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# SIUE Undergraduate Catalog, 1999-2001

Southern Illinois University Edwardsville

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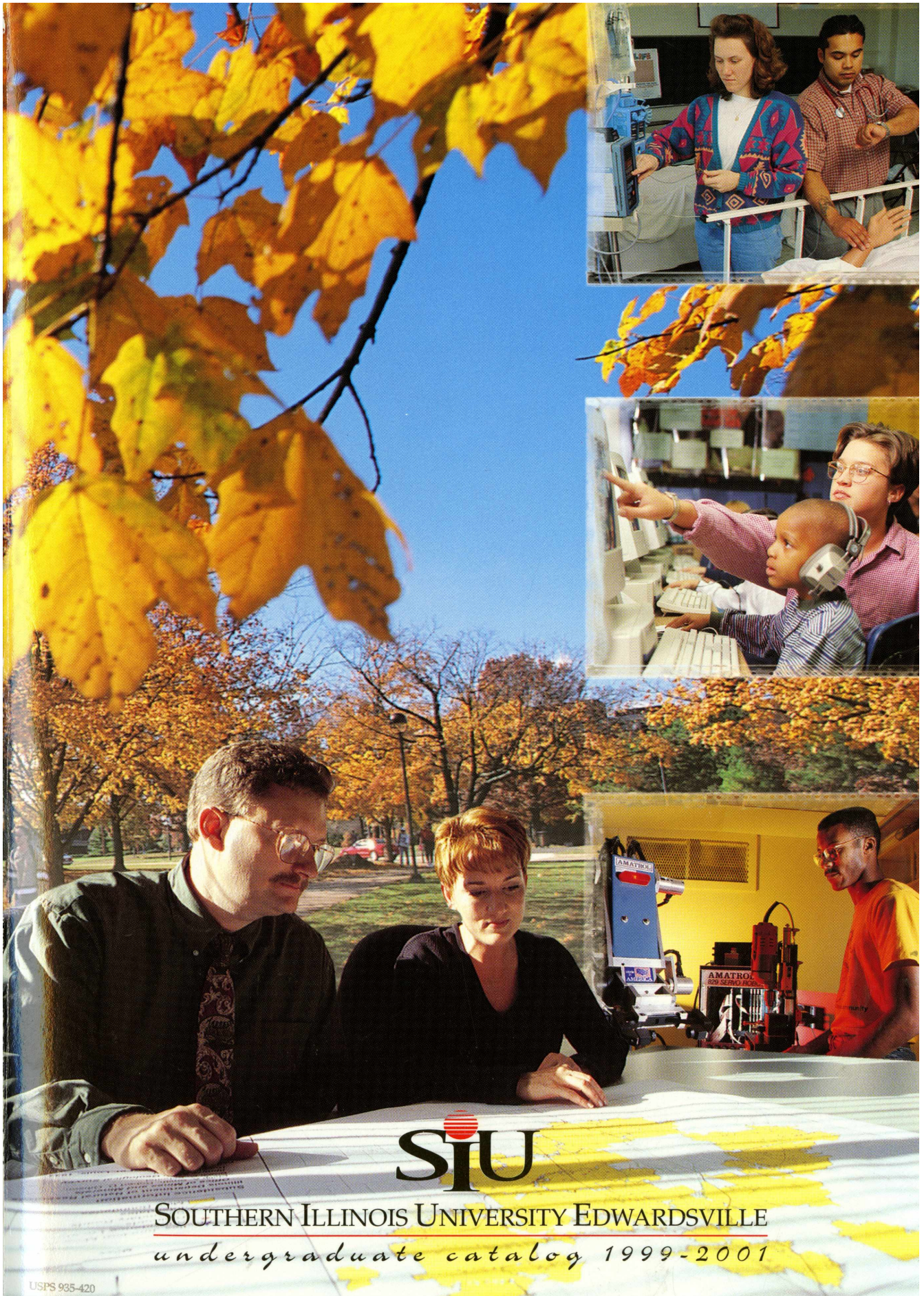
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SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
*undergraduate catalog 1999-2001*



## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

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The course offerings and requirements of the University are continually under examination and revision. This catalog presents those in effect at the time of publication. Such offerings and requirements may be changed or revoked. Updates regularly are posted to the on-line catalog at <http://www.siu.edu>.

This publication is not a contract or offer to contract. The Board of Trustees, University executive officers, and their agents reserve the right to change information contained herein without notice. From time to time, changes in courses, curriculum, tuition, fees, or other details may be required.

### ACCREDITATION

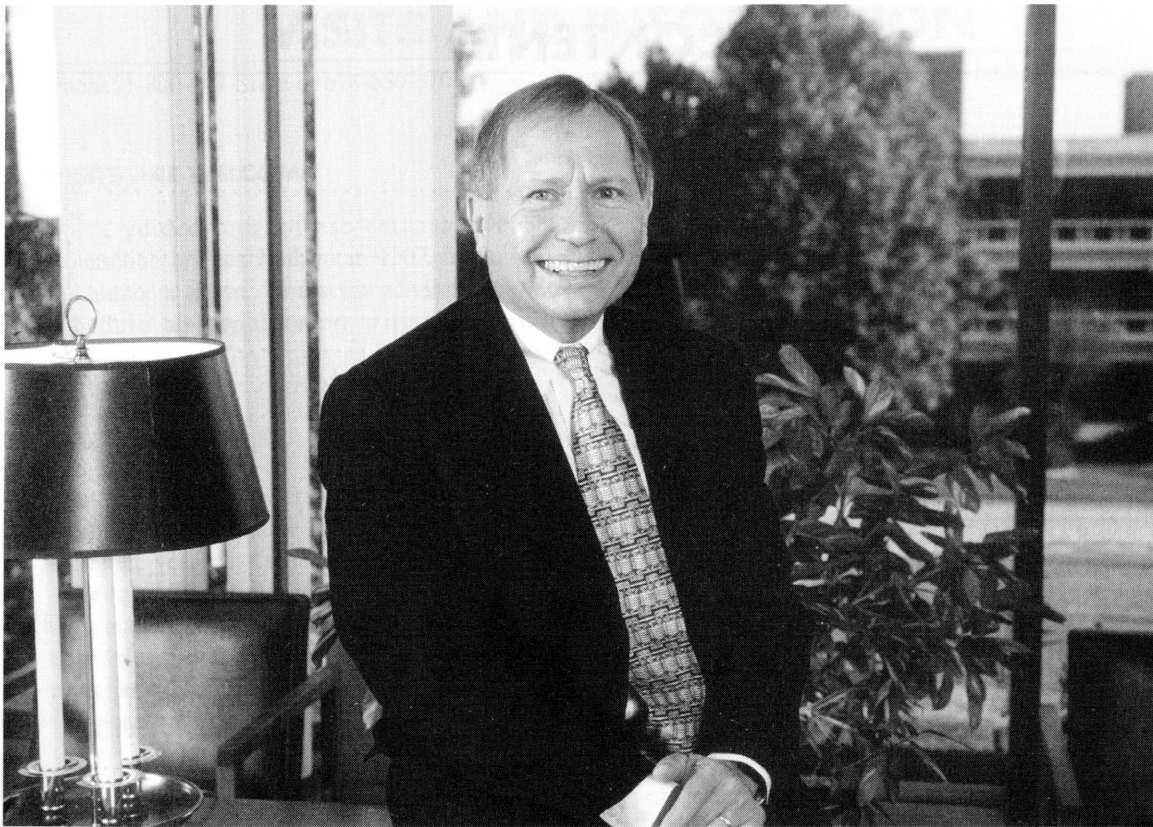
Southern Illinois University Edwardsville is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Many of its departments and schools are accredited by professional agencies, including the following:

Accreditation Board for Engineering and Technology  
American Art Therapy Association  
American Assembly of Collegiate Schools of Business  
American Chemical Society  
American Dental Association  
American Speech-Language-Hearing Association  
Council on Accreditation of Nurse Anesthesia Educational Programs  
Council on Social Work Education  
National Association of Schools of Music  
National Council for Accreditation of Teacher Education  
National League for Nursing

*Front cover photos, from top: two nursing students practice in a simulated hospital room; a student teacher with an elementary school student; an engineering student in the robotics lab; a geography professor and student review maps in the GIS lab. Back cover photos: center, music students rehearse in the recording studio; left, a happy graduate at commencement.*

*Note: Catalogs do not conform with NCA language for publication of affiliation by the institution.*





## **WELCOME TO THE UNIVERSITY**

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On behalf of the faculty and staff, it is my pleasure to welcome you to Southern Illinois University Edwardsville. As you peruse this catalogue you will note the wide array of programs and courses that are offered at SIUE. In addition, as you look further, you will see that the majority of our programs are accredited by the appropriate agency responsible for its quality assurance. Accreditation is a means of ensuring that you are receiving an education that has met the standards of professionals in the field.

If you are entering SIUE as a freshman, you will be witnessing two events that will be important to the University's history, the opening of our new Engineering Building and construction of our third residence hall. In a very short period SIUE has grown from a largely commuter institution to a well balanced residential and commuter school. It is an exciting time to be at the University!

As you page through this catalog and make decisions about your academic career, be sure to take a look at the variety of student activities that are available. This is an important part of your education, whether you get involved in an academic honor society, the Student Government, a Greek letter organization, the University Center Board, or many of the clubs that are related to your major, they will "round out" your SIUE experience. We hope that you'll take advantage of what the University offers.

We will do everything possible to help you achieve your personal goals, as you move into the year 2000 and beyond. We're glad you've chosen SIUE!

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## VISITS AND INFORMATION

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

Internet: <http://www.siu.edu>

E-mail: [admis@siue.edu](mailto:admis@siue.edu)

### VISITS ARE WELCOME

For a guided tour, please contact Admission Counseling in Peck Hall, room 1307, or call one of the numbers above. To discuss admission to SIUE, schedule an appointment with an admission counselor.

### CATALOGS AND CLASS SCHEDULES

Southern Illinois University Edwardsville publishes biennial undergraduate and graduate catalogs, an academic year class schedule and a summer session schedule. The undergraduate catalog provides information about academic programs, while class schedules provide information on courses offered each term. Information about SIUE may be requested by phone, web, or e-mail.

