonomic keys. Prerequisites: 121 with a grade of C or better or consent of instructor.

480-4 **Animal Behavior** — Examination of mechanisms, evolution, and ecological consequences of animal behavior. Concepts will be introduced through lectures, laboratory and field experiments, and independent projects. Prerequisites: 120, 121, and 220 with grades of C or better or consent of instructor.

483a-2 b,c-1 each **(A) Entomology, (B) Insect Morphology Laboratory, (C) Insect Collection Laboratory** — (a) Structure, function, development, evolution and ecology of insects. Two lectures per week. Prerequisite: 220; (b) required with (a) Dissection of representatives of major insect orders and introduction to insect collecting. One three-hour laboratory per week; (c, optional) Field collection, identification and pinning of insects. One three-hour laboratory per week. **Not for graduate credit.** Prerequisite: Concurrent enrollment in 483a & b with grades of C or better or consent of instructor.

485-4 **Ichthyology** — [DNSM] Taxonomy, ecology, distribution, behavior, and anatomy of fishes. Emphasis on local fauna. Two lectures and 2 laboratories per week. Saturday field trips required. Prerequisite: 120, 121, and 220 with grades of C or better or consent of instructor.

486-4 **Herpetology** — [DNSM] Living and fossil amphibians and reptiles, evolution, relationships, morphology, behavior. Two lectures and 2 laboratories per week. Saturday field trips required. Prerequisites: 120, 121 with a grade of C or better or consent of instructor.

487-4 **Ornithology** — Examination of form, function, behavior, ecology and evolution of birds. Emphasis on local fauna. Three lectures and 1 laboratory per week. Saturday field trips required. Prerequisite: 120, 121, with a C or better or consent of instructor.

488-4 **Mammalogy** — [DNSM] Morphology, systematics, natural history, taxonomy, evolution of living and fossil mammals. Two lectures and 2 laboratories per week. Prerequisites: 120, 121 with a grade of C or better or consent of instructor.

490-2 to 4 **Topics in Biology** — In-depth examination of an area of Biological Sciences. May be repeated up to 8 hours as long as neither topic nor professor is repeated. **Not for graduate credit.**

491-1 to 4 **Readings in Biology** — Supervised readings in specialized areas. No credit toward minor in biology. May be repeated to a maximum of 3 hours credit. **Not for graduate credit.** Prerequisite: consent of instructor.

492a,b-1 each **Colloquium in Ecology, Evolution and Environment** — Seminar will consider recent advances. 492a & b are graded pass/no credit. **Not for graduate credit.** Prerequisites: Completion of 120, 121, 220, 319 with grades of C or better.

492c,d-1 each **Colloquium in Cell and Molecular Biology** — Seminar will consider recent advances. 492c,d are graded pass/no credit. **Not for graduate credit.** Prerequisites: Completion of 120, 121, 220, 319 with grades of C or better.

493-1 to 8 **Research in Biology** — Research on biological problems. May be repeated to a maximum of 3 hours. Prerequisite: consent of instructor.

494-3 **Methods of Teaching Biology in the Secondary School** — [DNSM] Methods in biology secondary education. Planning and presenting lectures and laboratories, education software, pertinent teaching materials, and discussion of controversial topics in the classroom. Prerequisites: junior or senior standing, 2.5 G.P.A. in Biological Sciences and consent of instructor.

495a-f-1 to 12 **Clinical Topics in Medical Technology** — Hospital-based lecture at an accredited and affiliated school of medical technology. (a) Clinical Biochemistry; (b) Clinical Microbiology; (c) Clinical Hematology/ Coagulation; (d) Clinical Immunology/Serology/ Immunohematology; (e) Urinalysis/ Clinical Microscopy; (f) Special Topics in Medical Technology. May be repeated to a maximum total of 36 hours. **Not for graduate credit.** Prerequisite: acceptance for clinical education into an affiliated school of medical technology.

496-4 **Rainforest Service Learning for Educators** — Service learning course for educators investigates sustainable development issues in rainforest preservation through study of culture, language, ecology, and geography. Consent of instructor required.

497-2 **Senior Assignment** — Demonstration of proficiency in biological sciences. **Not for graduate credit.** Prerequisite: 120, 121, 220, 319 with grades of C or better.

Chemistry (CHEM)

111-3 **Contemporary Chemistry** — [INSM] [IAI No. P1 903] Introduction to chemical principles, atomic and molecular nature of matter, pervasive role of chemical knowledge and technology in today's world. Three lecture hours per week.

113-3 **Introduction to Chemistry** — Preparation for university chemistry. Mathematical techniques, problem solving, chemical terms, concepts, laws. For students with inadequate preparation in high school chemistry. May not be applied to major or minor in chemistry. Prerequisite: AD 095 or equivalent.

120a,b-3 each **General, Organic, and Biological Chemistry** — [a] [IAI No. P1 902] INSM, (b) DNSM] Not for chemistry majors. Primarily for students planning careers in nursing and allied health professions. (a) General and organic chemistry; (b) Organic and biological chemistry. Three lecture hours per week. Must be taken in sequence. Prerequisite: (a) concurrent enrollment in 124a. (b) 120a: concurrent enrollment in 124b.

120n-4 **Nursing Principles of General, Organic, and Biological Chemistry** — [INSM or DNSM] Not for chemistry majors. Primarily for students planning careers in nursing and allied health professions. Three 75-minute lectures per week. Prerequisite: one year of high school chemistry and concurrent enrollment in 124n.

121a,b-4 each **General Chemistry** — [(a) INSM or DNSM] [IAI No. P1 902], [(b) DNSM] University-level modern chemistry for science students, atomic structure, molecular bonding, structure, stoichiometry, chemical change, equilibrium, qualitative analysis. Four lecture hours per week. Must be taken in sequence. Prerequisites: (a) high school chemistry and: placement by ACT Math score; or placement by Chemistry Readiness Exam; or successful completion of 113 and MATH 120 (or higher MATH course). (b) C or better in 121a.

124a,b-1 each **General, Organic, and Biological Chemistry Laboratory** — [(a) IAI No. P1 902L; (b) DNSM] Not for chemistry majors. Safety practices and basic techniques. Topics complement CHEM 120. (a) General and organic chemistry. (b) Organic and biological chemistry. One three-hour laboratory per week. Must be taken in sequence. Prerequisite: (a) concurrent enrollment in 120a. (b) 124a; concurrent enrollment in 120b.

124n-1 **Nursing Principles of General, Organic, and Biological Chemistry Laboratory** — [INSM or DNSM] Not for Chemistry majors. Safety practices and basic techniques. Topics complement CHEM 120n. One three-hour laboratory per week. Prerequisite: concurrent enrollment in CHEM 120n.

125a,b-1 each **General Chemistry Laboratory** — [DNSM, IAI No. P1 902L] Laboratory safety practices, techniques, qualitative and quantitative analysis, chemical change and equilibria. One three-hour laboratory per week. Prerequisite: concurrent enrollment in corresponding 121 lecture.

131-4 **Engineering Chemistry** — [INSM, DNSM] Fundamental principles of chemistry especially for students planning careers in engineering fields. Concepts represent the basic principles of chemistry with emphasis on engineering applications. Prerequisites: High School chemistry and placement by ACT score; or placement by chemistry Readiness Exam; or successful completion of 113 and Math 120 or higher Math course.

135-1 **Engineering Chemistry Laboratory** — [INSM or DNSM] Chemical laboratory experiments with an emphasis on engineering applications. Laboratory safety practices, techniques, qualitative and quantitative analysis, chemical change and equilibria. One three-hour laboratory per week. Prerequisite: concurrent enrollment in corresponding 131 lecture.

241a,b-3 each **Organic Chemistry** — [DNSM] Structural types of organic compounds correlated with chemical and physical properties. Bonding, reaction dynamics, reaction types, stereochemistry, functional groups, spectroscopic methods. Three lecture hours per week. Must be taken in sequence. Prerequisites: (a) 121b; (b) 241a; concurrent enrollment in CHEM 245.

245-2 **Organic Chemistry Laboratory** — Organic synthesis; techniques for determining physical and chemical properties of organic systems. Two three-hour laboratory periods per week. Prerequisite: 241a, concurrent enrollment in 241b.

296-1 **Introduction to Chemical Problems** — Faculty-supervised introduction to elementary chemical problems. Written report at end of semester required. Prerequisite: C or better in CHEM 121b and 125b, prior arrangement with faculty member. May be repeated to a maximum of 3 hours.

331-3 **Quantitative Analytical Chemistry** — [DNSM] Theory and methods of chemical analysis. Three lecture hours per week. Prerequisites: 121b, concurrent enrollment in 335.

335-1 **Quantitative Analytical Chemistry Laboratory** — Laboratory experience in gravimetric, volumetric, chromatographic, instrumental analytical techniques. One three-hour laboratory per week. Prerequisites: 125b, concurrent enrollment in 331.

345-2 Advanced Organic Chemistry Laboratory — Identification of organic compounds, advanced synthetic techniques. Two laboratory periods per week. Prerequisite: 241b, 245.

351-3 Basic Biochemistry — Topics will include the structure and function of biologically important macromolecules including: nucleic acids, proteins, carbohydrates, lipids, as well as regulation of metabolism, biosynthesis, and degradation of biological molecules. Prerequisites: CHEM 241b with a C or better. Not for CHEM majors.

361a,b-3 each Physical Chemistry — [DNSM] Mathematical models of chemical behavior and its underlying causes; experimental foundations of models, thermodynamics, statistical mechanics, kinetics, quantum mechanics, spectroscopy, with applications. Three lecture hours per week. Prerequisites: (a) 121b, PHYS 211b or PHYS 206b, MATH 150 and 152; (b) 361a.

365a-2,b-1 Physical Chemistry Laboratory — Investigations of physical chemical phenomena. Emphasis on computer-aided data analysis, rigorous preparation of written reports, introduction to chemical literature. One four-hour laboratory period per week. Prerequisites: concurrent enrollment in corresponding 361 lecture.

396-2 Introduction to Research — Investigation of relatively simple research problems in chemistry, directed by faculty member. Students will submit a written report at the end of each semester in which they are enrolled. Prerequisites: C average in chemistry courses, prior arrangement with faculty member.

411-3 Inorganic Chemistry — [DNSM] Modern inorganic chemistry including bonding theory, symmetry and group theory, stereochemistry of complexions, reaction mechanisms, main group chemistry, transition metal chemistry, organometallic chemistry. Three lecture hours per week. **Not for graduate credit.** Prerequisite: 361a.

415-2 Inorganic Chemistry Laboratory — Synthesis of inorganic compounds; vacuum and controlled atmosphere techniques. Two three-hour labs per week. **Not for graduate credit.** Prerequisite: 411.

419-1 to 3 Special Topics in Inorganic Chemistry — Selected advanced topics. May be repeated to a maximum of 6 hours as long as no topic is repeated. Prerequisites: 361a, consent of instructor.

431-3 Instrumental Analysis — [DNSM] Theory and methods of modern instrumental analytical techniques and instrumentation. Three lecture hours per week. Prerequisites: 361a.

435-1 Instrumental Analysis Laboratory — Laboratory practice in spectroscopic and other instrumental techniques. One four-hour laboratory per week. Prerequisites: 361a, concurrent enrollment in 431.

439-1 to 3 Advanced Topics in Analytical Chemistry — Selected advanced topics. May be repeated to a maximum of 6 hours as long as no topic is repeated. Prerequisites: 331, 335, 361a, consent of instructor.

441-3 Physical Organic Chemistry — [DNSM] Chemical equilibria, kinetics, structure-reactivity relationships as methods for determining mechanisms of organic reactions. Three lecture hours per week. Prerequisites: 241b, 361a.

444-3 Organic Reactions — [DNSM] Emphasis on monofunctional compounds. Topics not covered in elementary courses. Three lecture hours per week. Prerequisite: 241b.

445-2 Nuclear Magnetic Resonance Operation, Experimental Design, and Analysis — Current practices in the operation, experimental design, and analysis of modern NMR spectroscopy. Prerequisites: 241B, 361A, consent of instructor.

446-1 Organic Spectral Analysis — Use of modern spectral techniques to analyze the structure of organic compounds. Various types of spectroscopy along with computer techniques will be employed. Prerequisites: 241B, 361A, consent of instructor.

449-1 to 3 Special Topics in Organic Chemistry — Selected advanced topics. May be repeated to a maximum of 6 hours as long as no topic is repeated. Prerequisites: 241b, 361a, consent of instructor.

451a,b-3 each Biochemistry — [DNSM] Life processes at molecular level. (a) Structure and function of biomolecules; (b) Intermediary metabolism, transmission of hereditary information. Must be taken in sequence. Prerequisite: a) 241b b) 451a.

455-2 Experimental Methods in Biochemistry — Current practices in enzyme isolation and assessment. Microcomputer-assisted data treatment, graphics, statistical methods, data acquisition. Six laboratory hours per week. Prerequisite: 241a, concurrent enrollment in 451b.

459-1 to 3 Special Topics in Biochemistry — Selected advanced topics such as enzymology, metabolism, nucleic acids. May be repeated to a maximum of 6 hours as long as no topic is repeated. Prerequisites: 361a, consent of instructor.

469-1 to 3 Special Topics in Physical Chemistry — Selected advanced topics. May be repeated to a maximum of 6 hours as long as no topic is repeated. Prerequisites: 361b, consent of instructor.

471-3 Principles of Toxicology — [DNSM] (Cross-listed with ENSC 531) Chemical and Biological effects of toxic substances in living organisms at the molecular and cellular level. Topics: routes of entry, mechanism of action, effects, antidotes, etc. Prerequisites: organic chemistry, graduate standing, or consent of instructor.

479-1 to 3 Special Topics in Environmental Chemistry — Selected advanced topics. May be repeated to a maximum of 6 hours as long as no topic is repeated. Prerequisites: 241b, consent of instructor.

494-3 Methods of Teaching Chemistry in the Secondary School — Current teaching and resource materials. Ways to teach different chemical topics, problem solving techniques, and societal issues. Preparing for laboratory activities. Safety concerns. **Not for graduate credit.** Prerequisite: Majors in Chemistry or Science Education only, consent of instructor.

496-2 Chemical Problems — Research problems directed by faculty member. May be repeated to a maximum of 4 hours. Students required to submit written report at end of each semester in which they are enrolled. **Not for graduate credit.** Prerequisite: senior standing, major in chemistry with B average.

499-0 Senior Assignment — Poster presentation and 10-15 minutes oral presentation of an approved topic; required for graduation. **Not for graduate credit.** Prerequisite: 365a.

Chinese (CHIN)

101-4 Elementary Chinese I — [SKFL] Reading, writing, listening, comprehension and speaking in Chinese, within context of Chinese culture. Lab included.

102-4 Elementary Chinese II — [SKFL, IC] Continuation of 101. Lab included. Prerequisite: 101 or placement testing.

201-4 Intermediate Chinese I — [DFAH] Further comprehension of spoken language and oral expression, reading modern prose selections, and writing simple compositions. Lab included. Prerequisite: 102, two hours of high school Chinese, or consent of instructor.

202-4 **Intermediate Chinese II** — [DFAH] Continuation of 201. Lab included. Prerequisite: 201 or placement testing.

Civil Engineering (CE)

198-0 **Civil Engineering Work Experience I** — Supervised work experience with an agency, firm, or organization that uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours.

199-0 **Engineering Cooperative Education I** — Supervised work experience with an agency, firm, or organization that employs engineers. First work period of five-year academic/work experience program. Prerequisite: consent of engineering co-op adviser.

204-3 **Engineering Graphics and CAD** — Hand- and computer-assisted drawing. Geometric constructions, orthographic projections and sketching, section views, auxiliary views, descriptive geometry. CAD concepts and applications.

206-2 **Civil Engineering Surveying** — Principles of plane surveying. Introduction to use of surveying equipment, collection and reduction of field data. Prerequisite: 204 or consent of instructor.

207L-1 **Civil Engineering Computer Applications** — Operation of microcomputers and software used in civil engineering; use of oscilloscope, multi-meter, frequency counter, spectrum analyzer, recorder, transducer, potentiometer, programmable calculator (supplied by student).

240-3 **Statics** — Static equilibrium conditions for external and internal force and moment systems. First and second moments of lines and areas. Friction. Prerequisite: PHYS 211a.

242-3 **Mechanics of Solids** — Elastic deformations and stresses in two-dimensional structural elements caused by axial, bending, shear, and torsion loads; stress-strain relationships, Mohr's Circle. Elementary design concepts. Prerequisite: 240.

298-0 **Civil Engineering Work Experience II** — Supervised work experience with an agency, firm, or organization that uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: 198.

299-0 **Engineering Cooperative Education II** — Supervised work experience with an agency, firm, or organization that employs engineers. Second work period of five-year academic/work experience program. Prerequisite: consent of engineering co-op adviser.

315-3 **Fluid Mechanics** — (Same as ME 315) Basic principles of conservation of mass, momentum and energy in fluid systems; dimensional analysis; open-channel flow; incompressible flow; boundary layers. Prerequisites: upper-division standing in civil or mechanical engineering, 242 or concurrent enrollment, or consent of instructor.

330-2 **Engineering Materials** — Physical and chemical properties of engineering materials (metals, woods, asphalt, and cement concrete). Prerequisite: upper-division civil engineering standing, 242, or consent of instructor.

330L-1 **Engineering Materials Laboratory** — Laboratory determination of material properties. Experiments include: wood bending and compression tests, aggregate tests, asphalt mix design, concrete mix design, and steel tensile strength test. Prerequisites: 207L and concurrent enrollment in CE 330, or consent of instructor.

342-3 **Structural Engineering I** — Structural loads. Kinematic instability. Beam, truss, and frame analysis. Computerized structural analysis. Introduction to design of steel structures. Code requirements. Prerequisite: upper-division civil engineering standing, 242, or consent of instructor.

343-3 **Structural Engineering II** — Introduction to indeterminate structures. Virtual work. Approximate methods of analysis. Force method. Introduction to design of reinforced concrete structures. Code requirements. Prerequisite: upper-division civil engineering standing, 330 or concurrent enrollment, 342, or consent of instructor.

354-3 **Geotechnical Engineering** — Introduction to geotechnical engineering. Basic geological principles for engineering design; soil classification, water in soils, effective stress, shear strength and soil compressibility. Prerequisite: upper-division civil engineering standing, 242, 315 or concurrent enrollment, or consent of instructor.

354L-1 **Geotechnical Engineering Laboratory** — Laboratory experiments in soil mechanics. Prerequisites: 207L, concurrent enrollment in 354, or consent of instructor.

376-3 **Transportation** — Planning and design of air, highway, rail, water, and pipeline transportation facilities (geometric and structural). Prerequisite: upper-division civil engineering standing, 206, ME 262 or concurrent enrollment, or consent of instructor.

380-3 **Environmental Engineering** — Application of principles of chemistry, physics, biology, and mathematics to engineered systems for water purification, wastewater treatment, air pollution control, and solid waste management. Prerequisite: upper-division civil engineering standing or consent of instructor.

398-0 **Civil Engineering Work Experience III** — Supervised work experience with an agency, firm, or organization that uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: 298.

399-0 **Engineering Cooperative Education III** — Supervised work experience with an agency, firm, or organization that employs engineers. Third work period of five-year academic/work experience program. Prerequisites: consent of engineering co-op adviser.

415L-1 **Applied Fluid Mechanics Laboratory** — Laboratory experiments involving flow of water in pipes, open channels, and other water resources and environmental engineering systems. **Not for graduate credit.** Prerequisites: upper-division civil engineering standing, 207L, 315, or consent of instructor.

416-3 **Engineering Hydrology** — Hydrological processes and their relationship to design of structures for control and management of water resources, rainfall runoff relationships, probability and frequency analysis, surface water hydrology. **Not for graduate credit.** Prerequisites: upper-division civil engineering standing, 315, 354 or concurrent enrollment, STAT 380, or consent of instructor.

435-3 **Pavement Design** — Analysis and design for highways and airports; factors affecting pavement performance and code requirements. Prerequisites: upper-division civil engineering standing, 330, 343, 354 or consent of instructor.

441-3 **Design of Timber Structures** — Design and analysis of timber structures and timber design code. Prerequisites: upper-division civil engineering standing, 343 or concurrent enrollment, or consent of instructor.

443-3 **Design of Masonry Structures** — Design and analysis of masonry structures and masonry design codes.

Civil Engineering

Prerequisites: upper-division civil engineering standing, 343 or concurrent enrollment, or consent of instructor.

445-3 Advanced Structural Analysis — Analysis of indeterminate two- and three-dimensional trusses and frames, with emphasis on matrix methods, computer techniques. Prerequisites: upper-division civil engineering standing, 343 or concurrent enrollment, or consent of instructor.

446-3 Advanced Concrete Design — Advanced topics in reinforced concrete design, design of pre-stressed concrete beams, code design requirements. Prerequisites: upper-division civil engineering standing, 343, 445 or concurrent enrollment, or consent of instructor.

449-3 Advanced Steel Design — Plastic analysis of steel structures. LRFD design. Stability theory applied to structural design. Composite beams and columns. Introduction to seismic design. Code requirements. Prerequisites: Upper-division civil engineering standing, 342, 445 or concurrent enrollment, or consent of instructor.

455-3 Foundation Design — Design of foundations, retaining walls, cofferdams, earth embankments. Formulation of design problem statements and specifications. Estimates of bearing capacity, settlements, slope stability values. Prerequisites: upper-division civil engineering standing, 354, or consent of instructor.

460-3 Municipal Infrastructure Design — Municipal infrastructure analysis and design; water distribution networks; wastewater collection; street systems; engineering processes of municipal designs. Prerequisites: upper-division civil engineering standing, 315, 376, or consent of instructor.

473-3 Transportation Site Selection — Engineering techniques for transportation site selection, route selection, geometric design criteria, engineering controls and constraints. Prerequisite: 376, or consent of instructor.

474-3 Computer Simulation in Traffic Engineering — Highway capacity software (HCS), signal timing software (SYNCHRO), and micro-simulation software (TSIS). Prerequisite: 376

475-3 Urban Transportation — Systems engineering for traffic generation, distribution assignment; analysis and traffic engineering procedures as applied to urban transportation planning and design. Prerequisite: 376 or consent of instructor.

476-3 Traffic Studies — Acquisition, evaluation, statistical analysis and reporting of traffic engineering data used to design, evaluate and operate transportation systems. Prerequisite: CE 376 or consent of instructor.

478-3 Transportation Engineering Facilities Design — Transportation facilities geometric design and structural design of load-carrying elements. Human factors as related to physical design criteria. Prerequisite: upper-division civil engineering standing, 473, or consent of instructor.

480-3 Environmental Analysis — Analytical methods for examining water and wastewater. Sources of parameters, laboratory methods and limitations, data analysis, correlation of parameters with environmental effects. Lectures and laboratory. Prerequisites: upper-division civil engineering standing, 380, or consent of instructor.

486-3 Wastewater Treatment Design — Design of wastewater treatment systems, including preliminary, primary and secondary treatment processes and biosolids treatment and disposal. Prerequisites: upper-division civil engineering standing, 380, or consent of instructor.

487-3 Water Treatment Design — Design of potable water treatment processes with emphasis on chemical and physical unit operations. Prerequisites: upper-division civil engineering standing, CE 380, or consent of instructor.

Computer Management and Information Systems

488-3 Hazardous Waste Management — Major aspects of managing hazardous waste, including regulation, pollution prevention, treatment, disposal, spill clean-up, and site remediation. Prerequisite: upper-division civil engineering standing, CE 380, or consent of instructor.

491-1 to 4 Civil Engineering Project — Individual investigation of a topic in Civil Engineering to be agreed upon with the instructor. May be repeated for a maximum of 6 hours provided no topic is repeated. Prerequisites: upper-division civil engineering standing and consent of the instructor.

492-1 to 5 Topics in Civil Engineering — Selected topics of special interest. May be repeated to a maximum of 6 hours provided no topic is repeated. Prerequisite: upper-division civil engineering standing or graduate standing.

493-3 Engineering Design — Team/individual design projects requiring application of engineering principles to formulation of design problem statements and specifications; development of alternative solutions for open-ended design problems. **Not for graduate credit.** Prerequisites: upper-division civil engineering standing, 343 or concurrent enrollment, 354, 376, 380, 460 or concurrent enrollment, or consent of instructor.

Computer Management and Information Systems (CMIS)

108-3 Computer Concepts and Applications — [SKCP] Computer technology's impact on individuals and our world. Finding and accessing worldwide sources of information; presenting ideas orally, graphically, and in writing.

142-3 Visual Basic Programming — The Visual Basic Programming language is used to teach business computer programming using a visual programming approach; includes fundamental programming principles for event-driven programming. Prerequisites: CMIS or CS 108 or concurrent enrollment in either of the two courses; and MATH 120; or three years of college preparatory mathematics in high school.

230-3 Java Programming for Business — Application of business problem-solving techniques, program design and development, and programming logic dealing with the Java SDK Platform. Students apply logical methods to the design and creation of JAVA programs. Prerequisite: 142 or a previous course in computer programming.

260-4 COBOL Programming — [IAI CS913] Business-oriented computer programming using listings, computations, comparisons, tables/arrays, files. Students apply logical methods to the design of programs. Prerequisite: 142 or CS 140.

270-3 Structured Systems Analysis — Structured tools and techniques as used in business systems analysis and design. Prerequisite: CMIS or CS 108.

300-3 Web-Based Application Design — Analysis, design, and implementation of Internet web-site home pages using current tools of hypertext markup languages, integrated software packages, and specialized web creation software. Prerequisite: 270, CMIS major or specialization.

310-3 Information Technology Hardware and Systems Software — Principles and application of computer hardware and software from theoretical underpinnings to installation and configuration of systems. Hands-on and simulated exercises will be completed to emphasize a real-world setting. Prerequisite: 270, CMIS major or specialization.

342-3 Information Systems for Business — Information system principles applied to business. Analysis of how computer-based information systems support operational, tactical, and planning decisions. Prerequisite: CMIS or CS 108,

accounting, CMIS, economics or finance, business administration majors.

430-3 Advanced Java Programming — Development of applications, applets, and advanced GUI, including advanced object-oriented programming in Java, multithreading, files, multimedia, database use and networking concepts used for applications. Prerequisite: 230 with grade of C or better, CMIS major or specialization.

450-3 Database Design — Basic concepts/terminology of relational models with emphasis on current technology and business applications including SQL. Prerequisites: 270 and 142 with grade of C or better, CMIS major or specialization.

460-3 ASP.NET Programming — Advanced event-driven programming, object-oriented programming techniques for on-line Web applications including Web database programming (ADO.NET), security, Web services and application deployment. Prerequisite: 142.

462-3 UNIX and Server Systems — UNIX and Windows server operating systems to include scripting language plus server software installation and configuration. Prerequisite: 310, CMIS major or specialization.

468-3 Business Telecommunications — Concepts and terminology dealing with data communication and distributed systems with emphasis on business applications. May be taken for graduate credit. Prerequisite: 310, CMIS major or specialization.

470-3 Structured Systems Design — Structured systems design methodologies, including process-oriented, data structure-oriented, and information-oriented techniques. **Not for graduate credit.** Prerequisites: 270, 450, CMIS major or specialization.

472-3 End User Systems Support — Application of knowledge, skills, and abilities necessary in the user support industry to include software and hardware support related to small computer environments as a standalone or networked setting. Prerequisites: 342, CMIS major or specialization.

488-3 to 6 Information Systems Internship — Application of information systems knowledge in a structured work environment with a written report of the work experience. May be repeated to a maximum of 6 hours. **Not for graduate credit.** Prerequisites: senior standing and consent of instructor, CMIS major or specialization.

490-3 to 6 Independent Study in Information Systems — Investigation of topical CMIS area resulting in deliverable unit. May be repeated to a maximum of 6 hours. Prerequisites: consent of chairperson and program director, CMIS major or specialization.

495-3 to 6 Seminar: Information Systems — Current issues related to business aspects of dealing with information systems. May be repeated to a maximum of 6 hours if topics differ. Prerequisites: consent of instructor, CMIS major or specialization.

Computer Science (CS)

108-3 Applied Computer Concepts — [SKILLS] Computer skills course which assumes no prior experience with computers. Introduces computer concepts and word processing, spreadsheets and database software; examines societal issues. Graduation credit may be earned for CS 108 or CMIS 108, but not for both. Prerequisite: two years of college preparatory mathematics in high school.

111-3 Concepts of Computer Science — [INTRO] Broad view of computer science: computer hardware, operating systems, software design and development, algorithms, networks, and applications.

140-4 Introduction to Computing I — Programming course that assumes basic computer literacy. Introduces C++ a high-level programming language and basic problem solving. Three lecture hours and two laboratory hours per week. Prerequisites: MATH 120 with a minimum grade of C or three years of college-preparatory mathematics in high school.

145-3 Introduction to Computing For Engineers — Introduces C++ programming and basic problem solving. Focuses on computer applications in engineering, science, and numeric methods. Prerequisites: MATH 150 with a minimum grade of C and basic computer literacy.

150-3 Introduction to Computing II — Algorithmic problem solving with a modern programming language. Language syntax; basic design methods; algorithms; abstraction. Prerequisite: 140 with a minimum grade of C.

198-0 Computer Science Work Experience I — Supervised work experience with agency employing computer scientists or information specialists. For students with part time cooperative jobs. Limited to students enrolled in more than six credit hours. Prerequisite: sophomore standing in computer science.

199-0 Computer Science Cooperative Education Experience I — Supervised work experience with agency employing computer scientists or information specialists. First work period of 5-year academic/work experience program. Prerequisite: sophomore standing in computer science

240-3 Introduction to Computing III — Basic software engineering concepts, elementary data structures and algorithms, fundamentals of object-oriented programming. Prerequisite: 150 with a minimum grade of C.

275-3 Interaction Programming — Techniques and principles of graphical user interface development. Event-driven programming; principles of good screen design; graphical user interface development environment. Prerequisite: 150 with a minimum grade of C.

298-0 Computer Science Work Experience II — Supervised work experience with agency employing computer scientists or information specialists. For students with part time cooperative jobs. Limited to students enrolled in more than six credit hours. Prerequisite: sophomore or junior standing in computer science.

299-0 Computer Science Cooperative Education Experience II — Supervised work experience with agency employing computer scientists or information specialists. Second work period of 5-year academic/work experience program. Prerequisite: sophomore or junior standing in computer science.

312-3 Introduction to Computer Organization and Architecture — Processor, memory, I/O structure of computer systems, data representations, instruction set architecture of typical processor as hardware/software interface, processor implementation, performance evaluation methods. Prerequisite: 150 with a minimum grade of C.

314-3 Operating Systems — Processes, threads, synchronization; I/O and memory management at the hardware and OS levels; file systems, implementation of basic OS abstractions, concurrent programming. Prerequisite: 312 with a minimum grade of C.

321-3 Human-Computer Interaction Design — Design of interactions between people and computers. Interface design, conceptual models, design methods, software evaluation, and ethical concerns. Software design project. Prerequisite: 275 with a minimum grade of C.

325-3 Software Engineering — Introduction to the concepts and techniques required to develop complex software systems and manage software projects. Emphasis on object-oriented

methodologies and modeling via UML. Prerequisite: 240 with a minimum grade of C.

330-3 Programming Languages — Design, appropriateness, and linguistics issues associated with different programming languages and programming paradigms. Covers syntax and semantics of languages, including BNF notation. Prerequisite: 312 with a minimum grade of C.

340-3 Algorithms and Data Structures — Considers appropriate choice of data structures, comparisons of algorithms, recursive algorithms, complexity, introduction to parallel algorithms. Prerequisites: 240, MATH 130 or MATH 150, and MATH 224; all with a minimum grade of C.

382-3 Game Design, Development, and Technology — Introduction to the entire process of game development, including history, social impact, design, programming, software engineering, math, physics, graphics, animation, audio, AI, and hardware. Prerequisite: 312, 321, and MATH 152.

390-3 Topics in Computer Science — Selected topics in computer science. May be repeated to a maximum of 6 hours for different topics. Prerequisite: consent of instructor.

398-0 Computer Science Work Experience III — Supervised work experience with agency employing computer scientists or information specialists. For students with part time cooperative jobs. Limited to students enrolled in more than six credit hours. Prerequisite: junior or senior standing in computer science.

399-0 Computer Science Cooperative Education Experience III — Supervised work experience with agency employing computer scientists or information specialists. Third work period of 5-year academic/work experience program. Prerequisite: junior or senior standing in computer science.

407-3 ADA Programming — Emphasis on features which make language unique, e.g., packages, exception handling, generics, and tasking. Does not assume prior knowledge of the ADA language. Prerequisite: 340 with a minimum grade of C or consent of instructor.

423-3 Compiler Construction — Translation of programming languages. Emphasis on techniques used in construction of compilers, including lexical analysis, syntactical analysis, type checking, code generation. Prerequisite: 330 with a minimum grade of C.

425-3 Senior Project: Software Design — First part of a two-semester sequence in which teams complete the design and planning stages of a software development project. Selected topics in software development, group dynamics, and project management. **Not for graduate credit.** Prerequisites: 314, 321, 325, and 340; all with a minimum grade of C.

434-3 Database Management Systems — Database management system concepts, models, languages. Entity/relationship, relational, and object-oriented data models; relational database design and implementation including SQL; object databases. Prerequisites: 240 and 275; both with a minimum grade of C.

438-3 Artificial Intelligence — Principles and programming techniques of artificial intelligence. Intelligent agents, heuristic programming, knowledge representation, expert systems, machine learning. Prerequisite: 340 with a minimum grade of C.

447-3 Networks and Data Communications — Concepts of networks and data communications. Networking protocols and architecture; data encoding and transmission; network management; and distributed applications. Prerequisites: 314 and 340; both with a minimum grade of C.

454-3 Theory of Computation — Theoretical foundations of computer science, including theory of automata; pushdown automata; Turing machines; formal languages. Prerequisite: 340 with a minimum grade of C.

456-3 Advanced Algorithms — Advanced algorithms and data structures; basic complexity theory and approximation algorithms for NP-hard problems. Prerequisite: 340 with a minimum grade of C.

482-3 Computer Graphics — Introduction to 2D and 3D graphics, graphics hardware, scan conversion, antialiasing, hidden components, transformations, projections, ray tracing, curve and surface modeling, animation. Prerequisites: 240, 312, and MATH 152; all with a minimum grade of C.

490-3 Topics in Computer Science — Selected topics in computer science. May be repeated to a maximum of 6 hours for different topics. Prerequisite: consent of instructor.

495-3 Independent Study — Reading and research in specific areas of computer science. May be repeated to a maximum of 6 hours. Prerequisite: consent of instructor and department chair.

499-3 Senior Project: Software Implementation — Second part of a two-semester sequence in which teams implement, test, and deploy the software development project that was planned and designed in CS 425. Includes a formal presentation to the Computer Science faculty. **Not for graduate credit.** Prerequisite: 425 with a minimum grade of C.

Construction (CNST)

120-2 Introduction to Construction — Survey of construction industry; typical employment opportunities; history; current development. Introduction to graphics and problem solving techniques.

199-0 Construction Cooperative Education I — Supervised work experience with agency, firm, or organization which employs constructors. First work period of an academic/work experience program. Prerequisites: sophomore standing in construction and consent of engineering co-op adviser.

210-3 Construction Materials and Methods — Introduction to construction materials and material properties, construction methods and equipment for handling, storing and installing. Prerequisite: 120 or concurrent enrollment, CHEM 120a, 121a or 131, MATH 150 or concurrent enrollment.

241-4 Statics and Mechanics of Solids — Static equilibrium conditions for external and internal force and moment systems. Shear and bending moment diagrams. Elastic deformation and stresses in structural elements. Mohr's circle. Prerequisite: MATH 152, PHYS 211a with a grade of C or better.

264-4 Construction Surveying — Surveying applications for construction. Prerequisites: 120, MATH 150 or concurrent enrollment.

299-0 Construction Cooperative Education II — Supervised work experience with agency, firm, or organization which employs constructors. Second work period of an academic/work experience program. Prerequisites: junior standing in construction and consent of engineering co-op adviser.

301-3 Soils — Physical properties and behavior of soils as a construction material; construction methods and equipment in earthmoving; erosion and sedimentation control, regulatory requirements. Prerequisites: 210, 241 or CE 242.

301L-1 Soils Laboratory — Laboratory and field experiments in soil classification and determination of engineering index properties. Interpretation of test results and geotechnical

reports. Prerequisite: Concurrent enrollment in 301 or consent of instructor.

310-3 Legal Aspects of Land Surveying — History of U.S. Public Land Survey System and government surveys of Illinois. Surveying definitions, rules of evidence and procedures. Laws and administrative rules governing surveying. Prerequisites: 264 or consent of instructor.

321-3 Electrical Systems — Basic electrical theory; electrical systems and distribution for facilities and during construction, safety, wiring, and energy consumption. Prerequisites: 210 and PHYS 211a.

332-3 Mechanical Systems/HVAC — Mechanical heating, air conditioning, ventilation systems. Requirements during construction; construction installation; for completed facility. Prerequisites: 210 and PHYS 211a.

341-3 Plans and Specifications — Reading and interpreting plans and specifications. Standard construction specifications and standard procedures. Take-off methods for estimating. Prerequisites: 210 with grade of C or better, 264.

351-4 Analysis, Design and Construction of Structural Systems — Load paths in typical structural configurations, approximate stress analysis of structures, concrete formwork design, analysis, design and construction of wood, concrete, steel, masonry and composite structures. Prerequisites: 210, 241 or CE 242.

353-3 Computer Applications in Construction — Introduction to computer methods used in the construction industry. Computer aided drafting, spreadsheets, elementary computer programming, and web-based construction management. Prerequisite: 210.

364-3 Boundary Surveying — Evidence and procedures in determining property boundaries and land lines. Laws relating to land surveying in Illinois and Missouri. Role of land surveyor in boundary disputes and locations. Prerequisite: 310 or consent of instructor.

399-0 Construction Cooperative Education III — Supervised work experience with agency, firm, or organization which employs constructors. Third work period of an academic/work experience program. Prerequisite: senior standing in construction and consent of engineering co-op adviser.

403-4 Planning and Scheduling — Planning and scheduling construction projects including resource and manpower allocation. CPM and PERT methods; progress reports and records. **Not for graduate credit.** Prerequisites: 341 and 353.

411-3 Construction Contracts — Legal aspects of contracts and bidding; types of construction contracts and documents including bonds; OSHA, local, state, federal regulations. **Not for graduate credit.** Prerequisite: 341.

415-3 Land Development — A study of the land development process and the roles of local government, design consultants, developers, and contractors in residential development. Subdivision design and construction. **Not for graduate credit.** Prerequisite: 341 or consent of instructor.

422-3 Spanish for Construction — Job-specific Spanish for non-Spanish speaking construction personnel. Understanding cultural differences, role of religion in work life and other issues that affect the Hispanic construction workforce. Prerequisite: Senior standing or consent of instructor.

425-3 Heavy Civil Construction — Methods and procedures for estimating, planning and constructing road and bridge projects. **Not for graduate credit.** Prerequisite: 210.

432-3 Preconstruction Services — Introduction to design-build project delivery system. Emphasis on conceptual estimating, scheduling, negotiated contracts, and professional presentations. Prerequisite: CNST 341 or consent of instructor.

442-3 Building Information Models — Development of 3-D building models for estimating, scheduling and construction planning. Use of technology for recording 3-D information to monitor construction. Applications for implementing virtual reality in construction. Prerequisite: CNST 341, senior standing or consent of instructor.

451-3 Estimating and Bidding — Procedures to cost estimate and prepare bids on construction projects. Work quantity take-off; cost analysis; productivity; profitability. **Not for graduate credit.** Prerequisites: 341, 353 and senior standing or consent of instructor.

451L-1 Estimating and Bidding Laboratory — Laboratory and field experiments in soil classification and determination of engineering index properties. Interpretation of test results and geotechnical reports. Prerequisite: concurrent enrollment in 451 or consent of instructor.

452-4 Construction Management and Senior Assignment — Professional aspects of construction management. Management techniques, quality control, safety, time and cost management. **Not for graduate credit.** Prerequisites: 403, 451 or consent of instructor.

461-3 Materials Sampling and Testing — Procedures and methods for developing and evaluating sampling and testing programs for construction. Individual projects required. Prerequisite: STAT 244; senior or graduate standing, or consent of instructor.

463-3 Concrete Properties — Concrete construction techniques are analyzed. Emphasis will be on how fundamental properties are used to make project decisions. Individual projects required. Prerequisite: senior or graduate standing.

464-3 Project Controls — Discussion of methodology and techniques used typically by the construction industry in the control of project schedule, cost, contract administration and construction quality. Prerequisites: 341, senior standing or consent of instructor.

470-3 Construction Internship — Acquisition of hands-on experience in the management of a typical construction project. The jobsite becomes the classroom. **Not for graduate credit.** Prerequisite: 341, completion or concurrent enrollment in the OSHA 10-hour safety course, Senior standing and consent of instructor.

482-4 Advanced Survey Systems — Celestial observations and GPS. Surveying instrumentation, operation, error sources, and calibration. Prerequisites: 310 or consent of instructor.

484-4 Survey Computations and Applications — Application of celestial observations and GPS to boundary, topographic, route surveying, and subdivision design. Analysis and adjustment of errors. Prerequisites: 482 or consent of instructor.

495-2 to 9 Topics In Construction — Selected topics of special interest in construction. Topics selected jointly by student and faculty. May be repeated to a maximum of 9 hours provided no topic is repeated. **Not for graduate credit.** Prerequisites: 341, senior standing or consent of instructor.

Criminal Justice (CJ)

201-3 Introduction to Criminal Justice — (Same as SOC 201) [ISS] (IAI Course No. CRJ 901) Introduction to the system of

criminal justice including police, courts and corrections; includes group learning exercises. Prerequisite: SOC 111.

202-3 Introduction to Corrections – [IAI No. CRJ 911] Overview of corrections in the U.S.; includes philosophy of punishment, prisons, community-based sanctions, death penalty, ethical issues. Prerequisite: sophomore standing.

205-3 Juvenile Justice – [IAI No. CRJ 914] Arrest, pre-trial detention, court procedures, and punishment involving juveniles; includes waivers to adult court, privacy issues, community-based corrections, recidivism. Prerequisite: sophomore standing.

206-3 Principles of Criminal Law – Introduction to criminal law. The course covers the elements of crimes, criminal defenses and the nature of criminal responsibility. Prerequisite: sophomore standing.

207-3 Criminal Procedure – Supreme Court criminal procedure cases analyzed. Application of law to stop and frisk, search, seizure, warrants, cyberspace, interrogations, etc., highlighted at federal and Illinois level. Prerequisites: 201.

208-3 Introduction to Law Enforcement – History, organization and operations of police; includes use of discretion, arrest powers, detective work, interagency cooperation, use of force. Prerequisite: sophomore standing.

272-3 Criminology – (Same as SOC 272) [DSS] [IAI Course No. CRJ 912] An introduction to theory and research on lawmaking, lawbreaking and the reactions to crime and criminality. Prerequisite: 111 and sophomore standing.

302-3 Research Methods in Criminal Justice – Major research methods in social sciences as applied to study of crime and justice; includes surveys, observational methods, experimentation, comparative and historical research. Prerequisite: 201, 202 and 208, CJ majors and minors only.

303-3 Data Analysis in Criminal Justice – (SOC 303 may be substituted.) Key statistical concepts, their application and graphically display statistics. Creating and manipulating data sets. Prerequisite: CJ or SOC 302, CJ and SOC majors or minors only.

364-3 Rehabilitation and Treatment Modalities – Examines treatment and rehabilitation strategies, including theoretical foundations, counseling techniques, and community-based approaches. Prerequisite: 201, 202

365-3 Ethics in Criminal Justice – Explores ethical responsibilities of criminal justice personnel and the moral dilemmas faced by police, court, and corrections officials in processing suspects, defendants, and offenders. Prerequisite: 201, 202, 208

366-3 CJ 366-3 Race and Class in Criminal Justice – Criminal justice from the vantage point of race and class relations, racial/cultural interaction, enforcement patterns, use of discretion, case outcomes, and punishment. Prerequisite: SOC 111.

367-3 Gender and Criminal Justice – Issues of gender in criminal justice, particularly with regard to offending, victimization, processing, incarcerating, rehabilitating and among professionals in the field. Prerequisites: CJ or SOC 201.

368-3 Serial Rape and Murder – Prevailing myths surrounding sexual assault and examination of the various typologies explaining rape and murder. Prerequisite: CJ/ SOC 272

390-3 Special Topics in Criminal Justice – Topics not included in regular course offerings. May be repeated once to a maximum of 6 hours provided no topic is repeated.

396-1 to 6 Readings in Criminal Justice – Supervised reading or projects in selected areas of criminal justice. May be repeated for up to 6 hours. Prerequisite: Consent of Instructor; CJ majors/minors only.

401-3 Community Corrections – History and current practice, success rates of community-based alternatives to prison; includes boot camps, probation, electronic monitoring, and new "creative" sentencing. Prerequisite: 202, junior or senior standing.