**THE UNDERGRADUATE CATALOG** is available for examination in high school guidance offices and libraries throughout Illinois and in some other states. Copies are free to new and prospective students and educational institutions from the Admissions Office.

**THE GRADUATE CATALOG** is available from the Graduate School.

If you lose your original copy of a catalog, you may purchase another copy from the Bookstore for \$3.00.

**SCHEDULE OF CLASSES** (Please specify term requested.) is available from the Service Center.



*More than three miles of bike trails cut across campus.*

# ACADEMIC CALENDAR

## 1999 - 2001 ACADEMIC YEARS

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### SUMMER 1999

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

Note: No weekend classes May 29-30 or  
 July 3-4. Final Exams for weekend  
 classes are scheduled for August 7  
 following the final class session.

### FALL 1999

August 23 — Fall classes begin  
 August 28 — Weekend classes begin  
 September 6 — Labor Day Holiday  
 November 22-28 — Thanksgiving Holiday  
 December 11-17 — Final Exams  
 December 18 — Commencement

Note: No weekend classes September 4-5,  
 October 9-10, and November 27-28.  
 Final Exams for weekend classes are  
 scheduled for December 11.

### SPRING 2000

January 10 — Spring classes begin  
 January 15 — Weekend classes begin  
 January 17 — Martin Luther King Day  
 March 13-19 — Spring break  
 April 29-May 5 — Final Exams  
 May 6 — Commencement

Note: No weekend classes February 19-20,  
 March 18-19, and April 22-23. Final  
 exams for weekend classes are  
 scheduled for April 29.

### SUMMER 2000

May 22 — Summer classes begin  
 May 29 — Memorial Day Holiday  
 June 3 — Weekend classes begin  
 July 4 — Independence Day Holiday  
 July 31-August 5 — Final Exams  
 August 5 — Commencement

Note: No weekend classes May 27-28 or  
 July 1-2. Final exams for weekend  
 classes are scheduled for August 5  
 following the last class session.

### FALL 2000

August 21 — Fall classes begin  
 August 26 — Weekend classes begin  
 September 4 — Labor Day Holiday  
 November 20-26 — Thanksgiving Holiday  
 December 9-15 — Final Exam  
 December 16 — Commencement

Note: No weekend classes September 2-3,  
 October 7-8, and November 25-26.  
 Final exams for weekend classes are  
 scheduled for December 9.

### SPRING 2001

January 8 — Spring classes begin  
 January 13 — Weekend classes begin  
 January 15 — Martin Luther King Day  
 March 12-18 — Spring break  
 April 28-May 4 — Final Exams  
 May 5 — Commencement

Note: No weekend classes February 17-18,  
 March 17-18, and April 14-15. Final  
 exams for weekend classes are  
 scheduled for April 29.



## SOUTHERN ILLINOIS UNIVERSITY

Southern Illinois University is a multicampus university comprising two institutions, Southern Illinois University Carbondale (SIUC), with a School of Medicine at Springfield, and Southern Illinois University Edwardsville (SIUE), with a School of Dental Medicine at Alton and a Center in East St. Louis. The University, with an annual operating budget of \$509 million, enrolls more than 33,000 students in programs from two-year technical curricula to Ph.D. programs in 27 fields along with law, medicine, and dental medicine. SIU was chartered in 1869 as Southern Illinois Normal University, a teachers college. In 1947, the name was changed to Southern Illinois University, reflecting the institution's academic expansion. The University also expanded geographically. In 1949, SIU began offering off-campus academic courses in the metropolitan East St. Louis area, which led to the eventual development of a separate institution in Edwardsville.

A modern and comprehensive post-secondary educational institution, Southern Illinois University offers a broad range of academic programs that lead to associate, baccalaureate, master's, specialist's, doctoral, and professional degrees.

The instructional, research, and service missions of the two constituent institutions reflect the needs of the geographic areas in which they are located. The University also is committed to serving statewide needs. This commitment is reflected in educational activities located off the main campuses in communities throughout the state. It is realized also through research and training exchanges and through world-wide student exchange programs.

A nine-member Board of Trustees governs Southern Illinois University and sets policy that enables the University to carry out established missions and goals. The President of Southern Illinois University is its chief executive officer and reports to the Board of Trustees. The University Chancellors report to the President and are responsible for the internal operations of SIUE and SIUC, respectively.

## 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 portion 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 2-1/2 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 dotted with lakes. 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 in recognition of the successful blend of the aesthetic and the functional in a setting that enhances growth and development.

Today, SIUE is a major public university, offering a broad choice of degrees and programs ranging from career-oriented fields of study to the essential, more traditional, liberal arts. Here students have an opportunity to interact with outstanding teachers and scholars, as well as with other students from all parts of the United States and the world. They enjoy the excellent facilities of a new and growing campus,

including extensive research laboratories, specialized equipment for professional preparation, and comfortable, spacious classrooms. In addition, academic services provide tutoring, testing, academic, and career counseling, and other services designed to help students meet the demands of university life. At SIUE, students find comprehensive educational opportunities and a community in which individuals support each other in their search for knowledge and individual development.

While attending SIUE, students may choose to live on campus 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 that education is 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 program. Theater and dance productions, musical presentations, art collections, renowned speakers and artists, and the fine swimming, biking and other recreation offered by the University's 2,660 acres of rolling, wooded hills 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 just 20 minutes away.

At SIUE, more than 700 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. Eighty-two percent of the faculty possess terminal degrees earned at universities in the United States and abroad. In 1998, the faculty received 184 grants or contracts totalling \$15.6 million. The University 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 tranquillity 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 will 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 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 more than 11,500 students, Southern Illinois University Edwardsville is large enough to provide for the educational needs of its students, yet sufficiently small to not seem impersonal. Fifty-four percent of the students come from Madison and St. Clair counties in Illinois, 7 percent from Missouri. The remainder come from almost every other county in Illinois, 41 other states, and 50 foreign countries. Minority students account for 15 percent of the total 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. Thirty-two percent of all students attend part time; many work while taking classes. For them, evening and weekend classes are especially convenient.



Approximately 2,300 single students and 150 families live at SIUE's residence halls (Woodland Hall and Prairie Hall) or Cougar Village Apartments.

The University has developed a number of programs to recognize academic excellence among students. These include the Honor Society of Phi Kappa Phi, the Deans' Scholars Honors Program, the Chancellor's Scholars Program, 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.

More than 20 percent of the SIUE enrollment consists of graduate students. The University offers Master's level work in 37 degree programs. The School of Dental Medicine, operated by SIUE at its Alton Campus, offers the Doctor of Dental Medicine degree.

### UNIVERSITY VISION

As a premier metropolitan university, SIUE is the first choice of a diverse pool of applicants. It is an integral part of Illinois and the St. Louis metropolitan area and uses its suburban location to capitalize upon urban resources. The University fosters the personal growth of its students, faculty, and staff to develop academic, economic and cultural leaders. With a sense of community, pride, and established traditions, it welcomes the opportunities and challenges of the future.

### UNIVERSITY VALUES

SIUE is a publicly supported, comprehensive University. Its mission, goals, plans, and actions are based on certain shared values. We believe in:

- integrity in ourselves and others.
- scholarship in its diverse forms and points of view.
- inclusiveness, recognizing and encouraging human diversity.
- lifelong learning that involves a sense of awe, joy and pride.
- wellness of mind, body, and spirit.

- accountability.
- participatory decision making through open, responsible exchange of ideas.
- proactive change.
- partnerships with our larger communities.
- environmental stewardship.
- excellence in all we do.

### UNIVERSITY MISSION

Dedicated to the traditional academic pursuits of instruction, scholarship, and public service, the University assigns first priority to excellence in undergraduate education. Through general education, the University endeavors to strengthen the intellectual skills of its students and to provide them with a broad understanding of liberal learning. Through the arts and sciences and through professional programs, the University seeks to prepare its students for successful careers and satisfying lives.

The University provides graduate educational programs consistent with regional needs and institutional strengths. While such programs emphasize advanced instruction sought by those pursuing professional advancement, the University responds as well to demonstrated needs for graduate study in the arts and sciences.

Consistent with its particular commitment to southwestern Illinois and with its pursuit of academic excellence, the University strives to enhance regional access to the educational opportunities it offers. It recognizes an obligation to provide developmental opportunities for the educationally dispossessed; it pursues a commitment to meet the special needs of nontraditional students; and it makes every effort to maintain for all its students admissions standards, fees, schedules, and calendars which will encourage their access and support their progress.

The University further expresses its commitment to educational excellence by encouraging and supporting scholarly research and creative achievement. Such achievement helps to sustain the quality of instruction, the intellectual vitality of the faculty, and the responsiveness of the institution to regional needs. The University regards scope, quality,

and promise as its primary criteria in evaluating scholarship and creativity. Moreover, the University strives to maintain a balance between pure and applied scholarly activity.

In pursuit of its commitment to its region, the University endeavors wherever possible to incorporate the activities and results of its instructional and research efforts into programs and services that enhance area development; to work cooperatively in instruction, scholarship, and public service with all other area educational institutions, including the community colleges and the common schools; and to pursue cooperative opportunities beyond its immediate region when there is promise of benefit to the University and its region.

#### UNIVERSITY STATEMENT ON DIVERSITY

All societies and peoples have contributed to the rich mix of contemporary humanity. If in the coming century we are to achieve peace and domestic tranquillity, preserve the planet, and develop the full spectrum of human potential for just ends, we must build on this diversity.

In this context, SIUE is committed to education which explores the historic wealth of diversity and reflects on its legacy so as to better enable our students to engage the future. Integral to this commitment, SIUE strives for a student body and a work force that manifests diversity.

Similarly, the University is dedicated to a harmonious, open, and hospitable climate which facilitates learning and work. Each member of the University bears responsibility for creating a community typified by tolerance and civility, and that welcomes the exchange of differing opinions and ideas.



*Living on campus is convenient and a great way to meet people.*

# GETTING STARTED AT SIUE

Once you've decided to attend the University, contact an Admission Counselor for helpful information. Call us at 1-800-447-SIUE or 618-650-3705 to obtain most materials you will need, or check SIUE's home page at <http://www.siu.edu>.

## 1. APPLY FOR ADMISSION TO THE UNIVERSITY

You should have your high school or college transcripts and ACT, SAT or GED test scores sent to Undergraduate Admissions, Box 1047, SIUE, Edwardsville, Illinois 62026-1047. All official documents must be sent directly from the high school, college, university or testing agency to SIUE.

The deadline for admission is three weeks before the beginning of the term you expect to attend. You will need to submit all application materials and supporting documents to the University by this date.

Eligibility information appears in the section of this catalog titled **Admission to the University**.

## 2. MAKE FINANCIAL PLANS AND APPLY FOR FINANCIAL ASSISTANCE AS EARLY AS POSSIBLE

You may apply for financial assistance before you apply for admission to the University. One application form, Free Application for Federal Student Aid (FAFSA), allows you to apply for several types of aid concurrently. Since the form allows you to designate the preferred college or university, you will thereby notify SIUE of your interest. The form is available from most high schools and colleges.

This single application enables you to apply for a Pell Grant, to the Illinois Student Assistance Commission Monetary Award (Illinois residents) or for a Stafford Loan. Completing the Stafford Loan section of the application does not obligate you to accept a loan, however. Grants and scholarships do not have to be repaid, but loans require repayment. This same form is also used as a basis for awarding other forms of assistance sponsored by the University or local organizations.

The form requires income tax return information, so you should complete it as soon as possible after January 1 of the year in which you plan to attend SIUE. Male students who are draft age are required to register with Selective Service in order to be eligible for federal and state student financial aid. Additional information about financial assistance appears in the section of this catalog titled **Financial Information**. If you have questions or need help completing the FAFSA, talk to an adviser in Student Financial Aid at 618-650-3880. Assistance is also available from high school counselors or from Educational Opportunity Centers in many communities.

The SIUE undergraduate admission application is also the application for three University scholarships: Campus Residence Honors, Johnetta Haley, and Provost Scholarships. Participating students who meet the selection criteria will be considered for these scholarships.

## 3. MAKE AN APPOINTMENT TO TAKE PLACEMENT TESTS

## 4. PROVIDE PROOF OF IMMUNIZATION

By state law, students born on or after January 1, 1957, entering Illinois colleges as new, transfer, or re-entering students must provide proof of immunization against the diseases of Measles, Rubella, Mumps, Tetanus, and Diphtheria. Proof of immunization can be provided by having your family physician or health care provider complete the immunization form or by attaching a copy of a certified school immunization record, military record, or child health immunization record to your immunization form that has Part I completed. Send the documents to University Health Service, Box 1055, SIUE, Edwardsville, IL 62026-1055. Blank forms may be obtained in Admissions and Records and University Health Service. Failure to return the completed form will result in a hold on future registration. For more information or additional copies of the form, contact University Health Service at 618-650-2843, Fax 618-650-5839, room 0202, Rendleman Hall.

## 5. MEET WITH AN ACADEMIC ADVISER TO PLAN YOUR PROGRAM

After you receive notification of admission and before your first term, you will receive an invitation to attend a **Pre-Entry Advisement and Registration (PEAR)** session. You and your parents may attend. Refer to the Pre-Entry Advisement and Registration section of this catalog for more information. During PEAR, advisers will explain the General Education program and academic majors and minors, inform you of placement test results, and advise and register you for classes. You must receive academic advising prior to registration.

If you cannot commit to a class schedule at the time of advisement, you will receive a Course Request Form (CRF) listing classes and alternatives approved by your adviser. The signed CRF permits you to register later at the Service Center.

You should meet with your adviser as soon as possible each term. Appointments are issued on a first-come, first-served basis. Because popular classes fill early, complete your advisement and registration as early as possible. Visit Academic Counseling and Advising, Peck Hall 1315, or call 618-650-3701.

## 6. REGISTER FOR CLASSES

If you have not declared a major, you may complete your registration at the time you are advised in Academic Counseling and Advising. If you have been accepted into a major program, you will be registered in your major department.

After you have been assigned classes, you will receive a copy of your class schedule. The University considers this document an official record of your academic course load.

## 7. PAY YOUR TUITION AND FEES

Registration is not complete and you are not considered officially enrolled unless you are financially cleared by the deadline published in the schedule of classes. Financial clearance can be obtained in several ways:

- you make the minimum payment
- financial aid to cover your charges is credited to your account

- an estimate of your financial aid eligibility exceeds your total charges and you are granted a cancellation waiver.

If you are not financially cleared by the deadline, your registration will be cancelled and you may not attend classes.

Payment may be made in person, by mail or fax (credit card) at the Office of the Bursar, 1101 Rendleman Hall. Information on the SIUE installment payment plan is available in the Office of the Bursar. For information regarding the use of financial aid, please refer to the section **Paying the Semester Bill with Financial Aid**. If you decide to withdraw from any or all classes, you must contact the Service Center to withdraw officially, and to have your tuition and fees adjusted, if appropriate.

After you have been financially cleared, your student identification card will be validated. The identification card permits you to pick up your textbooks at Textbook Service and to use the library and recreational facilities, and attend athletic and cultural events. The student identification card is issued by the Service Center on the first floor of Rendleman Hall.

## 8. OBTAIN A PARKING DECAL

If you drive on campus, you must display a valid parking decal. Student decals may be purchased at Parking Services, room 1113 Rendleman Hall. Lots are color coded to match the decals; signs at the lot entrances indicate the color of decals that may be used on each lot. Green and blue decals are for faculty and staff.

Each term, special decals are available to students for evening parking in the green decal lots. Apply early; the number is limited.

## 9. PICK UP TEXTBOOKS AT TEXTBOOK SERVICE

Texts for undergraduate classes are rented from Textbook Service. Students are issued texts after tuition and fees are paid. Textbooks must be returned at the end of each semester. Return deadlines are posted and available at Textbook Service, located on



*A group of Chinese American students celebrates during International Night.*

the lower level of Lovejoy Library. A textbook rental fee is included in your fees.

#### **10. VISIT THE BOOKSTORE FOR ADDITIONAL SUPPLIES**

Additional materials and supplies required for certain classes may be purchased in the University Bookstore, on the main floor of Morris Center. Normal store hours are 8:00 a.m. to 6:30 p.m., with extended hours the first week of each semester and other periods as posted. Check Morris Center schedules for special hours.

#### **11. ATTEND ORIENTATION**

You are expected to attend orientation when sessions are available. If you enter fall term, orientation will be immediately prior to the beginning of the term. Parents and significant others are also invited. You will receive materials in the mail during the summer.

#### **12. ATTEND YOUR FIRST CLASS**

It is important that you attend all classes, especially the first. Here you will learn about course requirements, including reading assignments and attendance expectations. You will receive a syllabus, an outline of the course, and a statement of course requirements. If you do not attend the first meeting of a class, your place may be assigned to someone else.



# 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. Admission Counselors (1307 Peck Hall) can answer any questions you may have about admission to undergraduate study at the University. International Student Services is a good source of information for international applicants and prospective applicants with foreign credentials.

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 at least three weeks before the beginning of the term for which you are seeking admission. A complete file consists of an application and all required documentation. If you do not enroll in the term you planned but wish to enroll in a subsequent term, it is important that you notify the Admissions Office by the deadline date listed for the new term in which you plan to enter the University.

International students should consult the section on international admissions for deadlines. International students who do not enroll in the term planned are required to notify Graduate and International Admissions, Box 1047, of their change in plans before the deadline date for the new term of planned entry.

The following are file completion deadlines through the 2001 Spring Semester. For future dates, contact Admissions at (618) 650-2720.

TERM	FILE COMPLETION DEADLINES
1999 Fall Semester	August 2, 1999
2000 Spring Semester	December 20, 1999
2000 Summer Session	May 1, 2000
2000 Fall Semester	July 31, 2000
2001 Spring Semester	December 18, 2000

## ADMISSION AS AN UNDERGRADUATE STUDENT: TRADITIONAL FRESHMAN

If you are a recent high school graduate (graduated within five years of your anticipated term of admission, and have had no intervening college or university coursework, and wish to be considered for admission to SIUE as a degree-seeking student), you must complete your admissions file three weeks before the beginning of the term for which you seek admission. A complete file consists of an application, all required official transcripts, certification of rank in high school graduating class, and scores achieved on a college entrance examination. ACT is the preferred college entrance exam; however, SAT scores are acceptable.

You must meet the following standards:

- The sum of the national percentile of your composite score on a college entrance examination and the percentile of your high school rank must equal 100 or greater.
- You must complete the following high school courses:
  - (a) 4 years of English (emphasizing grammar, composition, written and oral communication, and literature; may include not more than 1 year of creative writing or journalism)
  - (b) 3 years of mathematics (1 year of introductory algebra, 1 year of geometry, 1/2 year of algebra beyond the introductory year, and 1/2 year either of more advanced mathematics or fundamentals of computer programming)
  - (c) 3 years of laboratory science (1 year of biology, 1 year of chemistry, and 1 additional year of earth science, physics, biology, or chemistry)
  - (d) 3 years of social studies (at least 2 years of history and/or government; other acceptable subjects are anthropology, economics, geography, psychology, and sociology)
  - (e) 2 years of electives in foreign language, music, art, or vocational education (1 year of electives chosen from foreign language, music, the visual arts, theater, and/or dance; and 1 year of electives chosen from foreign language, music, the visual arts, theater, dance, and/or vocational education;

vocational education courses should be of a type that include and encourage study skills, and appropriate courses that help you prepare for college or university learning.)

It is recommended strongly that University-bound students include in their high school programs more than the minimum requirements for admission by taking 2 years of one foreign language, an additional 1/2 year of algebra, and 1 year of music, the visual arts, theater and/or dance.

If you have earned an ACT composite score of 25 or higher AND either are in the upper quarter of your high school class OR have a grade point average of 3.00 on a 4.00 scale in your college preparatory courses, you are considered to have met the high school subject pattern requirements listed above.

Other students are required to remedy any high school course deficiencies as determined by SIUE Admissions (See Special Admission for First-Time Freshmen), and they will be granted only special admission until all deficiencies have been eliminated.