408-3 Critical Issues in Law Enforcement – Examination and analysis of issues in policing, including training and socialization, management and organization, deviance, minority recruitment, community-based efforts and use of force. Prerequisites: CJ 208 and junior/senior standing.

410-3 Judicial Process – Organization of and participants in the federal and Illinois state criminal courts are examined. Sources of law, criminal trial process and appellate process are discussed. Prerequisite: CJ 201.

420-3 United States Drug Policy – Examines historical and contemporary drug use and policy efforts, including secondary problems affiliated with drugs, the War on Drugs and its impact, nationally and internationally. Prerequisite: junior/ senior standing.

422-3 White Collar Crime – [DSS] (Same as SOC 422) An examination of the nature, extent, and distribution of white-collar crime as well as its causes, correlates and control. Prerequisite: CJ or SOC 272, and junior/senior standing or permission of instructor.

464-3 Mental Health and the Criminal System – Explores treatment of mentally ill defendants by police, courts and corrections. Insanity defense, trial competency, guardianship, civil commitment and court diversion initiatives for such defendants are discussed. Prerequisite: 201, junior/senior standing.

465-3 Theories of the Just Society – Examines various constructions of the just society and the functions of government. Students consider the role of law and its relationship to justice for citizens. Prerequisite: Junior/ Senior Standing.

470-3 Sociology of Deviance (same as Soc 470) – Behavior such as prostitution, drug use, murder, racism, sexual variances, rape and insanity examined theoretically and empirically.

472-3 Explaining Crime – [DSS] (Same as SOC 472) Examination of the relationship between classical and contemporary criminological theory, research, and policy. Prerequisites: CJ or SOC 272, and junior/senior standing or permission of instructor.

488-3 Supervised Internship/Senior Assignment – 140 hours of supervised work in a criminal justice organization culminating in a written and oral presentation to CJ faculty relating the experience to course work. Prerequisite: CJ majors only with senior standing and completion of at least 18 hours of CJ course work.

Culture, Ideas and Values (CIV)

115-6 Freshman Seminar: Culture, Ideas and Values — [SKILLS/INTRO] A multi-disciplinary core course for freshmen, integrating introductory and skills course contents through lecture, discussion groups, group projects and individual writing assignments. Each of the courses within the freshman seminar group chooses a specific topic as an entryway to a range of cultures, including the culture of the present day. Students will learn to read the "texts" of these cultures (where a text can be a poem, a ritual, an account of a battle, a love song, a

technology ...) for an understanding of underlying ideas and values.

Curriculum and Instruction (CI)

200-2 Introduction to Education — Assessment of teaching as a career through personal observations and discussion of schools, teachers' roles, teaching as a profession. Off-campus visits to schools required outside class time. Prerequisites: 30 semester hours and 2.5 GPA.

301-3 Understanding the Pre-Primary Child — Characteristics of infants, toddlers, and young children (birth through age 6); study and observation in formal and informal settings.

307-3 Middle Level Philosophy, Organization and Curriculum — Explores middle school topics including the philosophy, curriculum and structure of middle schools, as well as instructional methods for the middle level learner. Prerequisite(s): admission to elementary education program, EPFR 315 and EPFR 320 (concurrent enrollment in one is permissible).

311-1 Elementary/Middle Level Field One Experience — Current educational theory and practice as they relate to field experience: Two half-day clinical placements in elementary/middle level classrooms with introductory level experiences and responsibilities. Prerequisite: admission to elementary education program.

312-1 Elementary/Middle Level Field Two Experience — Current educational theory and practice as they relate to field experience: Two half-day clinical placements in elementary/middle-level class rooms with continued introductory level experiences and responsibilities. Prerequisite: 311.

314-1 to 3 Elementary/Middle Level Methods — Current educational theory and practice; processes and underpinnings of teaching and learning in elementary education. Prerequisite: consent of instructor.

315a-2 Methods of Teaching in the Secondary School — Teaching skills for secondary students focusing on effective teaching research and its application to the secondary classroom. Prerequisite: consent of advisor.

315b-2 Methods of Teaching in the Secondary School — Teaching skills for secondary students focusing on participant observation skills, model teaching, discipline techniques, content teaching. Prerequisite: 315a or HED 460.

316-1 Early Childhood Methods in the Classrooms — Integration of methods and classroom processes in classroom settings. Includes theory, research, and practice related to professional teaching and learning of young children. Prerequisite: admission to EC partnership program.

317-3 Pre-Kindergarten Methods — Instructional strategies appropriate for preschool children, with emphasis on interrelatedness of sensorimotor, conceptual, and social development. Prerequisite: 301.

323-3 Literacy Development in the Early Years — Literacy development birth through kindergarten with emphasis on designing appropriate reading, writing, listening, and speaking experiences for young children. Also includes suitable children's literature. Field placement required. Taken concurrently with 317. Prerequisite: 301.

337-1-3 Literacy at Elementary and Middle Levels — Application of theory and pedagogy of elementary and middle level literacy and content areas methods; standards, strategies, instructional materials, assessments and technology. Prerequisites: admission to elementary education program or consent of program director.

338-1-3 Assessment and Instruction of Literacy at Elementary and Middle Levels — Administration of literacy assessments, data analysis to adapt instruction, material selection, standards and strategies implementation to meet the literacy needs of elementary/ middle level learners. Prerequisites: admission to the elementary education program or consent of program director.

343-3 Social Studies at Elementary and Middle Levels — Application of theory and pedagogy of elementary and middle level social studies methods: standards, strategies, instructional materials, assessments, and technology. Prerequisites: admission to elementary or early childhood education program or consent of program director.

352a,o 5 to 12; b-t 6-12 Student Teaching Secondary — Practice teaching in the secondary schools. a) art, b) biology, d) chemistry, f) English, g) foreign language, h) earth science, i) geography, j) political science, k) health, l) history, n) math, o) music, q) physics, t) theater. Prerequisite: registration by secondary education program adviser.

407-3 The Middle and Junior High School — Theoretical background and evolving trends in middle and junior high education; curriculum review; learning theories; methods of practice; and management techniques. Prerequisites: EPFR 415 and consent of OCECA advisor.

410-3 Principles of Early Childhood Education — Examination of national and local programs in Early Childhood Education with overview of issues, trends, and research.

411-1 Elementary/Middle Level Field Three Experience — Current educational theory and practice as they relate to field experience: Two full-day clinical placements in elementary/middle level class rooms with extended experiences and responsibilities. **Not for graduate credit.** Prerequisites: 311, 312.

413-3 Literature at Elementary and Middle Levels — Surveys literature appropriate for elementary through middle level while focusing on multiple genres, curriculum integration and analysis of literary qualities. **Not for graduate credit.** Prerequisites: admission to the elementary education program or consent of program director.

414-3 Teaching Mathematics in Early Childhood Education — Mathematical concept development for Pre-K – Grade 3 teachers, emphasizing developmentally appropriate methodology and instructional strategies, and employing problem solving and inquiry-based learning. Prerequisites: 301, 317, 323.

415-3 Mathematics at the Elementary Level — Application of theory and pedagogy of elementary mathematics methods: standards, strategies, instructional materials, assessments and technologies. **Not for graduate credit.** Prerequisites: admission to the elementary education program or approval of OCECA advisors.

416-3 Infant and Toddler Development and Education — Study of current theories, knowledge, and practice concerning the growth and development of infants and toddlers. Prerequisite: nine hours of early childhood course work that includes 301 or 410, or consent of instructor.

421-3 Child, Family and Community Relationships — Parent involvement strategies: insight from community agency personnel pertaining to goals of early childhood and elementary programs. Prerequisite: 301 or 410.

422-3 Health and Nutrition for the Young Child — Nutrition principles related to development of the young child; food service selection; integration of nutrition concepts into early childhood curriculum. Prerequisites: 301, 410.

424-3 **Literacy Strategies K-3 Literacy instructional strategies** to meet the needs of diverse learners in K through grade three. Application of theory and pedagogy during field placement. Prerequisite: 323.

426-3 **Educational Assessment of Young Children** — Formal and informal assessment strategies for teachers of young children. Includes individual and group assessment techniques for children birth through Grade three. **Not for graduate credit.** Prerequisites: 301, 317.

433a-n-3 **Selected Topics in Curriculum and Instruction** — (a) Curriculum; (b) Language Arts; (c) Science; (d) Reading; (e) Social Studies; (f) Mathematics; (g) Early Childhood Education; (h) Elementary Education; (i) Middle School Education; (j) Secondary Education; (k) Community College; (l) Adult Education; (m) Environmental; (n) Organization and Supervision. Each segment carries 3 credit hours and each segment may be repeated to a maximum of 9 hours. Prerequisite: consent of instructor.

434-3 **Teaching Science and Social Studies in Early Childhood** — Instructional strategies for teaching science and social studies in Pre-K through grade 3. Examination of functions, practices, and problematic issues of science and social studies education. Prerequisite: 317.

440-3 **Adolescent Literacy** — Instructional theories, practices, and strategies for literacy across content areas in middle and high school; enhancing interest and motivation; and assessment of students' literacy performance.

442-3 **Science at Elementary and Middle Levels** — Application of theory and pedagogy of elementary and middle level science methods: standards, strategies, instructional materials, assessments and technology. **Not for graduate credit.** Prerequisite: admission to the elementary education program or consent of program director.

445-3 **Language Arts at Elementary and Middle Levels** — Application of theory and pedagogy of elementary and middle level language arts methods: standards, strategies, instructional materials, assessments and technology. **Not for graduate credit.** Prerequisite: admission to the elementary education program or consent of program director.

447-3 **Reading for Speech Language Pathologists** — Theories and models of reading as related to instruction; connections between reading and speech difficulties; ways to help children overcome difficulties.

450-3 to 12 **Early Childhood Student Teaching** — Practice of teaching at early childhood level. **Not for graduate credit.** Prerequisite: registration by early childhood program advisor.

451a-3 to 10 **Elementary Student Teaching** — Application of theory to practice of teaching. **Not for graduate credit.** Prerequisite: registration by OCECA adviser.

451b-3 to 6 **Elementary Student Teaching: Art** — Application of theory to practice of teaching. **Not for graduate credit.** Co-requisite: 352a.

451c-3 to 6 **Elementary Student Teaching: Music** — Application of theory to practice of teaching. **Not for graduate credit.** Co-requisite: 352o.

452-2 **Curriculum Integration and Change** — A synthesis and application of coursework and change theory to school settings. Study of the relationship between career development and school reform. **Not for graduate credit.** Prerequisite: registration by OCECA advisor.

471-3 **Teaching in the Multicultural Classroom** — Concepts and strategies for developing positive attitudes; increasing knowledge and selecting appropriate materials for teaching children from culturally diverse backgrounds.

490a-n-1 to 6 **Independent Projects: Independent Readings and Projects in Curriculum and Instruction** — (a) Curriculum; (b) Language Arts; (c) Science; (d) Reading; (e) Social Studies; (f) Mathematics; (g) Early Childhood Education; (h) Elementary Education; (i) Middle School Education; (j) Secondary School Education; (k) Community College; (l) Adult Education; (m) Environmental Education; (n) Organization and Supervision. Maximum of 6 total credit hours permitted. Prerequisite: consent of instructor.

495-1 to 6 **Selected Topics** — Varied content; offered as need exists and as faculty interest and time permit. Maximum of 6 total credit hours permitted. Prerequisite: consent of instructor.

Dance (DANC)

111-3 **The Dance Experience** — [IFAH] Introductory course to give the student an understanding of how essential components of movement study come together to produce an aesthetic dance experience.

114-3 **Core: Movement Fundamental** — [DFAH] Basic movement skills using Bartenieff Movement Fundamentals (basic exercises that integrate and facilitate the neuromuscular connections within the body). Understanding structure and function of human body while developing strength, flexibility, and coordination. May be repeated to a maximum of 9 hours.

210a,b-2 each **Beginning Modern Dance Technique** — Movement course. Modern dance theories; techniques. Prerequisites: 114 and consent of instructor.

211a,b-2 each **Beginning Ballet** — Technique class. Fundamentals of classical ballet through barre and center floor work.

212a,b-1 each **Jazz Dance** — Technique class. Using body through percussive (Matt Mattox) and lyrical (Luigi) jazz dance techniques. May be repeated to a maximum of 4 hours.

213-1 **Beginning Tap Dance** — Basic tap steps and vocabulary. Tap choreography. May be repeated to a maximum of 3 hours.

214-1 **Dance Improvisation** — [DFAH] Developing skills in perception and rapid translation of ideas into dance. Prerequisite: consent of instructor.

220-2 **Rhythmic Structure and Analysis** — Analysis and use of rhythms and compositional forms of music for dance. Prerequisites: 210a,b, or consent of instructor.

230-2 **Introduction to Laban Movement Analysis** — Theoretical and physical applications of Laban Movement Analysis: Effort/Shape Notation (notation system recording changes in movement qualities with respect to time, weight, space, and energy flow), Space/Harmony (system that describes human movement in relation to space). Prerequisites: 214, 320, or consent of instructor.

240-3 **History of Dance** — [DFAH] Development of dance prior to and during the 20th century. Prerequisite: consent of instructor.

250-1 to 2 **University Dance Company** — Dance repertory and performance class. Emphasis on technical and choreographic skills for performance. Participation in preparation and presentation of concerts required. Prerequisite: by audition only.

260-1 to 2 **Performance/Choreography** — [DFAH] Performing in and/or choreographing for regular scheduled dance concerts. Rehearsal time is required. Admission by audition only. May be repeated for a maximum of 4 hours provided that no topic is repeated. Prerequisite: consent of instructor.

270-1 to 2 **Independent Study in Dance** — [DFAH] Supervised study for students in dance, choreography, or performance. May be repeated to a maximum of 8 hours. Prerequisite: consent of instructor.

310a,b-2 each **Intermediate Modern Dance Technique** — Techniques designed for strength, flexibility, coordination. Dynamics of movement and its relationship to space, time, weight, energy flow. May be repeated to a maximum of 6 hours. Prerequisites: 210a,b, or consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

311a,b-2 each **Intermediate Ballet Techniques** — Additional ballet vocabulary through barre and center work of increased difficulty. May be repeated to a maximum of 6 hours. Prerequisites: 210a,b or consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

410a,b-2 each **Advanced Modern Dance Technique** — Theory and technique. Developing advanced skills in dance movement. Preparing kinetic and artistic abilities for performance. **Not for graduate credit.** May be taken up to 8 credits. Prerequisites: 310a,b or consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

411a,b-2 each **Advanced Ballet** — Mastery of ballet vocabulary through advanced barre and center floor work. **Not for graduate credit.** May be repeated to a maximum of 8 hours. Prerequisites: 311a,b or consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

420a-2 **Dance Composition I** — Movement studies for solo figure based on exploration of fundamental ingredients of dance (space, time, weight, and energy flow) and how to organize them into compositional forms. **Not for graduate credit.** Prerequisites: 210a,b, and consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

420b-2 **Dance Composition II** — In-depth development of movement themes for duet, trio, and larger groups. **Not for graduate credit.** Prerequisites: 420a; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

433-2 **Dance Pedagogy and Methodology** — Principles and methodologies of dance instruction. **Not for graduate credit.** Prerequisites: 214, 320, and consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

460-1 to 2 **Performance/Choreography** — [DFAH] Credit given for performing in and/or choreographing for regular scheduled dance concerts. Rehearsal time is required. Admission by audition only. May be repeated for a maximum of 4 hours provided that no topic is repeated. **Not for graduate credit.** Prerequisites: must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

470-1 to 2 **Independent Study in Dance** — [DFAH] Supervised study for upper level students in dance, choreography, or performance. May be repeated to a maximum of 8 hours. **Not for graduate credit.** Prerequisites: consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

499-3 **Senior Assessment in Dance** — [DFAH] Individual/group projects demonstrating proficiency in dance and General Education skills and knowledge. **Not for graduate**

credit. Prerequisites: must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

Economics (ECON)

111-3 **Principles of Macroeconomics** — [ISS] [IAI No. S3 901] Measurement and determination of national economic activity including production, income, employment, prices; role of government policy in U.S. macroeconomy. Prerequisite: two years of college preparatory mathematics or equivalent.

112-3 **Principles of Microeconomics** — [DSS] [IAI No. S3 902] Principles and characteristics of the market economy: supply, demand, market equilibrium; household demand, firm cost and supply; market structure, government regulation and deregulation; factor markets. Prerequisite: 111.

221-3 **Economic History of the United States** — [DSS] Analysis of economic and financial development from colonial times to present; evolution of markets; changing role of government and policies. Prerequisites: 111, 112.

301-3 **Intermediate Microeconomic Theory** — [DSS] Determination of prices and quantities in markets for goods and services. Theories of consumer behavior, cost structures, factor payments. Firm behavior in alternative markets. Prerequisites: 111, 112 and MS 251.

302-3 **Intermediate Macroeconomic Theory** — [DSS] Roles of goods markets and financial markets in the determination of national income and inflation; economic growth and business cycles; fiscal and monetary policy. Prerequisites: 111, 112 and MS 251.

327-3 **Social Economics: Issues in Income, Employment and Social Policy** — [DSS, IGR] Economic aspects of social problems such as poverty, discrimination, and unemployment; economic analysis of social policies such as social insurance, welfare programs, employment legislation, taxation. Prerequisite: 111, 112.

331-3 **Labor Economics** — [DSS] An analysis of labor force participation, employment, wage determination, economic stability; investment in human capital; trade unionism; collective bargaining; public policy. Prerequisites: 111, 112.

341-3 **Topics in Economics** — [DSS] Selected topics in economics. May be repeated up to 6 hours provided no topic is repeated.

344-3 **Financial Markets** — (Same as FIN 344) Functions and practices of domestic and international debt markets; recent structural changes. Asset securitization, relationships across financial markets. Management of financial intermediaries. Prerequisite: FIN 320.

345-3 **Economics of the Public Sector: National** — [DSS] Role of government in U.S. economy; federal expenditures, revenue, and debt; evaluation of government policy including analysis of taxes, grants, public services. Prerequisites: 111, 112.

361-3 **Introduction to International Economics** — [DSS, II] Survey of causes and composition of trade between nations; barriers to trade; balance of payments; foreign exchange markets; international monetary markets and policy. Prerequisites: 111, 112.

400-3 **Quantitative Methods for Economics and Business Analysis** — (Same as Fin 400) Applications of mathematical tools to economic and business analysis; emphasis on using calculus and linear algebra in economic and business models. Prerequisites: 301 or 302 or consent of the instructor, MS 251 with a grade of C or better.

415-3 **Econometrics** – (Same as FIN 415) Empirical research methodology and ethics. Hypothesis testing and predicting with OLS regression. Estimation with violations of classical assumptions. Multicollinearity problems; dummy variables; model specification. Prerequisites: 301 and 302 or consent of instructor, MS 251 with a grade of C or better.

417-3 **Business Forecasting** – (Same as FIN 417) Survey of methods to forecast economic and financial conditions and markets for individual products, sectors, or regions. Time series, indicator, judgmental, econometric, and Box-Jenkins techniques. Satisfies research requirement for business programs. Prerequisites: 301 and 302 or consent of instructor, MS 251 with a grade of C or better.

428-3 **Applied Microeconomics** – Applies microeconomic theory to business decision making. Focus is on applications/cases; understanding how to apply economic tools to variety of business problems.

435-3 **Competition and Public Policy** – [DSS] Economic implications of alternative market structures. Investigation of impact of concentration, economies of scale, advertising, and conglomerates on business and society. Prerequisite: 301.

439-3 **Economics of Sports** – Economic analysis applied to issues concerning major professional team sports such as free agency, salary caps, competitive balance, stadium contracts, and franchise relocation.

445-3 **Economics of the Public Sector: State and Local** – [DSS] Public expenditure and taxation; intergovernmental fiscal relations; budgeting; grants; public choice. Prerequisites: 111, 112.

450-3 **International Finance** – [II] (Same as FIN 450) International monetary environment and institutions. Determinants of foreign exchange rates and risk management. Valuation and portfolio analysis of international stocks and bonds. Foreign investment analysis. Prerequisite: FIN 320.

461-3 **International Trade Theory and Policy** – [DSS, II] Theory of causes and composition of trade; comparative advantage; tariff and nontariff barriers to trade; economic integration; commercial policy. Prerequisite: 301.

490-1 to 6 **Independent Study in Economics** – Investigation of topic areas. Individual or small group readings under supervision of faculty member. Prerequisites: consent of instructor and department chairperson. May be repeated to a maximum of 6 hours.

Educational Psychology, Foundations and Research (EPFR)

315-1 to 3 **Educational Psychology** — Human Learning and development as applied to school environment. Emphasis on cognitive process; cognitive development; behavior; classroom evaluation. May be repeated up to 3 hours.

320-3 **Foundations of Education in a Multicultural Society** — Philosophical, historical, social and cultural foundations of education in a multicultural society, with emphasis on understanding education in context to improve teaching practice.

415-3 **The Middle School Learner** — Addresses characteristics of young adolescent learners and implications for instruction. Course meets Illinois requirements for middle school endorsement, and is designed for pre-service and in-service teachers. Prerequisites: 315, 320, or graduate standing.

451-3 **Gender and Education** — [IGR] (Same as WMST 451) Policies and practices related to sex-role stereotyping, teacher

expectations and gender, curricular bias, discrimination, personnel policies, strategies for change.

Electrical and Computer Engineering (ECE)

198-0 **Electrical and Computer Engineering Work Experience I** — Supervised work experience with agency, firm or organization which uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: declared major in electrical and computer engineering.

199-0 **Electrical and Computer Engineering Cooperative Education I** — Supervised work experience with agency, firm, or organization which uses engineers. First work period of five year academic/work experience program. Prerequisites: sophomore standing in electrical engineering and consent of engineering co-op adviser.

210-3 **Circuit Analysis I** — DC and AC steady-state circuit analysis. Loop and nodal analysis, network theorems, phasors, complex power, single-phase and three-phase circuits. Prerequisites: declared major in an engineering discipline, grade of C or better in PHYS 211a, PHYS 212a, MATH 150, MATH 152, MATH 250 or concurrent enrollment in MATH 250.

211-4 **Circuit Analysis II** — Time-domain transient analysis, complex frequency, frequency response, twoport networks, Laplace Transform techniques, impulse response and convolution. Three hours lecture and one laboratory session per week. Prerequisites: declared major in an engineering discipline, grade of C or better in 210, MATH 150, MATH 152, MATH 250, MATH 305 or concurrent enrollment in MATH 305.

282-4 **Digital Systems Design** — Concepts and design of computer circuitry; binary number systems; study of microprocessors and assembly language programming. Introduction to Verilog HDL. Laboratory exercises involve circuit implementation and programming. Three lecture hours and one laboratory session per week. Prerequisites: declared major in an engineering discipline, grade of C or better in CS 140 or CS 145.

298-0 **Electrical and Computer Engineering Work Experience II** — Supervised work experience with agency, firm or organization which uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: declared major in electrical and computer engineering.

299-0 **Electrical and Computer Engineering Cooperative Education II** — Supervised work experience with agency, firm, or organization which uses engineers. Second work period of five year academic/ work experience program. Prerequisites: sophomore or junior standing in electrical engineering and consent of engineering co-op adviser. Prerequisites: sophomore or junior standing in electrical engineering and consent of engineering co-op advisor.

326-4 **Electronic Circuits I** — Introduction to semiconductors; diode, transistor and FET; small and large signal analysis; logic gate families and design. Three hours lecture and one laboratory session per week. Prerequisites: declared major in an engineering discipline, grade of C or better in 211 and MATH 305.

327-4 **Electronic Circuits II** — Small signal analysis and frequency response; operational amplifier design; feedback system analysis, stability and compensation; oscillators; A/D and D/A converters. Three hours lecture and one laboratory session per week. Prerequisite: declared major in an engineering discipline, grade of C or better in 326.

340-3 **Engineering Electromagnetics** — Introduction to engineering electromagnetics. Includes vector analysis, time-

harmonic fields, electromagnetic wave propagation, transmission lines, waveguides, antennas. Prerequisites: Declared major in an engineering discipline; grades of C or better in 211, PHYS 211b, 212b and MATH 305.

341-4 Principles of Electro-Mechanical Energy Conversion — Basic electromagnetic concepts, energy-based torque and force and calculations, transformers, induction machines, synchronous machines, DC machines. Three hours lecture hours and one laboratory session per week. Prerequisite: declared major in an engineering discipline, grade of C or better in 340.

351-3 Signals and Systems — Basics of continuous and discrete signals and systems. Convolution, Fourier analysis, filtering, modulation and sampling, Z-transforms. Prerequisite: declared major in an engineering discipline, grade of C or better 211 and MATH 305.

352-3 Engineering Probability and Statistics — Probability, random variables, probability distributions, statistics, Monte-Carlo simulations, estimation theory, decision theory, hypothesis testing, random processes, linear system response to random processes. Prerequisites: declared major in an engineering discipline, grade of C or better in 351 or concurrent enrollment.

365-3 Control Systems — Feedback control systems analysis and applications. Signal flow graphs, state variable approach, modeling, root-locus, Bode plots and steady state errors, Nyquist plots. Prerequisite: declared major in an engineering discipline, grade of C or better in 351.

375-3 Introduction to Communications — Time- and frequency-domain analysis; bandwidth, distortion, and noise. Baseband pulse transmission; sampling; pulse shaping. Digital and analog modulation techniques. Analysis of bit-error probability. Prerequisites: declared major in an engineering discipline, grade of C or better in 351, 352.

381-3 Microcontrollers — Microcontroller use in a variety of real-time embedded applications. Students build hardware interfaced to computer using programs they write. Two hours lecture and two lab sessions per week. Prerequisite: declared major in an engineering discipline, grade of C or better in 282.

398-0 Electrical and Computer Engineering Work Experience III — Supervised work experience with agency, firm or organization which uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: declared major in electrical and computer engineering.

399-0 Electrical and Computer Engineering Cooperative Education III — Supervised work experience with agency, firm, or organization which uses engineers. Third work period of five year academic/work experience program. Prerequisites: junior or senior standing in electrical engineering and consent of engineering co-op adviser.

404-3 Electrical and Computer Engineering Design — Design overview, design methodologies, design considerations and project communication. Students work in groups to complete the initial design of their capstone design project. **Not for graduate credit.** Prerequisites: Senior standing in electrical or computer engineering, grade of C or better in 282, 351 and one of the following: 327 or 381.

405-2 Electrical and Computer Engineering Design Laboratory — Realization of senior project designed in 404, including construction, computer simulation, debug, test as required by project to obtain functional prototype. **Not for graduate credit.** Prerequisite: declared major in an engineering discipline, grade of C or better in 404.

426-3 Radio-Frequency Design — Circuit design in the radio frequency band with elements of microwave engineering. Amplifiers, oscillators, mixers, impedance matching, harmonic balance analysis, optimetrics and tuning. Prerequisite: declared major in an engineering discipline, grade of C or better in 326.

427-3 Knowledge-Based Systems — (Same as CE/IME/ME 427) Engineering-oriented perspective on artificial intelligence (AI) technology. General AI concepts specifically knowledge-based (expert) systems applied to engineering problem-solving. Prerequisites: declared major in an engineering discipline; knowledge of one of the familiar computer programming languages (BASIC, C, Fortran or Pascal).

428-3 Analog Filter Design — Active and passive filter synthesis. Standard low-pass approximations: Butterworth, Chebyshev, Inverse Chebyshev, Cauer, Bessel and frequency transformations. Active and passive circuit implementations. Prerequisites: declared major in an engineering discipline, grade of C or better in 327 and 351.

433-3 Fuzzy Logic and Applications — (Same as ME 433.) Fundamentals of fuzzy sets, basic operations, fuzzy arithmetic, and fuzzy systems. Examples of applications in various fields of engineering and science. Prerequisite: declared major in an engineering discipline

436-3 Digital Signal Processing — Discrete-time signals and systems; sampling; z-transforms; discrete Fourier transform; difference equations; design and implementation of digital filters; DSP development systems. Prerequisite: declared major in an engineering discipline, grade of C or better in 351.

438-3 Image Analysis and Computer Vision — Image formation, geometrical and topological properties of binary images, image filtering, boundary detection, image segmentation, pattern recognition. Two hours lecture and one laboratory session per week. Prerequisite: declared major in an engineering discipline, grade of C or better in 351.

439-3 Digital Image Processing — Fundamentals of human perception, sampling and quantization, image transforms, enhancement, restoration and coding. Two hours lecture and one laboratory session per week. Prerequisite: declared major in an engineering discipline, grade of C or better in ECE 351.

445-3 Power Distribution Systems — Distribution system planning, load characteristics, application of distribution transformers, design of distribution system, voltage-drop and power-loss calculations, voltage regulation, protection and reliability. Prerequisite: declared major in an engineering discipline, grade of C or better in 341.

446-3 Power System Analysis — Synchronous Machines, Power Transformers, Transmission Lines, System Modeling, Load-Flow Study, Economic Operation of Power Systems, Symmetrical Components, Symmetrical and Unsymmetrical Faults, Power System Stability. Prerequisite: declared major in an engineering discipline, grade of C or better in 341.

447-3 Radar Systems — Introduction to radar systems, including antenna fundamentals, radar equation, radar signals and systems, CW radar, FM-CW radar, pulse radar, tracking radar. Prerequisites: declared major in an engineering discipline, grade of C or better in 340, 351.

455-3 System Modeling and Optimization — Mathematical modeling of engineering systems; dynamic response of electrical and mechanical systems; optimization models in electrical engineering. Prerequisites: declared major in an engineering discipline, grade of C or better in 351.

465-3 Control Systems Design — Root-locus analysis; frequency-response analysis; design and compensation technique; describing-function analysis of nonlinear control

systems; analysis and design by state-space methods.
Prerequisites: declared major in an engineering discipline, grade of C or better in 365.

466-3 Digital Control — (Same as ME 466.) Topics include finite difference equations, z-transforms, state variable representation, analysis and synthesis of linear sampled-data control systems using classical and modern control theory. Prerequisites: declared major in an engineering discipline, grade of C or better in 365 or ME 450.

467-3 Robotics-Dynamics and Control — (Same as ME 454) Robotics, robot kinematics and inverse kinematics, trajectory planning, differential motion and virtual work principle, dynamics and control. Prerequisites: declared major in an engineering discipline, consent of instructor.

475-3 Communication Systems — Digital transmission through band-limited channels; optimum receiver principles; symbol synchronization; channel capacity and coding; Bandpass digital modulation; case studies of communication systems. Prerequisites: declared major in an engineering discipline, grade of C or better in 375.

477-3 Network Engineering — Principles and practice of network engineering. The ISO-OSI reference model is used as a framework for examining internet work communication issues. Prerequisite: declared major in an engineering discipline, grade of C or better in ECE 282.

482-3 Microprocessor Systems — Design of microprocessor systems using VLSI building blocks. Several microprocessors and peripheral ICs studied laboratory experiments with microprocessor systems using logic analyzers. Three hours lecture and one laboratory session per week. Prerequisite: declared major in an engineering discipline, grade of C or better in ECE 282.

483-3 Advanced Digital Systems Engineering — Design of digital systems using a hardware description language, logic synthesis tools, and field of programmable gate arrays. Prerequisites: declared major in an engineering discipline, grade of C or better in ECE 282 and CS 312.

484-3 FLSI/CAD Design — Discussion of CMOS circuits, MOS transistor theory, CMOS processing technology, circuit characterization and CMOS circuit and logic design. Prerequisite: declared major in an engineering discipline, grade of C or better in 326 .

491-1 to 4 Independent Study — Individual investigation of a topic in Electrical Engineering to be agreed upon with the instructor. May be repeated for a maximum of 6 hours provided that no topic is repeated. Prerequisites: ECE major and consent of instructor.

492-2 to 6 Topics in Electrical and Computer Engineering — Selected topics of special interest; course schedule will include name of topic. May be repeated to maximum of 6 hours so long as no topic is repeated. Prerequisites: ECE major and consent of instructor.

English (ENG)

100g-1 Writing Lab – Grammar – Computerized self-instructional materials for improving writing. Not for English majors or minors.

100r-1 Writing Lab – Rhetoric – Computerized self-instructional materials for improving writing. Prerequisite: 100g.

101-3 English Composition I – [SKW1] [IAI No. C1 900] Instruction and practice in analyzing and composing the academic expository essay. Prerequisite: ACT English score of

21 or higher; or placement score; and/or completion of AD 090a/b or AD 092 or equivalent with a grade of C or better.

101n-3 English Composition: Non-Native Speakers – [SKW1] Instruction and practice in expository writing, including the paragraph and short essay. NOTE: Admission only by permit from foreign student adviser or instructor.

102-3 English Composition II – [SKW2] [IAI No. C1 901] Builds upon the analytical and writing skills developed in 101 with emphasis on argumentation and critical synthesis of information based on research. Prerequisite: a grade of C or higher in 101.

102n-3 English Composition: Non-Native Speakers – [SKW2] Instruction and practice in expository writing, including the essay and research paper. NOTE: Admission only by permit from foreign student adviser or instructor. Prerequisite: A grade of C or better in 101.

111-3 Introduction to Literature – [IFAH] [IAI No. H3 900] Representative works in world drama, fiction, and poetry. Development of appreciation of literature by understanding themes, purposes, techniques, history. Prerequisite: 101 or 101N.

200-3 Introduction to Literary Study – Focuses on literary genres, terminology, and close reading. Required of English majors and minors; open to prospective English majors and minors. Prerequisite: A grade of C or better in 102.

201-3 Intermediate Composition – [DFAH] Practice in clear, direct, error-free writing of expository themes; emphasis on organization, rhetorical strategies, and audience. Prerequisite: A grade of C or better in 102.

202-3 Studies in Drama – [DFAH] [IAI No. H3 902] Reading and discussion of classic examples of ancient and modern drama with attention to themes, techniques, and cultural significance.

203-3 Studies in Poetry – [DFAH] [IAI No. H3 903] Reading and discussion of selected examples of British and American poetry, recent and traditional.

204-3 Studies in Fiction – [DFAH] [IAI No. H3 901] Reading and discussion of selected major examples of modern fiction, the short story to the novel. Attention to themes and techniques.

205-3 Introduction to African American Texts – [DFAH, IGR] African American texts in the form of oratory, sermons, speeches, poetry, fiction, and/or drama. Various literary periods from colonial to contemporary times may be covered.

207-3 Language Awareness – [DFAH] Introductory course in the nature of language. Focus on English language: what language is and how people use it.

208-2 Topics in Early British Literature – [DFAH] [IAI No. H3 912] The in-depth study of a variety of early British literary works; topic varies.

209-3 Topics in Modern British Literature – [DFAH] [IAI No. H3 913] The in-depth study of a variety of modern British literary works; topic varies.

211-3 Topics in Early American Literature – [DFAH] [IAI No. H3 914] The in-depth study of a variety of early American literary works; topic varies.

212-3 Topics in Modern American Literature – [DFAH] [IAI No. H3 915] The in-depth study of a variety of modern American literary works; topic varies.

214-3 Topics in World Literature: Ancient to Medieval – [DFAH] The in-depth study of a variety of works in ancient and medieval world literatures; topic varies. Prerequisite: 102 with a grade of C or better.

215-3 Topics in World Literature: Renaissance to Modern – [DFAH] The in-depth study of a variety of works in Renaissance through modern world literatures; topic varies. Prerequisite: 102 with a grade of C or better. 290-3 Introduction to Creative Writing – [DFAH] Provides an introduction to the basic genres of creative writing (fiction, poetry, drama, creative nonfiction) with an emphasis on craft and the writing process. Prerequisite: C or better in 102.

301-3 Introduction to Literary Theory and Criticism – [DFAH] Selected literary theories, types of criticism, and theorists. Practice in interpreting and writing about literature, and in application of research methods. Prerequisite : Open only to English majors.

306-3 Introduction to the Bible – [DFAH] Reading and discussion of selected books from the Old and New Testaments and Apocrypha in translation, with attention to their literary, historical, and theological contexts. Prerequisite: C or better in 102.

307-3 Introduction to Shakespeare – [DFAH] [IAI No. H3 905] Shakespeare's life; the Elizabethan theater; representative plays and poems. Prerequisite: C or better in 102.

308-3 Detective Fiction – [DFAH] Development of detective short story and novel from nineteenth-century beginnings to the present. Prerequisite: C or better in 102.

309-3 Popular Literature – [DFAH] Analysis of literature which has influenced and been influenced by popular culture. May be repeated up to 6 hours provided no topic is repeated. Prerequisite: C or better in 102.

310-3 Classical Mythology and Its Influence – [DFAH] Major Greek and Roman myths: origin, nature, interpretations, and use in the modern world. Prerequisite: C or better in 102.

315-3 American Nature Writing – [DFAH] Works by Audubon, Thoreau, Muir, Austin, Leopold, Abbey, McPhee, Berry, Momaday, Dillard, Silko, and other writers focusing on relations of Americans to American landscapes. Prerequisite: C or better in 102.

334-3 Scientific Writing – [DFAH] Offers students experience in researching, writing, structuring and revising scientific documents. Designed for science and English majors or minors. Prerequisite: C or better in 102.

340-3 Literature of the Third World – [DFAH, IC] Third World literature from antiquity to present; social, political, historical, and philosophical problems reflected in literature. Prerequisite: C or better in 102.

341-3 African-American Women's Writing – [DFAH, IGR] [IAI No. H3 910D] (Same as WMST 341) Poems, novels, short stories, essays, dramas, autobiography, and other texts by African American women writers during various periods from Colonial to Contemporary times. Prerequisite: C or better in 102.

342-3 Movements in African-American Literature – [DFAH, IGR] Fiction, poetry, drama, essays, speeches, and autobiography with emphasis on different literary time periods, creative trends, and political movements specific to African American literature. Prerequisite: C or better in 102.

343-3 Topics in African-American Rhetoric and Oratory – [DFAH, IGR] This course introduces students to essays, oratory, slave narratives, speeches and theories relative to abolitionism, captivity, religion and civil-rights- focused movements in African American texts. Repeatable to 6 credit hours. Prerequisite: C or better in 102.

344-3 Topics in Ethnic Literature – [DFAH, IGR] This course will examine ethnic literatures from a socioeconomic, political, and historical context. Students will investigate issues of

diaspora, class, gender, and resistance in literatures often marginalized. Repeatable to 6 credit hours. Prerequisite: C or better in 102.

345-3 Topics in African American Poetry and Folklore – [DFAH, IGR] Examinations of parallel themes, forms, missions and theories of African American poetry/folklore from ancient origins to Langston Hughes, Gwendolyn Brooks, Rita Dove, blues, rap. Repeatable to 6 credit hours. Prerequisite: C or better in 102.

369-3 Grammatical Analysis – Analysis of formal spoken and written English sentences; encourages critical thinking about conceptions of grammar and greater awareness of our (mostly unconscious) knowledge of language.

370-3 Morphological Analysis – [DFAH] An introduction to the analysis of the internal structure of words, and the processes of inflection, derivation, and word formation found in human languages.

392-3 Fiction Writing – [DFAH] Short story writing, with special emphasis on plot, point of view, description, dialogue, and other elements in the rhetoric of fiction. Workshop format. Prerequisite: C or better in 290.

393-3 Poetry Writing – [DFAH] (Same as THEA 394) Writing of poetry and study of poetic fundamentals, including form, imagery, figurative language, and speaker. Workshop setting for critiques of student work. Prerequisite: C or better in 290.

394-3 Playwriting – [DFAH] Provides a close acquaintance with a range of theatrical strategies explored by playwrights, and a workshop forum for the development of student's own writing. Prerequisites: C or better in 102.

400-3 Principles of Linguistics – [DFAH] Principles and techniques of linguistic analysis illustrated through survey of major structural components of language. Recommended for anthropology students, linguistics students, and those preparing to teach English. Prerequisites: junior standing or consent of instructor.

403-3 History of the English Language – [DFAH] Historical survey of major phonological and grammatical changes in English language from its Indo-European antecedents to the present. Prerequisites: junior standing or consent of instructor.

404-3 Chaucer: Canterbury Tales – [DFAH] The Canterbury Tales read in Middle English. Prerequisite: C or better in 102; junior standing or consent of instructor.

405-3 Pragmatics – Study of principles controlling how implicit levels of meaning are expressed in language and how context influences the interpretation of meaning. Prerequisite: junior standing or consent of instructor.

406-3 Old English Language – [DFAH] Sounds, grammar, and vocabulary of the Old English Language, including readings in Old English poetry and prose. Prerequisite: C or better in 102; junior standing or consent of instructor.

408-3 Phonological Analysis – [DFAH] Principles of linguistic analysis and interpretation as applied to sound systems of language. Prerequisite: junior standing or consent of instructor.

409-3 Syntactic Analysis – [DFAH] Principles of syntactic analysis and interpretation as applied to clause and sentence level structures. Prerequisite: junior standing or consent of instructor.

416-3 Language and Society – Relationships among language, society, and culture, and their implications for education and intercultural communication. Topics include language variation, socialization, and ethnography of communication. Prerequisite: junior standing or consent of instructor. 432-3 Major American Writers of the 20th Century –

[DFAH] Short prose by authors such as James, Cather, Faulkner, O'Connor, Hemingway, Fitzgerald, and Wright. Prerequisite: C or better in 102; junior standing or consent of instructor. 443-3 **Prosody** – [DFAH] Students will both study and write metrical poetry. All aspects of versification will be considered. For both literature majors and creative writing minors. Prerequisite: C or better in 102; junior standing or consent of instructor.

446-3 **Studies in African-American Literature** – [DFAH, IGR] Fiction, poetry, short stories and essays of African-American writers within the context of scholarship and criticism dedicated to the study of Black diasporic cultures. May be repeated up to 6 hours. Prerequisite: C or better in 102; junior standing or consent of instructor.

457-3 **Topics in Postcolonial Literature and Criticism** – [DFAH, IGR] Examination of Postcolonial texts novels, poems, plays, memoirs, speeches, and critical essays with focus on scholarship and theory in Postcolonial studies. May be repeated to a maximum of 6 hours provided no topic is repeated. Prerequisite: C or better in 102; junior standing or consent of instructor.

458-3 **Topics in English Language and Literature** – [DFAH] Topics in language and literature. May be repeated once for a maximum of six hours provided no topic is repeated. Prerequisite: C or better in 102; junior standing or consent of instructor. 468-3 **Second Language Acquisition** – Examination of issues and theories applicable to understanding process of second language development. Prerequisite: Junior standing or consent of instructor.

463-3 **Topics in Literary Periods** – Reading and analysis of works drawn from one or more specific literary periods; authors and periods vary. May be repeated to a maximum of 9 hours as long as no topic is repeated. Prerequisite: junior standing or consent of instructor.

464-3 **Topics in Forms and Genres** – Reading and analysis of works drawn from one or more specific literary forms and genres; authors, forms, and genres vary. May be repeated to a maximum of 9 hours as long as no topic is repeated. Prerequisite: junior standing or consent of instructor.

470-3 **Methods and Materials for K-12 ESL Teaching** – Examination of techniques and materials for teaching English as a Second Language in K-12 settings.

471-3 **Shakespeare** – [DFAH] The in-depth study of the works of Renaissance author William Shakespeare. Topic varies; may be repeated to a maximum of 6 hours so long as topic is not repeated. Prerequisite: C or better in 102; junior standing or consent of instructor.

472-3 **Assessment and Testing in ESL** – Examination of issues and methods for assessing oral and written proficiency in English as a Second Language. Prerequisite: junior standing or consent of instructor.

473-3 **Milton** – [DFAH] Paradise Lost and other works such as Samson Agonistes, Paradise Regained, Lycidas, Comus, and selected prose. Prerequisite: C or better in 102; junior standing or consent of instructor.

474-3 **Bilingualism and Bilingual Education** – An introduction to cognitive, linguistic, and social perspectives on bilingualism, and the history and politics of bilingual education in the U.S. Prerequisite: Junior standing or consent of instructor.

475-3 **Methods of Teaching Secondary English: Literature and Culture** – Approaches to and issues in teaching literature and culture at the secondary level. Must be seeking secondary ELA certification. Prerequisite: C or better in 102 or consent of instructor.

476-3 **Practicum in English as a Second Language** – This course is designed for students who need to gain supervised experience teaching ESL for the purposes of the state ESL endorsement. Prerequisite: 470 or 542.

477-3 **Morrison** — [DFAH, IGR] Reading and analysis of the works of major contemporary American author Toni Morrison. Prerequisite: 102 with a grade of C or better; junior standing or consent of instructor.

478-3 **Studies in Women, Language, and Literature** – [DFAH, IGR] (Same as WMST 478) Relationships among society, gender, language, and literature: ways women are affected by and depicted in language and literature; literature written by women; feminist criticism. Topic varies; may be repeated to a maximum of 6 hours so long as topic is not repeated. Prerequisite: C or better in 102; junior standing or consent of instructor.

479-3 **Major Authors: Shared Traditions** [DFAH] – Reading and analysis of the works of two to four major authors who share an historical period; authors and topic vary. May be repeated up to a maximum of 6 hours so long as authors and topic are not repeated. Prerequisite: C or better in 102; junior standing or consent of instructor.