Applicants (other than international students) who do not meet minimum high school course requirements but who otherwise meet the freshman admission criteria will be admitted to the University as special admission students. However, they are required to address high school course deficiencies as determined by SIUE Admissions and as explained in the catalog section titled **Special Admission for First-Time Freshmen**.

If you are considering a specific major program, contact the appropriate department to learn about any additional admission requirements for that program and recommended high school courses.

### **EARLY ADMISSION**

Capable high school students may enroll in University courses to be taken concurrently with their senior year of high school, subject to the following requirements: (a) completion of the junior year (b) a score of at least 22 in each of the ACT areas; (c) a class rank in the upper third of their class; and (d) recommendation by their high school principal.

In making recommendations, high school principals should consider class rank, ACT or SAT scores, recommendations from high school teachers

regarding aptitude for university work, and teacher assessment of ability to adjust to the university environment. Such students also may enroll in university courses during the summer session between their junior and senior years of high school without being concurrently enrolled in secondary school. Students granted early admission are limited to 6 semester hours enrollment per term.

The Director of Admissions also may consider applications from exceptionally capable students who have not yet completed the junior year of high school.

Early admission applicants must have successfully completed at least 11 of the 15 units of high school subjects required for traditional admission. The 11 units must include three years of English, two years of mathematics, two years of science, and two years of social studies.

Students admitted through the early admission program must submit a final high school transcript. The final transcript must reflect graduation and successful completion of the high school subjects required for traditional admission. (See Admission Standards for Traditional Freshmen.) To be considered for early admission, you must complete your admissions file three weeks before the beginning of the term in which you intend to enroll. If you do not enroll in the term planned but wish to enroll in a later term, you must notify Undergraduate Admissions before the deadline for the new term.

### **NON-TRADITIONAL FRESHMEN**

Applicants wishing to be considered for admission as non-traditional freshmen must complete their admissions file three weeks before the beginning of the term in which they plan to enroll.

If you graduated from high school five or more years before the term of admission and have had no intervening college or university course work, you may be admitted to the University if you graduated from an accredited high school and ranked in the upper half of your graduating class or achieved a score at least equivalent to the 50th percentile on a college entrance examination, i.e. ACT or SAT, and met the high school course requirements (see Admission Standards for Traditional Freshmen).

Applicants without a high school diploma must have achieved a standard score average of 45 on the

General Education Development Test (GED) and a score of at least 40 in each of the GED areas.

Non-Traditional freshman applicants with GED credentials who are applying five years after their high school class has graduated must complete the following requirements: 1) remedy any English, mathematics and reading deficiencies as indicated by SIUE placement tests and 2) complete at least one three-semester-hour course in each of the following areas: a) science, b) social sciences, and c) either foreign language, music, art, theater, dance, or speech. Courses must be selected from Introductory and Distribution General Education courses numbered below 300. You must complete these courses 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.

Applicants with GED credentials who are applying for admission before a five-year period after their high school class has graduated are not considered non-traditional applicants and must meet the minimum high school course requirements (see Admissions Standards for Traditional Freshmen) and achieve a standard score average of 45 on the GED Test and a score of at least 40 in each of the GED areas. They are considered for special admission as first-time freshmen.

Applicants who graduated from high school five or more years prior to application for admission and who do not meet the admission requirements above may be considered for Special Admission.

### **SPECIAL ADMISSION FOR FIRST-TIME FRESHMEN**

Applicants who do not meet requirements for admission as traditional or non-traditional freshmen may be considered for special admission. They must complete their admission file three weeks before the beginning of the term in which they plan to enroll, including having high school transcripts or GED test scores, college entry examination scores, and/or class rank information sent.

Students who meet the minimum admission composite score of 100 (see Admission Standards for

Traditional Freshmen above) but have not taken the required subjects also are considered under Special Admission criteria.

Recent high school graduates must have an ACT composite score of at least 17 (or equivalent) and rank in the upper two-thirds of their high school graduating class; or have an ACT composite score of at least 14 and rank in the upper half of their high school graduating class.

Non-traditional freshmen, those who graduated from high school five or more years ago, must take SIUE tests in English, mathematics and reading as part of the application process for special admission. Scores on these tests, together with other academic credentials, will be the basis for determining approval for special admission.

Students with special admission status must remedy, in one of the ways listed below, any high school course deficiencies identified by the Admissions Office.

English: Earn an ACT English subscore of 23, OR earn an SAT verbal score of 600, OR earn successful placement in English 101 on the basis of the University-administered English Placement Test, OR successfully complete an appropriate Academic Development (AD) writing course (that is, AD 090 or AD 092), OR successfully complete a three- semester-hour English course for every year (or fraction thereof) of deficiency. These courses must be selected from Introductory or Distribution General Education courses numbered 200 or below.

Mathematics: Earn an ACT Mathematics score of 22, OR earn an SAT mathematics score of 570, OR earn successful placement into Mathematics 120 on the basis of the University-administered mathematics placement test, OR successfully complete AD 095, OR successfully complete AD 085 for a geometry deficiency and Mathematics 120 or appropriate AD courses for an Algebra-Advanced Math Fundamental Computer deficiency. The appropriate mathematics deficiency course work will be determined by the mathematics placement test, if testing is required.

Science: Earn an ACT Science Reasoning subscore of 23, OR successfully complete a three-semester-hour course in Science for every



year (or fraction thereof) of deficiency. These courses must be selected from Introductory or Distribution General Education courses numbered 200 or below or from other courses specifically approved for correcting deficiencies.

**Social Science:** Earn an ACT Reading subscore of 23, OR earn a score of 500 or higher on the CLEP Social Science/History examination, OR successfully complete a three-semester-hour course in Social Science for every year (or fraction thereof) of deficiency. These courses must be selected from Introductory or Distribution General Education courses numbered 200 or below.

**Electives:** Earn a score of 452 or higher on the CLEP Humanities examination, OR successfully complete a three-semester-hour course in an appropriate elective area for every year (or fraction thereof) of deficiency. These courses must be selected from Introductory or Distribution General Education courses numbered 200 or below.

You may also remedy high school course deficiencies by redistributing up to three units of high school course work. No more than one unit may be deducted from each of the categories of social studies, mathematics, sciences and electives, and used to remedy a high school deficiency in any other of those categories. This option may not be used to remedy deficiency in English.

If an academic adviser believes a particular high school course deficiency should be waived, a decision will be rendered by the Director of Academic Counseling and Advising.

Students approved for special admission must begin the program of study appropriate to their test results in English, mathematics, and reading, as prescribed by the Office of Academic Counseling and Advising, in their first term of enrollment. They must make steady progress in remedying any deficiency in these areas of basic skills in each term. The basic skills requirement must be completed within 32 semester hours, before enrollment in courses for which they are prerequisite, and before applying for a major.

Courses taken to remedy high school course deficiencies carry no credit toward General Education requirements 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. Courses designated AD (Academic Development) carry institutional credit, but do not carry credit toward graduation. Other courses in which students must enroll, depending upon test results, carry credit toward graduation. Specially admitted students who do not follow the program of study prescribed by the Office of Academic Counseling and Advising will not be permitted to enroll the next term. You must achieve a C average to remain in good standing.

### **APPLICATION PROCEDURES FOR FRESHMEN**

You may obtain an admission application from your high school or college counselor; from Admission Counseling at Campus Box 1600, Edwardsville, Illinois 62026-1600, phone 618-650-3705 or 1-800-447-SIUE; or from the SIUE web site at [www.siue.edu](http://www.siue.edu).

- A. 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 currently in high school, the transcript must show 6th, 7th, or 8th semester class rank. A final transcript reflecting all high school course work and graduation verification must also be submitted. If you have graduated from high school, your transcript must verify graduation and show 8th semester rank. ACT or SAT scores which appear on the high school transcript are acceptable. If you have taken the test and requested that the University receive a copy, we will notify you when SIUE receives the scores. You should make arrangements to take the ACT or SAT test as soon as possible. No admission decision will be made without those results.
- B. If you graduated from high school five or more years prior to applying to SIUE, you must submit an official high school transcript showing graduation verification and 8th semester class rank. ACT or SAT scores are optional. If you have taken the ACT or SAT test, you are encouraged to submit the scores. Some applicants may be required to take placement tests before an admission decision is made.
- C. 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. GED applicants must also submit an official high school transcript if their high school class graduated within the previous five years.

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 by the office or institution which issues the document. Faxed documents are not considered official.

### ADMISSION AS A TRANSFER STUDENT

If you wish to be considered for admission as a transfer student, you must complete your admission file at least three weeks before the beginning of the term in which you plan to enroll. You are considered a transfer student if your college course work is appropriate to baccalaureate education and is from accredited two-year and four-year institutions, unless all those hours were earned in college courses taken while in high school.

The admission criteria for students who have completed 16 semester hours in courses appropriate to baccalaureate education at accredited institutions are:

1. Applicants are admissible in good standing, if they have earned a minimum grade point average of 2.00 (C) in appropriate course work at the previous accredited institution(s).
2. Applicants who do not have at least a 2.00 (C) average are admissible on academic probation, subject to the following conditions:
  - (a) Those who have taken college or university work during the last five years must have earned at least a 2.00 (C) grade point average in their most recently attempted 16 semester hours in courses appropriate to baccalaureate education.
  - (b) Those who have not attempted any college work in the last five years must take University-administered placement tests as part of the admissions process. Test scores and other academic credentials, will be the basis for determining admission.
3. Transfer students who have attempted at least 16 semester (24 quarter) hours of credit elsewhere and who have not completed two English composition courses (equivalent to Eng 101 and Eng 102) with grades of C or better must take

University placement tests in reading and writing. Transfer students who have attempted at least 16 semester (24 quarter) hours of credit elsewhere and have not completed an intermediate algebra course (equivalent to AD 095) with a grade of C or better must take the University mathematics placement test. Placement test results will be used for diagnostic purposes to help them select appropriate course work and for the University Assessment program.

The admission criteria for applicants who have attempted fewer than 16 semester hours in courses appropriate to baccalaureate education at accredited institutions are as follows:

1. **Good Standing** — Students are admissible in good standing, if they have earned at least a 2.00 (C) grade point average in such course work at the previous accredited institution(s) and meet the criteria of the appropriate admission category for entering freshmen.
2. **Academic Probation** — Students who do not have at least a 2.00 (C) average are admissible on academic probation, if they meet the criteria of the appropriate admission category for entering freshmen.

For all first-time freshmen and transfer students who have attempted fewer than 16 semester (or 24 quarter) hours of credit elsewhere, placement into mathematics, English, and Academic Development courses is based on a combination of factors including ACT scores, high school rank, high school course work and/or results of placement tests.

The transfer average (i.e., the cumulative grade point average in all course work appropriate to baccalaureate education from all accredited institutions previously attended) is used only in determining eligibility for admission. Once a student is admitted, the SIUE record will reflect the total number of acceptable transfer credit hours (hours earned in transferable courses with grades of A, B, or C, Pass, or Satisfactory), but the only grade point average calculated will be for work completed at SIUE.

For applicants with at least 16 semester hours of course work as stipulated above, a complete file consists of an application for undergraduate admission and an official transcript from each institution previously attended. For applicants with fewer than 16 semester hours, a complete file consists of an application for undergraduate admission, an official transcript from each institution previously

attended, and credentials required for the appropriate admission category for entering freshmen. Students admitted with fewer than 16 semester hours of transferable credit must meet high school course requirements (see Traditional Freshmen). **An official transcript must be sent directly to the Admissions Office by each institution.** Faxed transcripts are not considered official. All transcripts become the property of the University and will not be returned or issued to another institution. Questions about the acceptability of a specific course for admission and/or transfer credit should be directed to the SIUE Transfer Coordinator (618-650-3705) or the department from which the student wishes to receive transfer credit.

SIUE is a participant in the Illinois Articulation Initiative and accepts transfer course work that meets established General Education Core Curriculum requirements from participating Illinois institutions.

#### **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 Graduate and International Admissions. Inquiries should be directed to Box 1047, Southern Illinois University Edwardsville, Edwardsville, Illinois 62026-1047; phone 618-650-2080; [www.siu.edu](http://www.siu.edu).

#### **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 United States educational credentials will be reviewed for academic eligibility under the same standards applied to native students. Refer to the section titled Applicants with Foreign Academic Credentials if your credentials are not from a U.S. institution.

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 before admission. A financial certificate and instructions for its completion are included in the application materials. Financial arrangements must be approved by the appropriate deadline. Questions regarding financial matters should be directed to Graduate and International Admissions.

Undergraduate application materials for international students include a detailed explanation of procedures and required credentials and are available in the Service Center, 1309 Rendleman Hall, phone 618-650-2080, or from Graduate and International Admissions.

F-1 applicants presently in the United States must complete their admissions file three weeks before the beginning of the term for which they seek admission.

F-1 applicants applying from abroad must meet the following admission file completion deadlines:

<b>TERM</b>	<b>FILE COMPLETION DEADLINES</b>
Fall Semester	June 15
Spring Semester	November 10
Summer Session	March 15

#### **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 NAFSA: Association of International Educators will be used as general guidelines to evaluate foreign academic credentials for academic eligibility, level of placement, and acceptability of transfer credit.

Applicants are responsible for all arrangements to provide 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 prepared by a professional translator. University-level academic work will be considered for transfer of credit as appropriate.

Secondary and post-secondary school transcripts of academic records (including certification of

graduation and the title of the diploma or certificate awarded, when appropriate) must be mailed directly to Graduate and International 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 foreign academic credentials policy will be considered if recommended by recognized organizations such as the American Association of Collegiate Registrars and Admissions Officers and NAFSA: Association of International Educators. (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 with foreign credentials include a detailed explanation of procedures and required credentials, and are available in Graduate and International Admissions, or will be mailed on request. F-1 applicants must complete their admission application file by the deadline stated in the section entitled **Students Holding or Requiring F-1 Visas**. Other applicants must complete their admission application file no later than three weeks prior to the beginning of the term for which admission is sought.

#### **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 before admission. English language proficiency may be verified in one of the following ways:

1. Applicants may sit for either the International Testing Program or the special Center Testing Program of the Test of English as a Foreign Language (TOEFL) and have an official score report sent by the testing agency directly to Graduate and International Admissions. The minimum acceptable TOEFL score is 550 (paper-based) or 213 (computer-based). Applicants with a score below the minimum requirement may be eligible to participate in SIUE's Intensive English Program.
2. Applicants may sit for an institutional TOEFL examination administered on campus at SIUE. Institutional TOEFL scores will not be accepted from other institutions. The minimum acceptable score is described in item 1 above.
3. 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.
4. Applicants may submit academic records certifying that they have graduated from a recognized secondary school, college, or university located in an English-speaking country, and where English is the exclusive language of instruction.
5. Applicants may submit academic records certifying that they have completed courses, totaling at least 6 semester hours, equivalent to both 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.
6. Applicants may sit for the University-administered English Competency Test and meet SIUE indicators of college entry level competence in English and reading.
7. Applicants with acceptable credentials and a TOEFL score between 430 and 549 (paper-based) or 117 and 210 (computer-based) will be granted conditional acceptance to an undergraduate academic program contingent upon entry into SIUE's Intensive English Language Program. (For more information on this program, see the **Noncredit Programs and Services** section of this catalog.) Successful completion of this program, i.e., achieving a score of 550 (paper-based) or 213 (computer-based) or higher on SIUE's institutional TOEFL, is a prerequisite for course registration in the selected program.

Undergraduate application materials for students whose first language is not English include a detailed explanation of procedures and required credentials. They are available in the Admissions Office and will be mailed upon request. F-1 applicants must complete their admission application file by the deadline stated in the section entitled **Students Holding or Requiring F-1 Visas**. Other applicants must complete their application file no later than three weeks before the beginning of the term for which they seek admission.

### ADMISSION AS A NON-DEGREE STUDENT

If you have at least a high school diploma or equivalent and wish to take undergraduate courses for credit, but are not interested in pursuing a baccalaureate degree, you may be admitted as a non-degree student. An application for admission must be submitted to the Admissions Office at least three weeks before the beginning of the term in which you plan to enroll. Once admitted, you may enroll in any undergraduate course for which you have met prerequisites. Enrollment in graduate-level courses is not permitted. Non-degree students are not eligible for veterans' education benefits or most other forms of financial assistance including student employment. You must maintain a C average to remain in good standing. **Applicants who are ineligible as degree-seeking students are not admissible as non-degree students.**

Applicants still in high school may be considered for admission as non-degree students by the Director of Admissions.

### ADMISSION AS A VISITING STUDENT

Students who wish to enroll in undergraduate courses for credit and transfer these credits to be applied to graduation requirements at another college or university may be admitted as visiting students. Visiting student applicants must submit an application for admission and certify that they are academically eligible to return to their former college or university. As a visiting student, you may enroll in courses for which you have met the prerequisites.

As a visiting student, you may receive federal grants or student loans if you are enrolled for at least six hours of credit and **ONLY** if your home institution provides financial aid through a consortium agreement with SIUE. You may also be eligible for federal veterans' benefits, and possibly, state veterans' benefits if you are an Illinois resident.

You may work as an SIUE student employee **ONLY** if you receive approval from the Office of Student Financial Aid. Call 618-650-3880 if you have questions regarding financial aid or employment.

Visiting students wishing to continue at SIUE beyond their initial enrollment are encouraged to file an application for change of status as promptly as possible. Those continuing for two consecutive

academic terms will be asked to submit an appropriate application and supporting documents required of degree-seeking students.

If you are seeking admission as a visiting student, you should complete your admission file at least three weeks before the beginning of the term in which you expect to enter SIUE.

### READMISSION OF FORMER DEGREE-SEEKING STUDENTS (UNDERGRADUATE)

Former students who have not attended SIUE for three or more terms including summer (i.e., registered and paid fees) must apply for readmission.

The readmission criteria for former students are:

- A. Former students who have not attended another accredited college or university since their last attendance at SIUE:
  1. Those whose academic classification is "good standing" or "academic probation" will be readmitted with the same classification and major. Students indicating, on the application for readmission, a desire to change majors shall be readmitted with undeclared status.
  2. Students applying for readmission following their first academic suspension will be readmitted with undeclared status on "academic probation." They must receive academic counseling and advising before enrolling in classes and must adhere to the agreed-upon plan of action made with the adviser.
- B. Students who have attended another accredited college or university since their last attendance at SIUE:
  1. Those who have taken fewer than 16 semester hours appropriate to baccalaureate education since their last attendance at SIUE and who have earned at least a 2.00 (C) grade point average in such work will be admitted as follows:
    - (a) Those whose academic classification at SIUE was "good standing," or "academic probation" will be readmitted with the same classification and class or college major. Students indicating, on the application for readmission, a desire to change majors shall be readmitted with undeclared status.



- (b) Students applying for readmission following their first academic suspension will be readmitted with undeclared status on "academic probation." They must receive academic counseling and advising prior to enrolling in classes and must adhere to the agreed-upon plan of action made with the adviser.
2. Those who have taken at least 16 semester hours appropriate to baccalaureate education since their last attendance at SIUE and have earned at least a 2.00 (C) grade point average in such transfer work are admissible as follows:
  - (a) Those whose SIUE academic classification was "good standing" will be readmitted with the same classification and major. Students indicating, on the application for readmission, a desire to change majors shall be readmitted with undeclared status.
  - (b) Those whose SIUE cumulative grade point average was below 2.00 (C) will be admitted on "academic probation." Students applying for readmission following their first academic suspension will be readmitted with undeclared status on "academic probation." They must receive academic counseling before enrolling in classes and must adhere to the agreed-upon plan of action made with the adviser.
3. Those who have taken course work appropriate to baccalaureate education since their last attendance at SIUE and have not earned at least a 2.00 (C) grade point average in such transfer work, but whose SIUE academic classification was "good standing" will be referred to the Admissions Review/Appeals Committee, which will determine admissibility.

Students who left the University on academic warning under the quarter calendar and are now eligible to return under the semester calendar may have special options available to them. Please contact Admissions for details.