480-3 **Major Authors: Crossing Boundaries** – Reading and analysis of the works of two to four major authors from different historical periods; authors and topic vary. May be repeated to a maximum of 6 hours as long as no topic is repeated. junior standing or consent of instructor. Prerequisite: 102 with grade of C or better.

482-3 **Technology and Literature** – The analysis of digital theory and digital literature-short fiction, poetry, and novels created for new media such as CD-ROMs and hypertext. Prerequisite: C or better in 102; junior standing or consent of instructor.

485-3 **Methods of Teaching Secondary English: Composition and Language** – Approaches to and issues in teaching composition and language usage at the secondary level. Prerequisite: must be seeking secondary ELA certification; C or better in 102; junior standing or consent of instructor.

486-3 **Teaching Creative Writing** – Seminar on the teaching of creative writing, with an emphasis on poetry and/or fiction. Prerequisite: junior standing or consent of instructor.

487-3 **Politics of Composition Pedagogy** – Pedagogical politics of the writing classroom, teacher-student power relations, relations between educational institutions and social order; development of alternative perspectives in pedagogical politics. Prerequisite: junior, senior, or graduate standing.

488-3 **History of Rhetoric** – Major figures, texts, and definitions of rhetoric, beginning with Classical origins and continuing into Modern era. Designed for students interested in composition, literature, and criticism. Prerequisite: junior, senior, or graduate standing.

490-3 **Advanced Composition** – [DFAH] Writing sophisticated expository prose. Review of grammatical matters as needed; emphasis on clarity, organization, effectiveness, and flexibility. May be repeated once for credit with permission. Prerequisites: C or better in 102; junior standing or consent of instructor.

491-3 **Technical and Business Writing** – Technical communication, professional correspondence, reports, proposals, descriptions, and evaluations; word processing and graphics software. For students in English, business, engineering, nursing, the sciences, and the social sciences. No experience in computers and software necessary. Prerequisites: C or better in 102; junior standing or consent of instructor.

492-3 **Advanced Fiction Writing** – Advanced seminar in short story writing. Includes readings in fiction and a study of the psychology of creativity, fiction markets, experimental fiction. Workshop format. Prerequisite: C or better in 392 or consent of instructor.

493-3 **Advanced Poetry Writing** – Advanced workshop in writing poetry. Prerequisite: C or better in 393 or consent of instructor.

494-3 **Literary Editing** – Principles of literary editing, primarily of fiction and poetry. Examination of poetic expression. Prerequisite: C or better in 102; junior standing or consent of instructor.

495-3 **History of Critical Theory** – [DFAH] Major critical theories from Plato to the present, including practice in writing criticism. Prerequisite: C or better in 102; junior standing or consent of instructor. 497A-3 Senior Seminar – Variable topics course required of English majors that provides intensive study and culminates in a research paper. Prerequisite: Must be a senior English major. Not open to graduate students..

498-3 **Tutorial in Creative Writing** – Independent study designed primarily for creative writing minors. May be repeated once for credit. **Not for graduate credit.** Prerequisites: C or better in 492 or 493; consent of instructor.

499-1 to 3 **Readings in English** – Independent study in specific area of interest. Extensive reading. For English students only; may be repeated to a maximum of 6 hours. Prerequisite: approval of adviser and instructor.

Environmental Sciences (ENSC)

120-1 **Survey of Environmental Sciences** — Survey of the biological, chemical, physical, political and social interactions which constitute environmental problems and the consequences of proposed solutions.

210-3 **Applied Research Methods** — [DNSM] Research methods for the analysis of environmental problems. Survey research and other data collection techniques. Collection, interpretation, and critical evaluation of data.

220-3 **Principles of Environmental Sciences** — [DNSM] System approaches to policy analysis of air, soil, and water environments, land use, energy supplies, and other resources using biological, ecological, physical and chemical principles.

220L-1 **Principles of Environmental Sciences Laboratory** — [DNSM] Laboratory exercises to introduce system analysis of air, soil, and water environments, land use, energy supplies, and other resources using biological, ecological, physical and chemical principles. Prerequisite: current or previous enrollment in 220.

330-3 **Environmental Health and Waste Management** — [DNSM] (same as BIOL 330) Introduction to human health effects of environmental hazards of a biological or physical nature in food, water, soil, animals and wastes. Prerequisites: BIOL 111 and CHEM 111; or BIOL 120; or equivalent(s); or consent of instructor.

340-3 **Ecosystem Management and Sustainability** — [DNSM] Management of natural resources through the adaptive and community-based conservation approaches, with an emphasis on developing sustainable ecosystems. Prerequisites: BIOL 111 or equivalent or consent of the instructor.

402-3 **Environmental Law** — [DSS] Principle issues in environmental law and the judicial interpretation of important environmental statutes. Prerequisites: 220 or consent of instructor.

411-3 **Hydrology** — [DNSM] (Same as GEOG 411) Hydrologic cycle, major stream systems, and uses of water resources and their relationships to quality and future supplies. Prerequisite: GEOG 111 or consent of instructor.

412-3 **Groundwater Hydrology** — [DNSM] (Same as CE 412 and GEOG 412) Study of groundwater: occurrence, physical and chemical properties, flow and flow system modeling, relation to rock structure and lithology, contamination of groundwater resources. Prerequisites: GEOG 310, CHEM 113 or equivalents or consent of instructor.

419-3 **Science, Experts and Public Policy** — Analysis of factors affecting the influence of scientists, planners, and other experts in policy-making. Several cases and controversies will be examined. Prerequisites: 220 or consent of the instructor.

445-3 **Conservation Biogeography** — (Same as GEOG 416) Analysis of biogeography principles and conservation problems. Assess changes in biosphere distributions and extinction due to human activity. Evaluates strategies to maintain biodiversity. Field trips. Prerequisites: GEOG 316 or consent of instructor.

465-4 **Aquatic Ecosystems** — [DNSM] (Same as BIOL 465.) Biogeochemistry and community structure of aquatic systems. Three lectures one three-hour laboratory per week. Prerequisites: BIOL 121 and CHEM 121b with grades of C or better.

473-3 **Occupational Health** — [DNSM] Concepts and details regarding occupational health. Prerequisite: at least one year of college chemistry.

475-3 **Chemical Safety Management** — [DNSM] Concepts and details regarding safe use and handling of chemicals as recommended by safety professionals. Prerequisite: at least one year of college chemistry.

491-1 to 3 **Readings in Environmental Science** — Coordinated readings with faculty in the areas of science, politics, law, education, technology and other environmental areas. May be repeated for a maximum of 4 credit hours.

499 1-3 **Research in Environmental Sciences** — Research projects will be conducted in research facilities of faculty members. Research topics can include environmental problems in Biology, Chemistry, Education, Policy and Technology and Assessment. Prerequisites: 210 and 220 or consent of instructor.

Finance (FIN)

320-3 **Financial Management and Decision Making** — Introduction to financial decisions; tools; models. Valuation; capital budgeting; capital structure. Operating decisions and other long and short-term applications. Prerequisites: ACCT 210 or ACCT 311 with a grade of C or higher and MS 251 with a grade of C or higher (accounting, CMIS, economics or finance, business administration majors.)

341-3 **Topics in Finance** – Selected topics in finance. May be repeated to a maximum of 6 hours provided that no topic is repeated. Prerequisite: 320.

344-3 **Financial Markets** – (Same as ECON 344) Functions and practices of domestic and international debt markets; recent structural changes. Asset securitization, relationships across financial markets. Management of financial intermediaries. Prerequisites: 320, admission to School of Business.

360-3 **Principles of Insurance** – Theoretical and applied concepts underlying individual life and health insurance; annuities and property; assessing risk and calculation of premiums. Prerequisite: 320.

400-3 Quantitative Methods for Economic and Business Analysis – (Same as ECON 400) Applications of mathematical tools to economic and business analysis; emphasis on using calculus and linear algebra in economic and business models. Prerequisites: ECON 301 or 302 or consent of the instructor, MS 251 with a grade of C or better.

415-3 Econometrics – (Same as ECON 415) Empirical Research Methodology and Ethics. Hypothesis testing and predicting with OLS regression. Estimation with violations of classical assumptions. Multicollinearity problems; dummy variables; model specification. Prerequisites: ECON 301 and ECON 302 or consent of instructor, MS 251 with a grade of C or better, admission to School of Business.

417-3 Business Forecasting – (Same as ECON 417) Survey of methods to forecast economic and financial conditions and markets for individual products, sectors, or regions. Time series, indicator, econometric, judgmental, and Box-Jenkins techniques. Satisfies research requirement for business programs. Prerequisites: ECON 301 and 302 or consent of instructor, MS 251 with a grade of C or better.

420-3 Problems in Corporate Finance – In-depth development of analytical decision models; basic and advanced corporate financial theory and application to business and industrial settings. Prerequisites: 320 or ACCT 312, admission to School of Business.

430-3 Portfolio Analysis – Portfolio theory, equity valuation models and portfolio performance evaluation; structure of equity markets; effect of taxes and inflation; bond analysis and portfolio immunization; mutual funds. Satisfies research requirement for business program. Prerequisites: 320 or 420, admission to School of Business.

431-3 Derivative Securities – Introduction to derivatives; options, forwards, futures, and swaps; trading of derivatives and the arbitrage relationships; pricing of derivatives on equities, debt, commodities and foreign exchange. Prerequisites: 320 or FIN 517, admission to School of Business.

435-3 Real Estate Finance and Investment – Fundamental concepts, investigation and evaluation of real (estate) assets. Single residence; multiple dwellings; commercial properties. Applications based on financial theory and methodology. Prerequisites: 320, admission to School of Business.

440-3 Financial Institutions – Financial management of financial institutions: commercial banks, S&Ls, insurance companies, other financial institutions. Asset and liability management. Prerequisites: 320, admission to School of Business.

445-3 Applied Security Analysis and Portfolio Management – Topics include financial statement analysis; stock valuation; earnings/dividends projections; dividend and asset pricing models; portfolio management; research report writing. Students manage actual investment fund. Prerequisites: 430, restricted to senior business economics and finance/business administration; finance students.

450-3 International Finance – [II] (Same as ECON 450) International monetary environment and institutions. Determinants of foreign exchange rates and risk management. Valuation and portfolio analysis of international stocks and bonds. Foreign investment analysis. Prerequisites: 320, admission to School of Business.

460-3 Corporate Financial Analysis and Strategy – In-depth analysis of financial data and stock prices. Study of relationship among financial markets, financial strategy, and welfare of corporate stake holders. Prerequisites: 420,; admission to School of Business.

470-3 Sport Financial Management – Financial issues relevant to sports industry. Applying financial analysis in decision making. Prerequisite: admission to School of Business.

480-3 Cases and Problems in Corporate Finance – Use of case analyses to study financial concepts and techniques. Topics include investment decisions, mergers and acquisitions, long-term and short-term financing. Prerequisites: 420, admission to School of Business.

490-1 to 6 Independent Study in Finance – Investigation of topic areas through individual or small group readings under supervision of faculty member. Prerequisites: consent of instructor and department chairperson, admission School of Business. May be repeated up to a total of 6 hours.

Fine Arts and Communications (FAC)

495-1 to 12 Internship in Fine Arts and Communications — [DFAH] Study, observation, and professional experience with fine art or communication unit or organization; emphasizing interdisciplinary activities not available for credit from any department in the College of Arts and Sciences. **Not for graduate credit.** Prerequisites: junior or senior status, consent of faculty sponsor.

Foreign Languages (FL)

106-3 Word Analysis: Latin and Greek Roots — [SKLG] Analytic reasoning and logic based upon linguistic word-elements and syntax, practical application to vocabulary building.

111-a-3 Introduction to Foreign Studies: French — [IFAH, IC] Overview of language, development of literature, cultural institutions of French. Only one FL 111 course may be applied toward the General Education requirement. Foreign language majors may count one FL 111 course in a language other than the major toward General Education.

111-b-3 Introduction to Foreign Studies: German — [IFAH, IC] Overview of language, development of literature, cultural institutions of German. Only one FL 111 course may be applied toward the General Education requirement. Foreign language majors may count one FL 111 course in a language other than the major toward General Education.

111-c-3 Introduction to Foreign Studies: Spanish — [IFAH, IC] [IAI No. H2 903N] Overview of language, development of literature, cultural institutions of Spanish. Only one FL 111 course may be applied toward the General Education requirement. Foreign language majors may count one FL 111 course in a language other than the major toward General Education.

111-d-3 Introduction to Foreign Studies: Chinese — [IFAH, IC] Overview of language, development of literature, cultural institutions, of China. Taught in English. Only one FL 111 course may be applied toward the General Education requirement. Foreign language majors may count one FL 111 course in a language other than the major toward General Education.

111e-3 Introduction to Foreign Studies: The French-Speaking World — [IFAH, IC] Overview of French colonization in Africa, Asia, North America, and the Caribbean, the decolonization experience, and cultural and ethnic diversity in France today.

121-3 Learning Another Language — [DFAH] Systematic methods for learning foreign language presented through lectures and practical exercises.

230-3 Foundations of Celtic Culture — [DFAH, IC] Overview of ancient Celtic culture from its beginnings to its decline.

330-3 **Celtic Culture: Mythology and Religion** — [DFAH, IC] Ancient Celtic divinities and mythology, Druidism, and Christianity.

345-3 **Literature in Translation** — [DFAH, IC] Works of major authors. May count for major or minor credit in FL with permission of the department and term paper in target language.

350-3 **The Celtic Heroic Age** — [DFAH, IC] Survey of Irish and Welsh literature of the Celtic Heroic Age, with emphasis on the Tain and the Mabinogion.

390-3 **Readings** — [DFAH] Selected works of representative authors in student's field of interest. Offered in French, German, Italian, Russian, Spanish, Latin, Greek. Primarily for students with no foreign language concentration, but may be taken for credit in foreign language concentration with consent of instructor. Prerequisites: 202 in appropriate language offered on campus, consent of instructor.

401-3 **Comparative Latin and Greek Grammar** — [DFAH] Structural similarities and differences between Latin and Greek as they developed from Primitive Indo-European and as they relate to other Indo-European languages. **Not for graduate credit.** Prerequisite: consent of instructor.

486-3 **Language Learning and the Teaching of Foreign Languages** — [DFAH] Practical study of second language acquisition, cognitive variations, instructional methodologies, and student testing in foreign language classroom. Required for state certification of all majors intending to teach foreign languages in secondary schools. Prerequisite: FR/GER/SPAN301 or consent of instructor.

491-3 to 6 **Cultural and Language Workshop** — [DFAH, IC] Comparative or contrastive linguistics, advanced methodology and techniques. In-depth study of foreign cultures, travel-study abroad. Supervised projects in foreign studies. Only for studies other than FR, GER or SPAN. May be repeated to a maximum of 6 hours provided that no topic is repeated. Prerequisite: advanced or graduate standing.

French (FR)

101-4 **Elementary French I** — [SKFL] Listening, speaking, reading, and writing. Culture of French-speaking countries. Lab included.

102-4 **Elementary French II** — [SKFL, IC] Continuation of 101. Lab included. Prerequisite: 101 or placement testing.

104-8 **Elementary French** — [SKFL, IC] Intensive instruction in listening, speaking, reading, and writing. Culture of French-speaking countries. Lab included. Equivalent to 101 and 102. Must enroll for all 8 hours credit. Check with department chairperson to determine if course will be offered.

201-4 **Intermediate French I** — [DFAH] Continued practice in listening, speaking, reading, and writing. Grammar review. Cultural and literary readings, compositions. Lab included. Prerequisite: 102, or 104, or placement testing.

202-4 **Intermediate French II** — [DFAH] [IAI No. H1 900] Continuation of 201. Lab included. Prerequisite: 201 or placement testing.

220-3 **Intermediate French Conversation** — [DFAH] Practice intermediate-level conversation. Focus on pronunciation and fluency. Prerequisite: 102 or placement testing.

301-4 **Advanced French** — [DFAH] In-depth grammar review. Composition and conversation. Lab included. Prerequisite: 202 or consent of instructor.

302-4 **Advanced French** — [DFAH] Selected topics in grammar, readings, and composition. Lab included. Prerequisite: 301 or consent of instructor.

304-3 **Interpretation** — [DFAH] Oral translation of selected passages, alternating between English and French; development of precision and clarity in both languages. Prerequisite: 202 or consent of instructor.

305-3 **Translation** — [Dist.FAH] Written translation of selected passages, alternating between English and French; development of precision and clarity in both languages. Prerequisite: 202 or consent of instructor.

308-3 **French Phonetics** — [DFAH] Articulatory exercises to acquire correct pronunciation; difficulties encountered by speakers of American English. Prerequisite: 202 or consent of instructor.

311-3 **Contemporary France** — [DFAH, IC] Significant aspects of French culture. Prerequisite: 202 or consent of instructor.

312-3 **Quebecois Culture and Literature** — [DFAH, IC] Culture, literature, society of Quebec, exploring the distinct identity of this officially French-speaking province, an example of multicultural coexistence in a North American context. Prerequisite: 202.

351-3 **Survey of French Literature: Middle Ages through Classicism** — [DFAH, IC] Representative prose, poetry, drama; 11th through 17th centuries. Prerequisite: 202 or consent of instructor.

352-3 **Survey of French Literature: Enlightenment to the Present** — [DFAH, IC] Representative prose, poetry, drama; 18th through 20th centuries. Prerequisite: 202 or consent of instructor.

353-3 **Survey of the French Novel** — [DFAH, IC] Selected readings; literary and cultural background. Prerequisite: 202 or consent of instructor.

400a,b-2 each **Senior Essay in French** — Supervised (a) research; (b) preparation of an extensive scholarly paper in French. **Not for graduate credit.** Prerequisite: 202.

402-3 **Business French** — [DFAH] Oral and written business expression; specialized terminology and idioms. **Not for graduate credit.** Prerequisite: 301 or consent of instructor.

451-3 **Studies in French Literature: Middle Ages through Renaissance** — [DFAH, IC] Literary analysis of prose, poetry, drama; 11th through 16th centuries. **Not for graduate credit.** Prerequisite: 301 or consent of instructor.

452-3 **Studies in French Literature: Classicism through Enlightenment** — [DFAH, IC] Literary analysis of prose, poetry, drama; 17th and 18th centuries. **Not for graduate credit.** Prerequisite: 301 or consent of instructor.

453-3 **Studies in French Literature: Romanticism to Present** — [DFAH, IC] Literary analysis of prose, poetry, drama; 19th and 20th centuries. **Not for graduate credit.** Prerequisite: 301 or consent of instructor.

454-3 to 6 **Seminar** — [DFAH] Selected topics in literature or literary criticism. May be repeated to a maximum of 6 hours provided that no topic is repeated.

455-3 **French Drama** — [DFAH] Major and typical works.

456-3 **Seminar on Women Writers** — [DFAH, IC] (Same as WMST 456) Fiction, nonfiction, drama, and poetry. Taught in English. For credit in FL, term paper written in French.

457-3 **African and Caribbean Literature of French Expression** — [DFAH, IC] Literature of various French-speaking nations. Taught in English. For credit in FL, term paper written in French.

461-3 **French Stylistics** — [DFAH] Writing style: application of stylistics to development of skill in written expression. Advanced work in principles of grammar and composition. Prerequisite: 6 hours of 300-level courses.

491-3 to 6 **Cultural and Language Workshop — French** — [DFAH,IC] Comparative or contrastive linguistics, advanced methodology and techniques. In-depth study of foreign cultures, travel-study abroad. Supervised projects in French. May be repeated to a maximum of 6 hours provided that no topic is repeated. Prerequisite: advanced or graduate standing.

499-3 **Readings in French** — [DFAH] Selected areas of language, literature, and culture. Individual work or small groups supervised by one or more members of French faculty. Prerequisites: senior standing and consent of instructor.

General Business Administration (GBA)

489-0 to 15 **Study Abroad** — Participation in School's International Exchange Programs. Credit earned by completion of an approved plan of study at an exchange institution. May be repeated for a maximum of 30 hours for undergraduates only. Prerequisites: appropriate language competency, and approval by director of International Exchange Programs, School of Business.

Geography (GEOG)

111-3 **Introduction to Geography** — [ISS, IC] [IAI No. S4 900N] Examines physical and human geographic principles in order to understand the spatial distribution of both physical attributes and human activities and their interrelationships.

201-3 **World Regions** — [DSS, IC] Survey of major world areas in terms of population, settlement, and related human occupancy patterns.

202-3 **Resource Use and Management** — [DNSM] Fundamentals of basic physical resource utilization; application of environmental conservation and preservation principles.

205-3 **Human Geography** — [DSS, II] [IAI No. S4900N] Geographical principles underlying the location and distribution of people and their activities in relation to the environment.

210-3 **Physical Geography** — [DNSM] [IAI No. P1 909] Distribution and interrelation of Earth's physical elements. Selected topics include geodesy, climatology/ meteorology, landforms.

211-3 **Meteorology** — [DNSM] Introduction to weather controls and elements, their relationship to human activities; analysis and use of weather maps and forecasts.

230-3 **Regional Geography of North America** — [DSS] Examination of physical settings and geographic patterns of human activities in the United States and Canada; descriptions of particular regions stressing human and environmental relationships.

270-1 to 2 **Physical Geography Laboratory** — [DNSM] Introductory laboratory on map interpretation, data analysis, and understanding the distribution and interrelationship of Earth's physical features such as landforms, water, climate regions and biomes. Two laboratory hours per week for each credit hour. May be repeated to a maximum of 2 credit hours. Prerequisites/ Co-requisites: 210, 211, or Consent of Instructor.

300-3 **Geography of World Population** — [DSS, II] Analysis of distribution, density, and migration of people; related demographic theories dealing with environment and various socio-economic aspects. Prerequisite: consent of instructor.

301-3 **Economic Geography** — [DSS, II] [IAI No. S4903N] Spatial patterns and distribution of economic activities, interaction processes, location theory. Prerequisite: consent of instructor.

310-3 **Physical Geology** — [DNSM] Composition and structure of the Earth; physical and chemical processes responsible for modifying the Earth and its surface. Laboratory. Prerequisite: ESCI 111 or equivalent.

314-3 **Climatology** — [DNSM] Survey of climatic controls and elements, classification systems, and distribution of resultant climatic regions. Relationships between climatic elements and landforms. Prerequisite: 211.

315-3 **Geomorphology** — [DNSM] Processes and structures influencing the shape of the Earth's surface. Prerequisite: consent of instructor.

316-3 **Introduction to Biogeography** — [DNSM] Survey of spatial and temporal distribution patterns of plants and animals. Includes environmental processes and historical factors affecting these patterns and their value to conservation. Prerequisite: 202 or 210 or consent of instructor.

320-3 **Cartography** — [DNSM] Introduction to the making of maps, properties, design, and production; use of topographic maps. Prerequisite: one year of high school algebra and one year of geometry.

321-3 **Quantitative Techniques** — [DNSM] Quantitative techniques used in solving geographic problems. The emphasis is on descriptive, inferential and bivariate statistics. Prerequisite: Math 120 or equivalent or consent of instructor.

322-3 **Air Photo Interpretation** — Methods and techniques used in interpreting aerial photographs for research in physical and social sciences. Prerequisite: 320 or consent of instructor.

330-3 **Geography of Europe** — [DSS, IC] Physical settings and geographic patterns of human activities with area descriptions of European countries and particular regions stressing human and environmental relationships.

331-3 **Geography of the Commonwealth of Independent States** — [DSS, IC] Physical settings and geographic patterns of human activities with area descriptions of particular Soviet regions stressing human and environmental relationships.

332-3 **Geography of Africa** — [DSS, IC] Physical settings and geographic patterns of human activities with area descriptions of African countries and particular regions stressing human and environmental relationships.

333-3 **Geography of Asia** — [DSS, IC] Physical settings and geographic patterns of human activities with area descriptions of Asian countries and particular regions stressing human and environmental relationships.

334-3 **Geography of Latin America** — [DSS, IC] Physical settings and geographic patterns of human activities with area descriptions of Latin American countries and particular regions stressing human and environmental relationships.

400-3 **Urban Geography** — [DSS] Cultural and physical factors related to distribution, interrelations, and internal spatial organization of cities. Prerequisite: Math 120 or equivalent or consent of instructor.

401-3 **Geography of Development** — [DSS, II] Analysis of development in world regions including More Developed Countries and Less Developed Countries. Emphasis on theories of development and issues associated with various levels of development. Prerequisite: consent of instructor.

402-3 **Cultural Landscape** — [DSS] Identification and analysis, both objective and subjective, of the earth as transformed by human action with emphasis on the contemporary situation. Field trip. Prerequisite: consent of instructor.

405-3 **Geography of Food** — Examination of food production and distribution, the relationship between food and culture

from a geographic perspective. Prerequisites: 205 or consent of instructor.

406-3 Political Geography — [DSS, II] Fundamental principles of geopolitics, geostrategic theory, electoral geography, and their application to the United States and other major world regions. Prerequisite: junior or senior standing.

408-3 Snow and Ice Processes — [DNSM] This course (1) focuses on the properties, processes and distribution of seasonal and perennial snow; (2) provides an overview of glaciers; (3) and studies snow and ice climatology. Prerequisites: 314 or consent of instructor.

410-3 Soils — [DNSM] Formation processes, classification, distribution, use, problems associated with earth surface materials. Field trip. Prerequisite: ESCI 111 or consent of instructor.

411-3 Hydrology — (Same as ENSC 411) [DNSM] Hydrologic cycle, major stream systems, uses of water resources and their relationships to quality and future supplies. Prerequisite: Math 120 or equivalent or consent of instructor.

412-3 Groundwater Hydrology — (Same as CE 412 and ENSC 412). [DNSM] Study of groundwater: occurrence, physical and chemical properties, flow and flow system modeling, relation to rock structure and lithology, contamination of groundwater resources. Prerequisites: college algebra, CHEM 113 or equivalents or consent of instructor.

415-3 Animal Geography — Principles of biogeography as applied to animals, focusing on past and present distribution patterns considering environmental circumstances and animal capabilities. Field trips. Prerequisite: 316 or consent of instructor.

416-3 Conservation Biogeography — (Same as ENSC 445). Analysis of biogeography principles and conservation problems. Assess changes in biosphere distributions and extinction due to human activity. Evaluate strategies to maintain biodiversity. Field trips. Prerequisite: 316 or consent of instructor.

418-3 Geographic Information Systems (GIS) — [DNSM] Concepts, basic theory, and principles of GIS using both raster and vector data models in a PC environment. Prerequisite: consent of instructor.

419-3 Thematic Cartography — [DNSM] This course offers an in-depth analysis of cartographic techniques, theories, and their application to the design of maps. Prerequisite: 320 or consent of instructor.

420-3 Interactive and Animated Cartography — Investigate and develop alternatives such as interactive maps and map animation to traditional map representations such as static paper maps. Prerequisite: 320

421-3 Digital Elevation Modeling — Processing of digital elevation models and the generation of 3D renderings with digital orthophotos, satellite imagery, digital raster graphics, and/or other 3D features.

422-3 Remote Sensing and Digital Image Processing — [DNSM] Concepts of remote sensing including air-photo interpretation, digital image preprocessing, and classification of satellite-based imagery. Prerequisite: 321 or consent of instructor.

423-3 Computer Mapping — [DNSM] Cartographic design techniques related to computer aided conversion, analysis, and presentation of data. Includes use of Arc View, symbol perception and map design. Prerequisite: consent of instructor.

424-3 Vector-Based Geographic Information Systems (GIS) — [DNSM] Examination of vector topology, digital map

transformation, manipulation, analysis, and composition. Prerequisites: 418 or consent of instructor.

425-3 Raster-Based Geographic Information Systems (GIS) — [DNSM] In-depth study of cell-based (raster) GIS concepts. Includes the development of cell-based GIS models for addressing environmentally related issues. Prerequisites: MATH 120 or 125, GEOG 418 or consent of instructor.

426-1 to 6 Field Study — [DNSM] Field investigation of physical and cultural features of the environment. Prerequisite: advanced standing or consent of instructor. May be repeated to a maximum of 6 hours.

427-1 to 6 Internship — Work experiences in public or private agencies. May be repeated to a maximum of 6 hours. Prerequisite: major with senior standing or consent of instructor.

428-1 to 6 Travel Study Course — Enrichment through travel, supervised study, and readings on areas visited. May be repeated to a maximum of 6 hours.

429-3 Storm Chasing and Assessment Field Course — Exposes students to the unique environments and hazards associated with local thunderstorms. Students will benefit from lecture and participation in event assessment. Prerequisite: 314, geography major or minor, and instructor's consent.

440-3 Teaching of Geography — Methods and techniques of teaching geography in primary and secondary classroom situations. Emphasis on teaching devices, illustrative materials, literature. Prerequisite: junior standing.

450-3 to 9 Topics in Geography — Specific topics based upon faculty expertise. May be repeated to a maximum of 9 hours. Prerequisite: major with senior standing in the geography program, or consent of instructor.

470-2 to 4 Advanced Physical Geography Laboratory — Application of field and laboratory methods, from study design to data collection and analysis, used to study the earth's physical features and processes. May be repeated to 4 credit hours. Prerequisite: Consent of instructor.

490-1 to 3 Tutorial in Geography — Individual and small group conferences with faculty to examine geographic topics. May be repeated to a maximum of 6 hours. Prerequisites: consent of adviser and instructor.

499-3 Senior Assignment — Research paper of an approved topic in Geography; required for Graduation. **Not for graduate credit.** Prerequisite: 321, senior standing.

German (GER)

101-4 Elementary German I — [SKFL] Listening, speaking, reading, and writing. Culture of German-speaking countries. Lab included.

102-4 Elementary German II — [SKFL, IC] Continuation of 101. Lab included. Prerequisite: 101 or placement testing.

104-8 Elementary German — [SKFL, IC] Intensive instruction in listening, speaking, reading, and writing. Culture of German-speaking countries. Lab included. Equivalent to 101 and 102. Must enroll for all 8 hours credit. Check with department chairperson to determine when course will be offered.

201-4 Intermediate German I — [DFAH] Continued practice in listening, speaking, reading, and writing. Grammar review. Cultural and literary readings, compositions. Lab included. Prerequisite: 102, or 104, or placement testing.

202-4 Intermediate German II — [DFAH] [IAI No. H1 900] Continuation of 201. Lab included. Prerequisite: 201 or placement testing.

220-3 **Intermediate German Conversation** — [DFAH] Practice in intermediate-level conversation. Focus on pronunciation and fluency. Prerequisite: 102 or placement testing.

301-4 **Advanced German** — [DFAH] In-depth grammar review. Composition and conversation. Lab included. Prerequisite: 202 or placement testing.

302-4 **Advanced German** — [DFAH] Selected topics in grammar, readings, and composition. Lab included. Prerequisite: 301 or consent of instructor.

303-3 **German Language Structure** — [DFAH] Technical aspects of German language. Prerequisite: 202 or consent of instructor.

304-3 **German in Commerce and Government** — [DFAH] Selections from publications related to German commerce and government. Prerequisite: 202 or consent of instructor.

305-3 **Technical German** — Contrastive analysis; reading skills in scientific and other technical fields. Prerequisite: 202 or consent of instructor.

311-3 **German Culture** — [DFAH, IC] Significant aspects of German culture; their development and manifestation in contemporary Germany. Prerequisite: 202 or consent of instructor.

351-3 **Survey of German Literature: Middle Ages Through Romanticism** — [DFAH, IC] Selected readings, literary and cultural background. Prerequisite: 202 or consent of instructor.

352-3 **Survey of German Literature: Realism to the Present** — [DFAH, IC] Selected readings, literary and cultural background. Prerequisite: 202 or consent of instructor.

353a-c-3 each **Survey of a German Genre** — [DFAH, IC] (a) Poetry; (b) Novelle; (c) Drama. Selected readings; literary and cultural background. Prerequisite: 202 or consent of instructor.

400a,b-2 each **Senior Essay in German** — Supervised (a) research; (b) preparation of an extensive scholarly paper in German. **Not for graduate credit.** Prerequisite: 202.

401-3 **Development of German Structure** — [DFAH] Historical development of German language; how modern German structure came into being in standard and main dialects. **Not for graduate credit.** Prerequisite: 202 or consent of instructor.

402-3 **Business German** — [DFAH] Everyday business practices in Germany. Specialized vocabulary, correspondence, cultural background. **Not for graduate credit.** Prerequisite: 301 or consent of instructor.

411-3 **German Civilization** — [DFAH, IC] German-speaking areas of the world; anthropological and social aspects of various cultures. Prerequisite: senior standing in German.

452-3 **Faust** — [DFAH, IC] Goethe's masterpiece, its background, meaning, and impact on world literature; life and times of Goethe. Prerequisite: 301 or consent of instructor.

453-3 **Seminar in German Literature** — [DFAH, IC] Selected German literary masterpieces organized by theme, historical period, literary movement, or other criteria. **Not for graduate credit.** Prerequisite: 301 or consent of instructor.

454-2 to 4 **Seminar** — Critical and analytical study of selected topics of German literature or literary criticism. May be repeated to a maximum of 4 hours provided that no topic is repeated.

491-3 to 6 **Cultural and Language Workshop** — German — [DFAH, IC] Comparative or contrastive linguistics, advanced methodology and techniques. In-depth study of foreign cultures, travel-study abroad. Supervised projects in German studies. May be repeated to a maximum of 6 hours provided

that no topic is repeated. Prerequisite: Advanced or graduate standing.

s499-3 to 6 **Readings in German** — [DFAH] Selected areas of German language, literature, and culture. Individual or small group work supervised by one or more members of German faculty. May be repeated to a maximum of 6 hours provided no topic is repeated. Prerequisites: senior standing and consent of instructor.

Greek (GRK)

101-4 **Introduction to Greek** — [SKFL] Grammar and vocabulary of ancient Greek within context of Greek culture. Reading knowledge through texts adapted from classical authors. Lab included.

102-4 **Introduction to Greek** — [SKFL, IC] Continuation of 101. Lab included. Prerequisite: 101.

201-4 **Intermediate Greek** — [DFAH] Development of reading facility. Reading of selected masterpieces in history, poetry, and philosophy. Lab included. Prerequisite: 102 or equivalent.

202-4 **Intermediate Greek** — [DFAH] [IAI No. H1 900] Continuation of 201. Lab included. Prerequisite: 102 or equivalent.

499a-f-4 each **Readings in Ancient Greek** — [DFAH] (a) Development of lexical and structural competence; (b) Continuation of a; (c) Selected masterpieces of literature; (d) History; (e) Poetry; (f) Philosophy. A, b, c must be taken in sequence and are prerequisites to d, e, or f, which may be taken out of sequence with consent of instructor. Individual segments may not be repeated for credit. Prerequisite: for a, b, c, consent of instructor.

Health Education (HED)

201-3 **Healthful Living** — Personal and community health; scientific health information as a basis for developing wholesome health attitudes and practices.

302-3 **Driver Education and Training** — Preparation for teaching driver education and training in secondary school. Not open to those wanting to learn to drive. Prerequisite: valid driver's license; for HED majors and minors only.

305-3 **Principles and Foundations of Health Education** — History and philosophy of health education; theory and practice of health education programs; role of the professional in various health promotion settings. HED majors and minors only.

313-3 **Intentional and Unintentional Injuries** — Overview of intentional and unintentional injury data, educational initiatives, environmental modifications, legal interventions and hazard analysis procedures. HED majors and minors only.

334-2 **First Aid** — American national Red Cross advanced first aid course. Leads to advanced first aid and cardio-pulmonary resuscitation (CPR) certification. HED majors and minors only.

350-3 **Health Education in the Elementary School** — Teacher's role in all phases of school health program; appraisal and screening, referral, safety, health planning, curriculum integration, teaching strategies. HED majors and minors only. Prerequisite: 201 or consent of instructor.

355-3 **Introduction to Public Health** — Efforts by agencies and organizations to promote, protect, and restore people's health. Role and collaboration efforts of local, state, national, and global health agencies. HED majors and minors only.

360-3 Nutrition, Exercise, and Weight Control — Relationship among nutritional needs, exercise, and weight control as preventative measures toward obesity, diabetes, heart disease, cancer, and other health problems. Teaching concerns and approaches. HED majors and minors only. Prerequisite: 201 or consent of instructor.

363-3 Consumer Health Literacy — Consumer health issues related to individual, community, and society. Review, analysis, and application of health and medical terminology literature in promoting health literacy.

370-3 Methods and Materials in Health Education — Strategies for effectively delivering health education in school and community settings. Analysis of creative technologies, resources, and programs.

380-3 Drugs and Other Mood Modifiers — Drug and non-drug alternatives that modify mood and behavior; factors influencing use, psychological effects, legal control, and teaching strategies. HED majors and minors only. Prerequisite: 201 or consent of instructor.

400-3 The High Risk Child — Assessment, intervention and prevention programs for high risk children and adolescents. Role of schools and communities in promoting and maintaining child health. **Not for graduate credit.** HED majors and minors only.

405-3 Health Behavior Theories and Application — Theories of health behavior and behavior change. Exploration of helping role as it relates to health behavior, health assessment analysis, decision making, problem solving, referral skills. **Not for graduate credit.** HED majors and minors only. Prerequisite: 205 or consent of instructor.

410-3 Environmental Health Education and Bioterrorism — People's relationship with their environment; impact relationship has on status of one's health; individual and community roles in promotion of environmental health. **Not for graduate credit.** HED majors and minors only. Prerequisite: 201 or consent of instructor.

415-3 Workshop in Driver Education and Traffic Safety — Safety regulations, demonstration, field trips, supervised research in special areas related to driver education and traffic safety. **Not for graduate credit.** HED majors and minors only. Prerequisite: 302 or consent of instructor.

443-3 Methods and Materials in Driver Education — Strategies for teaching, discussion or research; accident statistics; secondary school programs; testing and demonstrations in the car. **Not for graduate credit.** HED majors and minors only. Prerequisite: 302 or consent of instructor.

445-1 Driver Simulation — Laboratory method; programmed group instructional system requiring student reaction with filmed driving situations. **Not for graduate credit.** HED majors and minors only. Prerequisite: 302 or consent of instructor.

450-3 Grant Writing in Health Education — Practical application in the development of a grant for a social service agency or school. Strategies for exploring funding, collaboration, and preparation of quality proposals.

455-3 Introduction to Epidemiology and Biostatistics — Causes, prevention, control of communicable, chronic and degenerative diseases in various community setting settings. Examination of statistical measures and methods for organizing vital statistics. **Not for graduate credit.** HED majors and minors only. Prerequisite: 201 and 355, or consent of instructor.

462-1 to 3 Special Topics in Health Education — Relevant health issues; topic and credit hours announced. May be repeated to a maximum of 6 hours so long as no topic is

repeated. HED majors and minors only. Prerequisite: 201 or consent of instructor.

463-3 Consumer Health — Consumer health issues related to individual, community, and society. **Not for graduate credit.** Prerequisite: HED majors and minors only.

464-3 Death Education — Methods, resources and professional concerns. Strategies for dealing with the ethical, social and psychological dimensions of teaching about death and dying. **Not for graduate credit.** Interdisciplinary Studies 342 is recommended. HED majors and minors only. Prerequisite: 201 or consent of instructor.

465-3 Curriculum Development in Health Education — Organizational strategies, needs assessment, appraisal of current curriculum approaches; utilization of resources, objectives, content, implementation, evaluation techniques in simulated school setting. **Not for graduate credit.** HED majors and minors only. Prerequisites: 201, 205 and junior standing, or consent of instructor.

470-3 Sexuality Education — Individual, family, school, and community concerns and approaches. Physiological, psychosocial and environmental factors affecting sexuality as related to learning experience. **Not for graduate credit.** HED majors and minors only. Prerequisite: 201 or consent of instructor.

471-3 The School Health Program — Principles of organization, administration, and evaluation. Role of health educator regarding health services, environment, and instruction. **Not for graduate credit.** HED majors and minors only. Prerequisite: 201, 205 and junior standing, or consent of instructor.

480-1 to 3 Advanced Concepts of Safety — Special topics course focusing on one or more elements of home, school, occupational, recreational, or community safety. Can be repeated to a maximum of 6 hours. **Not for graduate credit.** HED majors and minors only. Prerequisite: 313 or consent of instructor.

485-3 Curriculum Development in Driver Education — Structure, content, and approaches of curriculum development as applied to traffic safety based upon highway transportation system operation task analysis. **Not for graduate credit.** HED majors and minors only. Prerequisite: 302 or consent of instructor.

489-1 to 3 Independent Study in Health Education — Independent projects or readings under the supervision of a health education faculty member. May be repeated to a maximum of 6 hours. **Not for graduate credit.** Prerequisite: Consent of instructor. HED majors and minors only.

490-3 Program Planning in Health Education — Principles and approaches of planning programs within the community. Examination of program planning models. Application to various health education settings. HED majors and minors only. Prerequisite: 205 and 355, or consent of instructor.

491-3 Program Implementation and Evaluation in Health Education — Principles and practices of health education program implementation and evaluation. Application of selected models and assessment strategies of community health education. Concurrent enrollment in 490 required. HED majors and minors only. Prerequisite: 390.

498-3 Senior Professional Seminar — Discussion of topics related to health education; ethics, professional responsibilities, preparation, certification and future trends. Completion of portfolio and senior assignment required. Prerequisites: 490, 491.

499-3 to 9 **Internship in Community Health Education** — Supervised experiences in health agencies, clinics, government agencies and other professional settings. **Not for graduate credit.** Prerequisite: Consent of instructor and program director.

History (HIST)

111a, b-3 each **Introduction to the History of Western Civilization** — [ISS or DSS, (a)IC (IAI No. S2 902), (b)II (IAI No. S2 903)] (a) The western world from the Renaissance to the Age of Napoleon; (b) The western world from the Age of Napoleon to the present. Any course taken in the History 111 a-b sequence may fulfill either an Introductory or a Distribution Science requirement in General Education. No single course in the sequence can fulfill both Introductory and Distribution course requirements.

112a, b -3 each **World History** — [DSS, (a) [IAI No. S2 912N] IC, (b) [IAI No. S2 913N] II] (a) Topics in world civilization before 1500; (b) Topics in world civilization 1500 to the present. Required for students seeking secondary education certification.

113-3 **Civilizations of the Ancient World** — [DSS, IC] Mesopotamia, Egypt, the Biblical World, Greece, and Rome from prehistory to A.D. 285.

130-3 **History of Black America** — [DSS, IGR] Social, economic, and political experience from colonial era to present; African antecedents.

200-3 **United States History and Constitution: to 1877** — [DSS] [IAI No. S2 900] Political, social, economic and constitutional development.

201-3 **United States History and Constitution: 1877- Present** — [DSS] [IAI No. S2 901] Political, social, economic and constitutional development.

219-3 **America in the World: American History for Teachers** — [DSS; II; IGR] Familiarizes teacher education students with topics in American history. Although the focus is America, the material is taught from international and intercultural perspectives. Prerequisite: major seeking certification geography, political sciences granted teachers per permission.

300-3 **Special Topics** — [DSS] Single topic from areas of political, economic and social history. May be repeated to a maximum of 6 hours provided no topic is repeated.

301-3 **Historical Methods** — Introduction to historiography, philosophy of history, historical methodology. Required of all undergraduate students with major in history. Prerequisite: junior standing. History majors only.

302-3 **Ancient Egypt** — [DSS, IC] Civilization of Ancient Egypt from prehistoric through Greco-Roman period.

303-3 **History of the Ancient Near East** — [DSS, IC] Ancient Near East to 330 B.C.

304-3 **History of Greece** — [DSS, IC] From origins of ancient Greece to 30 B.C.

305a, b-3 each **Comparative Asian Civilizations** — [DSS, IC] (a) Antiquity to the 16th Century (b) From 1600 to Present. A historical and comparative exploration of major Asian civilizations, including China, India, Japan, this course will focus on the evolution of critical religious, philosophical, economic and political institutions. Prerequisites: ENG 101; ENG 102.

306a, b-3 each **History of Rome** — [DSS, IC] (a) Republic from origins to 30 B.C.; (b) Principate, 30 B.C. – A.D. 476

308a-3 **Imperium and Christianity: Western Europe 300-1000 C.E.** — [DSS, IC] Rise of Christianity and formation of medieval society and institutions in Western Europe from Constantine to decline of Carolingian.

308b-3 **Medieval Conquests and Kingdoms, 1000- 1500 C.E.** — [DSS, IC] Diversity of medieval experience in West, from the rise of papacy and Crusades to Hundred Years' War.

313-3 **Witchcraft, Magic and the Occult** — [DSS] General theory of magic; history of magic and witchcraft in the western world.

314-3 **History of Feminist Thought** — [DSS, II] (Same as WMST 314) History of Western women's writings on their struggle for access to education, independent religious expression, and economic and political opportunities from roughly 1350-1950.

315-3 **History of Religion in Europe** — [DSS, IC] Religious institutions, ideas and practices in European history from antiquity to the present.

318a, b-3 each **History of Russia** — [DSS, (a)IC, (b)II] (a) 1800-1914: Late Empire.; (b) Russia since 1914.