Former students whose academic classification at SIUE was "academic suspension" and who are admissible under A. 2., B. 1.b., and B. 2.b. above will be readmitted with undeclared status and be advised by the Office of Academic Counseling and Advising

to develop a plan of action for their course of study until they apply for a major. Students who wish to apply for admission to their former major must meet the entrance requirements for that program. **Students who have been academically suspended more than once will not generally be readmitted to the University.** Under exceptional circumstances, such students may appeal to the Admission Review/Appeals Committee. Consideration may be granted based upon evidence that the student is capable of undertaking additional academic course work (i.e., 16 additional semester transfer hours with at least a C average).

The transfer average (i.e., the cumulative grade point average in all course work appropriate to baccalaureate education from all accredited institutions since the student's last attendance at SIUE) is used only in determining eligibility to reenter. Once readmitted, students' SIUE records reflect the total number of acceptable transfer credit hours (hours earned in transferable course with grades of A, B, or C, Pass, Satisfactory), but the only grade point average calculated will be for work completed at SIUE.

Former students wishing to be considered for readmission must complete their admission file at least three weeks before the beginning of the term for which admission is sought. Those who have not attended another accredited college or university since their last attendance at SIUE need to submit only an application for admission. Those who have attended another college or university since their last attendance at SIUE must submit an application for admission and an official transcript from each accredited institution attended. **An official transcript must be sent directly to SIUE Admissions by each institution.** Faxed transcripts are not considered official. All transcripts become the property of the University and will not be returned or issued to another institution. Questions about the acceptability of specific courses for admission and/or transfer credit should be directed to the Transfer Coordinator at 618-650-3705 or the academic department from which transfer credit is sought.

Reentering students should note that you may not 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 school in which the student's major or first major is housed. Such written permission shall be submitted with the application for graduation.

## ADMISSION DEADLINES

All undergraduate applicants for admission, unless otherwise specified, must complete their admission file three weeks before the beginning of the term for which admission is sought. A complete file consists of an application and all documents required for the admission category in which the individual is applying. Deadline exceptions for non-degree applicants, readmission of former students (who have not attended another college or university since their last attendance at SIUE) and visiting students may be determined by the Director of Admissions.

## DETERMINATION OF RESIDENCY STATUS

Students' residency status affects two primary considerations: tuition and financial assistance. Ordinarily, determination of residency status is made by the Registrar from evidence furnished on the application to the University. If such evidence is not sufficient, 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 a period of at least three (effective fall semester 2000, policy requires 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 eighteen 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 actually reside in the state, those individuals 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 also 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 on the basis of having been 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 on the basis of (1) having been residents of the state at the time of entry into military service, or (2) having been treated as residents while in the military by attending school at this University while stationed within the state, or (3) having resided within the state for a period of three (six as of the beginning of fall semester 2000) months after separation.

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 the Student Conduct and Student Grievance 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

An undergraduate student who has been accepted as a major by an academic department and who has completed 75 or more earned hours may register for classes during the third week of a term for the subsequent term. All other students may begin registering during the fourth week of the term. Early registration is advised.

Before registering for classes, you must complete the admission process and consult an adviser. More detailed information regarding registration dates is contained in the Schedule of Classes.

Only students who have been admitted and advised may register. Any registration may be declared invalid for academic, disciplinary, or financial reasons attested to by the Registrar, Vice Chancellor for Student Affairs, or the Office of the Bursar.

Physically disabled students should contact the coordinator of Disability Support Services for additional registration information.

You are expected to complete the registration process, including financial clearance, before the pre-cancellation deadline. Beginning with the first day of the term, you will be assessed a non-refundable \$25 late registration fee. Ordinarily, no registrations are accepted after the third week of the semester.

### CHANGES IN REGISTRATION

You may make changes to your class schedule in the Service Center, Room 1309, Rendleman Hall, or in the unit in which you originally registered, before the first day of that term. Beginning with the first day of the term, all program changes must be made in the Service Center. **The change is official only when this procedure is complete.** You are officially registered for only those courses and sections appearing on your registration documents, and as modified by official changes you have made with your adviser. You may add classes only if the additions have been approved by your adviser and appear on a signed Course Request Form (CRF) or Program Change Form. You should request an updated copy of your schedule after making a program change.



## ADDING CLASSES

Adding a class is not the same as registering for that class. Procedures for adding classes are as follows:

1. You may add any class approved by your academic adviser.
2. During the first week of the term, you may add any "open" class or any "closed" class for which you have obtained a Class Permit Card from the instructor.
3. During the second week of the term, all classes are considered "closed."
4. After the second week, you may add only classes that have not yet begun.

Exceptions to this policy must be approved by the appropriate dean and the Registrar. The policy is applicable during all academic terms.

If you add classes that increase the amount of tuition and fees you 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 has been paid, the additional hours will generate a new tuition cost for that term, and you will generally receive an additional bill.

## DROPPING CLASSES

### FALL AND SPRING SEMESTERS

- |               |   |
|---------------|---|
| Weeks 1-2     | You may drop a class without permission of the instructor and have no entry on your transcript.   |
| Weeks 3-10    | You may drop a class without permission of the instructor. Grade of "W" is automatically assigned.  |
| Weeks 11-13   | You may drop a class only with approval of the instructor and adviser; grade of "WP" or "WE" must be assigned by instructor; "WE" is computed in the GPA as an "E". |
| After Week 13 | No class may be dropped; a grade other than "W," "WP," or "WE" must be assigned by the instructor.  |

## SUMMER TERM

- |              |   |
|--------------|---|
| Weeks 1-2    | You may drop a class without permission of the instructor and have no entry on your transcript.   |
| Weeks 3-5    | You may drop a class without permission of the instructor. Grade of "W" is automatically assigned.  |
| Weeks 6-8    | You may drop a class only with approval of the instructor and adviser; grade of "WP" or "WE" must be assigned by instructor; "WE" is computed in the GPA as an "E". |
| After Week 8 | No class may be dropped; a grade other than "W," "WP," or "WE" must be assigned by the instructor.  |

Proportional deadlines apply for courses scheduled in nontraditional formats.

**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.

Students who drop a class or classes may be entitled to a refund. Refunds resulting from program changes or withdrawals are paid by check and are mailed to students beginning the third week of the term.

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

If you find it necessary to withdraw from the University during any term, you must initiate official withdrawal procedures in the Service Center, Rendleman Hall, room 1309. All withdrawals must be cleared by the Office of Student Financial Aid, and 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 becomes effective and a refund is approved.

A pro-rata refund policy allows you to obtain a partial refund of tuition and fees if your withdrawal from the University is processed between the 3rd and 10th weeks of the semester (fall and spring). The amount of your refund is calculated using the beginning date of the course and the official date of withdrawal, rounded downward to the nearest 10% of that period. An administrative fee, not to exceed the lower of 5% of the assessed charges or \$100, is assessed for pro-rata refunds. The percentage of pro-rata refund follows:

Week 3	80% refunded, less 5%
Week 4	70% refunded, less 5%
Week 5	60% refunded, less 5%
Week 6	60% refunded, less 5%
Week 7	50% refunded, less 5%
Week 8	50% refunded, less 5%
Week 9	40% refunded, less 5%
Week 10	30% refunded, less 5%

Please consult the registration calendar in the Schedule of Classes for withdrawal and refund deadlines.

If you receive notification of academic suspension after completing registration for the next term, you will be withdrawn from the University automatically. If you have already paid tuition and fees for the next term, contact the Service Center to initiate a refund.



*Football is just one of the games students play on the intramural circuit.*

# 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
Sophomore	30-59
Junior	60-89
Senior	90 or more

One semester hour represents the work completed in a lecture course that students attend for 50 minutes each week for fifteen 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.

Other classifications which are 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 your 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 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. The normal load for the summer term is 12 hours; the maximum load for the term 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 full-time 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**

A student 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 he or she first applied, and a second major. You must satisfy all requirements for both majors, although some requirements need be accomplished only once. For example, the General Education requirements, once satisfied, need not be repeated. If both majors require a foreign language, only one foreign language need be taken. Some majors require a minor concentration; a student with a second major must satisfy the minor requirement.

You may apply for a double major when applying for the first major. If you have been admitted to a major and wish to apply for a second major, you should first discuss the process with your adviser for the first major.

A double major is not the same as completing two degree programs. The requirements for a second baccalaureate appear in the **Graduation** section of this catalog.

### **CHANGE OF STATUS**

Should a non-degree or visiting student wish to enter a baccalaureate degree program at a later date, the student must apply for reclassification of admission status. Application requires submitting all credentials for the appropriate degree-seeking student category. Students meeting the criteria of the appropriate admission category, with a cumulative grade point

average of 2.00 (C) in credits earned at SIUE, will be reclassified as degree-seeking. If these requirements are not met, the application for reclassification may be considered only after successful completion of at least 16 semester hours of credit earned at SIUE. For first-time freshmen, successful completion is defined as having earned a C or better in English Composition (ENG 101) and maintaining a cumulative average of C or better in other courses requiring college entry level competence. For students who have previous college or university coursework, successful completion is defined as maintaining a cumulative average of C or better in college level courses which do not duplicate previous course work for which SIUE gives credit. Courses taken on a Pass/No Credit basis will not count toward completion of the minimum 16 semester hours, nor will courses taken on a Pass/No Credit basis count in the calculation of grade point average for purposes of admission as degree-seeking students.

**Application for reclassification must be completed at least three weeks before the beginning of the term for which students are seeking reclassification. Admission status cannot be changed once the term has begun.** Acceptance of credit earned by a non-degree or visiting student toward satisfying requirements for a major is determined by the major department. Other courses normally counted toward a particular baccalaureate degree will be counted for such students.

Credit earned as a non-degree or visiting undergraduate student will not be accepted toward a graduate (master or specialist) degree at SIUE.

### **CREDIT EARNED BY EXAMINATION, EXTENSION, AND CORRESPONDENCE**

While the University does not maintain a correspondence school or extension courses, such courses taken from institutions which are accredited by appropriate regional accreditation associations are regularly accepted, if the grade earned is C 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 their proficiency in certain subjects. Instructional Services (Peck Hall 1404) maintains a list of those courses for which out-of-class proficiency examinations are regularly available and provides information including time and place of testing.