320-3 **The Renaissance in Europe** — [DSS] Origins and growth of the Renaissance after 1350 in the Italian city-states. Its subsequent spread to Northern Europe.

321-3 **Reformation Europe, 1500-1648** — [DSS] History of 16th-century Europe; social, political and cultural dimensions of Protestant and Catholic Reformations, witch-hunts, scientific revolution and wars of religion.

322-3 **History of Italy** — [DSS, IC] People, movements, and ideas leading to formation of Italian nation; Italy in the world wars and thereafter.

323-3 **History/Pedagogy** — [Required for students seeking certification to teach history.] Introduction and uses of methods, objectives, materials, and practical approaches (with field experiences) in the teaching of history on the secondary level. Normally taken prior to CI 315a, b and CI 352. Prerequisite: junior standing or consent of instructor.

325-3 **American Intellectual History 1630-1865** — [DFAH] This course will trace the trends in American thought, engage the definition of intellectual, and consider some advantages and problems of this term when studying history.

325b-3 **American Intellectual History 1865-present** — [DFAH] This course is the second half of American Intellectual History 1630-1865 and will trace trends in American thought, engage the definition of intellectual itself and consider some of the advantages and problems of this term as a means of studying history in the United States after the Civil War.

330-3 **History of Illinois** — [DSS] Political, social, economic and cultural history from earliest times to present.

338-3 **The Civil War and Reconstruction** — [DSS] Narrative and interpretation of the era 1850-1877; causes of the war, major military campaigns and Reconstruction.

340-3 **Black Freedom Movement, 1955-75** — [DSS, IGR] Civil Rights and Black Power Movements' dismantling of the old structure of American apartheid. Its transformation into advanced racism. Prerequisites: 130 or junior standing.

344a, b-3 each **History of American Diplomacy** — [DSS] Problems and trends in U.S. diplomatic history. Foreign and domestic pressures affecting policy making. (a) To 1919; (b) Since 1919. Prerequisites: (a) 200, (b) 201; or consent of instructor.

345a, b-3 each **History of American Business** — [DSS] Development of capitalism, corporations, stock markets,

agriculture, banks, unions and international trade. (a) To Civil War; (b) 1860s to present.

352a,b-3 each **History of Africa** — [DSS, (a) [IAI No. S2 906N] IC, (b) [IAI No. S2 907N] II] (a) Africa south of the Sahara, prehistoric to colonial times; (b) Africa south of the Sahara, colonial times to present.

354a,b-3 each **History of the Middle East** — [DSS, (a) IC, (b) II] (a) Islamic Middle East, 600-1800 (prerequisites: 112a or 112b); (b) Modern Middle East, 1800 to present.

356a,b-3 each **History of China** — [DSS, (a) IC, (b) II] (a) Ancient times to 1644. (b) Modern China: 1644 to present.

358-3 **History of Japan** — [DSS, II] Ancient times to present. Emphasis on feudal traditions, response to Western impact, modern transformation.

360a,b-3 each **History of Latin America** — [DSS, (a) [IAI No. S2 910N] IC, (b) [IAI No. S2 911N] II] Emphasis on history of Mexico, Brazil, Argentina, Chile, Peru, and Colombia. (a) From pre-Columbian civilizations to the mid-19th century; (b) From mid-19th century until the present.

400-3 **Topics in History** — [DSS] Selected topics such as biography of a major figure; recent theme in world history; etc. May be repeated to a maximum of 9 hours provided no topic is repeated.

401-3 **Historical Research** — Senior assignment. Rules of historical research applied to a selected topic. Required of all undergraduate students with major in history. Prerequisite: 301. **Not for graduate credit.** History majors only.

403-3 **Ancient Mesopotamia** — [DSS, IC] History and culture of ancient Mesopotamia and surrounding regions from CA. 10000 B.C. to CA 539 B.C.E.

404a,b-3 each **Topics in Medieval Social, Religious and Intellectual History** — [DSS, IC] Historiographical problems in the evaluation of medieval society, culture and ritual: (a) 400-1000 C.E.; (b) 1000-1500 C.E.

408a-c-3 each **History of England: 1509 to Present** — [DSS, (c) II] (a) Reformation and revolution, 1509- 1714; (b) Birth and growth of industrial England, 1714- 1867; (c) Birth and growth of the welfare state, 1867 to present.

410-1 to 3 **Directed Reading** — [DSS] Supervised reading for students with sufficient background. Prerequisites: minimum of 3.0 average in history, consent of instructor. **Not for graduate credit.**

412-3 **The French Revolution** — [DSS, IC] Examination of the origins of the Revolution, its subsequent outbreak, development, radicalization and collapse, focusing especially on intellectual and cultural dimensions of the revolutionary experience.

413-3 **History of Modern France** — [DSS, II] 19th and 20th-century France; ongoing revolutions, politics and culture of Third Republic, efforts to construct "Frenchness," Vichy, imperial adventures and leadership in European integration.

415-3 **Modern German History** — [DSS, II] German history from 1871 to present, including Germany under Bismarck, World War I, the Nazi period, World War II, division and reunification. Prerequisite: 111b.

416-3 **World War I and its Aftermath: 1914-1921** — [DSS] War's origins, course, and results; military action as well as political, social, economic, and cultural effect on home fronts, war and world revolution, 1917-1921.

418-3 **World War II** — [DSS] Survey of causes and multiple aspects of the Second World War, emphasis on military operations.

420a,b-3 each **European Social, Cultural and Intellectual History** — [DSS, (a) IC, (b) II] (a) Renaissance to French Revolution; (b) French Revolution to present. Advanced survey of European intellectual/ cultural history.

422a-c-3 each **Late Modern Europe** — [DSS, (a,b) IC, (c) II] (a) Vienna Congress to the Great War; (b) World War I through World War II; (c) Europe Since World War II. Prerequisites: (a) 111a, (b) 111b, (c) 111b; or consent of instructor.

423 a,b-3 each **Native Americans Before 1492 to the Present** — [DSS, IGR] The investigation of disparate cultures in contact with blend of historical and anthropological methods and materials with emphasis on the Indian world view. a) is before 1492 and to 1840, b) 1840 to present. Prerequisite: 200 or consent of instructor.

424-3 **Topics in East European History** — [DSS, II] Selected topics such as the rise of nationalism, World War I, the Cold War, etc.

426-3 **Topics in Russian and Soviet History** — [DSS, II] Selected topics in political, cultural and economic history of Russia. May be repeated to a maximum of 6 hours provided no topic is repeated.

427-3 **History of South Africa** — [DSS, II, IGR] Course will familiarize students with the major themes in the history of South Africa largely focusing on the period of sustained western contact from 1652 to present. Prerequisite: 301.

428-3 **Topics in European Women's History** — [DSS, II] (Same as WMST 428) Selected topics in women's history. Course varies from semester to semester. May be repeated to a maximum of 9 hours provided no topic is repeated.

430-3 **American Colonial History** — [DSS] Founding of colonies in British America and their development to 1763.

431-3 **American Revolution and Constitution** — [DSS] Conflicting forces and events that led to the American Revolution, and to the Constitution.

434a,b-3 each **Modern Twentieth Century American History** — [DSS] Politics, culture and economics in an urban industrial society. (a) 1896-1945; (b) 1945 to present. Prerequisites: (a) 201, (b) 201; or consent of instructor.

440-3 **Women in American Social History** — [DSS, IGR] (Same as WMST 440). Women from various social classes, ethnic and racial groups, geographic regions. Social institutions: family, church, schools, etc. Colonial era to present.

442-3 **The Black Urban Experience** — [DSS, IGR] Social, economic, and political history. Emphasizes community life and development, as well as race relations.

443-3 **Origins of the American Civil War** — [DSS] An examination of the origins of the sectional crisis and the causes of the American Civil War.

444-3 **War and Reconstruction** — An examination of the American Civil War and Reconstruction, 1861 to 1877.

445-3 **American Masculinity** — [DFAH, IGR] American masculinity is a gender history that explores the different manifestations of manhood as it has been constructed by Americans from the seventeenth century to the present.

447-3 **Approaches to Oral History** — [DSS] The methodology, preservation, and use of topical and life history interviews in historical research.

454-3 **History of the Arab-Israeli Conflict** — [DSS, II] Origins and development of Zionism and Palestinian Nationalism. Relations between Israel, Palestinians and the Arab States.

460-3 **History of Mexico** — [DSS, II] Mexican history from the winning of independence to present. Special attention will be devoted to relations with the U.S.

461-3 **History of Cuba** — [DSS, IC, II] The history of Cuba since 1800, with special emphasis on the political, economic, and cultural development of the island.

462-3 **History of Brazil** — [DSS, IC, II] The history of Brazil since 1800 with a focus on the political, economic, and cultural development of the nation.

470-3 **Preserving the American Past** — [DSS] The presentation of history in public arenas, including museums, monuments, cemeteries, and historic buildings.

490-3 to 6 **Internship in History** — Professional experience in aspects of historical research, preservation, exhibition, and interpretation. May be repeated to a maximum of 6 hours. Prerequisite: permission only.

Honors Scholars (HONS)

120-3 Honors Scholars Freshman Seminar — A multidisciplinary seminar examining specific topics in areas such as environment, health, education, technology, and values. Includes work on composition and oral communication.

220-1 to 9 Honors Scholars Hours — Independent research, focused in-depth study of specific topics, honors projects, honors experiences, participatory seminars, presentations. May be repeated for up to 9 hours. Prerequisite: approval of the appropriate college or school and Honors Program director.

320-3 Honors Scholars Interdisciplinary Seminar — Junior seminar examining specific topics from an interdisciplinary perspective. Includes major writing assignment.

420-1 to 9 Honors Scholars Hours — Independent research, focused in-depth study of specific topics, honors projects, honors experiences, participatory seminars, presentations. May be repeated for up to 9 hours. **Not for graduate credit.** Prerequisite: approval of the appropriate college or school and Honors Program director.

Humanities (HUM)

310a,b-3 each **Esperanto** — [DFAH, II] Reading, writing, speaking, and understanding the international language developed by Zamenhof. Must be taken in sequence.

400-3 **Symposium in the Humanities** — [DFAH] Subjects not covered by the standard curriculum. May be repeated up to 6 hours. Credit toward concentration at the discretion of the Department. Prerequisite: senior standing or consent of the instructor.

Industrial and Manufacturing Engineering (IME)

106-3 **Engineering Problem Solving** — [SKLG/ENGR] Fundamental steps of problem definition, formulation, and solution approaches universal in all engineering disciplines. Basic skills of reasoning and logic. Case studies and small projects.

198-0 **Industrial/Manufacturing Engineering Work Experience I** — Supervised work experience with agency, firm, or organization which uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours.

199-0 **Industrial/Manufacturing Engineering Co-Operative Education I** — First period of a five year supervised academic/work experience with an agency or firm that uses engineers. Graded as satisfactory or unsatisfactory. Prerequisites: sophomore standing in industrial or manufacturing engineering and consent of the chairperson/program director.

298-0 **Industrial/Manufacturing Engineering Work Experience II** — Supervised work experience with agency, firm, or organization which uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: 198.

299-0 **Industrial/Manufacturing Engineering Co-Operative Education II** — Second period of a five year supervised academic/work experience with an agency or firm that uses engineers. Graded as satisfactory or unsatisfactory. Prerequisites: sophomore or junior standing in industrial or manufacturing engineering and consent of the chairperson/program director.

335-3 **Introduction to Information Processing Systems** — Systems engineering methodology applied to the design of information processing systems (operating systems, file handling, database management systems, spreadsheets, etc.) to support engineering decision making. Prerequisites: CS 145, or equivalent and upper-division standing in industrial engineering or consent of instructor.

345-3 **Engineering Economic Analysis** — Introduction to engineering cost and decision analysis. Utilizing the principles of economic analysis for choice of engineering alternatives and engineering systems. Prerequisites: Upper-division standing in engineering or consent of instructor.

365-3 **Quantitative Methods in Engineering** — Selected topics in probability and statistical methods with their application in design and analysis of production, manufacturing, and quality control systems. Prerequisites: upper-division standing in engineering or consent of instructor.

370-3 **Manufacturing Processes** — (2 hours lecture, 2 hours laboratory). Properties of engineering metals and alloys, heat treatment, measurement and inspection, casting, forging, metal cutting, nontraditional machining processes, cutting tools. Prerequisites: CE 242 or equivalent, and upper-division standing in industrial or manufacturing engineering or consent of instructor.

375-3 3-D **Modeling in Product Design** — Computer-aided product design process in computer integrated design and manufacturing environments, 3-D feature-based solid modeling, sketching, concurrent engineering. Prerequisites: MATH 150 or equivalent, or consent of instructor. 392-1-6 **Readings in Industrial Engineering** — Supervised reading in selected industrial or manufacturing engineering topics. Prerequisites: Junior standing in industrial or manufacturing engineering and consent of instructor.

398-0 **Industrial/Manufacturing Engineering Work Experience III** — Supervised work experience with agency, firm, or organization which uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: 298.

399-0 **Industrial/Manufacturing Engineering Cooperative Education III** — Third period of a five year supervised academic/work experience with an agency or firm that uses engineers. Graded as satisfactory or unsatisfactory. Prerequisites: sophomore or junior standing in industrial or manufacturing engineering and consent of the chairperson/program director.

415-3 **Operations Research Deterministic Models** — (Same as OR 440) Linear programming: problem formulation,

simplex algorithm, transportation and network problems, duality theory, sensitivity theory. Prerequisites: MATH 250 or consent of instructor.

427-3 Knowledge-Based Systems — (Same as CE 427, ECE 427 and ME 427.) Engineering-oriented perspective on artificial intelligence (AI) technology. General AI concepts and specifically knowledge-based (expert) systems applied to engineering problem-solving. Prerequisites: Knowledge of one of the familiar computer programming languages. (Basic, Fortran or Pascal)

430-3 Managing Engineering and Technology — Management functions of planning, organizing, motivating and controlling, and analysis of application of these functions in engineering research, design, production, technical marketing and project management. Prerequisites: Junior or Senior Standing in Industrial or Manufacturing Engineering.

451-3 Methods Design and Work Measurements — (2 hours lecture, 2 hours laboratory). Design of work systems. Methods and techniques employed in measuring work. Current philosophy underlying improvement in work methods and procedures used to measure work performed. Prerequisite: 365 or equivalent or consent of instructor.

458-3 Human Factors Engineering — Analysis of the limitations of humans in man-machine systems to increase productivity and meet physiological needs of system participants. Principles are applied through design problems. Prerequisite: 451 or consent of instructor.

461-3 Operations Research Stochastic Models — (Same as OR 441) Probability models, elementary queuing theory with single or multiple servers. Markov processes and models, decision theory. Prerequisites: STAT 380 or 480a.

463-3 Reliability Engineering — (Same as STAT 484) Probabilistic models for the reliability of coherent systems. Statistical models for lifetimes of components and repairable systems. Reliability estimation and prediction. MIL standards. Prerequisite: 365 or equivalent or STAT 480.

465-3 Design and Control of Quality Systems — (Same as STAT 488). Statistical Quality Control principles and tools, determination of process capability, control charts for variables and attributes, other process monitoring techniques, measurement error, specs and tolerances acceptance sampling. Prerequisite: 365 or STAT 380 or consent of instructor.

466-3 Engineering Metrology — Exposes the student to the principals associated with dimensional measurement, inspection, measurement systems analysis, and geometric dimensioning and tolerancing. Prerequisites: 370 or graduate standing.

467-3 Total Quality and Taguchi Methods — Apply concepts and methods of quality improvement including total quality, quality function deployment, design of experiments, quality loss function, etc. Case studies and software tools. Prerequisites: 465 or consent of instructor.

468-3 Operations Research – Simulation — (Same as OR 442) Simulation models using a high-level simulation programming language; applications in production, inventory, queuing, other models. Prerequisites: 365 or 461 or equivalent or consent of instructor.

470-3 Manufacturing Systems — Design and analysis of manufacturing systems including assembly systems, automated flow and production lines. Dynamics, control and benchmarking of manufacturing systems including scheduling and planning decisions. Prerequisites: 370, 375 and upper-division standing in industrial or manufacturing engineering or consent of instructor.

475-3 CAD/CAM/CAE (Computer Aided Design, Manufacturing and Engineering) — Advanced 3-D solid and assembly modeling and analysis in computer-integrated design and manufacturing environments, parametric and associative modeling, CAD/CAM. Prerequisites: 375 or consent of instructor.

476-3 Plantwide Process Control — A treatment of techniques in automated control. Digital, analog, open and closed loop controls are discussed. Students gain experience with PC data acquisition and control. Prerequisites CS 145 with C or better; ECE 210 with C or better.

477-3 Computer-Integrated Manufacturing Systems — (2 hours lecture, 2 hours laboratory). Application of robot theory integrated with automated manufacturing systems. Emphasis on design laboratory exercises. Prerequisites: 470, 476; CS 145 or equivalent; and senior standing in industrial or manufacturing engineering or consent of instructor.

480-3 Tool Engineering — Covers topics including locating/orientation principles, clamping, positioning and concepts required to design and fabricate tooling for machining, joining and bulk deformation processes. Prerequisites: 345 (or concurrent), 370.

482-3 Manufacturing Engineering Design — Topics include tolerancing, material selection, cost estimation, process planning, product fabrication and activities required to bring product from conceptual design through manufacture. Prerequisites: 345 (or concurrent), 370 or consent of instructor.

483-3 Production Planning and Control — (2 hours lecture, 2 hours laboratory) Development and applications of models and techniques for designing integrated production systems to manage material, service, and information flows in response to fluctuating market demands. Prerequisites: senior standing in industrial or manufacturing engineering or consent of instructor.

484-3 Facilities Planning — Theory and Methods of Facilities layout and planning emphasizing activity relationships, space requirements, materials handling, and storage, plant layout and facility location problems. Prerequisite: 415, 451, and upper-division standing in industrial or manufacturing engineering or consent of instructor.

490-3 Integrated Engineering Design — (2 hours lecture, 2 hours laboratory) Individual/group laboratory or industrial projects of a research, design, or development nature which apply to engineering systems. Prerequisites: Senior standing in industrial or manufacturing engineering and consent of instructor.

492-1-6 Special Topics in Industrial and Manufacturing Engineering — Selected topics of current interest in industrial or manufacturing engineering and related fields. May include individual research projects for students with honors standing. Prerequisites: senior standing in industrial or manufacturing engineering and consent of instructor.

Instructional Technology (IT)

410-3 Media in Instruction — Designing lessons with multi-sensory approach. Demonstrations and hands-on experiences with audio, video projection, and computer equipment. Emphasis on software evaluation and utilization.

430-3 Computer-Based Publishing and Instruction — Opportunities to work with various computer hardware and software systems to prepare instructional materials. Emphasis is placed on design and production of effective instructional materials.

435-3 Producing Instructional Materials — Development of instructional products that integrate various digital media. Emphasis on production, visual communication, graphics, authoring environments and evaluation of instructional software.

450-3 Using Video for Instruction — Instructional television as a medium for learning. Emphasis on delivery systems, including commercial, public, and satellite programs, and on teacher-produced instructional sequences.

481-3 Computers in Education: Theory and Practice — Research on and effective methods for using computers in an educational setting and a systematic framework for integrating computers into the curriculum.

486-3 Web Design for Instruction — Web design concepts for educational settings, including usability concepts, Web style criteria, interaction and instructional strategies and legal/ethical issues related to Web development.

490-1 to 6 Special Topics — Varied content. Topics of immediate concern in instructional technology field. May be repeated up to 6 hours as long as no topic is repeated.

Interdisciplinary Studies (IS)

302-3 African-American Music and the Struggle for Freedom — [IS] Study of the various styles of African American music in relation to civil rights and other historical events that shaped African American and American culture (Music and History). Prerequisite: junior standing.

322-3 Ethics, Biology, and Society — [IS] A critical examination of some main ethical problems raised by contemporary biological science. Examples include genetic screening and testing, in vitro fertilization, and resource allocation. (Biology/Philosophy).

324-3 Peoples and Cultures of the East — [IS, IC] Key organization principles, religious and philosophical norms, social customs, aesthetic tastes of China, Japan and other selected Asian nations. (History/Philosophy).

326-3 Modern Latin America — [IS, II] A multidisciplinary, team-taught introduction to modern nations of Latin America and Caribbean emphasizing history, literature, political economy, geography, anthropology. (Anthropology/Foreign Languages/Educational Leadership/History).

331-3 Mind and Language — [IS] Study of the relationship between thought and language from a variety of academic disciplines that may include philosophy, linguistics, history, psychology, or speech communication. Prerequisite: junior standing.

332-3 The Political and Social Thought of Hegel and Marx — [IS] Historical and philosophical investigation of the relevance of Hegel and Marx for critical understanding of the contemporary world, and the relationship between the two thinkers.

334-3 Natural Resources: Issues and Conflicts — [IS] American land resource conservation, principles, practices and problems from the perspectives of biology, geography and earth science. (Public Administration/Earth Science).

336-3 Global Problems and Human Survival — [IS, II] Threats to human survival from war, over-population, pollution, resource depletion, under-development, misuse of the oceans and new technologies plus how to deal with these threats. (Anthropology/Philosophy).

340-3 The Problem of War and Peace — [IS, II] Basic concepts, historical background, causes of war, perspectives of major nations; contemporary ideological, economic, military,

political, and legal aspects; proposals for controlling conflict. (History/Philosophy/Political Science/Psychology).

341-3 The Immigrant in America — [IS] Impact of immigrant groups on American social, political, and cultural patterns; assimilation, stereotyping, generational conflict, nativism. (English/History).

342-3 Death and Dying — [IS] Individual and cultural confrontations with mortality, demographic patterns; coping with terminal illness, hospice care, bereavement, definition and determination, euthanasia, suicide, children, valuational aspects, education. (Philosophy/Health Education/Nursing).

343-3 Contemporary Health Care Issues — [IS] Seminar: Examination of contemporary health issues of diverse cultures across the lifespan. Discussion of global trends, cultural, lifespan, and ethical aspects of each topic. Prerequisite: admission to the University, junior standing.

345-3 Quilts as Cultural Heritage — [IS, IGR] Composed of academic and studio components, this course explores the social, historical, cultural and aesthetic aspects of quilts and quilting among diverse cultural groups. **Not for graduate credit.**

350-3 Women in Social Institutions — [IS, IGR] (Same as WMST 350) Historical, cultural, and social class differences in contexts of education, family, health care, economics, religion, politics. (Anthropology/Foundations of Education/History/Women's Studies).

352-3 Women in the Ancient World — [IS, IC, IGR] (Same as WMST 352) History, political and social lives, and literary and artistic representations of/by women in ancient Egypt, Mesopotamia, Greece, and Rome. Prerequisite: junior or senior standing.

353-3 Representing Women's Bodies 300-1500 — [IS, IC] (Same as WMST 353) Evolution of the ideological construction of the female body as weak or deformed, and the need to transform it so as to be fully human and attain salvation. Prerequisite: junior standing.

360-3 Survival of the Fittest — [IS] The overlap of scientific thought and literary convention in Victorian times. Their relationship is emphasized through lectures, laboratories, and discussions. Prerequisite: junior standing.

361-3 Music: Art and Science — [IS] Relationship between science and art in music; pitch, overtones, scales, digital recording, and mathematical ratios in art and science. (Music/Computer Science).

363-3 Living Ecologically — [IS, II] General principles of living system sustainability applied to organic chemicals, cell symbiosis, plants, animals, human families, cities, societies, and the world ecosystem. Prerequisites: junior or senior standing. (Biology/History/Sociology).

364-3 The Atomic Era: Hitler, the Holocaust and the Bomb — [IS, II, IC] Political events leading to the emigration of European scientists to America before World War II; development of the atomic bomb; political and social ramifications of the atomic era: Includes lab. Prerequisite: junior standing.

375-3 Technology and Public Policy — [IS, II, IGR] Seminar: Examines competition between government and society over global economic, ethical, and moral impacts of science and technology on diverse groups. Prerequisite: junior standing.

376-3 Information Technology and Society — [IS] Investigation of social and ethical issues associated with information technology and its increasing importance in modern life. (Computer Science and Philosophical Studies) Prerequisite: junior standing.

380-3 **Song and Poetry** — [IS] Survey of the creative relationship between composers' notes and poets' words. The choice of songs varies, always covering a wide range of periods and styles.

385-3 **Risk and Risk Tradeoffs** — [IS] Concepts for understanding and managing risk, uncertainty, and chance. Practical focus upon controversies in regulating risk in such areas as public health and the environment. (Mathematics/Statistics and Philosophical Studies) Prerequisite: junior standing.

386-3 **Cyberarts: Exploring Fine Arts and Computer Technology** — [IS] Explores relationships between the arts and computer technology in graphics, music, video, and film. Out of class computer work. One university level computer course is strongly recommended. (Theater and Dance/Computer Science) Prerequisites: junior or senior standing.

387-3 **Philosophy and Modern Physics** — [IS] The course introduces the student to the dramatic connections among revolutionary developments that occurred throughout the 20th century in Philosophy, Physics and closed related disciplines. Prerequisites: PHYS 111 or PHYS205a,b or PHYS211a,b or permission of instructor.

399-3 **Interdisciplinary Studies – Special Topics** — [IS] Multi-subject selected topics that provide opportunities to observe and participate in the interaction of two or more disciplines. Prerequisite: junior or senior standing.

400-3 **History, Culture and Language of China** — [IS, IC] A travel study course in Chinese language, history, and culture offered in China. (Foreign Languages/History).

401-3 **Business and Society** — [IS, II] The Examination of social, legal, economic, political, global and ethical environments confronting contemporary business. Emphasizes analysis and appreciation of interdisciplinary perspectives in corporate social responsibility. **Not for graduate credit.** Prerequisites: completion of at least 75 credit hours including FIN 320, CMIS 342, MKTG 300, MGMT 341 and Accounting, CMIS, Economics or Finance, Business Administration majors.

Italian (ITAL)

101-4 **Elementary Italian I** — [Skills] Listening, speaking, reading and writing within context of Italian culture. Lab Included.

102-4 **Elementary Italian II** — [Skills, IC] Continuation of 101. Lab Included.

104-8 **Elementary Italian** — [Skills, IC] Intensive instruction in listening, speaking, reading and writing within context of Italian culture. Lab included. Equivalent to 101 and 102 combined.

201-4 **Intermediate Italian I** — [Dist.FAH] Continued practice in listening, speaking, reading and writing. Grammar review. Cultural and literary readings, compositions. Lab included. Prerequisite: 102 or 104, or consent of instructor.

202-4 **Intermediate Italian II** — [Dist.FAH] Continuation of 201. Lab included. Prerequisite: 102 or consent of instructor.

220-3 **Intermediate Italian Conversation** — Practice in intermediate-level conversation. Focus on pronunciation and fluency. Prerequisite: 102 or equivalent.

311-3 **Italian Culture and Civilization** — [Dist. FAH, IC] Significant aspects of Italian Culture. Prerequisite: 202 or consent of instructor.

499-2 to 6 **Independent Study in Italian** — Selected areas of language, literature, and culture. Individual work or small groups supervised by Italian faculty. Prerequisite: 202 or consent of instructor.

Kinesiology (KIN)

112-1 **Selected Sport and Fitness Activities** — Instruction and participation in a variety of activities; activity may not be repeated.

113-1 **Physical Fitness** — Movement activities designed to achieve flexibility, strength, muscular and aerobic endurance.

114-1 **Racquetball** — Instruction and participation in a leisure racquet sport.

115-1 **Beginning Swimming** — Water adjustment and stroke techniques for the non-swimmer through advanced beginner skill level.

116-1 **Archery** — Basic target shooting.

117-1 **Badminton** — Basic skill development and game play in singles and doubles.

118-1 **Bowling** — Basic techniques and scoring for non-bowler through advanced beginner skill level.

119-1 **Golf** — Introduction to basic swing, short irons, and putting.

120-1 **Tennis** — Basic skill development and game play in singles and doubles.

121-1 **Volleyball** — Skill techniques, game play, and basic offensive and defensive patterns of play.

122-1 **Recreational Sports** — Wide variety of leisure and family oriented activities.

123-1 **Aerobic Dance** — Rhythmic concepts and exercise application to improve flexibility, endurance and muscle tone.

200-2 **Selected Fitness Activities** — Instruction and participation in a variety of fitness-related activities; activity or level may not be repeated.

201-2 **Aerobics Level I** — Basic principles and application for cardiovascular exercise.

202-2 **Aerobics Level II** — High intensity level of cardiovascular exercise and individual prescription. Prerequisite: 201 or consent of instructor.

203-2 **Fitness and Sport Activities** — Components and principles of fitness applied to various activities.

204-2 **Jogging** — Aerobic running.

205-2 **Personalized Shape Up** — Assessment and individualized program.

206-2 **Strength Training/Flexibility** — Strength training through a full range of movement.

207-2 **Weight Training Level I** — Free weights and exercise machines.

208-2 **Weight Training Level II** — Advanced technique of isotonic exercise. Prerequisite: 207 or consent of instructor.

209-2 **Tumbling** — Basic stunts and self-testing activities.

220-2 **Selected Sport Activities** — Instruction and participation in a variety of popular sports; activity or level may not be repeated.

221-2 **Intermediate Bowling** — Advanced skills and individualized analysis of errors. Prerequisite: 118 or consent of instructor.

222-2 **Intermediate Golf** — Advanced stroke techniques and problem shots; individualized analysis of errors. Prerequisite: 119 or consent of instructor.

223-2 Intermediate Tennis — Advanced stroke techniques and strategy for singles and doubles. Prerequisite: 120 or consent of instructor.

224-2 Intermediate Racquetball — Advanced skills and techniques. Prerequisite: 114 or consent of instructor.

225-2 Intermediate Volleyball — Advanced skills and strategies for power volleyball. Prerequisite: 121 or consent of instructor.

230-2 Selected Aquatic Activities — Instruction and participation in a variety of aquatic experiences; activity or level may not be repeated.

231-2 Aquatic Exercise — Water exercises for all levels of ability.

232-2 Lap Swimming — Endurance swimming. Prerequisite: 115 or consent of instructor.

233-2 Water Games — Recreation and modified aquatic sport activities.

240-2 Selected Recreational Activities — Instruction and participation in a variety of recreational games; activity or level may not be repeated.

241-2 Recreational Softball — Softball for family fun.

242-2 Recreational Volleyball — Volleyball for family fun.

243-2 Leisure Activities — Self-directed leisure activities with emphasis on individual planning and programming for individual/ dual and non-competitive activities.

250-2 Selected Rhythmical Activities — Variety of experiences reflecting trends in rhythmical movement patterns; activity or level may not be repeated.

251-2 Ballroom Dancing — Smooth and rhythmic ballroom dance.

252-2 Dances of Today — Contemporary social dances.

253-2 Modern Square Dance — Contemporary square dances.

270-3 Personal Wellness — Assist in developing an understanding and appreciation for personal wellness as a lifestyle through lecture and fitness activity. Does not meet teacher education health requirement.

300-3 Strength Training and Conditioning — Designing exercise programs for apparently healthy individuals, including children, youth, adults and the aged. ACSM recommendations will guide this class. Kinesiology majors only.

301-2 Aquatic Activities/Lifetime Leisure Pursuit — Development of skill techniques, teaching progressions, and related concepts pertaining to activity identified in title.

302-2 Rhythm and Tumbling Activities for Children — Developmentally appropriate rhythmical and tumbling patterns including fundamental, creative and interpretive movements. Kinesiology majors only.

303-3 Lifetime Activities in Physical Education — Developmentally appropriate lifetime and fitness activities including elementary, middle and high school level skills and tactics. Kinesiology majors only.

304-3 Individual Activities in Physical Education — Developmentally appropriate individual and dual activities including elementary, middle and high school level skills and tactics. Kinesiology majors only.

305-3 Nontraditional Activities in Physical Education — Developmentally appropriate physical activities including

elementary, middle and high school level skills and tactics. Kinesiology majors only.

306-1 Tumbling and Gymnastics — Developmentally appropriate team activities including elementary, middle and high school level skills and tactics.

307-3 Team Activities in Physical Education — Developmentally appropriate team activities including elementary, middle and high school level skills and tactics. Kinesiology majors only.

314-3 Functional Human Anatomy for Physical Educators — Structural and functional basis of human performance relevant to physical educators.

315-3 Functional Anatomy — Structural and functional basis of human performance. Prerequisite: BIOL 111. Kinesiology majors only.

316-3 Biomechanics of Human Movement — Mechanics applied to physical performance; analysis of selected movements, and the application of physical principles to the musculoskeletal system. Two hours lecture and two hour laboratory per week. Prerequisite: For Exercise and Wellness majors only. Prerequisite: 315.

317-3 Biomechanics of Human Movement for Physical Educators — Mechanics applied to physical performance; analysis of specific performance skills and application to instructional process relevant to physical educators. Two hours lecture and two hour laboratory per week. Prerequisite: 314.

318-3 Introduction to Exercise and Wellness — Historical and cultural aspects of exercise and wellness, and the future directions and professional opportunities within the discipline.

320-3 Motor Learning/Development — Exploration of cognitive and neurophysiological processes associated with skill acquisition and motor performance during the maturational sequences of the child's total development. Kinesiology majors only.

325-3 Adapted Physical Education — Survey of various disabilities; stresses assessment, curriculum design, instructional strategies, and teaching physical activity in the least restrictive environment. Kinesiology majors only.

330-3 Curriculum/Instruction Strategies for Elementary PE — Understanding needs and interests of children; stressing relevant modes of instruction; exploration of divergent and convergent teaching approaches. Kinesiology majors only.

331-2 Motor Development of Children — Explores the role of movement and maturational sequence in the child's total development; emphasis on qualitative movement and movement education themes.

332-3 Instruct Strategies in PE — Introduction to planning and teaching physical education activities. Content includes lesson-planning, practice of teaching skills, and analysis of teaching. Kinesiology majors only.

333-2 Rhythmical Activities/Children — Developmentally appropriate rhythmical patterns including fundamental, creative, and interpretive movements and singing games. Prerequisites: 302 and 330.

334-3 Early Childhood Physical Education — Movement skill activities and analysis related to motor development in young children. Includes planning and teaching of developmentally appropriate physical activities. Kinesiology majors only.

360-2 Coaching Techniques — Introduction to basic principles and techniques of coaching including philosophy, style, ethics, responsibilities/duties, management issues, planning/preparation, psychology of coaching, physical training techniques.

365-3 Theory of Coaching — In-depth analysis of relationship between psychological theory and sport performance. Emphasis on strategies and interventions by coaches to effectively lead, motivate, and communicate with athletes.

370-2 Care/Prevention of Athletic Injuries — Conditioning techniques to minimize injuries. Athletic training techniques to identify and utilize appropriate treatment modalities for sport-related injuries. Prerequisite: 315. Kinesiology majors only.

375-1 to 2 Coaching Practicum — Provides an experience to observe and assist with duties of coaching a sport at junior or senior high school level. May be repeated to a maximum of 2 hours.

410-3 Exercise for Special Populations — Designing exercise programs for children, youth, adults and the aged, ACSM recommendations will guide this course.

412-3 Body Composition — Overview of the theories and application of body composition assessment. Prerequisite: 420 or concurrent enrollment. Kinesiology majors only.

414-3 Exercise Adherence — Overview of the major determinants and consequences of exercise adherence and its impact on public health. Kinesiology majors only.

416-3 Exercise Assessment/Programming — Introductory course to the theoretical and practical concepts of exercise assessment, interpretation, and prescription. **Not for graduate credit.** Prerequisite: 420. Kinesiology majors only.

418-3 Physical Activity and Public Health — Impact of physical activity on individuals with chronic disease and those with disabilities. Prerequisite: 410. Kinesiology majors only.

419-0 to 3 Physiological Effects of Motor Activity for Physical Educators — Function and regulation of major human systems and responsiveness of these systems to activity relevant to physical educators. Two-hour lecture and two-hour laboratory per week. Prerequisite: 314.

420-0 to 3 Physiological Effects of Motor Activity — Function and regulation of major human systems and responsiveness of these systems to activity. Two hour lecture and two hour laboratory per week. Prerequisite: 315. Kinesiology majors only.

425-3 Advanced Athletic Training — Recognition and care of head, neck, spine, abdomen, and thorax injuries. The student will demonstrate current rehabilitation techniques including theory and usage of therapeutic modalities. **Not for graduate credit.** Prerequisite: 315, 370, and 420, Kinesiology majors only.

426-3 Advanced Physiological Effects of Motor Activity — Investigates the integrated physiological systems and their responses to external and internal stimuli during the absence of normal and extreme activity. Prerequisite: 420.

430-3 Measurement and Evaluation in Kinesiology — Design and analyze tests for the learning domains; determination of appropriate criteria for student evaluation. Introduction to educational statistics. **Not for graduate credit.** Kinesiology majors only.

435-3 Curriculum and Instructional Strategies for Secondary Physical Education — Design, organization and administration of the curriculum; teacher effectiveness and instructional process studied and practiced. **Not for graduate credit.** Kinesiology majors only.

440-2 Psychological Perspectives of Kinesiology — Psychological aspects of human behavior with emphasis on impact of motor performance and learning motor skills. **Not for graduate credit.**

445-3 Organization and Management of Exercise and Wellness Programs — Theoretical and practical aspects of selected management procedures which relate to the development, implementation, and evaluation of exercise and wellness programs. **Not for graduate credit.** Kinesiology majors only.

450-3 Psychosocial Aspects of Sport and Physical Activity — Psychological and social aspects of human behavior and societal influence with emphasis on impact of motor performance, learning motor skills, and engagement in physical activity. **Not for graduate credit.** Kinesiology majors only.

455-3 Senior Professional Seminar — In-depth consideration of selected issues related to teaching physical education. Professional expectations, ethics, legal responsibility. Completion of senior portfolio. **Not for graduate credit.** Kinesiology majors only.

460-3 Internship in Exercise/Wellness — Supervised placement in professional settings appropriate to student interests. **Not for graduate credit.** Prerequisite: Consent of instructor. Kinesiology majors only.

461-6 Field Experience in Elementary/Middle School PE — Practice teaching in elementary schools. Registration by permit only. Kinesiology majors only.

462-6 Field Experience in Secondary Physical Education — Practice teaching in the secondary schools. Enrollment by permit only. Prerequisite: CI 200. Kinesiology majors only.

464-3 Senior Seminar in Exercise and Wellness — In-depth consideration of selected issues related to the profession of exercise and wellness. Expectations related to professionalism, ethics, legal responsibility, and completion of Senior Assignment. Prerequisite: 420. Kinesiology majors only.

480-1 to 4 Independent Study — Individual investigation of a topic to be agreed upon by the instructor. May be repeated for a maximum of 4 hours so long as topics vary. Prerequisite: consent of instructor. Kinesiology majors only.

490-1 to 4 Selected Topics in Applied Kinesiology — Theory and practice in topical areas such as exercise physiology; biomechanics; sport psychology, exercise psychology, skill teaching, & fitness assessment. May be repeated to a maximum of 6 hours provided no topics are repeated. Kinesiology majors only.

499-1 to 4 Individual Research — Selection, investigation, and writing of research paper under supervision of instructor. Prerequisite: consent of instructor. Kinesiology majors only.

Latin (LAT)

101-4 Introduction to Latin — [SKILLS] Grammar and vocabulary of classical Latin within context of Roman culture; reading knowledge through texts adapted from classical authors. Lab included.

102-4 Introduction to Latin — [SKILLS, IC] Continuation of 101. Lab included. Prerequisite: 101.

201-4 Intermediate Latin — [Dist.FAH] Basic principles; reading selections from classical, medieval, and renaissance periods. Lab included. Prerequisite: 102 or equivalent.

202-4 Intermediate Latin — [Dist.FAH] [IAI No. H1 900] Continuation of 201. Lab included. Prerequisite: 102 or equivalent.

499a-f-4 each Readings in Latin — [Dist.FAH] (a) Learning language through selections from classical, medieval, and

renaissance Latin; (b) Continuation of a; (c) Continuation of b; (d-f) Second-year level. Content varies with instructor. A, b, c must be taken in sequence and are prerequisite to d, e, or f which may be taken out of sequence with consent of instructor. Individual segments may not be repeated for credit. Prerequisite: for a, b, c, consent of instructor.

Management

340-3 Principles of Management — Importance of management to success of organizations; history of management; organizations as systems; decision-making; planning systems; organization structure/design; control systems; managing human resources. Prerequisites: ACCT 200, accounting, CMIS, economics or finance, business administration majors.

341-3 Organizational Behavior and Interpersonal Skills — [IGR] Knowledge and skill applying behavioral science concepts integrating management and diversity issues (i.e.-age, personality, ethnicity, culture and gender) in interpersonal, inter-group and organizational relationships. Prerequisite: 340, admission to School of Business.

430-3 Human Resource Management —Theory, practice and trends in effective utilization of human resources in organizations. Prerequisites: 340, admission to School of Business.

431-3 Recruiting, Selecting, and Hiring Employees — Principles, practices, and issues relevant to staffing work organizations. Topics include employee recruitment approaches; selection procedure development; work force headcount planning; and equal employment regulations. Prerequisites: 430, admission to School of Business.

432-3 Training and Developing Employees — Knowledge of principles, practices, and factors that contribute to employees' job competence, performance, personal and professional growth, and contribution to organizational performance. Topics include training needs assessment and training development and delivery. Prerequisites: 430, admission to School of Business.

433-3 Employee Compensation and Benefits — Employee compensation principles, practices, and issues. Topics include job analysis, job evaluation, wage structures, equity, competitiveness, benefits, variable incentive compensation, and regulatory influences on compensation. Prerequisites: 430, admission to School of Business.

441-3 Strategic Management — Capstone course using top management perspective to develop comprehensive, integrative analysis of organizations and environments as basis for development, implementation, evaluation, control of overall strategy. **Not for graduate credit.** Prerequisites: completion of BSBA core requirements (MGMT 340, 341, MKTG 300, CMIS 342, PROD 315, FIN 320) and consent of instructor, admission to School of Business, and 109 credit hours toward degree completed.

451-3 Managing Organizational Change and Innovation — Study of organizational change with emphasis on diagnostic skills necessary for effective management of planned organizational change. Individual and group leadership approaches to increase effectiveness. Prerequisites: 341, admission to School of Business.

461-3 Managing in the Global Economy/International Management — [II] Management of business in other countries and in global economy. Interaction of political, cultural, social, legal and economic forces in international business context. Prerequisites: 341, admission to School of Business.

475-3 Entrepreneurship and Small Business Management — Formation of new enterprises and management of small business. Focus on identifying opportunities; starting a new enterprise; operational and organizational aspects of small business management. Prerequisites: 341, admission to School of Business.

476-3 Entrepreneurship Practicum — Practicum in small business management. Application of knowledge from 475 to actual small business problems. Students work with local small businesses under faculty direction. **Not for graduate credit.** Prerequisites: 475, admission to School of Business.

485-3 Managing Quality and Performance — Current topics in management, with special emphasis on designs, programs and techniques for managing quality and performance improvements. Advanced readings and cases on innovative business practices. Prerequisites: 341, admission to School of Business.

490-1 to 3 Independent Study in Management — Topical areas of concentrated study under faculty direction. Allows for advanced, more in-depth exploration of management issue than in regular courses. **Not for graduate credit.** Prerequisites: 341 and detailed proposal approved by supervising faculty member and chairperson.

495-3 Special Topics in Management — Advanced and specialized topics of current concern to field of management. Depending on topic of course, chairperson can approve course as a substitute for a BSBA specialization course. Prerequisites: 341, admission to School of Business.

Management Science (MS)

250-3 Mathematical Methods for Business Analysis — Mathematical tools required for business analysis; business applications of functions, graphing, solving systems of equations, matrix algebra, counting rules, differentiation and integration. Prerequisites: MATH 120 with a grade of C or better, ECON 112 or concurrent enrollment.

251-4 Statistical Analysis for Business Decisions — Descriptive statistics. Probability. Inferential statistics. Estimation and hypothesis testing of means and proportions. Simple and multiple regression, analysis of variance, and contingency table analysis. Prerequisite: 250 with a grade of C or better.

490-1 to 3 Independent Study in Management Science — Investigation of topical areas in greater depth than regularly scheduled courses permit. Individual readings or research projects under supervision of a faculty member. May be repeated to a maximum of 6 hours. Prerequisites: consent of instructor and department chair.

Marketing (MKTG)

300-3 Principles of Marketing — Marketing in economic systems and society. External influences on marketing objectives, outcomes. Marketing as functional area within organizations. Emphasis on product; pricing; distribution; promotion decisions. Prerequisite: accounting, business administration, economics or finance, CMIS majors.

377-3 Marketing Research — Concepts necessary for understanding/performing applied marketing/business research. Research process: problem identification; design; sampling; data sources; collection. Experimental designs; measurement; statistical analysis. Prerequisites: 300, MS 251, admission to the School of Business.

466-3 Marketing on the Internet — Focus on marketing issues surrounding commercialization of World Wide Web and other emerging electronic media. Examines impact of digital

technology on strategic marketing planning. Prerequisites: 300, admission to the School of Business.

470-3 Sports Marketing — Sports marketing mix decisions from perspective of organizations that offer sports-related products and those that use sport to promote other products and services. Prerequisites: 300, admission to the School of Business.

471-3 Advertising Policy and Management — Strategic role of persuasive communication. Concepts and methods necessary to develop advertising programs. Advertising planning and budgeting in the context of achieving marketing objectives. Prerequisites: 300, admission to the School of Business.

472-3 Sales Policy and Management — Organization and operational functions of salespeople and sales managers. Selling skills, forecasting, recruiting, selection, training, territory design and assignment, supervision, compensation, motivation, and performance appraisal. Prerequisites: 300, admission to the School of Business.

474-3 Retail Policy and Management — Functions, organization, management of retail enterprises. Impact of recent and contemporary forces. Systems for merchandising and promotional activities. Retailing careers and appropriate preparation. Prerequisites: 300, admission to the School of Business.

475-3 Consumer Behavior — Consumer motivation, buying behavior, group influence, cultural forces, information processing, and product diffusion. Explanatory theories and product development. Prerequisites: 300, admission to the School of Business.

476-3 International Marketing — [II] Impact of tariffs, cultural/social restrictions, economic political environments, legal restrictions. International distribution pricing; multinational product planning; communications decisions; international marketing research. Prerequisites: 300, admission to the School of Business.

478-3 Intermediate Marketing Research — Marketing research project planning and development. Emphasizes design and execution of custom research projects, data analysis, report preparation and presentation. Prerequisite: 377.

479-3 Special Topics in Marketing — Contemporary issues/problems in marketing. Topic varies when offered. Examples: service marketing; industrial marketing; nonprofit marketing; and other significant topics. May be repeated up to a maximum of 6 hours provided no topic is repeated. Prerequisites: 300 and consent of instructor.

480-3 Advanced Marketing Management — Market structure and behavior. Research and select marketing opportunities. Develop marketing strategies. Plan marketing tactics. Implementation and control of marketing efforts. Final marketing course. Prerequisites: 377, senior standing, admission to the School of Business.

490-1 to 3 Independent Study in Marketing — Topical areas in greater depth or unavailable in regular courses. Individual or small group readings and/or research projects. May repeat by permission to a maximum of 6 hours as topic varies. Prerequisites: consent of instructor and department chairperson, admission to the School of Business.

Mass Communications (MC)

201-3 Mass Media in Society — [DFAH] Analysis of mass media focusing on technological, economic, governmental, and societal impact.

202-3 Writing for the Media — [DFAH] First experiences reporting, writing and rewriting news and information for various media forms: print, electronic, promotional, advertising, public relations. Includes potential publication in SIUE's campus newspaper, The Alestle.

203-3 Audio Production for the Media — [DFAH] Holistic approach to the planning and production of audio programs. Development of technical skills, creative scriptwriting, and the professional execution of scripted and live programs in analog and digital environments. Prerequisite: 202.

204-3 Introduction to Television and Audio Production — [DFAH] Planning and realization of audio and video productions; studio techniques; audio and video non-linear editing. Emphasis on composition, aesthetics and storytelling. Prerequisite: 202.

301-3 Radio Production — [DFAH] Provides students with instruction to perform professional radio productions in digital and analog formats; focus on script writing, technical skills, editing and on-air performance. Prerequisite: 204.

321-3 Feature Writing — [DFAH] Feature writing. Advanced experience reporting and writing for newspapers, magazines, public relations, and corporate and institutional publications. Observational, experiential techniques. Prerequisite: 202.

322-3 Copy Editing for the Media — [DFAH] Style, language, structure, and special writing techniques; philosophy of writing, with object to broaden student's understanding of professional writing in all forms of mass communications.

323-3 Publication Layout and Design — [DFAH] Computerized editing, page layout, publication design, and production for newspapers, magazines and newsletters. Major emphasis is placed on the concept of content-driven design. Prerequisite: 202.

324-3 Public Affairs Reporting — [DFAH] Reporting for print and electronic media about local and state government, politics, law enforcement, courts, education, state and federal agencies. Field trips, conferences. News ethics. Prerequisite: 202.

325-3 Fundamentals of Advertising — [DFAH] Examines regulation, media and methods, including research, copywriting and analysis of appeals and messages in advertising.

326-3 Advertising Copywriting and Design — [DFAH] Processes and practices in copywriting and layout design for print and web advertising. Prerequisites: 323 and 325.

327-3 Designing and Writing for the World Wide Web — [DFAH] Information- and user-centered approach to Web design. Hands-on experience in designing, creating and publishing textual and multimedia content for the Web. Students compete a medium-sized Web project. Prerequisite: 204 with grade of C or better.

330-3 Advanced Broadcast Writing — [DFAH] Advanced theory and writing techniques for radio and television. Topics include writing news, commercials, promos, continuity, documentary and dramatic scripts. Prerequisite: 204 with grade of C or better.

331-3 Electronic Media Performance — [DFAH] Extensive instruction and practice in electronic media performance. Students prepare projects for field and studio production and presentation. Research paper required.

332-3 Electronic Media News — [DFAH] Extensive practice in writing, editing videography of news for electronic media. Laboratory in preparation and simulation of broadcasts of radio and television news programs. Prerequisite: 204 with grade of C or better.

333-3 Advanced Video Writing and Production — [DFAH]

Students write and produce features utilizing film and documentary techniques; design sets, produce newscasts, budget projects, and view pertinent productions. Prerequisite: 204.

334-3 Electronic Media Advertising — [DFAH] Radio and TV as advertising media. Planning and executing campaign. Agency relationships, research, cost factors, preparation of commercial materials, production, merchandising and promotions included. Prerequisites: 204 and 325 with grades of C or better or consent of instructor.

335-3 Evolution of Entertainment Television — [DFAH]

Economic and technological factors in the history of entertainment television in the United States; changing social and political values as reflected in prime time programming.

341-3 Sports Journalism — [DFAH] Course provides overview of sports journalism and enhances students' writing, reporting, interviewing and editing skills. Students learn to write game, advance and feature stories. Prerequisites: 202 with grade of C or better.

342-3 Digital Imagery — [DFAH] Working with digital images, including creating, capturing, manipulating and producing original images using PhotoshopCS. Emphasizes the role of digital graphics in the context of visual arts. Prerequisite: 202 with grade of C or better.

351-3 Women in Mass Communications — [DFAH, IGR]

(Same as WMST 351) Early women journalists' struggles. Social, political, technological contexts. Media as tools of social change. Historical patterns. Positive and negative male influences. Prerequisite: junior standing.

353-3 History of Mass Media — [DFAH] Development of American mass media. Struggle for freedom. Outstanding communicators, institutions. Social, political, technological influences.

389-3 Media Planning — [DFAH] Advanced media advertising planning strategies; coverage of media buying, planning skills and tools, problem solving, audience factors. Prerequisite: 325

401-3 Media Law and Policy — [DFAH] U.S. Constitution, federal, state law related to mass media. Congressional and public policy. Research paper/case study required. Prerequisite: senior standing.

402-3 Media Management — [DFAH] Management responsibilities, challenges, and expectations in the professional environment, i.e. promotions, ratings, programming. Research paper required. Prerequisite: upper-class standing in Mass Communications major or consent of instructor.

403-3 Media Critical Theory — [DFAH] Social role and cultural impact of electronic, print and new media technologies; critical analysis of information and entertainment production and distribution; development and application of standards for evaluation; ethical concerns. Research paper required. **Not for graduate credit.** Prerequisite: upper-class standing in Mass Communications major.

421-3 Advertising Campaigns — [DFAH] Creation and production of advertising campaigns using print and electronic media. Prerequisite: 326 or 334 with grades of C or better.

422-3 Writing for the Corporate and Institutional Market — Reporting, writing, editing information, opinion, other presentations for publicity, publications, annual reports, public relations in general. Study of corporate publications. Prerequisite: 202 with grade of C or better or consent of instructor. For MC majors only.

424-3 The Literature of Journalism — [DFAH] Study of magazine articles, nonfiction books by Crane, Hemingway, Agee, New Journalists, Herr, others. Study of history to determine journalism's contributions to literature.

431-3 Corporate and Non-Broadcast Video — [DFAH]

Communication skills in writing for video, videography, producing, editing, and administration. Students produce video projects, treatments, scripts, release forms, shot sheets. **Not for graduate credit.** Prerequisites: 204 with a grade of C or better and/or consent of instructor.

433-3 Advanced Video Directing and Producing — Advanced

theory and practice in television directing and producing. Students work as senior producers for the cable network program SIUE Global Village, plus other assignments. Prerequisite: 333 with a grade of C or better.

440-3 Visual Media Analysis — [DFAH] Evaluation of illustration and photography for publication and for motion imagery. Values, language, philosophy, style and standards based on artistic vision, audience expectations, and distribution constraints.

441-3 Multimedia Use in Mass Media — [DFAH] Study and production of media and contextual integration of audio, video, illustration, photography and text for a variety of distribution modes, settings and audience expectations. Prerequisite: 327 with a grade of C or better or consent of instructor.

447-3 Photojournalism — Reporting the news as a photojournalist. Stresses recognition, development and creation of news photographs and the skills of the photo editor. Provides experience in shooting, developing, printing, and editing photos, using digital technology. **Not for graduate credit.** Prerequisite: 342 with a grade of C or better.

449-3 Media Psychology — [DFAH]: Media's short-term and long-term psychological effects; socialization of children and adults; persuasion and social perception in politics, health communication and consumer behavior. Prerequisite: senior standing or consent of instructor.

451-3 Research Methods in Mass Media — [DFAH]

Examination of traditional and emerging concepts of research. Extensive use of research instruments, evaluation and special applications to mass media. Individual and group research projects required. Prerequisites: senior standing or consent of instructor.

452-3 New Media and Technology — [DFAH]

Technological changes in the mass media. New media forms, audience fragmentation, economic, regulatory, and social issues. Patterns of adoption and diffusion. Prerequisite: senior standing.

453-3 Transnational Media — [DFAH, II] Focus on media ownership, content flow, cultural values, political power, and technological impact in history industrialization, economics and current processes of globalization.

454-3 Documentary Media — [DFAH] Historical, cultural and artistic evolution of documentary film and video making; aesthetic developments (roots of documentary filmmaking, direct cinema, cinema verite, ethnography, TV documentaries, "Rocumentary.") Prerequisite: 204 with a grade of C or better.

471-3 Special Topics in Mass Media — [DFAH] Special and advanced topics in the mass media. Topics to be announced. May be repeated to a maximum of 6 hours provided no topic is repeated. **Not for graduate credit.**

475-3 Advanced Multimedia — Digital media production techniques for high-bandwidth applications such as 2D & 3D modeling and character animation, video compositing, and high-resolution image processing; advanced techniques for

designing other interactive multimedia systems. Prerequisites: 441 with a grade of C or better.

481-3 Internship/Senior Portfolio — Experience with professional media under the joint supervision of faculty and media professionals. Preparation and presentation of a senior portfolio for evaluation by faculty. **Not for graduate credit.** Prerequisite: Mass Communications major, senior standing and approval of instructor.

482-3 Internship — Experience with professional media under the joint supervision of faculty and media professionals. This course may not be used to satisfy Mass Communication elective requirements. **Not for graduate credit.** Prerequisites: 481 or concurrent enrollment, Mass Communications major, senior standing and approval of instructor.

491-3 Advanced Practices — Advanced work in areas which student has completed all formal course work. Included are studies in news, advertising, writing, announcing, production-direction. May be repeated to a maximum of 6 hours. Prerequisite: consent of instructor.

495-1 to 4 Readings in Mass Media — Selected readings in depth with member of faculty. Contemporary books and periodicals. May be repeated to a maximum of 4 hours. Prerequisites: senior standing and consent of instructor.

499-1 to 3 Independent Study — Special projects, research, and independent study under guidance of faculty supervisor. **Not for graduate credit.**

Mathematics (MATH)

106-3 Deductive Reasoning and Problem Solving — [SKLG] Theory and practice of reasoning, formal logic, elements of scientific method. Graduation credit may earned for MATH 106 or PHIL 106 but not for both. Prerequisite: two years of high school mathematics.

111-3 Mathematics for Life — [INSM] Focuses on mathematical reasoning and real-life problems. Including: management science, coding, social choice and decision making, size and shape, and modeling.

112a,b-3 each Mathematics for Elementary Teaching — These courses are designed to meet state certification standards for elementary teachers. a) [INSM] Number Sense and Algebra; b) [DNSM] Probability, Statistics, and Geometry.

120-3 College Algebra — [INSM or DNSM] Cartesian coordinates, graphing, lines, parabolas, functions, inverses, roots of polynomials, rational functions and inequalities, linear systems, matrices, and determinants. Prerequisites: 1 year of high school algebra or 095 or equivalent with grades of C or better; and one year of high school geometry or 085 with grades of C or better.

125-3 Pre-Calculus Mathematics with Trigonometry — [INSM or DNSM] Exponential and logarithmic functions and their applications, inverse trigonometric functions, trigonometric identities and equations, laws of sines and cosines, binomial theorem, and introduction to partial fractions. Prerequisites: satisfactory placement score or 120 with a C or better.

150-5 Calculus I — [INSM or DNSM] [IAI No. M1 900-1] Fundamental concepts of calculus: limits, continuity, derivatives. Mean Value Theorem, applications. Integrals, Fundamental Theorem of Calculus, integration techniques, applications. Prerequisites: 125 with grade of C or higher or satisfactory placement test score.

152-5 Calculus II — [DNSM] [IAI No. M1 900-2] Applications of integration, techniques of integration, improper integrals, polar coordinates, infinite sequences and series, Taylor's Theorem. Prerequisite: 150 with a grade of C or better.

160-5 Honors Calculus I — [DNSM] Rigorous introduction to the concepts of calculus: limits, continuity, derivatives, applications, and integration. Math 160 may be used in place of Math 150. Prerequisites: 7 semesters of high school mathematics or 125, and consent of the chair of the Department of Mathematics and Statistics.

162-5 Honors Calculus II — [DNSM] Rigorous study of concepts of calculus: techniques of integration, applications, infinite series, Taylor's theorem, improper integrals. Math 162 may be used in place of Math 152. Prerequisite: grade of C or better in 160 or consent of the chair of the department.

223-3 Logic and Mathematical Reasoning — Concepts and techniques essential to advanced mathematics: logic, methods of proof, sets, relations, induction, functions, cardinality, combinatorics and graph theory. Prerequisite: 150 with grade of C or better (2 lecture hours plus 2-hour lab).

224-3 Discrete Mathematics — [DNSM] Mathematical concepts and techniques essential to computer science: logic, sets, algorithms, methods of proof, induction and recursion, simple counting techniques, graph theory. Does not count toward a major in mathematics. Prerequisite: CS 140 or 141 with grade of C or better.

250-4 Calculus III — [DNSM] [IAI No. M1 900-3] Vectors, dot and cross products, lines and planes in space, vector-valued functions. Partial derivatives, gradient, extrema, multiple integrals. Theorems of Green, Stokes, and Gauss. Prerequisite: 152 with grade of C or better.

300-3 History of Mathematics from Antiquity to Descartes — [DNSM] The development of mathematics from antiquity through the development of analytic geometry. Prerequisite: 125 with grade of C or better.

305-3 Differential Equations I — [DNSM] First order ordinary differential equations, linear ordinary differential equations of higher order, systems of first order linear equations, applications. Prerequisites: 250 and PHYS 211a with grades of C or better.

310-3 Teaching of Middle School Mathematics — Constructing instructional objectives; formulating, utilizing and evaluating strategies for teaching mathematical concepts and skills; diagnosis and remediation of students' learning difficulties. Does not count toward a degree in mathematics. Prerequisites: 112a, 112b or consent of instructor.

311-3 Teaching of Secondary Mathematics — [DNSM] Constructing instructional objectives; formulating, utilizing and evaluating strategies for teaching mathematical concepts and skills; diagnosis and remediation of students' learning difficulties. Does not count toward non-teaching degree or minor in mathematics. Prerequisites: completion of mathematics core.

315-3 Number Theory — [DNSM] Divisibility, primes, numerical functions, congruences, introduction to coding theory, continued fractions, rational approximations. Prerequisite: 125 with grade of C or better.

320-3 Introduction to Algebraic Structures — [DNSM] Introduction to group theory. Groups, subgroups, cyclical groups, cosets and Lagrange's theorem, homomorphisms, factor groups. Prerequisite: 223 with grade of C or better.

321-3 Linear Algebra I — [DNSM] Systems of linear equations matrices and determinants; Vector spaces and linear transformations. Eigenvalues, eigenvectors, diagonalization of a symmetric matrix. Prerequisites: 152 with grade of C or better.

340-3 Theory of Interest — [DNSM] Measures of interest, annuities, yield rates, amortization schedules and sinking funds, economic rationale for interest, stochastic approaches to interest. Prerequisite: 152 with grade of C or better.

350-3 Introduction to Analysis — [DNSM] Logic, set theory, real numbers. Topology on the real line. Cardinality. Sequences and series of real numbers; limits and continuity; sequences and series of functions. Prerequisites: 223 and 250 with grades of C or better.

355-5 Engineering Mathematics — [D NSM] Linear Algebra: Gaussian elimination, linear independence, vector spaces, eigenvalues; Discrete Mathematics: combinations, graph theory; and Complex Analysis: differentiation, integration, series. Prerequisite: 305 with grade of C or better.

400-3 Development of Modern Mathematics — [DNSM] The development of mathematics since the discovery of calculus. Prerequisites: 152 and 223 with grades of C or better.

416a-i-1-3 each **Mathematics Topics for Teachers** — (a) Analysis; (b) Algebra; (c) Number theory; (d) Probability and statistics; (e) Mathematical concepts; (f) Geometry; (g) History of mathematics; (h) Applied mathematics; (i) Logic and foundations. May be repeated to a maximum of 3 hours so long as no topic is repeated. May not count toward a concentration or minor in mathematics. Prerequisite: consent of instructor.

420-3 Abstract Algebra — [DNSM] Basic algebraic structures and properties. Groups: subgroups, normality and quotients, isomorphism theorems, special groups. Rings: ideals, quotient rings, special rings. Fields: extensions, finite fields, geometric constructions. Prerequisite: 320 with grade of C or better or consent of instructor.

421-3 Linear Algebra II — [DNSM] Advanced study of vector spaces: Cayley-Hamilton Theorem, minimal and characteristic polynomials, eigenspaces, canonical forms, Lagrange-Sylvester Theorem, applications. Prerequisites: 223, 250, 321 with grades of C or better or consent of instructor.

423-3 Combinatorics and Graph Theory — [DNSM] Methods of solving problems which are discrete in nature. Counting, combinatorial reasoning and modeling, generating functions, recurrence relations. Graphs: definitions, examples, basic properties, applications, algorithms. Prerequisites: 223 with grade of C or better, some knowledge of programming is recommended.

435-3 Foundations for Euclidean and Non-Euclidean Geometry — [DNSM] Points, lines, planes, space, separations, congruence, parallelism and similarity, non-Euclidean geometries, independence of the parallel axiom. Riemannian and Bolyai-Lobachevskian geometries. Prerequisites: 250, 321, and either 320 or 350 with grades of C or better, or consent of instructor.

437-3 Differential Geometry — [DNSM] Curves and surfaces in Euclidean 3-space from the perspective of classical differential geometry. Topics include: Frenet frames, fundamental surface forms, geodesics, and the Gauss-Bonnet theorem. Prerequisite: 250, 321 with grades of C or better.

450-3 Real Analysis I — [DNSM] Differentiation and Riemann integration of functions of one variable. Taylor series. Improper integrals. Lebesgue measure and integration. Prerequisite: 350 with grade of C or better.

451-3 Introduction to Complex Analysis — [DNSM] Analytic functions, Cauchy-Riemann equations, harmonic functions, elements of conformal mapping, line integrals, Cauchy-Goursat theorem, Cauchy integral formula, power series, the residue theorem and applications. Prerequisites: 250, 350 with grades of C or better.

462-3 Engineering Numerical Analysis — [DNSM] Polynomial interpolation and approximations, numerical integration, differentiation, direct and iterative methods for linear systems. Introduction to numerical solutions for ODEs and PDEs. Matlab programming required. **Not for Math majors.** Prerequisite:

MATH 250, 305, CS 140 or 141 with grades of C or better or consent of instructor.

464-3 Partial Differential Equations — [DNSM] Partial differential equations; Fourier series and integrals; wave equation; heat equation; Laplace equation; Sturm-Liouville theory. Prerequisites: 250, 305 and 321 with grades of C or better.

465-3 Numerical Analysis — [DNSM] Error analysis, solution of nonlinear equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, solution of linear systems of equations. Prerequisites: 250, 305; CS 140 or 141 with grades of C or better.

466-3 Numerical Linear Algebra with Applications — [DNSM] Direct and iterative methods for linear systems, approximation of eigenvalues, solution of nonlinear systems, numerical solution of ODE and PDE boundary value problems, function approximation. Prerequisites: 250, 305, 321, CS 140 or 141 with grades of C or better.

495a-g, 1-3 each **Independent Study** — [DNSM] Research and reading in specified area of interest. (a) Algebra; (b) Geometry; (c) Analysis; (d) Mathematics Education; (e) Logic and foundations; (f) Topology; (g) Numerical analysis. May be repeated to a maximum of 9 hours so long as no topic is repeated and not more than 3 hours are accumulated in a single segment nor more than 6 in one semester. Prerequisite: written consent of adviser and instructor.

498-2 Senior Seminar — Mathematical modeling. The writing and presenting of mathematical ideas. Preparation for senior project. Prerequisite: completion of the mathematics core.

499-2 Senior Project — Directed study toward completing the senior assignment. Student completes a written project and gives an oral presentation. Prerequisite: 498.

Mechanical Engineering (ME)

198-0 Mechanical Engineering Work Experience I — Supervised work experience with agency, firm, or organization that uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours.

199-0 Mechanical Engineering Cooperative Education I — Supervised work experience with agency, firm or organization that uses engineers. First work period of five-year academic/work experience program. Prerequisites: sophomore standing in mechanical engineering and consent of engineering co-op adviser.

244-4 Engineering Mechanics — (Same as CE 244). Static equilibrium conditions for external and internal force and moment systems. Dynamics of rigid-body planar motion. Prerequisite: PHYS 211a.

262-3 Dynamics — Differentiation and rotation of vector valued functions; dynamics of particles; Newton's laws, momentum and energy; relative motion; dynamics of rigid body plane motion. Prerequisite: CE 240.

298-0 Mechanical Engineering Work Experience II — Supervised work experience with agency, firm, or organization that uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: 198.

299-0 Mechanical Engineering Cooperative Education II — Supervised work experience with agency, firm or organization that uses engineers. Second work period of five-year academic/work experience program. Prerequisites: sophomore standing in mechanical engineering and consent of engineering co-op adviser.

310-3 Thermodynamics I — Classical thermodynamics: properties of pure substances, ideal gas law, work and heat, first and second laws, entropy, Rankine cycle. Prerequisite: junior standing in engineering.

312-3 Thermodynamics II — Some power and refrigeration cycles; mixtures and solutions; chemical reactions and chemical equilibrium; irreversibility and availability; thermodynamic relations. Prerequisite: 310.

315-3 Fluid Mechanics — (Same as CE 315) Basic principles of conservation of mass, momentum and energy in fluid systems; dimensional analysis, compressible and incompressible flow, boundary layers. Prerequisites: upper-division standing in mechanical or civil engineering, CE 242 or concurrent enrollment, or consent of instructor.

350-3 Mechanisms — Kinematic analysis and synthesis of four bar linkages, cams, gears and other mechanisms; D'Alembert principle, dynamic force analysis, balancing, gyroscopic effects. Prerequisite: 262, 354 or concurrent enrollment.

354-1 Numerical Simulation — Simulation software, numerical solution of algebraic and differential equations, simulation. Prerequisite: MATH 305 or concurrent enrollment.

356-3 Dynamic Systems Modeling — Laplace transformation; transfer functions. Modeling of dynamic systems involving mechanical, electrical, fluid and thermal components. State space description. Computer simulations. Frequency response and bode plot. Prerequisites: 262, 354 or concurrent enrollment, ECE 210.

356L-1 Dynamical Systems Lab — Experimental methods. Sensors and transducers. Instrumentation. Dynamic response. Signal processing. Prerequisite: 356 or concurrent enrollment.

370-3 Materials Engineering — Atomic, molecular and crystalline structures; effect of micro- and macrostructure on properties; equilibrium and non equilibrium multiphase systems; metallic, ceramic and polymeric materials. Prerequisite: 310 or concurrent enrollment, CE 242 or concurrent enrollment.

380-3 Design of Machine Elements — Stress and deformation; buckling; failure theories for static and fatigue loading; design of gears, shafts and other. Prerequisite: ME 354 or concurrent, CE 242.

380L-1 Stress Laboratory — Measurement of stress and strain. Stress concentration. Combined loading. Material strength and failure. Prerequisite: 380 or concurrent enrollment.

398-0 Mechanical Engineering Work Experience III — Supervised work experience with agency, firm, or organization which uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: 298.

399-0 Mechanical Engineering Cooperative Education III — Supervised work experience with agency, firm or organization which uses engineers. Third work period of five-year academic/work experience program. Prerequisites: junior standing in mechanical engineering and consent of engineering co-op adviser.

410-3 Heat Transfer — Steady and unsteady conduction, transient numerical method; principles of convection; empirical relations for forced-convection heat transfer, radiation heat transfer, heat exchangers. Design project. **Not for graduate credit.** Prerequisites: 310, 315.

410L-1 Thermal Science Laboratory — Applications of thermodynamics and fluid mechanics laws; pipe flow

measurements, Bernoulli experiment, wind tunnel measurements, refrigeration cycle; compressor and pump experiments; steam generator. **Not for graduate credit.** Prerequisite: 315, 410 or concurrent enrollment.

414-3 Gas Dynamics — Basic equations of compressible flow, isentropic flow of perfect gas; normal shock waves, oblique shock waves; flow with friction and heat loss, applications. Prerequisites: 310 and 315.

416-3 Thermal Science Design — Selected topics such as heat exchangers, steam generators, combustion and two phase flow systems considered for design projects. Application of design emphasized. **Not for graduate credit.** Prerequisite: 410.

418-3 Internal Combustion Engines — Thermodynamics of internal combustion engine cycles; gasoline and diesel engines; engine design considerations; engine heat release; fuel-air and combustion; valves and heat losses. Prerequisite: 410.

419-3 Gas Turbines — Quasi-one-dimensional compressible flow; ideal and non-ideal gas turbine cycles, gas turbines for power, turbojet, turbofan; component performance; engine off-design performance; engine design considerations. **Not for graduate credit.** Prerequisite: 312 and 315.

427-3 Knowledge-Based Systems — (Same as CE 427, ECE 427, and IME 427) Engineering-oriented perspective on artificial intelligence (AI) technology. General AI concepts and specifically knowledge-based (expert) systems applied to engineering problem-solving. Prerequisites: knowledge of one of the familiar computer programming languages (BASIC, C++, Fortran or Pascal) or consent of instructor.

438-3 to 6 Mechanical Engineering Project — Individual laboratory projects of research, design, or developmental nature to study principles of engineering systems or components. **Not for graduate credit.** Prerequisites: senior standing in mechanical engineering and consent of department chairperson.

450-3 Automatic Control — Modeling of dynamical systems, linearizations, stability and feedback control; Routh-Hurwitz Criteria, time domain and frequency domain response, Root Locus, feedback compensator design. Prerequisites: 356.

452-3 Vibrations — (Same as CE 452) Vibration of single and multi-degree of freedom systems; natural frequencies and natural modes; vibration isolation. Structural response to ground excitation. Prerequisites: 262, CE 242, MATH 305.

454-3 Robotics Dynamics and Control — (Same as ECE 467) Robotics, robot kinematics and inverse kinematics, trajectory planning, differential motion and virtual work principle, dynamics and control. Prerequisites: consent of instructor.

458-3 Mechatronics — Dynamic response; fundamentals of electronic and logic circuits; sensors and instrumentation for strains, movements and fluid flow; actuators and power transmission devices; feedback control. Approved for graduate credit. Prerequisites: ME 262, ME 310, ECE 210.

460-3 Non-Destructive Evaluation Methods — (C/L with CE 461) Non-destructive evaluation methods for engineering materials. Ultrasonic inspection for defect detection and weld inspection. In addition, methods of dye penetration, acoustic emissions and eddy currents are studied.

466-3 Digital Control — (Same as ECE 466) Topics include finite difference equations, z-transforms and state variable representation, analysis and synthesis of linear sampled-data control systems using classical and modern control theory. Prerequisite: ME 450 or ECE 365.

470-3 Stress Analysis and Design — (Same as CE 470). Three dimensional torsion and bending; stress and strain

transformations; yield criteria and plasticity theory; finite element method; case studies and engineering design. Prerequisites: 370 or equivalent; CE 242.

472-3 Engineering Fracture Mechanics — Mechanisms of fracture and crack growth; the elastic and plastic crack-tip stress fields; case studies and design analysis. **Not for graduate credit.** Prerequisites: 370, CE 242.

474-3 Mechanics of Composite Materials — Micro- and macro-mechanical behaviors of lamina; micro- and macro-mechanical behaviors of laminate, laminated plates; case studies and design. **Not for graduate credit.** Prerequisite: 370, CE 242.

482-2 Mechanical Engineering Design I— Problem solving methodology used in design, analysis and synthesis of mechanical and thermal systems; exploring, selecting, documenting, writing and presenting a project proposal. **Not for graduate credit.** Prerequisite: 380 and 350 or concurrent enrollment.

484-2 Mechanical Engineering Design II—Application of engineering principles and sciences to the design of mechanical systems or processes; production of working prototypes or simulated models; writing and presenting final project reports. **Not for graduate credit.** Prerequisite: 482.

492-1 to 6 Topics in Mechanical Engineering — Selected topics of special interest in mechanical engineering. May be repeated to a maximum of 6 hours so long as no topic is repeated. **Not for graduate credit.** Prerequisites: senior standing in mechanical engineering and consent of department chair.

Military Science (MSC)

101-2 Introduction to Military Science — Issues and competencies central to a commissioned officer's responsibilities. Establish a framework for understanding officership, leadership, and Army values.

102-2 Introduction to Military Operations — Study of the modern battlefield and its relationship to leadership, team building, and stress management. Individual communication skills and group dynamics are stressed.

122-2 Survivor Training — Students learn survival and leadership skills to include: Locate food/water, make shelter, conduct land navigation, climate adjustment, first aid, rappelling, and water survival.

201-3 Applied Military Skills — Detailed instruction and practical exercises in leadership, team building, problem solving, planning, organizing and decision-making. Practice map reading and use of compasses. Prerequisites: 101, 102, or prior service and instructor approval.

202-3 Small Business Unit Leadership — Basic background in first aid and individual field movement skills. Instruction in use of analytical aids in planning, organizing, and controlling a changing environment. Prerequisites: 101, 102, 201 or prior service and instructor approval.

222-3 The Art of War — History and evolution of warfare from the Ancient Greeks to contemporary warfare. Key military leaders and campaigns will be analyzed.

301-3 Advanced Leadership and Management — Review of skills, techniques and concepts required by the small-unit combat leader: troop leading procedures, land navigation skills, tactical organization, communications skills, and offensive tactics. Prerequisites: 101, 102, 201, 202 or prior service and instructor approval.

302-3 Small-Unit Tactics — Review of skills, techniques, and concepts required by the small-unit combat leader: troop-leading procedures, fire-control skills, communications skills, tactical analysis, and offensive tactics. Prerequisites: 101, 102, 201, 202, 301 or prior service and instructor approval.

401-3 Leadership and Management — Army operations, training management, communications, leadership skills, staff organization and coordination, as well as counseling skills. Explores practical aspects of military law. **Not for graduate credit.** Prerequisites: 301, 302 and instructor approval.

402-3 Officership — Development of interpersonal skills required for effective management with particular emphasis on the military environment. Reviews various roles of the newly commissioned Army officer. **Not for graduate credit.** Prerequisites: 301, 302, 401 and instructor approval.

Music (MUS)

100 -Non-Credit Convocation — Exposure to a wide variety of musical repertory as performed by students from the Department of Music.

111-3 Introduction to Music History/Literature — [IFAH] [IAI No. F1 900] Elements of music. Important composers, periods, styles and forms of music.

112a,b-1 each Class Applied Woodwinds — Introductory methods for teaching these instruments in elementary and secondary schools. (a) saxophone, clarinet; (b) flute, oboe, bassoon.

113-1 Class Applied Brass — Introductory methods for teaching these instruments in elementary and secondary schools.

114-1 Class Applied Percussion — Introductory methods for teaching these instruments in elementary and secondary schools.

115a,b-1 each Class Applied Voice — [DFAH] Training in singing, diction, and teaching voice students. Introductory. Must be taken in sequence.

116a,b-1 each Class Applied Strings — Introductory techniques and methods for teaching these instruments in elementary and secondary schools. (a) Violin, viola; (b) cello, bass.

121a,b-1 each Class Applied Piano — Practical instruction for passing proficiency examination in piano which is required for all music concentrations. Must be taken in sequence.

124-3 Foundations of Music — [DFAH] Overview of the principles and procedures applicable to reading, writing, and perception of music including, rhythm, pitch, notation, scales, keys, intervals, chord structures; symbols and performance terms with reference to application to musical form and design.

125a,b-4 each Theory of Music — [DFAH] Fundamentals of music through sight singing, dictation, written and keyboard harmony. Must be taken in sequence. Prerequisite: piano proficiency or concurrent enrollment in 121.

139a,b-2 each Diction for Singers — Knowledge of diction through use of the International Phonetic Alphabet and its application to song literature. (a) English, Italian, German; (b) German and French. Must be taken in sequence. Prerequisite: admission to 140q, permission of instructor required.

140, 240, 340, 440a-x – 2 or 4 each Private Applied Music — Offered at five levels in areas listed. Credit is given at 2 or 4 hours at each level. Partial junior recital required of performance majors. Full senior recital required for

performance majors and partial senior recital required for music education majors. Consult with adviser for details of credit requirements. May be repeated for two semesters at each level. Students with concentration in Performance usually take 4 hours. Concentrations in Music Education and all secondary concentrations usually take 2 hours. Performance class required. Concurrent enrollment in major ensemble required. Prerequisites: for 140, music concentration or secondary concentration or consent of music faculty; for higher levels, 2 semesters at previous level on same instrument or permit required. a) Violin, b) Viola, c) Cello, d) String Bass, e) Flute, f) Oboe, g) Clarinet, h) Bassoon, i) Saxophone, j) Percussion, k) Piano, l) Horn, m) Trumpet, n) Trombone, o) Tuba, p) Baritone, q) Voice, r) Organ, s) Harpsichord, t) Harp, u) Guitar, w) Conducting, x) Accompanying.

141, 241, 341, 441d-u – 2 or 4 each **Private Jazz** — Individual instruction in performance of various jazz styles. Offered at four levels in areas listed. Credit is given at 2 or 4 hours at each level. Consult with adviser for details of credit requirements. May be repeated for two semesters at each level. Students with concentration in performance usually take 4 hours. Concentrations in music education and all secondary concentrations usually take 2 hours. Prerequisites: for 141, permission required; for higher levels, two semesters at previous level on same instrument. d) Bass, i) Saxophone, j) Percussion, k) Piano m) Trumpet, n) Trombone, q) Voice, u) Guitar.

144-1 **Treble Chorus** — Treble chorus music suitable for chamber choir and large chorus. (They often collaborate with other university choral organizations.) May be repeated. Open to all students..

165a,b -1 each **Piano Practicum** — Keyboard harmony, sight reading, transposition, improvisation, technique, ensemble skills. Must be taken in sequence. Required for all keyboard majors.

212a,b -2 each **Applied Composition** — Original composition. Theory/Composition majors must earn a grade of B or better. Prerequisite: 125b with a grade of B or better or permit required.

221a,b -1 each **Class Applied Piano** — Practical instruction for passing piano proficiency required of all music concentrations. Must be taken in sequence. Prerequisite: 121b or instructor permission.

222-1 **University Band** — Wind/Percussion ensemble. No audition required. May be repeated up to 8 hours.

225a,b -4 each **Theory of Music** — [DFAH] Advanced harmonic techniques, modulation, altered chords, chromatic harmony, counterpoint, introduction to contemporary harmonic principles. Must be taken in sequence. Prerequisites: a) 111, 125b; b) 225a.

227-2 **Introduction to Composition** — Introduction to materials and methods of composition, including notation, melody, harmony, rhythm, philosophy, and style. Weekly composition studio class required. Prerequisite: 225a with grade of B or better, or instructor permission.

230-1 **Beginning Improvisation** — Theory and techniques, functional harmony, melodic form, special scales, tune studies, ear training, development of style. Repeatable to 4 hours. Prerequisite: Instructor permission required.

231-2 **Jazz Keyboard Theory** — Jazz Keyboard theory is designed for (but not limited to) Jazz Performance majors as a jazz theory course using piano keyboard and computer as the facilitator..

233-1 **Guitar Ensemble** — May be repeated. Prerequisite: Instructor permission required.

240a-x – 2 or 4 **Private Applied Music** — See 140.

241d-u – 2 or 4 **Private Jazz** — See 141.

244-1 **Community Choral Society** — Performs literature from all eras. Emphasis on oratorio repertoire. Open to all students. May be repeated.

300-3 **Music in the Elementary Classroom** — [DFAH] Music methods for the elementary classroom teacher. Not for music education major: (see 301a).

301a-c -2 each **Music Education Methods – Elementary, Secondary (Vocal), Secondary (Instrumental)** — Teaching music: (a) Elementary. (b) Secondary-Vocal and General; (c) Secondary- Instrumental. For music concentration only. Must be taken in sequence. Prerequisite: 112a/b, 115a/b, 116a/b, 221a/b, 318a/b, 225b and CI 200.

305-3 **Non-Western Music** — [DFAH] Basic elements of music and perceptive listening as they relate to non-Western music. Examines the music culture of several non-Western societies.

309a,b -3 each **Orchestration** — [DFAH] Writing for orchestral instruments. Must be taken in sequence. Prerequisite: 225b or instructor permission.

312a,b -3 each **Composition** — [DFAH] Original composition. Prerequisite: 225 or instructor permission.

318a,b -2 each **Conducting** — (a) General fundamental conducting patterns, conducting experience, musical terminology; (b) choral and instrumental conducting experience; rehearsal techniques; analysis of literature; suitable for all levels of ability. Must be taken in sequence. Prerequisite: 225b, 318a.

322-1 **Wind Symphony** — May be repeated up to 8 hours. Prerequisite: by audition with instructor.

326a,b -3 each **Analysis** — [DFAH] Important musical forms and styles. Must be taken in sequence. Prerequisite: 225b.

330-1 **Intermediate Improvisation** — [DFAH] Theory and techniques, functional harmony, melodic form, special scales, tune studies, ear training, development of style. Repeatable to 6 hours. Prerequisite: Instructor permission required.

331-2 **Jazz Keyboard Theory** — [DFAH] Course is designed for (but not limited to) Jazz Performance majors as a jazz theory course using the piano keyboard and computer as the facilitator. Prerequisite: 231b or instructor permission.

333-1 **Jazz Combo** — Small Jazz ensemble performance experiences which stress improvisation. Jazz styles ranging from swing to contemporary jazz/rock fusion. Difficulty levels vary according to the abilities of students. May be repeated. Prerequisite: by audition with instructor.

337-2 **Evolution of Jazz Styles** — For music majors. Historical research and analysis of particular styles of jazz innovators.

338-3 **Jazz** — [DFAH] Jazz forms and styles: development, illustrations, performance.

340a-x – 2 or 4 **Private Applied Music** — See 140.

341d-u – 2 or 4 **Private Jazz** — See 141.

342-1 **Musical Theater Ensemble** — Participation in a musical theater production under the auspices of the theater and/or music departments. May be repeated. Prerequisite: admission by audition with instructor.

355a-d -1 each **Chamber Music Ensembles** — (a) Brass; (b) Woodwinds; (c) Strings; (d) Percussion. May be taken in any sequence. Any part may be repeated for 8 semesters. Prerequisite: permission of instructor.

357a,b -3 each **History of Western Music** — [DFAH] (a) [IAI No. F1 901] Antiquity through early classic period (b) [IAI No. F1 902]

classic period to the present. Must be taken in sequence. Prerequisites: a)111 and 225b or permission of instructor, b) 357a.

365-1 **Piano Ensemble** — Vocal and instrumental accompanying, chamber music ensembles and duo-piano literature. May be repeated for credit at discretion of instructor. Prerequisite: consent of instructor.

377-1 **University Symphony Orchestra** — May be repeated. Prerequisite: by audition with instructor.

395a,b -3 each **Music Business** — [DFAH] Survey of Music Industry through study of music publishing, copyright, licensing, artist management, record production and merchandising, concert promotion, arts administration, advertising and music in retail.

401-2 **Psycho-Physiology of Music** — Human capacities, their relationship to musical potentials and development. Acoustical foundations of music. Prerequisite: instructor permission required.

409a,b -2 each **Jazz Arranging** — Basic skills of arranging for combo; big band; studio orchestra. Writing project required for each course section. **Not for graduate credit.** Prerequisites: 225b, 231b, or instructor permission.

411a-e -2 each **Music Literature** — (a) Symphonic; (b) Choral; (c) Chamber; (d) Opera; (e) Special Areas. Study of period, composer, style or medium. May be repeated so long as topic is different. Prerequisite: 225b or instructor permission.

412a,b -3 each **Composition** — [DFAH] Original composition. Must be taken in sequence. Prerequisite 312b or instructor permission.

413a,b -2 each **Piano Literature** — (a) Baroque to early Romantic; (b) Romantic and Contemporary. Prerequisite: 357b or instructor permission.

415-2 **Class Applied Voice** — Singing, diction, and voice pedagogy for music majors with minimal vocal experience.

420-1 **Music Education Practicum** — Shop laboratory course. Selection adjustments, maintenance, and repair of musical instruments.

426a-2 **Advanced Music Theory: Music since 1900** — This music theory course will focus on understanding and analyzing music of the modern (post-tonal) era. Learning will involve written, aural and compositional experiences.

430-1 **Advanced Improvisation** — Variety of jazz structures. Real-time composition and analysis. Students should know principles of note selection, time-feel, phrasing and articulation as developed in 330. Repeatable to 6 hours. **Not for graduate credit.** Prerequisite: 225b and 330b or equivalent.

433-1 **Concert Jazz Band** — May be repeated up to 8 hours. **Not for graduate credit.** Prerequisite: by audition.

436-2 **Jazz Education** — Teaching jazz at elementary, secondary, and college levels, both group and individual instruction. Prerequisite: 225b or permit required.

439-2 **Recording Techniques** — Technical Understanding Of Equipment Used In Basic Digital Recording Studios: microphones; equalization; mixing. Hard disk recording and 24 track recording formats. Prerequisite: consent of instructor.

440a-x -2 or 4 **Private Applied Music** — See 140. Prerequisite: 225b.

441d-u -2 or 4 **Private Jazz** — see 141

442a,b -3 each **Counterpoint** — [DFAH] (a) Sixteenth and Eighteenth century; (b) Modern contrapuntal techniques. Prerequisite: 225b or permit required.

444-1 **Concert Choir** — Emphasis on unaccompanied literature and larger choral works. Touring choir. May be repeated. **Not for graduate credit.** Prerequisite: by audition .

460a,b-2 each **Opera Workshop** — Skills, techniques, and literature used in performance and production of operatic scenes, operas, operettas. May be repeated for a maximum of 4 hours. Prerequisite: permit required.

461a,b-3 each **Piano Teaching Techniques and Materials** — [DFAH] (a) Methods; (b) Materials. Problems of private studio teaching and college level teaching. Must be taken in sequence. Prerequisite: (b) 340k or permit required.

465-2 **Development and Teaching of Strings** — String education in Elementary and Secondary schools. Techniques of heterogeneous and homogeneous string teaching. Resource aids. May be repeated to a maximum of 8 hours. Prerequisite: consent of instructor.

466-1 **Madrigal Singers** — Emphasis on Renaissance Literature. Touring choir. May be repeated to a maximum of 4 hours. **Not for graduate credit.** Prerequisite: by audition.

472 a,b-3 each **Arranging** — (a) Instrumental; (b) Choral. Basic skills of arranging for large ensembles. Writing project required. May be repeated so long as topic is different. Prerequisite: 309a with a grade of B or better, or permit required.

481-1 to 3 **Readings in Music Theory** — May be repeated to 6 credits. Prerequisite: permit required.

482-1 to 3 **Readings In Music History/Literature** — May be repeated to 6 credits. Prerequisite: permit required.

483-1 to 3 **Readings in Music Education** — May be repeated to 6 credits. Prerequisite: permit required.

485-2 **Piano Technology for the Pianist** — A hands on look at the acoustics and mechanics of the piano, including regulation, tuning, maintenance, and purchasing. **Not for graduate credit.** Prerequisite: MUS 225a,b or permission of instructor.