Proficiency examinations (including non-general education courses, as well as general education courses) are administered by Instructional Services. Students wishing to take a proficiency examination in any course should contact that office. In many cases, course guides and reading lists are available from academic departments. For information regarding General Education credit for proficiency examinations, please refer to the section entitled, **Proficiency Examinations for General Education Credit**. Students may take any available proficiency examinations subject to the approval of the department and the following limitations: (1) a maximum of 32 hours may be gained through proficiency examination, CLEP, and/or Advanced Placement; (2) a proficiency examination for a specific course may not be taken more than once, nor for a course for which a grade has been earned. Additional restrictions may be applied by the academic schools or the College of Arts and Sciences.

After a student has completed a proficiency examination, credits and grade points shall be granted according to the grade achieved on the test as follows: (1) For a grade of A or B on a proficiency examination, the academic record shows the name of the course, hours of credit granted, the grade earned, and a notation "out-of-class proficiency" or "in-class proficiency"; the grade earned counts in the grade point average; (2) For a grade of C on a proficiency examination, the record shows the name of the course, the hours of credit granted, "P" in the grade column with a notation "out-of-class proficiency" or "in-class proficiency"; the grade earned does not count in the student's grade point average; (3) For a grade of D or E on a proficiency examination, no credit is awarded. The academic record shows nothing regarding the proficiency examination. However, the proficiency examination grade report forms are retained in the student's file for reference.

In-class proficiency examinations are administered early in the term. A student must be enrolled in classes to receive in-class proficiency credit. The

examinations are graded in time for those who pass the test to add another course. The names of students who have passed the early examinations are carried on the class roll; they receive credit for the course at the end of the term. Students who fail the in-class proficiency examinations continue in the course as regular students.

## 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 in subjects such as English composition, foreign language, history, biology, chemistry, mathematics, and physics. A national examination prepared by a committee of high school and college teachers is given in each subject. Each examination is intended to measure the achievement of students and to determine at what point they should begin college study of that subject. Grades are assigned as follows: 5, high honors; 4, honors; 3, creditable; 2, pass; and 1, fail. Ordinarily, the maximum credit granted through Advanced Placement Examinations is 12 hours; this credit is not used in computing the SIUE grade point average. A maximum of 12 hours of advanced placement credit granted at another accredited college or university is transferable to this university. Students may appeal to the appropriate academic dean if they wish to be granted more than 12 hours. The maximum credit a student may receive from CLEP, proficiency examinations, and/or advanced placement is 32 semester hours.

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

### BIOLOGICAL SCIENCES:

With a score of 4 or 5 on the advanced placement test, students may earn 3 hours credit for Biology 111.

### CHEMISTRY:

With a score of 4 or 5 on the advanced placement test, students may earn 8 hours credit for Chemistry 121a and b. With a score of 3, students may earn 4 hours credit for Chemistry 121a. Students may petition the Chemistry department for laboratory credit.



**ENGLISH:**

With a score of 4 or 5 on the English Language and Composition section of the Advanced Placement Program test, students may receive 3 hours credit for English 101. With a score of 4 or 5 on the English Literature and Composition test, students may receive 3 hours credit for ENG 111.

**HISTORY:**

With a score of 4 or 5 on the European history section of the Advanced Placement test, students may earn 3 hours credit for History 111a or b, or 3 hours credit for History 113 or 114. With a score of 4 or 5 on the American history section, students may earn 3 hours credit for History 200 or 201.

**MATHEMATICS:**

With a score of 4 or 5 on the Calculus AB Advanced Placement test, students may earn 5 hours of credit for Mathematics 150. Students with a score of 3 on the Calculus test may earn 5 hours of credit for Mathematics 150 and students with a score of 4 or 5 on this test may earn 10 hours of credit for Mathematics 150 and Mathematics 152.

**MUSIC:**

Students may earn 3 hours of credit for Music 111 through the Advanced Placement test.

**PHYSICS:**

With a score of 4 or 5 on the Physics Advanced Placement test, students may earn 5 hours of credit for Physics 206a or b.

Students should send the results of advanced placement examinations to the Office of Admissions and Records. Credit earned through Advanced Placement examinations may be applied toward the 124 hours required for graduation. Advanced Placement examinations are considered proficiency examinations. See the section on **Proficiency Examinations** in this catalog.

**COLLEGE LEVEL EXAMINATION PROGRAM**

Southern Illinois University Edwardsville will grant credit to students for successful completion of College Level Examination Program (CLEP) Tests under the following conditions:

1. A maximum of 32 hours may be earned through proficiency examinations, advanced placement and/or CLEP (by means of General and/or Subject Examinations). This 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.**

2. The score on each General Examination must equal or exceed the 50th percentile on the national college sophomore norm, which is a scaled score of approximately 500. Separate scores are reported for each of the tests constituting the General Examinations. As determined by the appropriate department, credit will be granted for the successful completion of the General Examination.
3. Credit will be awarded for a CLEP Subject Examination when approved by the SIUE department offering a comparable course.
4. Test credit will not be allowed when students previously have received credit for comparable courses or when currently enrolled in a comparable course.
5. Students may take the tests before enrolling at the University. Final recording of credit on the permanent SIUE record, however, is contingent upon matriculation at the University and acceptable scores.
6. When approved, credit will normally be awarded for Subject Examinations on the basis of the number of credit hours in the pertinent courses.
7. Biological Sciences, Chemistry, Computer Science, Mathematics and Statistics, and Physics majors at SIUE will not be awarded CLEP credit after credit has been earned for more advanced work in the subject.

The tests are administered by Instructional Services. Credit earned through CLEP examinations may be applied to the 124 hours required for graduation. CLEP examinations are considered proficiency examinations. See the section on **Proficiency Examinations** in this catalog.

Individuals who take the tests and wish to apply for credit through Southern Illinois University Edwardsville should have the results sent to the Records Department, Office of Admissions and Records.

**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. Students must have received an honorable discharge to receive military experience credit. Students apply to the Registrar for credit for military services experience as well as for work done in military service. College or university credit earned prior to or during military service takes precedence over military service school credit; therefore, military service school work cannot be assigned credit in all instances.

In evaluating credit possibilities based upon formal service school training programs, SIUE follows the recommendations of the American Council on Education as set forth in the U.S. Government bulletin, Guide to the Evaluation of Educational Experience in the Armed Forces. No credit is allowed for college-level GED tests.

### GRADING SYSTEM

The following grading symbols are used by SIUE:

- A — Excellent ..... 4 credit points
- B — Good ..... 3 credit points
- C — Satisfactory ..... 2 credit points
- D — Poor ..... 1 credit point
- E — 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.
- I — Incomplete. All work required for the course was not completed during the term; student has the permission of the instructor to do so within a specified time period. (NOTE: For more information regarding 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.

- U — Unsatisfactory. Used for noncredit courses and thesis.
- UW — Unauthorized Withdrawal. Calculated as an E in grade average.
- W — Withdrawal. Authorized withdrawal. Work may not normally be completed.
- WP — Withdrew Passing
- WE — Withdrew Failing. WE is calculated as E in grade average.
- WR — Withdrawal by the Registrar.

For more information regarding withdrawal grades and procedures, please refer to the sections entitled **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
  - E = 0 points
  - AU = Audit (0 points)
  - DE = Deferred (0 points)
  - I = Incomplete (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)
  - WE = 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, E, UW, and WE.
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	E (0)	=	0.0
THEA 141	3	x	B (3)	=	9.0
	<hr/> 9				<hr/> 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 E (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 to students 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 and their advisers are notified on the official grade report of incompletes and the time period for changing an incomplete to an E.

Students completing work for a course in which they have a grade of Incomplete should not formally reenroll 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 a No Credit for grades of D or E. At the time of requesting Pass/No Credit, students may stipulate that they would rather receive the grade of D than No Credit.

Taking courses on a Pass/No Credit basis 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 which are 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. Thereafter, no change may be made. Some graduate schools and employers consider Pass as equivalent to a C grade.

**AUDITING COURSES**

You may register in an Audit status for courses, but will receive neither a letter grade nor credit for audited courses. Students auditing classes pay the same tuition and fees as though registered for credit. If auditing students do not attend regularly, the instructor may determine that they should not receive "AU" grades for the courses. Undergraduate students registering for a course for credit may change to an audit status or vice versa during the first six weeks of fall or spring terms and through the first four weeks of the summer term; thereafter, changes may not be made. Veterans attending under the GI Bill do not receive benefits for audited classes. ISAC Monetary Award and Pell (Basic) Grant recipients may not include audit classes as part of the total hours to qualify for payment.

**REPEATED COURSES**

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

- When you first repeat a course previously taken at SIUE, only the grade earned in the more recent attempt will be used in computing your grade point average. Both grades will appear on the transcript.
- The grades for second and all subsequent repeats of the same SIUE course will appear on your transcript and will be used in computing your grade point average.
- Credits earned for any course will be applied only once toward degree requirements, no matter how often the course is repeated.



- You will not be permitted to repeat for credit a course which is a prerequisite for a course already completed successfully.

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 regarding repeated courses.

You and your adviser are responsible for notifying the unit where you registered of any course which will be repeated that term. Failure to notify that unit about repeated courses could result in an inaccurate calculation of grades and academic standing.

### TRANSCRIPTS

You may request official copies of your SIUE academic record, provided you have fulfilled all financial obligations to the University, by contacting the Service Center. Unofficial copies are available to you on CougarNet.

Transcripts are released only with your written consent. Telephone and electronic mail requests for transcripts cannot be honored, but faxed requests bearing your signature are acceptable. The fee for an official transcript is \$5.

### ACADEMIC PROBATION AND SUSPENSION

1. If you have a cumulative grade point average of 2.00 or above, you are considered to be in Good Academic Standing.
2. 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 must receive intensive academic counseling and advising during the next term of enrollment. An adviser will help you identify solutions and develop a plan of action.
3. If you are on Academic Probation, you will not be returned to good standing until your cumulative average is 2.00.

4. 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.
5. If suspended, you will be ineligible to attend SIUE for at least one term. You may reenroll only upon favorable action of the Suspension Appeals Committee provided you agree to intensive academic advisement and counseling. You and your adviser 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 where 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.