487-2 **Computer Music Workshop for Teachers** — Designed for in-service teachers of music wishing to explore hardware and software currently available for use in schools. A hands-on, project-oriented approach is utilized. Limited enrollment. Prerequisite: permit required.

495-12 **Supervised Internship in Music Merchandising** — Involves at least 15 weeks (10 weeks for summer internships) of full-time (minimum 4-5 hours per day) work experience with music industry under supervision of faculty and/or person in music industry. **Not for graduate credit.** Prerequisite: 395(6).

499-1 to 3 **Independent Study** — Independent research under the supervision of a faculty specialist. May be repeated to 6 credits. Prerequisite: permit required.

Nursing (NURS)

112-2 **Empowering the Nursing Student** — Elective introduction to nursing profession and university community. Encourages a sense of empowerment among students by developing their abilities to actively take charge of collegiate experiences. Prerequisite: academic advisement in School of Nursing.

199-0 **Nursing Cooperative Education Internship** — Supervised work activity with hospitals, agencies, or organizations providing a learning environment for nursing students. Students will receive a grade of pass or no credit.

230-2 **Introduction to Terminology, Inquiry and Writing in Nursing** — Practical application of Internet and library

resources, electronic search methods, APA format, medical terminology and professional writing for health care disciplines. Prerequisites: ENG 101 and 102; consent of instructor.

233-3 Professionalism in Nursing — Socialization into the role of the professional nurse within the current health care system with introduction to the nursing curricular framework and portfolio. Prerequisite: admission to the School of Nursing

234-3 Human Development Across the Lifespan — Study of human growth and development and variations from conception to old age. Includes development of physiological, psychological, sociocultural, moral, ethical and spiritual systems. Prerequisites: PSYC 111 or consent of instructor for non-majors.

235-3 Professional and Inquiry in Nursing — Integration into the role of the professional nurse within the current health care system with introduction to the nursing curricular framework, portfolio, medical terminology and professional writing. Prerequisites: admission to the School of Nursing; placement in curriculum — accelerated option only; first semester of AB program.

240-4 Pathophysiology — Applies major concepts from sciences and humanities to explain health alterations in individuals of all ages. Organized according to Gordon's functional health pattern categories. Prerequisites: BIOL 240 a,b and BIOL 250; CHEM 120a,b/124a,b or CHEM 120n/124n or equivalents; admission to the School of Nursing or consent of instructor.

241-4 Pharmacology and Nutrition — Principles of pharmacology and nutrition. Emphasizes nursing responsibilities related to pharmacologic and non-pharmacologic therapies, and nutrition for health promotion. Prerequisites: BIOL 240 a,b and BIOL 250; CHEM 120a,b/124a,b or 120n/124n or equivalents; admission to School of Nursing or consent of the instructor; concurrent enrollment in 242.

242-1 Pharmacology and Nutrition Laboratory — Nursing application of principles and processes of pharmacological and nutritional interventions. Prerequisites: admission to School of Nursing; concurrent enrollment in 241 or consent of instructor.

243-3 Foundations of Professional Practice — Foundational concepts used in nursing practice as organized by Gordon's functional health patterns. Teaching/learning principles and communication skills for health promotion. Prerequisites: admission to School of Nursing; completion of 230, 233 and 234; concurrent enrollment in 244 and 245 or consent of instructor.

244-3 Health and Physical Assessment — Use of Grondon's Functional Health Patterns to perform health assessment of individuals with emphasis on young and middle-aged adults. Introduces therapeutic communication. Prerequisite: admission to School of Nursing; 230, 233, and 234 with grade of C or better; concurrent enrollment in 244 and 245 or consent of instructor.

245-2 Foundations and Physical Assessment Laboratory — Practice and performance of fundamental nursing skills and health assessment in a simulated setting. Prerequisites: School of Nursing admission, 230, 233, 234 with grade of C or better; concurrent 243 and 244; consent of instructor.

299-0 Nursing Cooperative Education Internship — Supervised work activity with hospitals, agencies, or organizations providing a learning environment for nursing students. Students will receive a grade of pass or no credit.

308-1 to 8 Special Topics in Nursing — Selected topics of special interest, such as complex physiologic/ psychological

concepts, transcultural nursing, nursing history, policy formation, legal aspects of nursing practice, gerontological nursing. Prerequisites: completion of Semester 5 nursing courses.

323-3 Concepts and Processes of Professional Nursing (RN to BS only) — Focuses on curricular framework of the School of Nursing and theories and concepts integrated throughout the curriculum, including health promotion, role development, knowledge development and teaching and learning. Prerequisites: a bridge course for registered nurses only; admission to the School of Nursing; completion of introductory General Education courses and School of Nursing prerequisites; or consent of instructor.

335-3 Health Assessment (RN to BS only) — Collection and use of holistic health assessment data within a chosen nursing framework to facilitate planning for health promotion. Prerequisites: a bridge course for registered nurses only; admission to the School of Nursing; completion of introductory General Education courses and School of Nursing prerequisites; or consent of instructor.

352-5 Nursing Care of the Young and Middle Aged Adult — Nursing management of responses to actual and potential health problems that typically occur during the young and middle-adult years of life. Prerequisites: completion of 240, 241, 242, 243, 244 and 245 with grades of C or better.

353-5 Care of the Older Age Adult — Focuses on the nursing management of human responses to actual and potential health problems that typically occur in older adults. Prerequisites: 240, 241, 242, 243, 244, and 245 with grades of C or better.

354-5 Care of Women and Childbearing Families — Nursing management of human responses to common actual and potential health problems of women and childbearing families. Prerequisites: completion of 240, 241, 242, 243, 244 and 245 with grades of C or better.

355-5 Care of Children and Adolescents — Nursing management of human responses to actual and potential health problems that typically occur during childhood and adolescence. Prerequisites: completion of 240, 241, 242, 243, 244 and 245 with grades of C or better.

399-0 Nursing Cooperative Education Internship — Supervised work activity with hospitals, agencies, or organizations providing a learning environment for nursing students. Students will receive a grade of pass or no credit.

472-3 Nursing Research — Emphasis on research process and interpretation of findings for use as a knowledgeable consumer in developing evidence based professional nursing practice. Prerequisites: 352, 353, 354, 355 with grades of C or better. or consent of instructor.

474-5 Care of Persons with Mental Health Needs — Nursing management of the person with actual or potential mental health needs. Not for registered nurses. **Not for graduate credit.** Prerequisites: 352, 353, 354 and 355 with grades of C or better, or consent of instructor.

475-5 Care of Populations — Nursing management of the populations' response to actual and potential health problems. **Not for graduate credit.** Prerequisites: 352, 353, 354 and 355 with grades of C or better, or consent of instructor.

476-5 Care of Persons with Complex Needs — Nursing care of the individuals of all ages with complex health problems that involve the acute and chronic aspects of functional health problems. Not for Registered Nurses. **Not for graduate credit.** Prerequisites: 352, 353, 354 and 355 with grades of C or better, or consent of instructor.

479-1 **Senior Assignment I** — Synthesizing the portfolio experience and integrating the best aspects of the baccalaureate experience. Prerequisite: completion of required courses at sophomore and junior level with grades of C or better.

480-4 **Professional Nursing Leadership** — A course focused on the role of nurse leaders in change processes, quality assurance, and policy development using evidence-based frameworks. Prerequisites: 230, 240, 323, 335, 472, 475 with grades of C or better.

481-3 **Nursing Leadership and Management** — Role of the nurse as a leader and manager of nursing resources. Includes topics related to professional development. **Not for graduate credit.** Prerequisites: 472 with a grade of C or better and concurrent enrollment in 474, 475 or 476.

482-4 **Transition to Professional Practice Role** — Preceptored experiential course exploring the facets of practice as a professional nurse. Responsible for care provision of groups of people. **Not for graduate credit.** Prerequisites: 352, 353, 354, and 355 with grades of C or better or consent of instructor.

489-1 to 2 **Senior Assignment II** — Demonstrating the integration of experiences of baccalaureate and professional education through oral and written communication. **Not for graduate credit.** Prerequisite: NURS 479 with a grade of C or better.

490-8 **School Nurse Internship** — Focuses on application of nursing process to concepts of health promotion in school settings. Prepares registered nurses to qualify for Type 73 School Nurse Certification through Illinois State Board of Education. **Not for graduate credit.** Prerequisites: bachelor of science in nursing; completion of EPFR 315, SPE 400; completion of or concurrent enrollment in EPFR 320.

498-1 to 6 **Independent Study** — Guided study in nursing topics; organized to meet objectives of individuals or small groups of undergraduate students in a particular area of interest. **Not for graduate credit.** Total earned hours may not exceed 6. Prerequisite: consent of instructor.

Operations Research (OR)

440-3 **Operations Research: Deterministic Models** — (Same as IME 415) Linear programming, problem formulation, simplex algorithm, transportation and network problems, duality theory, sensitivity theory. Prerequisite: knowledge of FORTRAN, MATH 250 with a grade of C or better, or consent of instructor.

441-3 **Operations Research: Stochastic Models** — (Same as IME 461) Probabilistic models, elementary queuing theory with single or multiple server systems, use of queues in facility designs, elementary decision theory. Markov processes and decision-making. Prerequisite: STAT 380 or STAT 480a with grades of C or better.

442-3 **Operations Research: Simulation** — (Same as IME 468) Design of simulation models using a high-level simulation programming language. Applications in production, inventory, queuing, other models. Prerequisite: 441 or IME 365 with grades of C or better, FORTRAN programming skills.

495, 1-3 **Independent Study** — Research in subjects such as mathematical programming, dynamic programming, simulation, queuing, Markov processes and production topics. May be repeated to a maximum of 9 hours. Prerequisite: written consent of adviser and instructor.

Pharmaceutical Sciences (PHPS)

700-4 **Principles of Drug Action I** — Addresses the chemical and physical properties of drug action. Emphasis placed on absorption, distribution, metabolism and elimination of drugs, receptor theory, structure-activity relationships and toxicology. **Not for graduate credit.** Prerequisite: Open to Pharmacy students only or by consent of dept chair.

701-2 **Principles of Drug Action II** — Addresses the chemical and physical properties of drug action. Emphasis placed on drug action for the central nervous system, hormones, metabolic syndrome, microbial diseases and cancer. **Not for graduate credit.** Prerequisite: Open to pharmacy students only or by consent of department chair.

702-3 **Biochemical Principles of Pharmacy** — Addresses molecular biology basis for drug action and human diseases. Biochemical pathways, enzyme structure and regulation, and metabolism of nutrients and food constituents covered. Prerequisite: Open to Pharmacy students only or by consent of department chair.

703-2 **Molecular Biology and Pharmacogenomic Principles** — Addresses techniques of molecular biology and pharmacogenomic principles applied to human disease states. Emphasized pathological states where therapeutic drug intervention exists or might be developed. Prerequisite: Open to pharmacy students only or by consent of department chair.

704-2 **Biopharmaceutics and Drug Delivery I** — Addresses drug absorption process, Fickian mass transport concepts and mathematical models. Common dosage forms and delivery systems are also presented. **Not for graduate credit.** Prerequisite: Open to Pharmacy students only or by consent of department chair.

705-2 **Biopharmaceutics and Drug Delivery II** — Addresses drug product pre-formulation, formulation, and manufacture including influence on patient product performance. Physicochemical factors relevant to drug administration, problem solving, and patient counseling emphasized.

707-2 **Pharmacy Skills and Techniques** — Addresses the mathematical and kinesthetic skills necessary for pharmacy practice. Laboratory sessions provide an environment to practice compounding skills.

720-3 **Biopharmaceutics and Drug Delivery III** — Addresses the physicochemical & manufacturing factors affecting drug absorption, distribution, metabolism and elimination. The mathematical modeling for determining a patient's drug dosage regimen is covered. **Not for graduate credit.**

722-3 **Microbiology & Immunology** — A study of the microbiology of infectious diseases and principles of immunology. The pharmacology and therapeutics of immunologic disorders are also covered. **Not for graduate credit.**

745-2 **Pharmaceutical Biotechnology** — Survey of biotechnology therapeutics developed using modern biological approaches and review of basic science including mechanism of action at the biochemical level. Prerequisite: Open to Pharmacy students only.

Pharmacotherapeutics (PHPT)

724-5 **Integrated Pharmacotherapeutics: CV/Renal** — Addresses pathophysiology, pharmacology, medicinal chemistry, and therapeutics of the cardiovascular and renal systems. Designing, implementing, monitoring, evaluating and adjusting care plans emphasized. **Not for graduate credit.**

725-5 Integrated Pharmacotherapeutics III: Infectious Diseases — Addresses pathophysiology, pharmacology, medicinal chemistry, and therapeutics of infectious diseases. Designing, implementing, monitoring, evaluating and adjusting care plans emphasized. **Not for graduate credit.**

726-4 Integrated Pharmacotherapeutics: Endocrine/Metabolic/Nutrition — Addresses pathophysiology, pharmacology, medicinal chemistry, and therapeutics of the endocrine and metabolic systems and nutrition. Designing, implementing, monitoring, evaluating and adjusting care plans emphasized. **Not for graduate credit.**

727-4 Integrated Pharmacotherapeutics: GI/Rheumatology/Pulmonary — Addresses pathophysiology, pharmacology, medicinal chemistry, and therapeutics of the gastrointestinal, pulmonary and musculoskeletal systems. Designing, implementing, monitoring, evaluating and adjusting care plans emphasized. **Not for graduate credit.**

740-4 Integrated Pharmacotherapeutics: Psychiatry and Neurology — Addresses pathophysiology, pharmacology, medicinal chemistry, and therapeutics of psychiatric and neurological disorders. Designing, implementing, monitoring, evaluating and adjusting care plans emphasized.

741-4 Integrated Pharmacotherapeutics: Oncology and Hematology — Addresses pathophysiology, pharmacology, medicinal chemistry and therapeutics of oncologic and hematologic disorder. Designing, implementing, monitoring, evaluating and adjusting care plans emphasized. Prerequisites: Open to School of Pharmacy Students only.

742-2 Integrated Pharmacotherapeutics: Women and Men's Health — Addresses pathophysiology, pharmacology, medicinal chemistry and therapeutics of women's and men's health problems. Designing, implementing, monitoring, evaluating and adjusting care plans emphasized.

743-2 Integrated Pharmacotherapeutics: Eyes, Dermatology and Others — Addresses pathophysiology, pharmacology, medicinal chemistry, and therapeutics of eyes, ears, skin and other disorders. Designing, implementing, monitoring, evaluating and adjusting care plans emphasized. Prerequisite: Open to Pharmacy students only.

Pharmacy Administration and Social Science (PHAS)

708-3 Health Care Systems – Covers health care providers and networks, principles for managing the medication use system and resource management, quality assessment strategies, pharmacy benefits and insurance systems. Prerequisite: open to pharmacy students only or by consent of department chair.

709-2 Health Care and Financial Management — Addresses principles of business, marketing, strategic planning and financial management. The economic and political environment of the American health care system addressed.

728-2 Human Resources Management — Addressing principles for recruiting, hiring, training, developing, supervising, motivating, retaining, and evaluating professional and non-professional staff. Principles of effective leadership are covered.

733-3 Pharmacy Law and Ethics — Covers legal requirements for medications and pharmacy practice. Ethical principles needed for pharmacy practice are also covered.

753-2 Management Selective: Community — Designed to provide an understanding of those topics relevant to the management and administration of a community pharmacy as a small business.

755-2 Management Selective: Institutional — Designed to provide a foundational knowledge base and develop management and leadership skills relevant to institutional pharmacy practice.

Pharmacy Electives (PHEL)

760-2 Orientation to Teaching — Explores learning and motivation theories, teaching philosophies, the culture of higher education, the scholarship of teaching and learning, and the design of learning units.

761-2 Instructional Design and Strategies — Introduces various instructional strategies with application of learning theories, teaching philosophies, and course design, including implementation of methodologies.

762-2 Assessment Strategies — Introduces various formative and summative assessment strategies including test design, grading rubrics, feedback techniques, peer review, performance assessment, and learning portfolios.

763-2 Drug Induced Diseases — Iatrogenic events secondary to drug therapy including medication errors, adverse drug events, drug-drug, and drug-disease interactions using an organ-system approach.

764-2 Pain & Palliative Care — In-depth overview of pain management, hospice, and palliative care practice and health system models.

765-2 Pediatric Pharmacotherapy — Addresses the pharmacotherapy of select childhood disease states for ensuring the proper care of pediatrics and adolescents.

766-3 Diabetes Care and Experiences — Addresses medical nutrition therapy, pharmacotherapy, advanced monitoring considerations and devices for the diabetic patient.

767-2 Histopathology — A look at normal and diseased tissues, with an emphasis on the pharmacological applications to the pathological states.

768-2 Addiction — Provides a review of addiction medicine as it relates to the pharmacy professional and to serve a prevention function within the profession.

769-2 Introduction to the Drug Discovery Process — Introduces the basic framework involved in designing a drug, taking it through the approval process, and bringing it to market.

770-3 Medicinal Chemistry: Theory and Practice — An introductory course in medicinal chemistry addressing the relationship of chemical structure to pharmacological action. Emphasis on drug-receptor interactions and drug targets.

771-2 Medical Devices and Supplies — Overview of medical devices and supplies used by patients in home and/or clinical settings

772-2 Introduction to Nuclear Pharmacy — Introduction to the specialty of nuclear pharmacy. The topics presented are radiopharmaceuticals, radioactive decay, instrumentation, production of radionuclides, radiation protection, and radiation biology.

773-2 Advanced Pharmacogenomics Human Biological Variation — Studies of human evolution and the impact of human genetic variation on drug therapy.

774-2 Advanced Infectious Diseases Pharmacotherapy — In-depth overview of antimicrobials, infectious diseases, and treatment guidelines.

775-2 Perspectives of Mental Health — Enhances familiarity with the mental health system, psychopharmacology and the treatment of mental illnesses, and to define the role of pharmacists in providing mental health care.

776-2 Critical Care Pharmacotherapy — Pathophysiology and therapeutic management of commonly encountered acute intensive care medical problems.

778-2 Sterile Pharmaceutical Product Preparation — In-depth examination of the skills and knowledge needed in the preparation of sterile products.

Pharmacy Experiential Programs (PHEP)

714-1 Introductory Pharmacy Practice Experience I: Professional Role Observations — Introduction to the practice of pharmacy with experiences in both community and institutional pharmacy practice. **Not for graduate credit.**

Prerequisite: Open to pharmacy students only or by consent of department chair.

715-1 Introductory Practice Experience II: Service Learning — Students provide a health-related service in a community setting and gain social and civic responsibility awareness. **Not for graduate credit.** Prerequisite: Open to pharmacy students only or by consent of department chair.

730-2 Introductory Pharmacy Practice Experiences III — Students gain experiences in community or health system pharmacy. Options for other practice settings such as long term care or home IV therapy exist. **Not for graduate credit.**

731-2 Introductory Pharmacy Practice Experience IV — Students gain experiences in community or health system pharmacy. Options for other practice settings such as long term care or home IV therapy exist. **Not for graduate credit.**

732-1 Pharmacy Rounds I — Students participate in weekly seminar presentations over either the fall or spring semesters where taking sides on a contemporary issue in pharmacy practice is developed. **Not for graduate credit.**

746-1 Pharmacy Rounds II — Participate in independent and professional development through a variety of suggested pharmacy learning activities and processes to promote lifelong learning.

747-1 Pharmacy Rounds III — Participate in independent and professional development through a variety of suggested pharmacy learning activities and processes to promote lifelong learning.

751-1 Capstone Preparation — Prepares students for advanced pharmacy practice experiences in general, and the capstone experience in particular.

780-6 Advanced Pharmacy Practice: Community Pharmacy — Places students in a community pharmacy practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience.

781-6 Advanced Pharmacy Practical Experience: Hospital — Places students in a hospital practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience.

782-6 Advanced Pharmacy Practical Experience: Ambulatory — Places students in an ambulatory care practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience.

783-6 Advanced Pharmacy Practical Experience: Acute Care — Places students in an acute care setting where they can apply their didactic knowledge, develop core competencies, and gain patient care experience.

784-6 Advanced Pharmacy Practical Experience: Specialized — Places students in a specialized practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience.

785-6 Advanced Pharmacy Practical Experience: Specialized — Places students in a specialized practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience.

786-6 Advanced Pharmacy Practical Experience: Specialized — Places students in a specialized practice environment where they can apply their didactic knowledge, develop core competencies, and gain patient care experience.

789-3 Advanced Pharmacy Practical Experience: Capstone — The capstone experience requires the student to develop and complete a scholarly, pharmacy-related project.

795-1-4 Independent Study — Provides students with the opportunity to pursue research and study in an area of interest in pharmaceutical sciences or pharmacy practice. May be repeated for a maximum of 4 hours.

799C-0 Pharmacy Internship; Community — Students gain experience in community, chain or independent pharmacy practice. **Not for graduate credit.** Prerequisite: Enrolled in Pharmacy School.

799H-0 Pharmacy Internship; Health System — Students gain experience in health system institutional pharmacy practice. **Not for graduate credit.** Prerequisite: Enrolled in Pharmacy School.

799L-0 Pharmacy Internship; Long Term Care — Students gain experience in long-term care pharmacy practice. **Not for graduate credit.** Prerequisite: Enrolled in Pharmacy School.

799O-0 Pharmacy Internship; Other Practice Settings — Students gain experience in other more nontraditional practice sites. **Not for graduate credit.** Prerequisite: Enrolled in Pharmacy School.

Pharmacy Practice (PHPR)

706-2 Introduction to Pharmacy Practice — Addresses communication and counseling skills needed for pharmacy practice, the pharmaceutical care planning process, basic drug information about top drug products, and medical terms. **Not for graduate credit.** Prerequisite: Open to pharmacy students only or by consent of department chair.

710-3 Statistics and Literature Evaluation — Addresses process of critically reviewing biomedical and pharmaceutical literature by analyzing statistics and research design. Principles of outcomes research covered. Prerequisite: Open to pharmacy students only or by consent of department chair.

711-3 Drug Information — Develops ability to retrieve and evaluate literature and to utilize information resources for pharmacy practice. Drug use policy for medication management is also addressed. Prerequisite: Open to pharmacy students only or by consent of department chair.

713-4 Self Care and Alternative Medicines — Addresses use of nonprescription medications and herbal products used for self-care. Patient counseling and problem solving skills are emphasized. Prerequisite: Open to pharmacy students only or by consent of department chair.

721-2 Clinical Pharmacokinetics — Students gain experiences in using mathematical models to design drug dosage regimens desired for optimal clinical outcomes. **Not for graduate credit.** Prerequisite: Open to pharmacy students only or by consent of department chair.

735-3 Physical Assessment & Patient Care Skills — Develops physical assessment, laboratory tests interpretation and patient care skills for drug therapy and disease state management. **Not for graduate credit.** Prerequisite: Open to pharmacy students only or by consent of department chair.

744-3 Health Promotion and Literacy — Prepares students to provide care to a diversity of individuals by understanding and respecting differences including attention to health literacy concerns.

748-1 Medication Management Training I — Students choose specialized training for a specific patient population. Examples include cardiovascular risk, lipid management, smoking cessation, anticoagulation management, asthma or immunizations.

749-1 Infectious Disease Prevention and Immunization Training — Students receive specialized training for prevention of infectious diseases controlled through immunization.

750-1 Medication Management Training II — Students choose specialized training for a specific patient population. Examples include cardiovascular risk, lipid management, smoking cessation, anticoagulation management, asthma or immunizations.

Philosophy (PHIL)

106-3 Critical Thinking — [SKLG] [IAI No. H4 906] Study and practice of critical thinking and correct problem solving methods. Organizing information, analyzing meaning, developing correct arguments, detecting fallacies, using effective methods of investigation. Graduation credit may be earned for either PHIL 106 or MATH 106, but not for both.

111-3 Introduction to Philosophy — [IFAH] [IAI No. H4 900] Eras, branches, and problems of philosophy, including metaphysics; theory of knowledge; ethics.

207-3 Probability and Decision — [SKLG] Study and practice of critical thinking and correct problem solving methods concerned with conditions of uncertainty: basic probability calculus and decision theory and their applications.

213-3 Introduction to Deductive Logic — [DFAH] Formal techniques for analyzing correct deductions. Propositional, syllogistic, class, and predicate logic with quantifiers: applications to philosophical problems.

220-3 Religion, Reason and Humanity — [DFAH] Introduction to fundamental issues in study of religion, and relationship to religion, morality and human nature: Existence of God, evil, and after life.

230-3 Atheism: A Philosophical Analysis — [DFAH] An analysis of positive and negative atheism, its rationale, and its implications.

233-3 Philosophies and Diverse Cultures — [DFAH, IC] [IAI No. H4 903N] Representative thinkers, texts, and movements outside the Western philosophical tradition, e.g., from India, East Asia, Africa, Latin America and the Middle East.

300-3 Ancient Greek and Roman Philosophy — [DFAH, IC] Major thinkers and movements from c. 600 BCE to c. 300 CE.

301-3 Medieval Western Philosophy — [DFAH, IC] Major thinkers and movements from c. 4th century through 16th century.

302-3 Classical Modern Western Philosophy — [DFAH, IC] Major thinkers and movements from c. 17th and 18th centuries.

303-3 Nineteenth Century Western Philosophy — [DFAH, IC] Major thinkers and movements of 19th century.

305-3 Existentialism — [DFAH] A study of philosophical problems concerning the meaning of life. Topics include meaning, freedom, consciousness, subjectivity, human existence, fear, death, moral tradition.

306-3 American Philosophy — [DFAH] Major thinkers and movements; e.g., Puritanism, revolution and democracy,

transcendentalism, pragmatism, Royce, Santayana, Whitehead, and contemporary criticism.

308-3 Twentieth Century European Philosophy — [DFAH, IC] Representative thinkers of contemporary continental philosophy, such as Husserl, Heidegger, Sartre, Beauvoir, Merleau-Ponty, Ricoeur, Derrida, Foucault, and others.

309-3 Twentieth Century Analytic Philosophy — [DFAH] Representative thinkers of analytic movement, such as Frege, Moore, Russell, Ryle, Wittgenstein, and others.

310-3 Theories of Knowledge — [DFAH] Conceptions, sources, limits, and methods of knowing.

314-3 Philosophy of Science — [DFAH] Investigation of the nature and methods of physical and social science, and their importance for individuals and society.

315-3 Philosophical Concepts in Science — [DFAH] A study of the philosophical concepts embedded in a scientific discipline. Prerequisite: 111.

320-3 Ethics — [DFAH] [IAI No. H4 904] Theories of virtue, obligation, and value; discussions of individual and social morality.

321-3 Ethics in the Medical Community — [DFAH] Ethical issues arising in health care contexts and practices.

322-3 Environmental Ethics — [DFAH] Ethical issues arising from human interaction with the natural environment. Emphasis on exploring the human relationship with the environment and on individual environmental decision-making.

323-3 Engineering, Ethics, and Professionalism — [DFAH] Issues arising in and affecting professional engineering. Safety assessment, liability, codes, employer/employee relationships, alleged special responsibilities to protect the public. Prerequisite: junior standing.

325-3 Philosophy of Art — [DFAH] Significance of art as human activity; nature and standards as evidenced in problems of criticism; relation of art to theory and knowledge.

326-3 Philosophy and Film — [DFAH] Analysis of selected films with respect to philosophical issues and aesthetic, moral, metaphysical, and epistemic concerns.

328-3 Philosophy and Literature — [DFAH] Various philosophical problems through philosophical and literary texts. Topics include the nature of justice, human freedom, moral psychology, and the good life..

330-3 Metaphysics — [DFAH] Problems such as personal identity, mind-body relationship, causality, nature of reality.

331-3 Philosophy, Science and Religion — [DFAH] Historically and conceptually important interactions between philosophy, science and religion from the beginning of the scientific revolution to the present.

333-3 Philosophy of Religion — [DFAH] [IAI No. H4 905] Problems in epistemology, metaphysics, psychology, and sociology of religion. Questions about divine existence, mystical experience, human suffering, immortality.

334-3 World Religions — [DFAH, IC] [IAI No. H5 904N] Historical and comparative study, particular attention to such non-Christian faiths as Hinduism, Buddhism, Confucianism, Taoism, and Islam.

335-3 Islamic Thought — [DFAH, IC] A scholarly examination of theological and philosophical ideas within the Islamic tradition, from its origins to contemporary schools of thought. Prerequisite: 334 or written consent of the instructor.

336-3 **Christian Thought** — [DFAH] Scholarly treatment of historical development of Christian doctrines and thought.

340-3 **Social and Political Philosophy** — [DFAH] Philosophical problems of social and political theory and conduct.

343-3 **Philosophy of Law** — [DFAH] (Same as POLS 391) Philosophical discussion of legal problems and issues in contemporary society such as rights, justice, freedom, responsibility, and punishment.

344-3 **Women and Values** — [DFAH, IGR] (Same as WMST 344) Examines women's philosophical contributions to traditional areas of value theory including ethics; social, legal and political philosophies; and philosophies of art and religion. Prerequisite: one prior philosophy or women's studies course.

345-3 **Philosophy and Women** — [DFAH] (Same as WMST 345) Theories of the nature and role of women as expounded by philosophers past and present.

346-3 **Feminist Theory** — [DFAH, IGR] (Same as WMST 346) Social philosophy from feminist perspective. Major theoretical works of women's movement. Prerequisite: WMST 200 strongly recommended.

347-3 **Philosophical Foundations of Racism** — [DFAH, IGR] Philosophical foundations of racial and racist thought in America from the 15th century to the present.

350-3 **Philosophy of Mind** — [DFAH] Explores the relationship between the common sense view and the scientific view of such mental phenomena as thought, free will, and consciousness. Prerequisite: PHIL 106 or consent of instructor.

390-3 **Philosophy Here and Abroad** — [DFAH] Variable content course with a study abroad component. Participation in the study abroad is required for completing the course. Repeatable to 6 credit hours. Prerequisite: consent of instructor.

411-3 **Advanced Logic** — [DFAH] Metatheory of first order logic and modal logic. May include other topics in advanced logic such as set theory, probability theory, or fuzzy logic.

415-3 **Philosophy of Language** — [DFAH] A study of philosophical problems concerning language. Includes topics such as meaning, reference, truth, semantic puzzles, speech acts and metaphor. Prerequisite: junior or senior standing or consent of instructor.

440-3 **Classical Political Theory** — [DFAH, IC] (Same as POLS 484) Works of major political thinkers from ancient times to Renaissance, including Plato, Aristotle, St. Augustine, St. Thomas, and Machiavelli. Prerequisite: junior standing or higher.

441-3 **Modern Political Theory** — [DFAH, IC] (Same as POLS 485) Works of major political thinkers from Renaissance to present, including Hobbes, Locke, Rousseau, Hegel, Marx, Mill, and Nietzsche. Prerequisite: junior standing or higher.

480-3 **Senior Assignment** — Independent research on philosophical topics. Required of all philosophy majors.

481-3 **Media Ethics** — [DFAH] Critical examination and analysis of main values, issues, and arguments associated with media functions, performance, business practices, and with public perceptions of the media. Prerequisite: junior standing.

490-3 **Philosophy Seminar** — Seminar for qualified philosophy majors and graduate students to pursue specific topics, traditions, or philosophers in depth. Variable content. May be repeated to a maximum of 12 hours so long as no topic is repeated. Prerequisite: 15 hours in philosophy above PHIL 106, or consent of instructor.

495-1 to 3 **Independent Readings** — Independent study on tutorial basis. Undergraduate students normally limited to 3 hours; graduate students normally limited to 9 hours. Prerequisite: consent of instructor and department chairperson.

496-3 **Advanced Topics in Ethical Theory** — [DFAH] Variable content course on topics in ethical theory. Including, but not limited to, topics in metaethics, normative ethics and existential ethics.

498-3 **Legal Theory** — [DFAH, DSS] (Same as POLS 498) Explores contemporary legal theory; emphasis on law and morality, law and Society, law and economics, judicial discretion, and fundamental doctrines and principles of a legal system. Prerequisite: 111 or 390.

Physics (PHYS)

111-3 **Concepts of Physics** — [INSM] [IAI No. P1900] Introduction to our understanding of the universe and how it is achieved. Includes selections from: motion, energy, heat, fluids, electricity, magnetism, sound, light, atoms. Prerequisite: a grade of C or better is required in all prerequisites. One year of high school algebra or AD 095 or equivalent; and one year of high school geometry or AD 085 or equivalent..

112-1 **Conceptual Physics Laboratory** — [DNSM] Weekly introductory laboratory dealing with mechanics, heat, electricity, sound and light. Emphasis placed on measurements and data analysis. Prerequisite: concurrent enrollment in 111.

115-3 **Energy and the Environment** — [DNSM] [IAI No. P1 901] Problems and prospects of meeting national and worldwide energy demands. Scientific background, role, and environmental impact of fossil fuel, nuclear, solar, geothermal, and other technologies. Prerequisites: a grade of C or better is required in all prerequisites. One year of high school algebra or AD 095 or equivalent; and one year of high school geometry or AD 085 or equivalent.

116-3 **Music and Acoustics** — [DNSM] [IAI No. P1 901] Vibrations; nature and propagation of sound waves; musical pitch and intervals; tone quality, analysis, and synthesis; instruments; speech; ears and hearing; psychological aspects; other topics. Prerequisites: a grade of C or better is required in all prerequisites. One year of high school algebra or AD 095 or equivalent; and one year of high school geometry or AD 085 or equivalent.

117-3 **Light and Color** — [DNSM] [IAI No. P1 901] Nature of light; ray and wave phenomena; optical devices; the eye; color theory; lasers and holography; applications to art, photography, and other visual media. Prerequisites: a grade of C or better is required in all prerequisites. One year of high school algebra or AD 095 or equivalent; and one year of high school geometry or AD 085 or equivalent.

118-3 **Astronomy** — [DNSM] [IAI No. P1 906] Introduction to observation; seasons; light; telescopes; orbits; solar system; stellar structure, evolution and classification; galaxies and cosmology. Includes in-class activities and supplemental viewing sessions. Prerequisites: a grade of C or better is required in all prerequisites. One year of high school algebra or AD 095 or equivalent; and one year of high school geometry or AD 085 or equivalent.

131a,b-5 each **College Physics** — [(a) INSM NSM (b) DNSM] Designed to meet premedical requirements and needs of students majoring in biological sciences. (a) mechanics; fluids; heat. (b) waves; sound; electrostatics; circuits; magnetism; electromagnetic waves, optics; modern physics. Includes weekly lab. Prerequisite: (a) MATH 125; (b) 131a.

151-4 **University Physics I** — [INSM] [IAI No. P2 900] Calculus-based course designed to meet needs of engineering and

science students: Kinematics; dynamics; planar motion; work and energy; momentum; rotational motion; gravitation; fluids. Prerequisites: a grade of C or better is required in all prerequisites. MATH 152 or concurrent enrollment and concurrent enrollment in PHYS 151L.

151L-1 University Physics I Laboratory — [INSM] [IAI No. P2 900L] Physics measurements; data analysis and presentation, error analysis; velocity; acceleration; force and moments; work and kinetic energy, fluids. Prerequisites: concurrent enrollment in 151.

152-4 University Physics II — [INTRO] [IAI No. P2 900] Calculus-based course designed to meet needs of engineering and science students: bulk properties of matter, oscillations and waves, electric charge; electric fields; Gauss' law; potentials; circuits; magnetic fields; electromagnetic waves. Prerequisites: a grade of C or better is required in all prerequisites; 151 and concurrent enrollment in 152L.

152L-1 University Physics II Laboratory — [IAI No. P2 900L] Physics measurements; data analysis and presentation, error analysis. (a) thermal and bulk properties of matter, simple harmonic motion and waves, electromagnetism, simple circuits, optics. Prerequisites: concurrent enrollment in 152.

201-4 University Physics III — [DNSM] Electromagnetic waves. Physical optics: interference, diffraction. Introductory special relativity. Thermodynamic laws. Maxwell Boltzmann distributions, equipartition theorem, black-body radiation. Evidence for photons. Bohr atom, matter waves. Prerequisite: a grade of C or better in 151 and 152.

201L-1 University Physics III Laboratory — [DNSM] Laboratories covering select topics from electromagnetic waves, physical optics, introductory special relativity, thermodynamic laws and introductory quantum physics. Prerequisite: Concurrent enrollment in 201.

208-3 Space Physics — [DNSM] Mechanics of orbital and sub-orbital flight. Physical, chemical and geologic characteristics of solar system objects determined by exploration and remote sensing. Prerequisite: A grade of C or better is required in 131a and MATH 150.

218-3 Theory and Applications of Electronic Measurements — [DNSM] Principles of modern electronic measurements and computer interfacing techniques. Transistor circuits; digital electronics; opamps; sensors; digital/analog and analog/digital conversions; computer aided data acquisition. Includes weekly two-hour laboratory. Prerequisite: a grade of C or better in 131b or 152.

251-4 Waves — [DNSM] Oscillations, linear approximations. Normal Modes, Fourier analysis. Standing waves, travelling waves, reflection, transmission, sound, electromagnetic waves. Wave packets, bandwidth theorem. Introduction to Fourier Transforms, applications. Prerequisite: A grade of C or better in 131b or 152. Corequisite: MATH 250.

303-3 Thermal Physics — [DNSM] Introduction to thermodynamics; fluids; kinetic theory; statistical distribution functions; applications. Prerequisites: 152, MATH 250.

304-4 Modern Physics — [DNSM] History of Quantum Physics. Matter waves, uncertainty principle, Schroedinger solutions for confined particles, hydrogen atom. Atomic, nuclear, and solid-state physics. Applications include lasers and semiconductors. Prerequisites: a grade of C or better in 201, 201L, 251; MATH 250.

312-3 Intermediate Physics Laboratory — Experimental methods in modern physics: modern experimental techniques computer-aided data acquisition; numerical methods; detectors and sensors; data and error analysis. Prerequisite: 304 or concurrent enrollment.

314-2 Modern Data Acquisition and Analysis — Students will learn the state-of-the-art methods of data acquisition and analysis using LabVIEW graphical programming. Prerequisites: a grade of C or better in 201, 201L, 251.

320-3 Special Relativity — [DNSM] Michaelson-Morley experiment; Lorentz transformations; relativistic description of space and time; relativistic kinematics and dynamics; relativistic development of electricity and magnetism. Prerequisites: a grade of C or better in 201, 201L, 251; MATH 250.

321-4 Introduction to Classical Mechanics — [DNSM] Newtonian mechanics in Cartesian, non-cartesian coordinate systems. Conservative fields, conservation laws. Forced oscillations, resonance. Introduction to Lagrangian mechanics. Noninertial reference frames. Central forces, orbital dynamics. Prerequisites: a grade of C or better in 201, 201L, 251; MATH 250.

323-4 Statistical Mechanics — Laws of thermodynamics; equipartition theorem; free energy; Maxwell relations; entropy; Boltzman statistics; Bose-Einstein statistics; Fermi-Dirac statistics; Ising model; information theory. Prerequisites: a grade of C or better in 201, 201L, 251; MATH 305.

375-1 Seminar — Selected topics in theories and applications. May be repeated to a maximum of 3 hours, provided no topic is repeated. Pass/No Credit only. Prerequisite: consent of instructor.

390-3 Junior Physics Honors — [DNSM] Directed by student's Physics Honors Program adviser in independent study format on topics chosen jointly by student and adviser. Prerequisites: 302, 308, admission to the Physics Honors Program.

397-2 Junior Experimental Project — Individual experimental investigation of a topic to be agreed upon with an instructor. May be repeated for a maximum of 4 hours. Prerequisite: consent of instructor.

398-2 Junior Theoretical Project — Individual experimental investigation of a topic to be agreed on with an instructor. May be repeated for a maximum of 4 hours. Prerequisite: consent of instructor.

405a,b-3 each Introduction to Electromagnetic Field Theory — [DNSM] Vector treatment of the theory. (a) electrostatics in vacuum and in matter; steady currents. (b) magnetism; magnetic materials; electromagnetic radiation. Prerequisites: a) 321 or 323 with a grade of C or better; (b) 405a with a grade of C or better.

410-3 Optics — [DNSM] Nature of light; photometric quantities; geometrical optics; interference and diffraction; polarization; introduction to lasers; optical properties of materials. May include laboratory component. Prerequisites: a grade of C or better is required in all prerequisites; 201, 201L, 251 and MATH 305.

415a,b-3 each Wave Mechanics and Atomic Physics — [DNSM] (a) Foundations of quantum mechanics: wave functions; expectation values; operators; Schroedinger equation; simple applications including step potentials and harmonic oscillator; perturbation theory. (b) Topics pertinent to atomic and molecular systems: angular momentum; hydrogen atom; electron spin; atomic transitions and spectra; exclusion principle; multi-electron atoms; molecular structure. Prerequisites: (a) 302, MATH 305; (b) 415a.

416-4 Principles of Quantum Mechanics — Wave functions, packets, probabilities, operators, uncertainty relations. Schroedinger equation, square wells, harmonic oscillator, barrier penetration, angular momentum, Hydrogen atom, spin, exclusion principle, multi-electron atoms, molecules. Prerequisites: a grade of C or better in 304 and 321 or 323 and MATH 321 or MATH 355.

419-4 Introduction to Theoretical Physics — [DNSM] Mathematical techniques: vectors; tensors; matrices; differential equations; special functions; boundary value problems; other selected topics. Prerequisites: 302, MATH 305.

430-3 Physics and Astronomy Education Research — Questions, methodology, data analysis and results of physics and astronomy education research. Prerequisites: a grade of C or better in 201, 201L, 251.

431-3 Instructional Strategies for Particle and Rigid Body Motion — Pedagogical innovations, assessments, and inquiry-based activities will be developed for particle and rigid body motion. Addresses Illinois Professional Teaching Physics — Designation Standard #2. Prerequisites: 211a and CI 200, or certified K-12 teacher, or physics graduate status.

432-3 Instructional Strategies for Physical Waves and Thermodynamics — Pedagogical innovations, assessments and inquiry-based activities will be developed for physical waves and thermodynamics. Addresses Illinois Professional Teaching Physics — Designation Standard #3 and #4. Prerequisites: 303 and CI 200, or certified K-12 teacher, or physics graduate status.

433-3 Instructional Strategies for Electricity and Magnetism — Pedagogical innovations, assessments and inquiry-based activities will be developed for particle and rigid body motion. Addresses Illinois Professional Teaching Physics — Designation Standard #2. Prerequisites: 211b and CI 200, or certified K-12 teacher, or physics graduate status.

434-3 Instructional Strategies for Astronomy — Pedagogical innovations, assessments, and inquiry-based activities will be developed for astronomy. Address Illinois Professional Teaching Earth and Space Science Standards #3 and #4. Prerequisites: 356 and CI 200, or certified K-12 teacher, or physics graduate status.

438-1 Physics and Astronomy Education Research Seminar — Seminar discussing current issues in physics and astronomy education research. May be repeated for a maximum of 4 hours, provided no topic is repeated.

439-1 to 3 Physics Project for Educators — Physics curriculum development project with the topic and educational level decided in consultation with the instructor. Not for physics undergraduate majors. Prerequisites: teaching certificate or instructor permission.

450-3 Solid-State Physics — [DNSM] Crystal structures and binding; lattice vibrations; electronic states; band theory of solids; semiconductors; optical properties of solids; other selected topics. Prerequisites: 323 and concurrent enrollment in 416. A grade of C or better is required in all prerequisites.

480-2 to 3 Selected Topics in Physics — Classroom instruction in a topic of special interest not covered in other courses. May be repeated to a maximum of 6 hours, provided no topic is repeated. Prerequisite: consent of the instructor.

490-3 Senior Physics Honors — [DNSM] Directed by student's Physics Honors Program adviser in independent study format on topics chosen jointly by student and adviser. **Not for graduate credit.** Prerequisites: 390, 405a.

494-3 Methods of Teaching Physics in the Secondary School — Current teaching and resource materials. Ways to teach different topics in physics, problem-solving techniques, and societal issues. Preparing for laboratory activities. Safety concerns. **Not for Physics majors or graduate credit.**

495-3 Physics Honors Thesis — Research project directed by student's adviser; results to be written in thesis form and presented at a departmental seminar. **Not for graduate credit.** Prerequisites: 390, 405a, 415a.

497-2 to 3 Senior Experimental Project — Individual experimental investigation of topic to be agreed on with instructor. May be repeated to a maximum of 6 hours. Prerequisite: 308.

498-2 to 3 Senior Theoretical Project — Individual investigation of topic to be agreed on with instructor, using mathematical techniques and often involving systematic library research and computer use. May be repeated to a maximum of 6 hours. Prerequisite: 308.

499a-3 Senior Assignment — Directed study toward completing the senior assignment. Includes a written proposal, data acquisition, and an oral presentation. Prerequisite: 30 credit hours of physics courses and consent of instructor.

499b-2 Senior Assignment — Directed study toward completing the senior assignment. Includes data acquisition and analysis, written report, poster presentation and oral presentation. May be repeated to a maximum of 4 hours. Prerequisite: credit for 499a and consent of instructor.

Political Science (POLS)

111-3 Introduction to Political Science — [ISS, II] [IAI No. S5 903] Institutional, behavioral, ideological comparisons of major types of political systems and processes; approaches and systems.

112-3 American National Government and Politics — [DSS] [IAI No. S5 900] Principles and practices of American political systems, constitutions, governmental institutions, political parties, interest groups, elections. Public participation; resultant policies.

300-3 Introduction to Political Analysis — [DSS] Survey of models and quantitative techniques for organizing and analyzing data about politics; emphasis on applications; use of appropriate computer programs. POLS majors only. Prerequisite: 112

310-1 to 4 Readings in Political Science — Individualized instruction through specialized program designed by instructor and student. Normal assignment 1,000 pages per credit hour; requirements determined prior to registration. For majors and minors only. Prerequisites: 111, 112, consent of instructor.

320-3 Introduction to Public Administration — [DSS] Processes and problems of managing government agencies, political context, policy impact, effects of bureaucratic organization; managing personnel and finances, evaluating effectiveness, controlling discretion. Prerequisite: 112 or consent of instructor.

340-3 The Presidency — [DSS] Presidential powers and responsibilities, political, legal, constitutional, administrative. Evolution of presidency, its relationships to Congress and Judiciary. Impact on political system. Prerequisite: 112 or consent of instructor.

341-3 The Congress and Legislation — [DSS] Legislative organization and processes: Constitutional responsibilities and political dynamics. Impact on political system. Prerequisite: 112 or consent of instructor.

342-3 Issues in American Public Policy — [DSS] Public policies in such areas as taxing and spending, civil rights, welfare, health education, environment; explanations for adoption; problems of implementation; evaluation of impact.

343-3 American State Governments — [DSS] Comparative survey, historic and cultural influences, role of parties, interest groups, legislature, governors, and courts; impact on provision of state services. Prerequisite: 112 or consent of instructor.

344-3 Urban Politics — [DSS] Examination of political systems in American cities over time, including the role of political machines, suburban sprawl, economic development, demographic change, poverty, and federalism. Prerequisite: POLS 112 or consent of instructor.

345-3 Parties and Interest Groups — [DSS] Characteristics of party system and its components, its interrelationships with interest groups and their impact on the political system, recent changes. Prerequisite: 112 or consent of instructor.

346-3 Public Opinion — [DSS] Formation, transmission, maintenance of political attitudes and opinions; role of political elites and mass media; implications and consequences for American political system. Prerequisite: 112 or consent of instructor.

350-3 Western European Political Systems — [DSS, II] Western European countries: historical development, regime types and institutional setups, electoral systems, political party systems, ideologies, state structure and political culture. Prerequisite: 111 or consent of instructor.

351-3 Eastern European Political Systems in Transition — [DSS, II] Historical development, political culture, governmental processes, political participation, problems and prospects. Prerequisite: 111 or consent of instructor.

352-3 Politics of Development — [DSS] Examination of the factors leading to successful democratic transitions with a focus on less developed countries, including political structures, history, culture, behavior, and global impact. Prerequisite: 111 or consent of instructor.

354-3 Women and Cross-National Politics — [DSS, IGR] Women as citizens and as political leaders in the areas of politics, labor, peace, war, and violence. Prerequisite: 111 or consent of instructor.

355-3 Political Systems of Latin America — [DSS, II] Selected political systems: historical context, political culture, governmental processes, political participation; problems and prospects. Prerequisite: 111 or consent of instructor.

356-3 Political Systems of Asia — [DSS, II] Chinese, Japanese, and Indian political systems: historical context, political cultures, governmental processes, political participation; problems and prospects. Prerequisite: 111 or consent of instructor.

370-3 Introduction to International Relations — [DSS, II] [IAI No. S5 904N] Past and contemporary nation-state system; foreign policy behavior and processes, power, national interests, war, international law, organizations, economy, global problems and prospects. Prerequisite: 111 or consent of instructor.

371-3 International Political Economy — [DSS] Examination of the interaction of economics and politics, focusing on the effect of international economic issues on politics between and within nations and societies. Prerequisite: 111 or consent of instructor.

385-3 Introduction to Political Theory — [DSS] Basic concepts of political theory (e.g. justice, liberty, equality); forms of political systems; ideas of major political theorists. Prerequisite: 111 or consent of instructor.

386-3 American Political Ideas and Their Origin — [DSS] Sources of contemporary political ideas; colonial, revolutionary, and constitution-building periods; era of democratization, industrialization, civil war and early twentieth century. Prerequisite: 111 or 112 or consent of instructor.

390-3 The Judicial System — [DSS] Development, organization, and operation of federal and state court systems. Roles, powers, limits of judges and courts, and other

institutions with which they interact. Prerequisite: 112 or consent of instructor.

391-3 Philosophy of Law — [DFAH] (same as PHIL 343) Philosophical discussion of legal problems and issues in contemporary society such as rights, justice, freedom, responsibility, and punishment.

410-3 to 6 Legal Internship — Assignment as paralegal assistant to legal aid attorneys, public defenders, and prosecuting officers under supervision of professional legal officers. Ten hours per week for 3 credit hours. **Not for graduate credit.** Prerequisite: 390 or consent of instructor.

411-3 to 6 Internship in Government — Assignment as para-professional in legislative or administrative offices assisting, and under supervision of regular professional employees. Ten hours per week for 3 credit hours. **Not for graduate credit.** Prerequisites: senior standing, political science major.

429-1 to 3 Topics in Public Administration — [DSS] Selected administrative problem or process; content may vary from semester to semester. For advanced undergraduates and graduates. May be repeated to maximum of 6 hours. Prerequisite: 320 or consent of instructor.

430-3 Review for Teacher Certification — Review of major concepts and processes necessary for teaching political science at the secondary education level. Prerequisites: open only to Political Science Secondary Education Teacher Certification students with permission of instructor.

440-3 African American Politics — [DSS, IGR] Examination of the politics of African Americans. Description and analysis of the effect of political officials and institutions on African Americans and vice versa. Prerequisite: 112 or consent of instructor.

441-3 Women & Politics in America — [DSS, IGR] (Same as WMST 441) Consideration of politics and power in gender roles, family, class, occupation, and research, women and the political system and women and public policy. Prerequisite: 112 or consent of instructor.

445-3 Voting and Elections — [DSS] Political-legal, sociological, psychological bases of voting behavior; theories of electoral outcomes and consequences. Prerequisite: 112 or consent of instructor.

449-1 to 3 Topics in American Politics — [DSS] Selected topics in American politics; content may vary from semester to semester. For advanced undergraduate and graduate students. May be repeated to maximum of 6 hours. Prerequisite: 112 or consent of instructor.

459-1 to 3 Topics in Comparative Politics — [DSS, II] Selected topics in comparative politics; content may vary from semester to semester. Primarily for advanced undergraduate and graduate students. May be repeated to a maximum of 6 hours. Prerequisite: 111 or consent of instructor.

472-3 International Organizations — [DSS, II] Past and present international organizations, origins, structure, decision-making processes, functioning of United Nations and its specialized agencies, problems and prospects. Prerequisite: 370 or consent of instructor.

473-3 United States Foreign Policy — [DSS, II] Formulation, implementation, content, general policy patterns, international, domestic sources, policy instruments, regional dimensions and implications. Prerequisite: 370 or consent of instructor.

479-1 to 3 Topics in International Relations — [DSS, II] Selected topics in international relations; content may vary from semester to semester. For advanced undergraduate or graduate students. May be repeated to maximum of 6 hours. Prerequisite: 370 or consent of instructor.

Political Science

484-3 **Classical Political Theory** — [DSS, IC] (Same as PHIL 440) Works of major political thinkers from ancient times to the Renaissance, including Plato, Aristotle, St. Augustine, St. Thomas, and Machiavelli. Prerequisite: junior standing.

485-3 **Modern Political Theory** — [DSS, IC] (Same as PHIL 441) Works of major political thinkers from the Renaissance to the present, including Hobbes, Locke, Rousseau, Hegel, Marx, Mill, and Nietzsche.

489-1 to 3 **Topics in Political Theory** — [DSS] Major issues in political theory or works of one major political thinker. Prerequisite: 385 or consent of instructor.

495-3 **Constitutional Law: Powers of Government** — [DSS] Analyzes Supreme Court decisions regarding judicial, legislative, and executive power and the relationship between states and federal government in range of policy areas. Prerequisite: 390 or consent of instructor.

496-3 **Constitutional Law: Civil Rights and Civil Liberties** — [DSS] Analyzes Supreme Court decisions dealing with individual rights, particularly free speech and press, religion, rights of criminal defendants, voting, constitutional protections against race and sex discrimination. Prerequisite: 390 or consent of instructor.

497-3 **Environmental Law** — [DSS] Examines regulatory framework that has developed around the protection of various aspects of the environment over the past thirty years. Prerequisite: 111 or consent of instructor.

498-3 **Legal Theory** — [DFAH, DSS] (same as PHIL 498) Explores contemporary legal theory; emphasis on law and morality, law and society, law and economics, judicial discretion, and fundamental doctrines and principles of a legal system. Not for graduate credit. Prerequisite: 390 or PHIL 111.

499-3 **Topics in Public Law** — [DSS] Selected topics in public law; content may vary from semester to semester. For advanced undergraduates and graduates. May be repeated to maximum of 6 hours. Prerequisite: 390 or consent of instructor.

Production (PROD)

315-3 **Operations Management** — Study of manufacturing and service operations management. Covers process and product design, quality management, planning/control of materials and capacity, and project management. Prerequisite: MS 251, accounting, CMIS, economics or finance, business administration majors.

490-1 to 6 **Independent Study in Operations Management** — Topical areas in greater depth than regularly titled courses permit. Individual or small group readings or projects. May be repeated by permission to a maximum of 6 hours. Prerequisites: consent of instructor and department chairperson.

Psychology (PSYC)

111-3 **Foundations of Psychology** — [ISS][IAI No. S6 900] History; psychological methods and techniques; biological foundations of behavior; learning; motivation; development; personality; social; psychopathology.

200-3 **Careers in Psychology** — To provide students with information that will help them pursue a career in psychology by incorporating such activities as lectures and small group exercises. Prerequisite: 111 with a C or better and declared major in Psychology.

201-3 **Child Psychology** — [DSS][IAI No. S6 903] Biological and psychological development of child from birth through puberty. Prerequisite: 111.

Production

203-3 **Adolescent Psychology** — [DSS] Biological and psychological development of adolescent; relationship between childhood development and adolescent behavior. Prerequisite: 111.

204-3 **Adult Development and Aging** — [DSS][IAI No. S6 905] Examination of psychological and psychosocial factors in development throughout adulthood; myths and realities of aging. Prerequisite: 111.

206-3 **Social Psychology** — [DSS][IAI No. S8 900] Individual behavior in social situations; social perception; attitude formation and change; social influence; group processes; prejudice and discrimination; aggression; altruism. Prerequisite: 111.

208-3 **Cognitive Psychology** — [DSS] A broad survey of cognitive psychology. Topics include attention, perception, memory, language, reasoning and decision making. Prerequisite: 111

220-3 **Research Design and Statistics I** — Methods for designing psychological studies and the statistics used to describe and interpret the data. Focus on non-experimental method. Prerequisite: 111 with a C or better and declared major in psychology.

221-3 **Research Design and Statistics II** — Methods for designing psychological studies and the statistics used to describe and interpret the data. Focus on non-experimental method. Prerequisites: 111 and 220 with a C or better and declared major in psychology.

305-3 **Psychology of Gender** — [DSS, IGR] (Same as WMST 305.) Psychological and cultural history of gender; changing sex roles; socialization; sexuality; issues related to mental health, stereotyping, cognition. Prerequisite: 111.

311-3 **Learning and Memory** — Survey in topics related to conditioning, memory, and their integration. Students encouraged to have taken PSYC 208, 220 and 221. Prerequisite: 111

313-3 **Motivation** — Biological, social, personality aspects of motivation in seminar and student-conducted experiments. Prerequisite: 220 and 221.

314-3 **Physiological Psychology** — [DSS] Biological foundations of behavior; structure and function of brain related to personality; behavior; health. Prerequisite: 111 or consent of instructor.

320-3 **Introduction to Industrial/Organizational Psychology** — [DSS] Psychological principles and methods of analysis applied to problems in contemporary work settings. Prerequisite: 111.

340-3 **Theories of Personality** — [DSS] Review and critical evaluation of major theories and supporting evidence. Prerequisite: 111.

365-3 **Group Dynamics and Individual Behavior** — [DSS] Small group interaction, including topics of group structure and function; group problem-solving, leadership, etc. Prerequisite: 111.

390-3 **History and Systems of Psychology** — Important antecedents of contemporary scientific psychology; issues, conceptual development, major schools and systems. Prerequisites: junior or senior standing, 111, or consent of the instructor.

407-3 **Multicultural Issues in Psychology** — [IGR] Students will develop a critical framework for looking at the concept of "culture" in contemporary America. Students will explore how culture impacts psychological services. Prerequisite: 111.

Psychology

420-3 **Applied Behavior Analysis** — Learning principles; evaluation methods; techniques of managing and modifying human behavior, based upon operant and respondent conditioning. Prerequisite: 111.

421-3 **Psychological Tests and Measurements** — Principles of psychological measurement, test construction and evaluation; problems in assessment and prediction. Prerequisite: 220.

431-3 **Psychopathology** — [DSS] Classification, description, etiology, and treatment of disorders of personality organization and behavioral integration. Prerequisite: 111.

442-3 **Adlerian Psychology: Theory and Application** — [DSS] In-depth summary of theory and application of Alfred Adler and Rudolf Dreikurs, applied to mental health and human relations in family, school, clinic, and workplace. Prerequisite: 111 and junior, senior, or graduate standing.

450-3 **Clinical Psychology** — Teaches knowledge and skills appropriate for students seeking employment in human service fields or those considering further specified education or training in related fields. **Not for graduate credit.** Prerequisites: 111, 340, 431, or permission of the instructor.

461-3 **Advanced Social Psychology** — In-depth readings course on current issues in social psychology. May include social cognition; attitudes; attraction; social influence; aggression; and other issues. Prerequisite: 206 or consent of instructor.

473-3 **Personnel Psychology** — Psychological principles and techniques used in job selection, placement, training, employee evaluation. Prerequisite: 320 or MGMT 341.

474-3 **Organizational Psychology** — Relationship between organizational functioning and job satisfaction; motivation; performance; psychological climate in work setting. Prerequisite: 320 or consent of instructor.

487-3 **Psychology of Aging** — Biological, psychological and sociocultural factors in development and aging; age changes in learning, memory, intelligence, personality; special issues such as retirement, Alzheimer's disease, elder abuse. Prerequisite: 204 or graduate standing.

491-1 to 6 **Research in Psychology** — Research under faculty supervision. Only 9 hours of 491, 492, and 493 (no more than 6 hours in any one course) may be applied toward major in psychology, 3 hours toward minor in psychology. **Not for graduate credit.** Prerequisites: consent of instructor and chairperson; must have completed at least 18 hours of psychology; GPA above 2.5.

492-1 to 6 **Readings in Psychology** — Readings under faculty supervision. Only 9 hours of 491, 492, and 493 (no more than 6 hours in any one course) may be applied toward major in psychology, 3 hours toward minor in psychology. **Not for graduate credit.** Prerequisites: consent of instructor and chairperson; must have completed at least 18 hours of psychology; GPA above 2.5.

493-1 to 6 **Field Study in Psychology** — Supervised experiences in clinics, agencies and other professional settings. Only 9 hours of 491, 492, and 493 (no more than 6 hours in any one course) may be applied toward major in psychology, 3 hours toward minor in psychology. **Not for graduate credit.** Prerequisites: consent of instructor and chairperson; must have completed at least 18 hours of psychology; GPA above 2.5.

494-3 **Capstone Seminar in Psychology** — Students will integrate critical thinking, communication and research skills by examining significant issues in various areas of psychology, culminating in a group research project. Prerequisites: 221

with a grade of C or better and senior standing and declared Psychology major.

495-1 to 3 **Selected Topics in Psychology** — Offered occasionally when needed. May be repeated to a maximum of 9 hours so long as no topic is repeated. Prerequisite: consent of instructor.

498-2 **Honors Coordinating Seminar** — Coordinating seminar for Psychology Honors Program; students develop and report on individual and group projects involving honors level work. May be repeated for a maximum of 8 hours (only 4 hours can count towards credit for the major). **Not for graduate credit.** Prerequisite: admission to Psychology Honors Program.

499-3 **Psychology Senior Honors Paper** — Independent project to be completed during senior year under faculty supervision. Committee chairperson must be member of Psychology Department. **Not for graduate credit.** Prerequisites: senior standing, admission to Psychology Honors Academy.

Public Administration and Policy Analysis (PAPA)

410-1 **Introduction to Microcomputing** — Introduction to personal computers and development of skills in using word processing and database applications common to the public sector.

411-1 **Spreadsheet Applications** — Development of skills in spreadsheet construction and public sector applications.

412-1 **Introduction to SPSS** — Skills in using SPSS-PC: importing files; data entry; data analysis; exporting files. Prerequisite: concurrent enrollment in 420 and consent of instructor.

420-3 **Quantitative Analysis** — Research design; descriptive statistics; hypothesis testing; nonparametric statistics; analysis of variance; correlation; regression. Prerequisite: concurrent enrollment in 412 and consent of instructor.

499-1 to 3 **Seminar in Public Administration** — [DSS] Intensive study of selected topic. Topics chosen by department to supplement regular course offerings. May be repeated to a maximum of 9 hours provided no topic is repeated.

Russian (RUSS)

101-4 **Elementary Russian I** — [SKFL] Listening, speaking, reading, and writing within context of Russian culture. Lab included.

102-4 **Elementary Russian II** — [SKFL, IC] Continuation of 101. Lab included. Prerequisite: 101.

104-8 **Elementary Russian** — [SKFL, IC] Intensive instruction in listening, speaking, reading, and writing within context of Russian culture. Equivalent to 101 and 102. Must enroll for all 8 credit hours. Lab included. Check with department chairperson to determine if course will be offered.

201-4 **Intermediate Russian I** — [DFAH] Continued practice in listening, speaking, reading, and writing. Grammar review. Cultural and literary readings, compositions. Lab included. Prerequisite: 102 or consent of instructor.

202-4 **Intermediate Russian II** — [DFAH] [IAI No. H1 900] Continuation of 201. Lab included. Prerequisite: 201 or consent of instructor.

220-3 **Intermediate Russian Conversation** — [DFAH] Practice in intermediate-level conversation. Focus on pronunciation and fluency. Prerequisite: 102 or equivalent.

499-3 **Readings in Russian** — [DFAH] Selected areas of language, literature, and culture. Individual work or small groups supervised by Russian faculty. **Not for graduate credit.** Prerequisites: 202 and consent of instructor.

Science (SCI)

241 a, b-3 Foundations of Science — General background in science. Laboratory emphasis on process skills, hands-on activities, and projects suitable for children in grades K-8, (a) chemistry, physics, and design projects; (b) biology, earth science, and inquiry projects. Prerequisites: (a) 3 hours of science, CI 200, (previous or concurrent enrollment), (b) 241a, or consent of instructor.

401-2 to 4 **Selected Topics in Physics** — New discoveries and/or methodologies and techniques in the field. Demonstration and laboratory experiences to support the learning process. May be repeated to a maximum of 8 hours as long as no topic is repeated. Primarily for teachers of science. Prerequisite: consent of instructor.

405-2 top 4 **Selected Techniques in Physics** — Modern experiments, demonstrations, and equipment; advances in technology; laboratory management and safety. May be repeated to a maximum of 8 hours as long as no topic is repeated. Primarily for teachers of science. Prerequisite: two years of college science and mathematics.

411-2 to 4 **Selected Topics in Chemistry** — New discoveries and/or methodologies and techniques in the field. Demonstration and laboratory experiences to support the learning process. May be repeated to a maximum of 8 hours as long as no topic is repeated. Primarily for teachers of science. Prerequisite: two years of college science and mathematics.

414-1 to 3 **History of Chemistry** — Topics in history of chemistry. May be repeated to a maximum of 6 hours so long as no topic is repeated. Prerequisite: consent of instructor.

415-2 to 4 **Selected Techniques in Chemistry** — Modern experiments, demonstrations, and equipment; advances in technology; laboratory management and safety. May be repeated to a maximum of 8 hours as long as no topic is repeated. Primarily for teachers of science. Prerequisite: two years of college science and mathematics.

421-2 to 4 **Selected Topics in Biology** — New discoveries and/or methodologies and techniques in the field. Demonstration and laboratory experiences to support the learning process. May be repeated to a maximum of 8 hours as long as no topic is repeated. Primarily for teachers of science. Prerequisites: two years of college science and mathematics.

425-2 to 4 **Selected Techniques in Biology** — Modern experiments, demonstrations, and equipment; advances in technology; laboratory management and safety. May be repeated to a maximum of 8 hours as long as no topic is repeated. Primarily for teachers of science. Prerequisite: consent of instructor.

431-2 to 4 **Selected Topics in Earth and Environmental Science** — New discoveries and/or methodologies and techniques in the field. Demonstration and laboratory experiences to support the learning process. May be repeated to a maximum of 8 hours as long as no topic is repeated. Primarily for teachers of science. Prerequisite: consent of instructor.

435-2 to 4 **Selected Techniques in Earth and Environmental Science** — Modern experiments, demonstrations, and equipment; advances in technology; laboratory management and safety. Primarily for teachers of science. Prerequisites: two years of college science and mathematics.

442-1 to 4 **Special Topics in Teaching Science in Elementary School** — Topics of special interest in teaching science.

Lecture and/or laboratory format. May be repeated to a maximum of 8 hours as long as no topic is repeated. Prerequisite: two years of college science and mathematics.

451-3 Integrated Science — Laboratory-based integrated science course. Interactions of the sciences earth and space, physical, life sciences and mathematics. Research project, paper, and presentation. Prerequisites: completed 24 semester hours of science credit; 2.5 or higher GPA.

452-1 to 4 **Special Topics in Teaching Science in the Secondary School** — Topics of special interest in teaching science. Lecture and/or laboratory format. May be repeated to a maximum of 8 hours as long as no topic is repeated. Prerequisite: consent of instructor.

462-1 to 4 **Special Topics in Teaching Science in College** — Topics of special interest in teaching science. Lecture and/or laboratory format. May be repeated to a maximum of 8 hours as long as no topic is repeated. Prerequisite: two years of college science and mathematics.

489-1 to 3 **Independent Study in Science Education** — Supervised study of assigned material based on needs of student. May be repeated to a maximum of 9 hours as long as no topic is repeated. Primarily for teachers of science. Prerequisite: consent of instructor.

Social Work (SOCW)

200-4 Foundations of Social Work I — [DSS] Introduction to the profession by examining the skills, knowledge and perspectives in social work. Emphasis on values, ethics, and populations at risk. **Includes 40 hours at a social service agency.**

201-3 Foundations of Social Work II — [DSS] Examination of social welfare settings including their functions, clientele, and methods of service provision at all client systems levels. Prerequisite: consent of program director.

211-3 Micro Skills of Counseling — Basic counseling skills such as empathy, paraphrasing, and focusing will be taught, with one lecture and one lab session per week. Prerequisite: consent of program director.

301-3 Introduction to Social Welfare Policy — Analysis of problems faced by individuals, families, groups, and communities; relationships between definitions of problems and society's responses to them, especially policy. Prerequisites: 211 with a minimum grade of B, ECON 111, HIST 201, POLS 112.

302-3 Human Behavior in the Social Environment I — Perspectives on human functioning from a range of theories with social work application to individuals, families and groups; emphasis on developmental perspectives and human diversity. Prerequisites: 211 with a minimum grade of B, PSYC 111, BIOL 111.

303-3 Human Behavior in the Social Environment II — Perspectives on human functioning from a range of theories with social work application to neighborhoods, organizations and communities; emphasis on developmental perspectives and human diversity. Prerequisites: 211 with a minimum grade of B, ANTH 111.

315-3 Social Work Practice with Individuals and Families — Problem solving model for generalist social work practice. Applications for working with individuals and families. Includes weekly lab. Prerequisites: 211 with minimum grades of B.

316-3 Social Work Group Practice — Study of generalist social work practice with groups; survey of selected group intervention models. Includes weekly lab. Prerequisite: 211 with a minimum grade of B.

357-3 Juvenile Delinquency — Reviews the causes, prevention, treatment and laws and policies related to juvenile delinquency and the structure of the juvenile justice system. **Not for graduate credit.**

370-3 Child Welfare — [DSS] Examination of child welfare including models of intervention, types of abuse and neglect, functions of case management and issues of cultural diversity. Prerequisite: 200, junior or senior standing.

386-3 Health Care Issues in Social Work — [DSS] Examines contemporary health issues such as hypertension, diabetes, childhood obesity, with emphasis on HIV/AIDS and how these diseases relate to populations at risk. **Not for graduate credit.** Prerequisites: BIOL 111; junior or senior standing.

388-3 Chemical Dependency — [DSS] Examines the bio-psycho-social perspective of chemical dependency; focusing on drug availability, effects, assessment, interventions, and public policies. **Not for graduate credit.** Prerequisite: junior or senior standing.

390-3 Diversity and Issues of Social and Economic Justice — [DSS, IGR] Examines backgrounds and needs of diverse populations including persons who are at-risk. Forms of oppression, social and economic justice issues, and values and ethics. **Not for graduate credit.** Prerequisite: junior or senior standing.

395-1 to 6 Independent Study in Social Work — To be arranged with member of social work faculty. Open to social work majors only. Prerequisites: admission to the major, consent of instructor and program director/coordinator.

400-3 Social Work Practice with Organizations and Communities — Applications of generalist practice principles and selected practice models to social work with organizations and communities. **Not for graduate credit.** Prerequisites: admission to major.

401-3 Social Welfare Policy Analysis — Selected models of policy analysis with applications to social welfare issues. Special emphasis on legislative processes and lobbying for social change. **Not for graduate credit.** Prerequisites: admission to major.

454-3 Disability in Society — Overview of issues and services pertaining to disability in American society including biological, psychological, familial and social considerations. **Not for graduate credit.**

480-3 Research Methods in Social Work — Knowledge and application of qualitative and quantitative research and statistics for social work practice. Includes discussion of ethical issues and practice evaluation. **Not for graduate credit.** Prerequisite: 200, STAT 107 with grades of C or better, Admission to major. To be taken concurrently with 482.

481-3 Statistics for Social Work — Understanding and use of descriptive statistics and hypothesis testing for social work practice. **Not for graduate credit.** Prerequisite: 480 with a minimum grade of C. Corequisite: Must be taken concurrently with 483.

482-4 Field Instruction I — With 483, two consecutive semesters of supervised practicum consisting of a minimum of 400 hours in an approved social work setting. Weekly seminars. Social Work majors only. **Not for graduate credit.** Prerequisites: consent of director of practica, 2.5 GPA. Corequisite: concurrent enrollment in 480.

483-4 Field Instruction II — Continuation of 482. **Not for graduate credit.** Prerequisites: 482 with a minimum grade of C. Corequisite: concurrent enrollment in 481.

487-3 Involuntary Clients — [DSS] Examines factors and characteristics that lead to resistance in a variety of fields of

practice; examines issues of social control and practice approaches. **Not for graduate credit.** Prerequisite: junior or senior standing.

488-3 Social Work Practice Models — [DSS] Survey of intervention models for social work practice with individuals, families and groups. **Not for graduate credit.** Prerequisite: 315.

491-3 Mental Health — [DSS] Exploration of mental health issues. Specific attention to the use of the DSM, diagnosis of mental illnesses and values and ethics in social work practice. **Not for graduate credit.** Prerequisite: junior or senior standing.

492-3 Domestic Violence — Overview of domestic violence; effects of violence on children, elder abuse and Illinois laws affecting domestic violence. **Not for graduate credit.**

495-3 Special Topics in Social Work — [DSS] Topics not included in regular course offerings. Topic and prerequisites specified in semester course schedule. May be repeated to a maximum of 9 hours with different topics. **Not for graduate credit.** Prerequisite: junior or senior standing.

Sociology (SOC)

111-3 Introduction to Sociology — [ISS] [IAI No. S7 900] Changes, causes and consequences of group life. Scientific and humanistic study of social processes and institutions, including change, control, religion, education, inequality, health, family.

200-3 Cooperation and Conflict — [DSS] Communication, specialization, reciprocity, conflict resolution. Families, feudalism, cities, nations. Capitalism, socialism, communism, corporations, cooperatives. Learning formats: games, role playing, discussions, lectures.

201-3 Introduction to Criminal Justice — (Same as CJ 201) [ISS] [IAI Course No. 901] Introduction to the system of criminal justice including police, courts and corrections; includes group learning exercises. Prerequisite: 111.

272-3 Criminology — (Same as CJ 272) [DSS] [IAI Course No. CRJ 912] An introduction to theory and research on lawmaking, lawbreaking and the reactions to crime and criminality. Prerequisite: 111 and sophomore or higher standing.

300-3 Social Problems — [DSS] [IAI No. S7 901] Extent and causes of a number of current American social problems; how social conditions become problems. Some attention to methods of researching problems.

301-3 Survey of Theory — [DSS] Major classical theorists including Durkheim, Marx, and Weber, and contemporary schools of thought including functionalism; conflict; exchange; symbolic interaction.

302-3 Social Research Methods — [DSS] Fundamentals of measurement, research design, and logic of determining cause-effect relationships. Includes experimental, survey, archival, field research methods. Interrelationships between theory and research. Prerequisite: 301.

303-3 Statistics with Computer Applications — [DSS] (CJ 303 may be substituted.) Survey of key statistical concepts, their application and interpretation. Using a computer to calculate and graphically display statistics. Creating and manipulating data sets. Hypothesis testing. Prerequisite: 301.

304-3 Race and Ethnic Relations — [DSS, IGR] [IAI No. S7 903D] Racial and cultural interaction and conflict; causes of prejudice and discrimination; status and participation of minority groups; national and international aspects of majority-minority relations.

308-3 Women, Gender and Society — [DSS, IGR] (Same as WMST 308) Sociological and feminist perspectives on women in American society with an emphasis on institutions that create, maintain, and reproduce gender and gender inequality.

309-3 Social Inequality — [DSS] Extent and causes of social inequality. Attention to consequences of the sustained existence of such inequalities in our everyday lives.

325-3 Sociology of Community Action — Sociological contexts of participation in social service and activist endeavors; focus on strategies, tactics, organization, and field-work methodology; in preparation for Sociology 326. Prerequisite: sociology major with 9 credit hours of sociology or consent of instructor.

326-3 Internship in Community Action — Supervised placement in community service or activist setting; acquisition of experience and practical skills, preparing students for continued professional or voluntary community involvement. Prerequisites: sociology major, 325 and consent of instructor.

335-3 Urban Sociology — [DSS, IGR] Rise, development, structure, culture, planning, and problems in early and modern cities. How sociologists study cities; metropolitan areas. Some attention to urban social segregation.

338-3 Industry and Society — [DSS] Development, changing nature, and social impact of industrial organization; transition from mass production to flexible systems; employee participation and labor-management relations.

390-3 Sociological Perspectives — [DSS] Topics not included in regular course offerings. May be repeated or taken in multiple 3-credit sections without limit on the total number of credit hours taken, provided no topic is repeated.

391-3 Marriage and Family — [DSS] [IAI No. S7 902] (Same as WMST 391) Marriage and the family in U.S. society; behavioral change including gender roles, dating and mate selection, love and intimacy, alternative family forms, communication/conflict, divorce/remarriage.

396-1 to 6 Readings in Sociology — Supervised reading, projects, and field experience in selected areas. May be repeated for up to 6 hours provided no topic is repeated. Prerequisite: consent of instructor and chairperson.

420-3 Leadership — [DSS] Leadership as parents, teachers, counselors, employers, change agents. Group problem-solving process. Social movements. Prerequisites: senior standing or consent of instructor.

421-3 Individual and Society — [DSS] Integration of individual and society; role structure and orientation to society; habits, communication, channels of meaning, emergence, presentation and defense of self.

422-3 White-Collar Crime — [DSS] (Same as CJ 422) An examination of the nature, extent, and distribution of white-collar crime as well as its causes, correlates, and control. Prerequisites: SOC/CJ 272 or consent of instructor.

431-3 Employment and Workplace Change — [DSS] Practical application and critical analysis of theories, approaches, strategies of organizational and workplace change. Organizations as mechanistic, organic, cultures, political systems and arenas of conflict.

433-3 Internship in Employment Relations — Supervised placement in actual employment setting. Acquisition of hands-on experience and practical skills, providing head start in meeting career objectives. **Not for graduate credit.** Prerequisites: 111, 302, 303, 338 or consent of instructor.

440-3 Sociology of Popular Culture — Relevant theories, methodologies, and works of original research. Students apply

knowledge gained by analyzing examples from contemporary popular culture.

444-3 Gender, Ethnicity, and Class in the Workplace — [DSS, IGR] (Same as WMST 444) Traces the evolution of work for women of different races and classes, and studies what issues women now face in the public and private spheres.

470-3 Sociology of Deviance — [DSS] (Same as CJ 470) Behaviors such as prostitution, drug use, murder, racism, sexual variances, rape and insanity examined theoretically and empirically.

472-3 Explaining Crime — [DSS] (Same as CJ 472) Examination of the relationship between classical and contemporary criminological theory, research, and policy. Prerequisite: SOC/CJ 272 or consent of instructor.

474-3 Victims and Society — [DSS] Sociological analysis of war, crime, inequality, racism, sexism and other victim-generating conditions and processes; a non-lecture, active-learning course. Prerequisites: 111 and senior standing, or consent of instructor.

490-3 Special Topics in Sociology — [DSS] Topics not included in regular course offerings. May be repeated once to a maximum of 6 hours provided no topic is repeated.

495-3 Senior Assignment Seminar — Conduct a social research project based on proposal developed in 302 and 303. May use survey, participant observation, evaluation/assessment, or other quantitative or qualitative methods. **Not for graduate credit.** Prerequisites: sociology seniors, 111, 301, 302, and 303.

Spanish (SPAN)

101-4 Elementary Spanish I — [SKFL] Listening, speaking, reading, and writing. Culture of Spanish-speaking countries. Lab included.

102-4 Elementary Spanish II — [SKFL, IC] Continuation of 101. Lab included. Prerequisite: 101 or placement testing.

104-8 Elementary Spanish — [SKFL, IC] Intensive instruction in listening, speaking, reading, and writing. Culture of Spanish-speaking countries. Lab included. Equivalent to 101 and 102. Must enroll for all 8 hours credit. Check with department chairperson to determine whether course will be offered.

201-4 Intermediate Spanish I — [DFAH] Continued practice in listening, speaking, reading, and writing. Grammar review. Cultural and literary readings; compositions. Lab included. Prerequisite: 102 or placement testing.

202-4 Intermediate Spanish II — [DFAH] [IAI No. H1 900] Continuation of 201. Lab included. Prerequisite: 201 or placement testing.

220-3 Intermediate Spanish Conversation — [DFAH] Practice in intermediate-level conversation. Focus on pronunciation and fluency. Prerequisite: 102 or placement testing.

292-3 Service Learning for the Beginning Language Student — [II, IC, IGR] Study abroad in a service/learning context for beginning language student. Hands-on Field Study with emphasis on cultural differences, intergroup, interdisciplinary relationships and supervised individual projects.

301-4 Advanced Spanish — [DFAH] In-depth grammar review. Composition and conversation. Lab included. Prerequisite: 202 or consent of instructor.

302-4 Advanced Spanish — [DFAH] Selected topics in grammar, readings, and composition. Lab included. Prerequisite: 202 or consent of instructor.

304-3 **Interpretation** — [DFAH] Oral translation of selected passages, alternating between English and Spanish; development of precision and clarity in both languages. Prerequisite: 202 or consent of instructor.

305-4 **Computer-Assisted Written Translation** — [DFAH] Computerized automatic translation: English/ Spanish and Spanish/English. Lab included. Prerequisites: 202 or consent of instructor, some familiarity with word processing.

306-3 **Contemporary Spanish Professional Readings** — [DFAH] Selections from publications related to professions and issues. Prerequisite: 202 or consent of instructor.

307-3 **Business Spanish** — [DFAH] Oral and written business expression; specialized terminology and idioms. Prerequisite: 202 or consent of instructor.

308-4 **Spanish Linguistics** — [DFAH] The linguistics features of the Spanish language system; including phonology, morphology, pragmatics, sociolinguistics and comparisons among varieties of Spanish and other languages. Required for majors seeking certification to teach Spanish. Prerequisite: 301 or consent of instructor.

311-3 **Contemporary Spain** — [DFAH, IC] Analysis of significant aspects of Spanish culture to improve intercultural understanding and develop language skills. Prerequisite: 202 or consent of instructor.

312-3 **Contemporary Spanish America** — [DFAH, IC] Analysis of significant aspects of Spanish-American culture to improve intercultural understanding and develop language skills. Prerequisite: 202 or consent of instructor.

351-3 **Survey of Spanish Literature: Peninsular** — [DFAH, IC] Representative prose, poetry, drama. Prerequisite: 202 or consent of instructor.

352-3 **Survey of Spanish-American Literature: Colonial Period until the Present** — [DFAH, IC] Representative prose, poetry, drama. Prerequisite: 202 or consent of instructor.

353-3 **Survey of Drama in the Spanish Language** — [DFAH] Selected readings, literary and cultural background. Prerequisite: 202 or consent of instructor.

400-3 **Senior Essay in Spanish** — Supervised research and preparation of an extensive scholarly paper in Spanish. **Not for graduate credit.** Usually taken after completion of all major courses. Prerequisite: senior standing or consent of instructor.

412a,b- 3 each **U.S.A. Hispanics** — [DFAH] Hispanic cultures in the USA. Study of the unique contributions of a) Mexican Americans and b) Cuban Americans and Puerto Rican Americans through their language, literature and the arts. Prerequisite: 301 or 302 or consent of instructor.

451-3 **Studies in Spanish Literature: Beginnings through 17th Century** — [DFAH, IC] Literary analysis of prose, poetry, and drama, 11th through 17th centuries. **Not for graduate credit.** Prerequisite: 301 or 302 or consent of instructor.

452-3 **Studies in Literature in the Spanish Language: 17th through 20th Centuries** — [DFAH, IC] Continuation of 451. **Not for graduate credit.** Prerequisite: 301 or 302 or consent of instructor.

453-3 **Seminar in Hispanic Literature** — [DFAH, IC] Critical and analytical study of masterpieces. **Not for graduate credit.** Prerequisite: 301 or 302 or consent of instructor.

454-3 to 6 **Seminar** — [DFAH] Critical and analytical study of selected topics of literature or literary criticism. May be repeated to a maximum of 6 hours provided that no topic is repeated. Prerequisite: 301 or 302 or consent of instructor.

457-3 **Don Quixote** — [DFAH, IC] Critical and analytical study of Cervantes' masterpiece. Prerequisite: 301 or 302 or consent of instructor.

461-3 **Spanish Stylistics** — [DFAH] Writing style: application of stylistics to development of skill in written expression. Advanced work in principles of grammar and composition. Prerequisite: 301 or 302 or consent of instructor.

471-3 **Spanish-American Literature: Short Stories and Novel** — [DFAH, IC] Representative works of last four decades of 20th century. **Not for graduate credit.** Prerequisite: 301 or 302 or consent of instructor.

491-3 to 6 **Cultural and Language Workshop – Spanish** — [DFAH, IC] Comparative or contrastive linguistics, advanced methodology and techniques. In-depth study of foreign cultures, travel-study abroad. Supervised projects in Spanish. May be repeated to a maximum of 6 hours provided that no topic is repeated. Prerequisite: Advanced or graduate standing.

492-3 **Service Learning for the Advanced Student** — [DFAH, IC, IGR] Study abroad in a service-learning context. Hands-on field study with emphasis on target culture and language, oral and written communication and supervised individual projects. Prerequisite: 301 or permission of the instructor.

499-3 **Readings in Spanish** — [DFAH] Selected areas of language, literature, and culture. Individual work or small groups supervised by Spanish faculty. Prerequisites: senior standing and consent of instructor.

Special Education (SPE)

200-3 **Introduction to People with Disabilities in Society and School** — [IGR] Surveys historical, philosophical and legal foundations of educating people with disabilities; characteristics and needs of individuals with disabilities; roles and responsibilities of professionals.

400-3 **The Exceptional Child** — Psychology, identification, and methods of teaching individuals with exceptionalities, including individuals with learning disabilities. Prerequisites: admission into a teacher education program.

401-1 **Field Practicum I in Special Education** — Supervised early practicum allows candidates to observe and participate in a special education classroom. Students will complete 90 clock hours. Prerequisites: 200 with a grade of B or better, admission to the Special Education program. Must be taken concurrently with 405, 412, and 471 with grade of C or better.

402-2 **Field Practicum II in Special Education** — Supervised practicum allows candidates to participate in two special education classrooms containing a range of disabilities. Students will complete 180 clock hours. Prerequisites: admission to the Special Education program and 405, 412, and 471; must be taken concurrently with 416, 430, and 450.

405-3 **Foundations of Special Education** — Introduction to problems, characteristics and issues that impact the development of persons with disabilities. Prerequisites: 200 and admission to the Special Education program. Must be taken concurrently with 401, 412 and 471.

412-3 **Assessment for Instructional Decision Making in Special Education** — Emphasizes processes and procedures for obtaining, interpreting, and analyzing information to facilitate effective educational decision-making. Prerequisite: admission to the Special Education program; must be taken concurrently with 401, 405, and 471.

415-3 **Instructional and Assistive Technology** — Overview of use of instructional and assistive technology. Course will review hardware, software, Internet technologies and

application of assistive technology. Prerequisites: 200 or 400 with grade of B or better and admission to the Special Education Program.

416-3 Functional Curriculum Methods — Overview of functional curriculum methods for students with severe/multiple disabilities. **Not for graduate credit.** Prerequisites: 401, 405, 412, 471 with grade of C or better. Must be taken concurrently with 402, 430 and 450.

417-6 Reading and Language Arts Methods in Special Education — Prepares pre-service teachers with knowledge and skills in the use of effective teaching and assessment techniques within the areas of reading and language arts. Prerequisites: Grade of C or better in 401, 405, 412, 471, 402, 416, 430, 450; Must be taken concurrently with 418, 421 and 422.

418-3 Field Practicum III in Special Education — Supervised practicum requiring the application of knowledge and skills in teaching students with disabilities. Requires 180 hours in the field. **Not for graduate credit.** Prerequisites: 402 with a C or better. Must be taken concurrently with 417, 421 and 422.

421-3 Mathematics Methods in Special Education — Preparation of pre-service teachers with knowledge and skill in the use of effective teaching techniques in mathematics for persons with disabilities. **Not for graduate credit.** Must be taken concurrently with SPE 417, 418, and 422.

422-3 Science and Social Sciences Methods in Special Education — Preparation of pre-service teachers with knowledge and skill in the use of effective teaching techniques in science and social science. Must be taken concurrently with 417, 418 and 421.

430-3 Classroom Management and Behavior Support in Special Education — Designing effective learning environments and individualized behavior support plans, and applying research-based behavioral practices. Prerequisites: admission to the Special Education program, 401, 405, 412, 471 with a C or better. Must be taken concurrently with 402, 416 and 450.

440-3 Infants and Toddlers with Special Needs and Their Families — Characteristics and interactions of infants and toddlers with special needs and their families; emphasizes collaboration with families and current research, theory, and federal/state policies. Prerequisite: 400.

441-3 Assessment of Preschool Exceptional Children — Instruments for assessment of academic, cognitive, perceptual-motor development. Diagnosis and remediation. Prerequisite: 440.

442-3 Methods and Procedures for Teaching Early Childhood Students with Disabilities — Preparation of teachers and teacher candidates in the knowledge and skills needed to provide educational services to early childhood students with disabilities and supports to their families. (Requires 10 hours field experience.) Prerequisites: 440, 441.

450-3 Instructional Planning and Professional Collaboration in Special Education — Covers content in service delivery models, program planning and collaboration. Prerequisites: completion of 401, 405, 412, 471 with a C or better. Must be taken concurrently with 402, 416, 430.

470-3 Transition Planning — Overview of transition planning and programming for students with disabilities. Prerequisites: admission to the Special Education Program, 200 and 400 with grades of B or better; 401, 405, 450, and 471 with grades of C or better. (May be taken concurrently.)

471-3 School and Family Partnerships for Special Education — Examines educational, psychological, and political issues that arise when developing collaborative relationships

between schools and families. **Not for graduate credit.** Prerequisites: admission to the Special Education Program, 200 with a grade of B or better and must be taken concurrently with 401, 405 and 412.

481-3 Senior Seminar Special Education — Professional, ethical and legal concerns of assessment; instruction, evaluation, behavior management, and technologies. **Not for graduate credit.** Prerequisite: all general education and special education requirements except SPE 499. Must be taken concurrently with SPE 499.

496-1 to 6 Readings and Independent Study in Special Education — Specific problem areas in education of individuals with disabilities. Topic conditions of study approved via contract. Prerequisite: consent of instructor.

498-3 to 6 Workshop: Selected Topics In Special Education — Topical workshop on concepts, strategies, and concerns in special education. May be repeated to a maximum of 6 hours.

499-12 Special Education Student Teaching — Teaching students with social and emotional disorders under immediate supervision of cooperating teacher and general supervision of university instructor. **Not for graduate credit.** Prerequisite: completion of all required coursework. Must be taken concurrently with 481.

Speech Communication (SPC)

103-3 Interpersonal Communication Skills — [SKOC, IGR] Principles and practices of oral communication emphasizing message formation and delivery, listening, perception, awareness of verbal and nonverbal codes, relationships and managing conflict.

104-3 Oral Argumentation Skills — [SKOC] Theories; strategies; techniques for researching, analyzing, constructing, and presenting oral arguments for and against selected contemporary topics and issues. Emphasis on in-class presentations.

105-3 Public Speaking — [SKOC] (IAI No. C2 900) Theories; strategies; techniques for researching, organizing, outlining, and delivering speeches. Emphasis on speaking skills in professional and academic contexts.

111-3 Introduction to Speech Communication — [IFAH] Introduction to traditional and current areas of speech communication: intra/interpersonal, group, parliamentary procedure, interviewing, rhetoric and public address, and persuasion. Not for major or minor credit.

200-3 Advanced Public Speaking — [DFAH] Advanced practice in developing and delivering speeches, presentations, and briefings in public and professional settings using multimedia. Models and strategies for technical presentations in a variety of contexts. Prerequisite: 104, or 105, or consent of instructor.

201-3 Small Group Communication — [DFAH] Principles, theories, models, methods of group formation, discussion, and decision-making. Current problems used as focus for exploring group behavior.

203-3 Introduction to Organizational Communication — [DFAH] Principles, theories, organizational skills necessary to function effectively as professionals. Topics include motivation, goal setting, feedback, delegating, resolving conflicts.

210-3 Interracial Communication — [DFAH, IGR] Personal dimensions of intergroup communication, especially the interaction of black and white Americans.

213-3 Introduction to Public Relations — [DFAH] Contemporary theories and practices emphasizing communication skills. Lectures, PR simulations, guest practitioners. Appropriate for majors in any academic area.

261-3 Oral Interpretation of Literature — [DFAH] Principles and skills in selecting, editing and presenting literature in an oral reading format. Prerequisite: 104, or 105, or consent of instructor.

300-3 Communication in Interviewing — [DFAH] Forming questions, gathering information, building rapport, maintaining effective interaction in interviews. Emphasizes perspective of both interviewer and interviewee. Practice with critiqued video playbacks.

305-3 Listening — [DFAH] Examination of messages from listener perspective, focus is on the listening process, diagnosis of listening difficulties, learning relevant theory and practice of effective listening styles.

309-1 to 6 Independent Projects in Speech Communication — Projects in communication field studies, independent readings, presentations, etc. Specific assignment to be developed by student in consultation with speech communication faculty member prior to enrollment. Credits variable; may be repeated up to a maximum of 6 hours cumulative, 3 of which may count toward a speech communication major. Prerequisite: by permit only.

313-3 Applied Public Relations — [DFAH] Advanced study and application of practices introduced in 213. Emphasis on developing communication materials for PR campaigns. Prerequisites: 213 and concurrent enrollment in 315.

315-3 Technology Applications in Public Relations — [DFAH] Study of electronic technologies in public relations practices; planning and evaluative strategies for online public relations; development of competence in use and design of basic desktop and online public relations. Prerequisite: 213 and concurrent enrollment in 313.

323-3 Interpersonal Communication Theory and Applications — [DFAH] Explores beginning, maintaining and ending relationships. Emphasizes gender, racial and cultural influences, power, self-image and metacommunication. This course contains both theoretical and experiential approaches to personal relationships. Prerequisite: 103.

329-3 Communication Research Methods — [DFAH] Contemporary methods applicable to analysis of human communication processes. Includes logic of research design and statistical reasoning. Practical experience with communication survey research design. Speech majors must receive a grade of C or better.

330-3 Theories of Communication — [DFAH] Contemporary and significant historical approaches to developing and testing theories and models of the process of human communication. Speech majors must receive a grade of C or better.

331-3 Gender and Communication — [DFAH, IGR] Investigation of the influences of gender on the communication process. Activities, exercises and presentations sensitize students to gender influences on verbal and nonverbal communication.

370-3 Health Communication — [IGR] Examines the role of communication and culture in general models of health and illness, caregiver-patient relationships, social support, health care systems and health campaigns.

403-3 Organizational Communication Theory and Applications — [DFAH] Diagnosing communication problems in organizations and implementing solutions. Research methods and theoretical applications in organizational communication. Prerequisite: 203 or consent of instructor.

409-3 Senior Project in Speech Communication — Application of organizational communication theories to service learning project, where students summarize and present their experience to faculty. **Not for Graduate Credit.**

Prerequisites: 200, 329, 330, and 403 with a grade of C or better in each.

410-3 Rhetorical Theory and Criticism — [DFAH] Classical and contemporary theories and methods for analyzing and evaluating public address and other significant forms of communication.

411-3 Analysis of Political Communication — [DFAH] Role of communication in politics. Topics include speech preparation, delivery, image promotion, public opinion formation, lobbying behavior as factors in political communication strategies.

413-3 Case Studies in Public Relations — [DFAH] Strategies and critical analyses of ethical issues and approaches in the social and political atmosphere of public relations. Prerequisite: 213 with grade of C or better or consent of instructor.

414-3 Public Relations Campaigns: Planning and Evaluation — [DFAH] Students will develop a comprehensive planning and evaluative model for public relations programming efforts. Prerequisites: 313, 315, 329, and concurrent enrollment in 415.

415-3 Public Relations Campaigns: Programming and Implementation — Students will implement and monitor a special event public relations campaign for a community client. Prerequisites: 200, 313, 315, 329, 330, and concurrent enrollment in 414. Course fulfills Senior Project requirement for Public Relations track.

419-3 Special Topics in Speech Communication — [DFAH] Variable content course emphasizing pertinent contemporary communication issues. May be repeated for total of 9 hours as long as no topic is repeated, 3 of which may count toward a speech major. Contact the Speech Communication Department for current topic.

423-3 Topics: Interpersonal Communication — [DFAH] Rotating topic course addressing current topics in interpersonal communication. May be repeated for a total of 9 hours as long as no topic is repeated.

430-3 Persuasion and Social Influence — [DFAH] The study of contemporary persuasion theories and research toward a clear understanding of the process of social influence; application of concepts in analysis of persuasive messages.

433-3 Language and Speech Communication — [DFAH] Role and impact of language in speech communication development, processes and behavior. Relational development and conflict resulting from differences in language usage.

434-3 Nonverbal Communication — [DFAH] Nonverbal theories across varied contexts. Means of transmission and reception of nonverbal cues. Relationship of nonverbal and verbal behavior.

461-3 Strategies for Teaching Speech Communication — Philosophy of speech education and approaches for teaching speech in curricular and co-curricular settings. Meets for 5 hours. **Not for graduate credit.** Prerequisite: 12 hours of speech communication or consent of instructor.

464-3 Family Communication — [DFAH] Communication functions and behavior within families and how they develop, maintain, enrich, or limit family relationships.

491-1 to 9 Internship in Speech Communication — Study, observation, and professional experience with business and organizations in the various areas of communication under joint supervision of the organizational representative and the speech communication faculty sponsor. May be repeated to a maximum of 9 hours, 3 of which may count toward a speech communication major. **Not for graduate credit.** Prerequisites:

junior or senior standing, a major in speech communication, consent of the director of internships, acceptance by the organizational representative.

Speech-Language Pathology and Audiology (SPPA)

201-3 Human Communication and Its Disorders —

Introduction to speech, language and swallowing disorders in people of all ages including assessment and treatment techniques. Prerequisite: Student must have completed 42 hours of college level work.

231-3 **Phonetics** — Basic orientation to speech sounds including their individual differences, descriptions and transcriptions of typical and disordered speech. Declared majors only.

290-3 Language Development and Acquisition for Educators

— Developmental milestones and theory of communication development in both typically developing children and in children with disabilities. Identification and characteristics of developmental and acquired communication disorders.

312-3 **Normal Language and Speech Acquisition** — Typical development of language, theory and milestones including phonology, morphology, syntax, semantics, and pragmatics. Prerequisite: 231.

320-3 Anatomy and Physiology of the Speech and Hearing Mechanism

— Structure and function of normal communication system. Declared majors only. Prerequisite: 201, 231.

321-3 **Hearing Science** — Study of the properties of sound, including theories related to auditory physiology and perception. Prerequisite: 320.

322-3 **Speech Science** — Basic orientation to the physiological components underlying the propagation, acoustics, and perception of the speech signal in normal human communication. Prerequisite: 231, 320.

351-3 **Communication Disorders Associated with Genetic Syndromes** — Describes the characteristics of the speech, language and hearing disorders associated with a number of genetic syndromes. Prerequisite: BIOL 111 or equivalent.

400-1 to 3 **Independent Study in Speech Pathology and Audiology** — Investigative consideration of relevant topics not covered extensively in regular curriculum. May be repeated to a maximum of 9 hours. Prerequisite: consent of instructor.

441-3 **Disorders of Articulation and Phonology** — Factors influencing atypical development of the phonological system including articulation; characteristics, assessment and intervention of articulatory and phonological disorders. **Not for Graduate Credit.** Prerequisites: 231, 320.

442-3 **Voice and Fluency Disorders** — Characteristics of voice and fluency disorders including basic diagnostic and intervention strategies. **Not for graduate credit.** Prerequisite: 320.

444-3 **Language Disorders Across the Life Span** — Etiology, assessment, and intervention with individuals from infancy through adulthood with language disorders. **Not for graduate credit.** Prerequisites: 312, 320.

445-3 **Language Disorders of Adults** — Etiology, assessment, and intervention with individuals with acquired communication disorders. Prerequisites: 312, 320.

446-3 **Clinical Observation and Procedures in Communication Disorders** — Basic orientation to clinical procedures in obtaining, recording and evaluating

assessment information; procedures for therapeutic intervention; and supervised clinical observations. **Not for graduate credit.** Prerequisites: 231, 312, 320, 441, 444, prior or concurrent enrollment.

449-1 to 3 **Clinical Practicum in Speech-Language Pathology** — Supervised clinical practice with individuals with a variety of speech and language disorders. May be repeated to a maximum of 9 hours. Graded Pass/No Credit. **Not for graduate credit.** Prerequisites: 3.0 GPA, 441, 444, 446.

450-3 Clinical Procedures in Medical and Educational Settings

— Role of the speech-language pathologist in medical and educational settings including legal, organizational, and professional issues related to service delivery options. **Not for graduate credit.** Prerequisites: 441, 442, 444.

452-3 Assessment Procedures in Speech-Language Pathology and Audiology

— Procedures in obtaining, recording, and evaluating assessment results. **Not for graduate credit.** Prerequisites: 441, 442, 444.

461-3 **Basic Audiometry** — Principles and techniques of pure tone and speech reception and immittance audiometry testing. **Not for graduate credit.** Prerequisite or concurrent enrollment: 321.

469-1 to 3 **Clinical Practicum in Audiology** — Supervised clinical practice in audiometric screenings. May be repeated to a maximum of 9 Hours Pass/no credit. **Not for graduate credit.** Prerequisite: 461, GPA 3.0.

471-3 **Aural Rehabilitation** — Management of persons with hearing impairments including auditory training, speech reading, and counseling. **Not for graduate credit.** Prerequisite: 461.

481-3 Problems and Characteristics of Children with Hearing Impairments

— Characteristics of speech, language, social, emotional and educational problems of children with hearing impairments. Definitions, current management and service delivery models. **Not for graduate credit.**

499-2 **Senior Assignment Seminar** — Analytical and critical study of topics related to research, professionalism, and clinical practice in speech language pathology. **Not for graduate credit.** Prerequisites: 231, 312, 320, 441, 442, 444, 446; concurrent enrollment in 452, 471.

Statistics (STAT)

107-3 **Concepts of Statistics** — [SKILLS] Basic concepts of descriptive statistics; probability distribution and inferential statistics (estimating parameters and testing hypotheses); sampling, experimental design, correlation and regression, consumer price index. Credit may not be granted for both 107 and 244. Prerequisite: one and one half years of high school algebra or AD 095 with grade of C or better.

244-4 **Statistics** — [IAI No. M1 902] Summarizing data, including distributions, change and growth, relationships. Basics of survey design and experimental design. Inferential statistics, including confidence intervals and hypothesis testing. Credit may not be granted for both 107 and 244. Prerequisite: MATH 120 with grade of C or better. .

380-3 **Statistics for Applications** — Descriptive statistics, basic probability rules and distributions, inferences for means, variances and proportions, design and analysis of experiments, regression analysis. Prerequisite: MATH 152 with grade of C or better.

410-3 **Statistical Analysis** — Design of surveys and experiments. Inferential statistics, including confidence intervals and hypothesis testing. Simple and multiple

regression. May not be used to satisfy requirements of a mathematics or statistics major specialization or minor. Prerequisites: MATH 130 or MATH 150 with grade of C or better or consent of instructor.

478-3 Time Series Analysis — Statistical analysis of time series. Regression and exponential smoothing. Box-Jenkins methodology. Prerequisites: 380 or 480b with grades of C or better.

480a,b-3 each **Introduction to Mathematical Statistics** — Mathematical statistical theory. Probability models, distributions of random variables, sampling distributions, generating functions, central limit theorem and limiting distributions, parameter estimation, statistical hypotheses, linear models. Must be taken in sequence. Prerequisite: a) MATH 250 with grade of C or better b) 480a with grade of C or better.

481-3 Design and Analysis of Experiments — Designs for experimentation and their statistical inference. One-way, two-way classifications, complete and incomplete block designs. Factorial and fractional factorial designs. Response surface designs. Prerequisite: 380 or 480a,b with grades of C or better.

482-3 Regression Analysis — Inference in simple, multiple, polynomial and non-linear regression. Stepwise regression, subset selection; residual analysis, transformations and diagnostics. Prerequisite: 380 or 480a,b with grades of C or better or consent of instructor.

483-3 Sample Surveys — Simple random sampling, stratified sampling, one-stage and two-stage cluster sampling. Ratio, regression, difference estimation. Estimation of population size. Prerequisite: 380 or 480a,b with grades of C or better or consent of instructor.

484-3 Reliability Engineering — (Same as IME 463) Probabilistic models for the reliability of coherent systems, statistical models for lifetimes of components and for repairable systems, reliability estimation and production, MIL standards. Prerequisites: 480a,b or IME 365 with grades of C or better.

485-3 Stochastic Processes — Markov chains with applications, Poisson processes, Markov processes with discrete states in continuous time, renewal theory and queuing theory, Brownian motion and stationary processes. Prerequisites: 480a with grade of C or better.

486a,b-3 each **Actuarial Mathematics** — Utility theory, risk models, survival distributions, life tables. Life insurance models, life annuities, premium calculation, valuation theory for pension plans. Prerequisite: MATH 340 and either 380 or 480a with grades of C or better.

487-3 Nonparametric Statistics — Distribution-free tests and estimation, randomization, sign test, signed-rank test, power, robustness, inferences concerning location and scale parameters for two independent samples, goodness-of-fit. Prerequisite: 480 a,b with grades of C or better or consent of instructor.

488-3 Design and Control of Quality Systems — (Same as IME 465) Quality design by experimental design; determination of process capability; quality control using statistical control charts; acceptance sampling. Prerequisite: 480 a,b or IME 365 with grades of C or better.

495-1 to 3 Independent Study — Research and reading in specified area of interest such as analysis of variance, design of experiments, estimation, testing hypotheses, linear models, robust procedures, reliability. May be repeated to a maximum of 9 hours. Prerequisite: written consent of adviser and instructor.

Study Abroad (SAB)

200-6-16 Study Abroad — University-approved study abroad in a country and institution of the student's choice. Prerequisites: good standing and sophomore status.

300-6-16 Study Abroad — University-approved study abroad in a country and institution of the student's choice. Prerequisites: good standing and sophomore status.

400-6-16 Study Abroad — University-approved study abroad in a country and institution of the student's choice. For undergraduate or graduate credit. Prerequisites: good standing and sophomore status.

Theater (THEA)

111-3 The Dramatic Experience — [IFAH] [IAI No. F1 907] Introductory course to give student understanding of how essential components of theater work together to produce the dramatic experience.

112a-3 Core: Acting I – Introduction to Acting — [DFAH] Fundamentals of acting combining improvisational exercises with method approach to developing role; emphasis on relaxation, imagination, concentration, objectives. Open to non-majors.

112b-3 Core: Acting II – Creating a Role — [DFAH] Beginning work in scene study and monologues; emphasizing serious, internal realistic acting techniques applicable to both stage and TV/film. Prerequisite: 112a.

114a,b-3 each **Core: Forms Of Dramatic Action** — [DFAH] Principles of dramatic action as exemplified in selected plays. Relationships between theatrical process and dramatic form in tragedy and comedy.

141-3 Film Analysis — [DFAH] Fundamentals of film analysis studied as a skill essential to the understanding of narrative visual media.

150-3 Core: Scene Design and Construction — [DFAH] Designing and executing of scenery used in theater productions. Laboratory and production work are required.

160-3 Core: Costume Design and Construction — [DFAH] Designing and executing of costumes used in theater productions. Laboratory and production work are required.

170-3 Core: Lighting and Sound — [DFAH] Designing and executing of lights and sound used in theater productions. Laboratory and production work are required.

199-0 Theater Production — Practical work on University Theater productions. Backstage work in scenery, lighting, costumes, props, sound, or makeup. Work to be arranged for individual needs and interests.

201a,b-3 each **Core: History of the Theater** — [DFAH] [IAI No. F1908] Drama, performance, architecture, design, and cultural environment of (a) Primitive, Greek, Roman, Medieval, Renaissance; (b) Restoration, Eighteenth century, Romantic, Modern. Prerequisite: 114a,b.

205-1 to 3 Theater Business Management Practicum — [DFAH] Principles of management systems organization and practice as applied to performing arts units. Mission development, personnel selection, funding, budgeting, promotion, operational continuity. Internship.

210a-3 Acting III – Comedy and Characterization — [DFAH] Exercises and scene work introducing external techniques for physical/vocal characterization and comedy. Prerequisites: 112a,b.

210b-2 Improvisation — [DFAH] Building the imagination and extending vocal and physical skills through use of improvisation exercises, scenes, and stories. Prerequisite: consent of instructor.

215a-3 Movement and Voice for the Stage — [DFAH] Principles of stage movement and theatrical vocal technique: vocal production, vocal and physical characterization, introduction to dialect study and stage combat. Prerequisites: 112a,b and consent of instructor.

215b-3 Stage Combat — [DFAH] Basic empty-handed combat for the stage. Safety stressed and choreography explored. Weaponry may be introduced. Prerequisite: consent of instructor and good physical health.

220-3 Core: Directing for the Stage — [DFAH] Elements of director's craft: interpretation, composition and blocking, design and technical considerations, working with actors and directing a scene. Prerequisites: 112a, 150, 160, or 170.

230-2 to 3 Rehearsal and Performance — Acting practicum in stage productions developed for public performance. Role analysis, ensemble playing, rehearsal and performance discipline. May be repeated with consent of instructor. Prerequisite: must be cast in theater production.

235-2 Introduction to T'ai Chi Ch'uan — "Slow motion" exercise that promotes relaxation, circulation, balance, flexibility. Includes principles and postures from short form of Yang style T'ai Chi Ch'uan.

241-3 Classic Film — [DFAH] Highlights of narrative film history with emphasis on periods and movements which have had enduring influence on contemporary film. Prerequisite: 141 or consent of instructor.

250-3 Theater Graphics — [DFAH] Basic theatrical drawing-studio. Perspective rendering, drafting, water color techniques, figure drawing. Prerequisite: one year of beginning art studio or consent of instructor.

255-2 Scene Painting for the Theater — Traditional and contemporary techniques including layout, cartooning, lining, textures, color. Studio work. Prerequisite: 150; 160 recommended.

265-2 Theater Makeup — Design and application techniques using pancake, grease paint, prosthetics, crepe hair. Projects include character, old age, ethnic, fantasy makeup. Prerequisite: consent of instructor.

275-2 Sound for the Theater — Sound control, microphone amplification, acoustics, sound effects. Practical operation with microphones, turntables, tape decks, and loudspeakers.

276-1 to 3 Projects in Stage Management — Practical experience serving as stage assistant director and/or stage manager for University or Student Experimental Theater productions. May be repeated to a maximum of 9 hours. Prerequisites: 150, approval of director of production, and consent of instructor.

290-1 to 3 Special Projects — Individual work in any area of theater. May be repeated to maximum of 6 hours. Prerequisite: consent of instructor.

295-1 to 3 Theater Practicum — Practical work on University Theater productions. Backstage work in scenery, lighting, costumes, props, sound, or makeup. Work to be arranged for individual needs, interests. May be repeated to a maximum of 6 hours. Prerequisite: consent of instructor.

298-3 Introduction to Theater Education in Secondary School — Philosophies of arts education, focusing on teaching theater arts in secondary school. Planning and executing of lesson plans and productions in secondary school. Prerequisite: must have passed the designated basic skills test (TAP).

309-3 Musical Theater Workshop — [DFAH] Preparation and performance of musical comedy scenes in a variety of styles: acting, singing, dancing ensemble, solo work. May be taken twice. Prerequisite: must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

310a-3 Acting IV – Period Styles — A variety of theater genres are explored through their language, physicalization, history, and dramatic literature. Scenes/ monologues performed from each period/style. Prerequisites: 112b and 215a; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

310b-3 Acting V – International/Experimental Styles — [IC] Utilization of international and experimental performance techniques, designed to promote global and contemporary aesthetics and abilities. Prerequisites: junior standing or consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

312-3 Multi-Cultural Theater in America — [DFAH, IGR] Facilitate understanding of multicultural theater in America through discussion, performance, and play readings centered around artists of different ethnic backgrounds. Prerequisite: must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

315a-3 Dialects for the Stage — Foreign and American dialects. Scenes and monologues performed in dialect. International Phonetic Alphabet (IPA) introduced. Prerequisite: 112a; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

315b-3 Advanced Movement — Character masks, neutral masks, and other movement techniques are used for characterization, awareness, body, and stage presence. Prerequisite: 112b, 215b; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

350-3 Scene Design — [DFAH] Advanced study of rendering techniques. Design projects, critique sessions, and research techniques. May be taken twice. Prerequisite: 250; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

360-3 Costume Design — [DFAH] Theory, rendering techniques, history of dress and costume construction techniques, research for period silhouettes and character presentation. Laboratory work on University Theater productions required. Prerequisites: must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

370-3 Advanced Lighting Design — [DFAH] Lighting concepts and sensitivity to lighting environments. Lighting plans, light plots, schedules and section drawings. Laboratory work on University Theater productions required. Prerequisites: 170, consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance major or minors.

394-3 Playwriting — [DIST. FAH] Provides a close acquaintance with a range of theatrical strategies explored by playwrights and a workshop forum for the development of students' own writing. Prerequisites: ENG 102, sophomore standing.

398-3 Advanced Studies in Theater Education in Secondary School — Practical application and execution of teaching theater in the secondary school. Practical work in theater productions at the middle school or high school level.

Prerequisites: 298; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors. Must also have passed the designated basic skills test (TAP).

399-1 to 3 **Special Topics in Theater** — [DFAH] Varied Content. Topics related to theater and/or dance. May be repeated up to 6 hours as long as no topic is repeated. Prerequisites: consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

410-3 **Acting as a Career** — [DFAH] Information and skills necessary to gain professional work as an actor or acting teacher. Auditions, photographs, interviews, cold readings, commercials, voice tapes, introduction to television acting. **Not for graduate credit.** Prerequisites: majors, must have completed all Theater and Dance core classes; non-majors, 112A.

412-3 **Acting for Television** — [DFAH] Acting principles and techniques. Exercises, commercials, and scenes from television scripts will be video-taped and critiqued for on-camera effectiveness. **Not for graduate credit.** Prerequisites: must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

420-3 **Projects in Directing** — [DFAH] Direction of plays staged for performance. Analysis of script, development of director's prompt book, rehearsal procedure, collaborative work with designers. Done under faculty supervision. May be repeated to a maximum of 6 hours. **Not for graduate credit.** Prerequisites: 220; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

430-2 to 3 **Rehearsal and Performance** — Acting practicum in stage productions developed for public performance. Role analysis, ensemble playing, rehearsal, performance discipline. May be repeated with consent of instructor. **Not for graduate credit.** Prerequisite: must be cast in theater production.

450-1 to 3 **Advanced Scene Design Projects** — Advanced practical work on studio or University Theater productions. May be repeated to maximum of 9 hours. **Not for graduate credit.** Prerequisites: 350 and consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply Theater and Dance majors or minors.

460-1 to 3 **Advanced Costume Design Projects** — Advanced practical work on studio or University Theater productions. May be repeated to maximum of 9 hours. **Not for graduate credit.** Prerequisites: 360 and consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

470-1 to 3 **Advanced Lighting Design Projects** — Advanced practical work on studio or University Theater productions. Normally limited to work as lighting designer, assistant lighting designer, or master electrician. May be repeated to a maximum of 9 hours. **Not for graduate credit.** Prerequisites: 370 and consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

475-1 to 3 **Advanced Stagecraft Project** — Advanced practical work on studio or University Theater productions in area of technical theater. May be repeated to a maximum of 9 hours. **Not for graduate credit.** Prerequisites: consent of instructor; must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

480-3 **Computers for Theater: Multi-Image Presentations** — [DFAH] Computer image-making techniques related to theater and dance. Class/lab work includes computer graphics, "paint box," three dimensional imagery, ray tracing, video digitizers, computer enhancing, multi-slide presentations. Prerequisites: advanced undergraduate or graduate standing and consent of instructor.

485-1 to 3 **Special Projects in Computers** — Individual or small group project work in computers as related to performing arts. Computer graphics, computer animation, video enhancing, multi-image slide productions. May be repeated to a maximum of 9 hours. Prerequisites: advanced undergraduate or graduate standing and consent of instructor.

490-1 to 3 **Special Projects** — Individual work for advanced students in any area of theater. May be repeated to a maximum of 6 hours. **Not for graduate credit.** Prerequisite: consent of instructor.

495-1 to 3 **Theater Practicum** — Practical work in University Theater productions. Backstage work in scenery, lighting, costumes, props, sound, or makeup. Work to be arranged for individual needs, interests. May be repeated to a maximum of 6 hours. **Not for graduate credit.** Prerequisite: consent of instructor.

498-1-3 **Independent Study** — Individual or small group readings under supervision of a faculty member. May be repeated to a maximum of 6 hours. Prerequisites: must have completed all Theater and Dance core courses. This restriction does not apply to non-Theater and Dance majors or minors.

499a,b,c-3 **Senior Assessment in Theater** — Performance; (b) Design/Technical; (c) Theater History/ Literature/Criticism. Individual/group projects demonstrating proficiency in theater applications and General Education skills and knowledge. Prerequisite: senior standing and consent of instructor.

University (UNIV)

112-2 **The University Experience** — Academic, cultural, and social aspects of the University. The history, structure, programs and supportive resources of the University are studied. Study skills, personal attitudes and choices for newly entering students are discussed.

Women's Studies (WMST)

200-3 **Issues in Feminism** — [DSS, DFAH, IGR] Beliefs, values, and commitments of the women's movement and their implications for lives of both women and men. May count for DSS or DFAH, but not both.

305-3 **Psychology of Gender** — [DSS, IGR] (Same as PSYC 305) Psychological and cultural history of gender, changing sex roles, socialization, sexuality, issues related to mental health, stereotyping, and cognition. Prerequisite: PSYC 111.

308-3 **Women, Gender and Society** — [DSS, IGR] (Same as SOC 308) Sociological and feminist perspectives on women in American society with an emphasis on institutions which create, maintain, and reproduce gender and gender inequality.

313-3 **Women in Cross-Cultural Perspective** — [DSS, IGR] (Same as ANTH 313) Comparisons of positions, roles, and problems of women in contemporary cultures from selected world areas and socioeconomic levels. Anthropological perspectives on issues of women's studies.

314-3 **History of Feminist Thought** — [II] (Same as HIST 314) History of Western women's writings on their struggle for access to education, independent religious expression, and economic and political opportunities from roughly 1350-1950.

315-3 Family and Household Cross-Cultural Perspective — [DSS, IC] (Same as ANTH 315) Examines family and household forms in a variety of historical and cultural contexts; explores family experiences through films, narratives and ethnographies. Prerequisite: ANTH 111 or consent of instructor.

331-3 Gender and Communication — [DFAH, IGR] (Same as SPC 331) Investigation of the influences of gender on the communication process. Activities, exercises and presentations, sensitize students to gender influence on verbal and nonverbal communication.

341-3 African-American Women's Writing — [DFAH, IGR] (Same as ENG 341) Poems, novels, short stories, essays, dramas, autobiography and other texts by African American women writers during various periods from colonial to contemporary times.

344-3 Women and Values — [DFAH, IGR] (Same As PHIL 344) Examines women's philosophical contributions to traditional areas of value theory including ethics; social, legal and political philosophies; and philosophies of art and religion. Prerequisite: One prior Philosophy or Women's Studies course.

345-3 Philosophy and Women — [DFAH] (Same as PHIL 345) Theories of the nature and role of women as expounded by philosophers past and present.

346-3 Feminist Theory — [DFAH, IGR] (Same as Major theoretical works of women's movement. Prerequisite: WMST 200 strongly recommended. (Crosslisted with PHIL 346.)

350-3 Women in Social Institutions: A Comparative Approach — [IGR] (Same as IS 350) Historical, cultural, and social class differences in contexts of education, family, health care, economics, religion, politics.

351-3 Women in Mass Communications — [DFAH, IGR] (Same as MC 351) Early minority and white women journalists' struggles. Social, political, technological contexts. Media as tools of social change. Historical patterns. Positive and negative male influences. Prerequisite: junior standing.

352-3 Women in the Ancient World — [IS, IC, IGR] (Same as IS 352) History, political and social lives, and literary and artistic representations of/by women in ancient Egypt, Mesopotamia, Greece, and Rome. Prerequisites: Junior or Senior Standing.

353-3 Representing Women's Bodies 300-1500 — [IS, IC] (Same as IS 353) Evolution of the ideological construction of the female body as weak or deformed, and the need to transform it so as to be fully human and attain salvation.

354-3 Women and Cross Cultural National Politics — [DSS, IGR] Women as citizens and as political leaders in the areas of politics, labor, peace, war and violence. Prerequisite: POLS 111 or consent of instructor.

390-3 Special Problems — [DFAH or DSS] Varying topics in the study of gender bearing directly on Women's experience. May be repeated for maximum of 6 hours provided no topic is repeated.

391-3 Marriage and the Family — [DSS] [IAI No. S7 902] (Same as SOC 391). Marriage and the family in U.S. society; behavioral change including gender roles, dating and mate selection, love and intimacy, alternative family forms, communication/conflict, divorce/remarriage

394-3 Sociology of the Black Family — [DSS, IGR] (Same as SOC 394) The black family in U.S. society; historical and sociological study of contemporary black family forms, gender roles, love, intimacy and mate selection, parenting, well-being of children.

402-3 Language and Gender in Cross-Cultural Perspectives — [DSS, IC] Examination of gendered language use in a variety of cultures worldwide, and of the socialization of children into gendered language use as children and adults.

428-3 Topics in European Women's History — [DSS, II] (Same as HIST 428) Selected topics in women's history since the Middle Ages. Chronological framework will vary from semester to semester.

440-3 Women in American Social History — [DSS, IGR] (Same as HIST 440) Women from various social classes, ethnic and racial groups, and geographic regions. Social institutions such as family; church; schools; etc. Colonial era to present.

441-3 Women and Politics in America — [DSS, IGR] (Same as POLS 441) Consideration of politics and power in gender roles, family, class, occupation and research; woman and political system and women and public policy. Prerequisite: POLS 112 or consent of instructor.

444-3 Gender, Ethnicity, and Class in the Workplace — [DSS, IGR] (Same as SOC 444; only SOC 444 approved for Graduate Credit.) Traces the evolution of work for women of different races and classes, and studies what issues women now face in the public and private spheres. **Not for graduate credit.**

451-3 Gender and Education — [IGR] (Same as EPFR 451) Policies and practices related to sex-role stereotyping, teacher expectations and gender, curricular bias, discrimination, personnel policies, strategies for change.

456-3 Seminar on Women Writers — [DFAH, IC] (Same as FR 456) Fiction, nonfiction, drama, and poetry. Taught in English. For credit in FL, term paper written in French.

473a,b-3 each Women in Art — [DFAH, IC] (Same as ART 473) (a) The history of women artists from the Middle Ages to World War II; (b) The history of women artists from World War II to the present.

478-3 Studies in Women, Language, and Literature — [DFAH, IGR] (Same as ENG 478) Relationships among society, gender, language, and literature: ways women are affected by and depicted in language and literature; literature written by women; feminist criticism. Prerequisite: junior standing or consent of instructor.

490-3 Special Problems — Varying topics, in-depth study of gender and women's experience. May be repeated for a maximum of 6 hours provided no topic is repeated. Prerequisite: consent of Women's Studies director.

495-1-3 Independent Study — Individual research in women's experience or feminist theory. Content and format to be arranged with instructor. Prerequisite: consent of Women's Studies director.

499-3 Practicum Women's Studies — Practical learning experience in women-oriented activities or organizations. Ten hours weekly plus readings or paper. Prerequisite: consent of Women's Studies director.

Southern Illinois University Edwardsville

2009-2010 Undergraduate Catalog Index

A		C	
Academic Advising	43	Campus Activities Board	39
Academic Calendar	4	Campus Visits	4
Academic Computing	43	Career Development Center	43
Academic Degrees and Programs	53	Chancellor's Welcome	3
Academic Development	38	Changes in Registration	14
Academic Development (AD) Courses	276	Chemistry	84
Academic Forgiveness	13	Chemistry (CHEM) Courses	285
Academic Load	17	Chinese (CHIN) Courses	286
Academic Policies and Requirements	17	Civil Engineering	219
Academic Probation (Transfer Students)	10	Civil Engineering (CE) Courses	287
Academic Progress Policy	33	Class Attendance	17
Academic Probation and Suspension	23	Classical Studies, Minor in	166
Academic Recognition	23	Classification of Students	17
Accountancy	173	College Level Examination Program (CLEP)	20
Accounting (ACCT) Courses	277	College of Arts and Sciences	64
Accreditation	2	Community Services	263
Adding Classes	14	Computer Crime Prevention Law, Illinois	265
Admission	8	Computer Management and Information Systems (CMIS)	186
Admission, Early	9	Computer Management and Information Systems (CMIS) Courses	288
Admission, GED	9	Computer Network	43
Admission, Traditional First-Time Freshmen	8	Computer Science	222
Admission, Transfer	10	Computer Science (CS) Courses	289
Admission, Visiting Student	12	Construction	224
Advanced Placement	18	Construction (CNST) Courses	290
Aerospace Studies (AS) Courses	277	Convocation, New Freshman Welcome and	47
Affirmative Action, Equal Opportunity and	264	Counseling Services	44
Air Force ROTC	189	Course Descriptions	275
Alcohol and Drug Policies	264	Credit, Transfer	18
Anthropology	67	Credit by Examination	18
Anthropology (ANTH) Courses	277	Crime, Notification of Students	265
Appeals, Financial Aid	35	Criminal Justice (CJ) Courses	291
Application Deadline	8	Criminal Justice Studies, Sociology and	148
Application Fee	8	Culture, Ideas, and Values (CIV) Course	292
Application for a Major or Minor	17	Curriculum and Instruction	195
Application for Graduation	24	Curriculum and Instruction (CI) Courses	293
Applying for Financial Assistance	25		
Army ROTC	189	D	
Art and Design	70	Dance (DANC) Courses	294
Art and Design (ART) Courses	279	Dean's List	23
Art and Design Building	266	Degrees and Programs	53
Arts and Sciences, College of	65	Dental Medicine, School of	252
Arts & Issues	263	Designations Used in Course Descriptions	276
Assessment and the Senior Assignment	64	Dining Services	44
Athletics, Intercollegiate	39	Disability Support Services	44
Attendance	17	Diversity, Statement on	6
Auditing Courses	22	Double Majors	17
		Dropping Classes	15
B		Dunham Hall	266
Bachelor of Arts Foreign Language Requirement	24		
Bachelor of Liberal Studies (BLS)	163	E	
Bill, paying with Financial Aid	26	E-Mail Accounts	43
Biological Sciences	75	Early Admission	9
Biological Sciences (BIOL) Courses	282	Early Childhood Center	267
Birger Hall	266	Early Childhood Education	195
Black Studies, Minor in	165	Earth and Space Science Education	141
Bluff Hall, Prairie Hall and Woodland Hall	266	East St. Louis Center	263
Bursar	43	Economics	93
Business, School of	169	Economics (ECON) Courses	295
Business Administration	177	Education, School of	191
Business Administration Minor	182	Educational Leadership	201
Business Economics and Finance	182		

Educational Outreach	45
Educational Psychology, Foundations and Research (EPFR) Courses	296
Electrical and Computer Engineering	226
Electrical and Computer Engineering (ECE) Courses	296
Elementary Education	197
Eligibility for Financial Aid	25
Employment	29
Engineering Building	267
Engineering, Civil	219
Engineering, Electrical and Computer	226
Engineering, Industrial and Manufacturing	230
Engineering, Mechanical and Industrial	229
Engineering, Mechanical	233
Engineering, Minority and Female Services	219
Engineering, School of	217
English (ENG) Courses	298
English Language and Literature	96
Environmental Resources Training Center	259
Environmental Resources Training Center Courses	261
Environmental Sciences (ENSC) Courses	301
Environmental Sciences Minor	165
Equal Opportunity and Affirmative Action	264
Exercise and Wellness	201
F	
F-1 (Student) Visas	10
Facilities, Other	268
Facilities, University	266
Faculty Emeriti	268
Fair Practice	264
Final Examinations	22
Finance (FIN) Courses	301
Financial Aid	25
Financial Aid, Determining Package	25
Financial Aid, Eligibility	25
Financial Information	25
Financial Information, Additional	35
Fine Arts and Communications (FAC) Course	302
Foreign Languages (FL) Courses	302
Foreign Languages and Literature	99
Foreign Language Requirement, Bachelor of Arts	24
Founders Hall and Alumni Hall	267
Fraternalities and Sororities	39
French (FR) Courses	303
Freshman Admission	8
G	
GED Test	9
General Business Administration (GBA) Courses	304
General Education	55
General Education, Objectives	55
General Education, Other Requirements	56
General Education Requirements	58
General Education Requirements, Honors Program	36
Geography	105
Geography (GEOG) Courses	304
German (GER) Courses	305
Goals, Long-term University	7
Grading System	21
Graduate Studies	257
Graduation	23
Graduation Appeals Committee	24
Graduation, Application for	24
Grants	27
Greek (GRK) Courses	306

H	
Health Education	203
Health Education (HED) Courses	306
Health Insurance Requirement (International Students)	10
Health Service	45
Historical Studies	109
History (HIST) Courses	308
Honors Programs	36
Honors Scholars (HONS) Courses	310
Housing, University	49
Humanities (HUM) Courses	310
I	
Identification Cards (Cougar Card)	48
Illinois Articulation Initiative	63
Immigration Advisement	45
Independent Student, Definition	25
Industrial and Manufacturing Engineering	230
Industrial and Manufacturing Engineering (IME) Courses	310
Instructional and Tutorial Assistance	38
Instructional Services	38
Instructional Technology (IT) Courses	311
Intercollegiate Athletics	39
Interdisciplinary Minors	165
Interdisciplinary Studies (IS) Courses	312
International Student Admission	10
International Student Services	45
International Studies, Minor in Peace and	166
International Trade Center	263
Italian (ITAL) Courses	313
K	
Kimmel Leadership Center	40
Kinesiology	201
Kinesiology (KIN) Courses	313
Kinesiology and Health Education	201
L	
Labor and Management Programs	263
Latin (LAT) Courses	315
Legal Services	49
Loans	28
Location, University	6
Lovejoy Library	46, 267
M	
Mail Services	46
Management (MGMT) Courses	316
Management Science (MS) Courses	316
Manufacturing Engineering, Industrial and	230
Marketing (MKTG) Courses	316
Mass Communications	112
Mass Communications (MC) Courses	317
Mathematics (MATH) Courses	319
Mathematics and Statistics	116
Mechanical and Industrial Engineering	229
Mechanical Engineering	233
Mechanical Engineering (ME) Courses	320
Military Experience Credit	21
Military Science (MSC) Courses	322
Minor in Black Studies	165
Minor in Classical Studies	166
Minor in Environmental Sciences	165
Minor in Peace and International Studies	166
Minor in Religious Studies	168
Minor in Women's Studies	168

Minor Programs of Study	54
Mission, University	6
Morris University Center	46
Museum/Gallery	47
Music	123
Music (MUS) Courses	322

N

New Freshman Welcome and Convocation	47
Non-Credit Programs and Services	262
Non-traditional Freshman Admission	9
Non-Traditional Credit Programs and Services	259
Notification of Students Involved in Violent Crime	265
Nursing (NURS) Courses	324
Nursing, Accelerated Bachelor of Science Option	241
Nursing, Non-degree-seeking Options	245
Nursing, RN to BS Option	242
Nursing, School of	236
Nursing, Traditional Option	238

O

Off-Campus Classes	259
Off-Campus RN to BSN Program	259
Officers and Faculty Emeriti of the University	268
Online Courses	259
Operations Research (OR) Courses	326

P

Parking	47
Parking for Persons with Disabilities	47
Peace and International Studies, Minor in	166
Peck Hall	267
Pharmaceutical Sciences (PHPS) Courses	326
Pharmacotherapeutics (PHPT) Courses	326
Pharmacy Administrative Science (PHAS) Courses	327
Pharmacy Building	267
Pharmacy Electives (PHEL) Courses	327
Pharmacy Experiential Programs (PHEP) Courses	328
Pharmacy Practice (PHPR) Courses	328
Pharmacy, School of	246
Philosophy	134
Philosophy (PHIL) Courses	329
Physical Education Teacher Education (PETE)	206
Physics	137
Physics (PHYS) Courses	330
Placement Tests	9
Police, University	50
Policies, University	264
Political Science	142
Political Science (POLS) Courses	332
Production (PROD) Courses	334
Proficiency Examinations	18
Psychology	209
Psychology (PSYC) Courses	334
Public Administration and Policy Analysis (PAPA) Courses	335

R

Radio Station, WSIE	264
Re-admission of Former Students	12
Recreational and Leisure Activities: Campus Recreation	40
Refunds, Tuition and Fees	15
Registration	14, 47
Reinstatement	35
Religious Observances Act	266
Religious Studies, Minor in	168
Rendleman Hall	267

Repeated Courses	22
Residency Status, Determination of	12
Right to Privacy and Non-Disclosure	265
RN to BSN Program, Off-campus	259
ROTC	189
Russian (RUS) Courses	335

S

Scholarships, University	30
School of Business	169
School of Dental Medicine	252
School of Education	191
School of Engineering	217
School of Nursing	236
School of Pharmacy	246
Science (Earth and Space Science Education)	141
Science Building	268
Science (SCI) Courses	336
Second Baccalaureate Degree	24
Senior Assignment, Assessment and	64
Service Center	48
Services for Students	42
SIUE/SWIC Service Office	259
Social Work	146
Social Work (SOCW) Courses	336
Sociology (SOC) Courses	337
Sociology and Criminal Justice Studies	148
Southern Illinois University Edwardsville	5
Spanish (SPAN) Courses	338
Special Education (SPE) Courses	339
Special Education and Communication Disorders	211
Speech Communication	154
Speech Communication (SPC) Courses	340
Speech Pathology and Audiology	214
Speech-Language Pathology and Audiology (SPPA) Courses	342
Spiritual Development	40
Statistics (STAT) Courses	342
Student Colloquium	36
Student Development and University Activities	39
Student Fitness Center	268
Student Government	40
Student Leadership Development Program	40
Student Opportunities for Academic Results (SOAR)	49
Student Social Conduct, Student Academic Conduct, Student Grievance	265
Student Success Center	47
Students' Advocate	41
Study Abroad	37
Study Abroad (SAB) Courses	343
SWIC Service Office	259

T

Testing Services	38
Theater (THEA) Courses	343
Theater and Dance	157
Transcripts	23
Transfer Admission	9
Transfer Credit	18
Tutorial Assistance, Instructional and	38

U

Undergraduate Research Academy	36
University (UNIV) Course	345
University Center Board	41
University Policies	264
Upward Bound	263

V

VA Educational Benefits	29
Vadalabene Center	268
Values, University	6
Veterans Certification	51
Vision, University	6
Visits, Campus	4
Volunteer Services	41

W

Web-Based Courses	45
Wellness Activities	45
Withdrawal with Financial Assistance	26
Withdrawing from the University	15
Women's Studies (WMST) Courses	345
Women's Studies, Minor in	168
WSIE Radio Station	264