If you are suspended and permitted to reenroll, you will revert automatically to undeclared status. However, upon 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 reenroll will assume probationary status. **Ordinarily, if you are suspended more than once, you will not be reinstated at SIUE.**

### PLAN OF ACTION

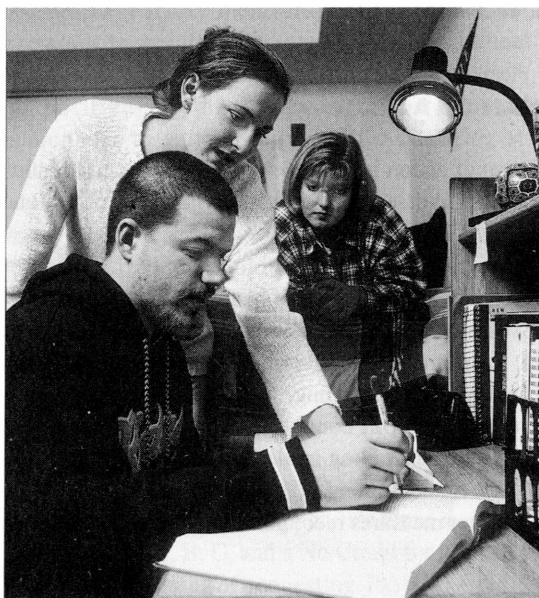
A plan of action is a course of study designed to help you matriculate more effectively. A plan of action may include:

1. reduction in number of hours attempted
2. change in program (major)
3. enrollment in courses prescribed by the adviser, e.g., writing, reading, study skills
4. enrollment in courses in which you previously received a failing grade
5. career counseling
6. other measures recommended by the adviser.

## ACADEMIC RECOGNITION

Students who demonstrate outstanding scholarship are included on the Dean's List and recognized through Honors Day and Commencement activities. To be included on the Dean's List, a student's term quality hours must be equal to or greater than 12 with a minimum grade point average of 3.50 for the term. Credit earned for out-of-class proficiency is not used in qualifying for the Dean's List. The Dean's List is published at the end of each term.

Honors Day Convocation, held each spring, recognizes students who received undergraduate degrees the previous August or December, and attained a Southern Illinois University Edwardsville grade point average of 3.50 or higher, or who are candidates for Bachelor of Arts or Science degrees in May and have a University grade point average of 3.50 or higher. Additionally, freshmen, sophomores, juniors, or seniors enrolled for the spring term who have a University grade point average of 3.50 or higher, are recognized. To be eligible for Honors Day recognition, students must have passed 16 hours at Southern Illinois University Edwardsville. Courses taken on a Pass/No Credit basis will not apply. Graduating seniors who have achieved outstanding scholarship are recognized at Commencement in the graduation program; their diplomas designate summa cum laude (3.90 or higher), magna cum laude (3.75-3.89), or cum laude (3.50-3.74).



*Students in Woodland Hall's Focused Interest Communities share living and study space with others in their academic field.*

## 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. Applications routinely are mailed to students when they reach 90 semester hours, but you are advised to contact the Service Center if you have not received an application by the time you have reached 105 semester hours.

Once a completed application is received by the registrar, graduation evaluations are performed. Admissions and Records 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.

In addition to completing the application for graduation, students must meet all University requirements and 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 week of the term in which you plan to graduate. All deficiencies for graduation (incompletes, for example) must be completed within two weeks following the end of the intended term of graduation; otherwise, you will be graduated at the end of the academic term in which all deficiencies 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 in commencement exercises 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 your 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 \$35.00 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.

## 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 provisions and limitations.

1. No student may 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 college or school of the student's major or first major. Such written permission shall be submitted to the Registrar with the application for graduation.
2. 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 in #1 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 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 this institution, 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 and meet all degree program requirements. 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.

## 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.

## CONSTITUTION AND SENIOR ASSIGNMENT REQUIREMENTS

Please refer to the sections entitled **General Education** and **Assessment Plan** for a complete explanation of the constitution and senior assignment requirements.

## 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 be permitted 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 administrative official. 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 Admissions and Records.

# FINANCIAL INFORMATION

## FINANCIAL AID SERVICES

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

- general information by phone or in person;
- one-on-one advising on a walk-in basis;
- short-term loans for educational expenses;
- review for special circumstances (e.g. death of wage earner, divorce, etc.);
- web sites at [www.finaid.siu.edu](http://www.finaid.siu.edu) (financial aid) and [www.stuemp.siu.edu](http://www.stuemp.siu.edu) (student employment);
- on-line Student Job Finder at [www.stuemp.siu.edu](http://www.stuemp.siu.edu); and
- on-line record of documents received at [www.siu.edu/COUGARNET](http://www.siu.edu/COUGARNET).
- be a U.S. citizen or eligible noncitizen
- be registered with Selective Service (if required)
- be working toward a degree or ERTC/teacher certification
- be enrolled for at least six hours each semester
- be able to demonstrate financial need
- maintain satisfactory academic progress
- not owe a refund on a federal grant or be in default on a federal student loan.

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

## 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
- 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

## 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. If you apply later than March 1, you will find that funds in some programs are no longer available. The application may be submitted via a paper form or on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

If you have not previously submitted an application for federal student aid, you will submit the regular FAFSA. If you are a previous applicant, you may apply with a renewal FAFSA. Continuing students may use either the renewal application or the regular FAFSA.

All undergraduates applying with a FAFSA will automatically receive consideration for the Pell Grant - the primary undergraduate grant program. Illinois residents also should apply for the state's Monetary Award Program (MAP) by indicating SIUE (code 001759) or another Illinois college/university as the first preference to receive the processed application information. Applications are available through high schools, public libraries, Educational Opportunity Centers, and the Office of Student Financial Aid.

## DEFINITION OF INDEPENDENT STUDENT

For federal and State of Illinois programs, you are considered independent for 1999-2000 if you meet one of the following:

- born before January 1, 1976, or
- are married as of the date of filing, or
- are a veteran of the U.S Armed Forces, or
- are enrolled in a graduate or professional program, or
- are an orphan or ward of the court (or were a ward of the court until age 18), or
- have legal dependents other than a spouse.

## 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 mailed to you for your signature and return. Your financial need and awards are determined as described below.

- A budget is assigned that reflects such factors as place of residence and the academic program. The budget includes tuition, fees, board, books, and living and personal expenses.
- After receiving the FAFSA analysis, Student Financial Aid determines an estimated family contribution, which reflects family income and assets as well as other resources (private scholarships, Social Security educational benefits, or veterans benefits).
- The family contribution is subtracted from the school year budget assigned to you. The remaining amount is your financial need and is the maximum amount you can receive from all financial aid programs, except the Federal Direct 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.

- To award University-administered 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 receive aid.

If you have significant changes in your family financial situation after filing your forms (death, disability, divorce, or other extreme circumstances) you may request a review of your application. Additional assistance may be awarded on the basis of 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 six weeks prior to the term for which you wish financial aid to cover the bill;
- Register for half time each semester (6 hours for undergraduates and 5 hours for graduate students);
- Receive notice of your award from the Office of Student Financial Aid;
- Confirm acceptance of your awards by completing and signing the award letter (and promissory note for a student loan) as directed in the information provided with the award letter;
- Return the award letter and promissory note to Financial Aid prior to the opening of the term;
- Have adequate financial aid to cover the new charges for the term and any balance due from a prior term;
- Have no "holds" on your records in 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 prior to mid-June will receive credit for their grants, scholarships, and waivers on



the fall semester bill. Students with no past-due charges are considered financially cleared or "waived for cancellation" for the next term in two ways:

- 1) the total of the grants, scholarships, and waivers equals or exceeds the total charges and reduces the balance to zero; or
- 2) the total of #1 above plus an anticipated student loan exceeds total charges, and a message on the bill indicates the student is officially enrolled for the next term.

Being financially cleared or having a "cancellation waiver" allows students to pick up books from Textbook Service, have their IDs validated, and protects their class schedules from cancellation due to non-payment.

#### **WITHDRAWAL WITH FINANCIAL ASSISTANCE**

Students who are registered and find it necessary to withdraw from classes for the term must initiate the withdrawal process in the Service Center. One step in the withdrawal process is clearance from the Office of Student Financial Aid.

Withdrawal during the refund period (the first two weeks of the term) cancels your obligation to pay tuition and fees for the term. Any financial aid that has been credited to your account will be canceled and returned to the appropriate account or agency that made the payment, including Federal Direct Loans. This will reduce the outstanding principal balance owed on such loans. If you have a Direct, PLUS, Perkins, or Foundation Loan, you should notify the Office of the Bursar and complete an exit interview with that office as part of the withdrawal process.

If you withdraw but have already received a check for financial aid in excess of your charges, you may be designated in overpayment status and need to return to the University all or a portion of the funds you received. The Office of the Bursar will bill you for the excess funds in most cases; however, it will be important to check with Student Financial Aid to be sure you have returned the appropriate amount.

When financial aid funds are credited to your account or refunded to you but you do not earn credit for your courses due to withdrawal, you will initially lose your financial aid eligibility. To regain your eligibility, submit an appeal to the Financial Aid Appeals

Committee (appeal forms are available in Student Financial Aid) before your next term of attendance.

## **GRANTS**

Grants are normally awarded to students with significant financial need in combination with work 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.

### **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 up to \$3,125 per academic year. Most students use their full Pell Grant entitlement during the academic year. However, those 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 purpose of the Federal Supplemental Educational Opportunity Grant (FSEOG) program is to assist students with exceptional financial need (i.e., eligible for Pell Grant) who would be unable to enter or remain in school without this grant.

### **STUDENT-TO-STUDENT GRANT (STS)**

The Student-to-Student (STS) program is funded through a voluntary student fee assessed each term, and through matching state dollars. Grants of varying amounts are made to students based on financial need. Students may request a refund of their STS assessment by contacting the Service Center.

### **ILLINOIS MONETARY AWARD PROGRAM**

The Monetary Award Program (MAP) provides for full or partial payment of tuition and fees to students

enrolled at least half time during the fall and spring semesters on the basis of significant financial need. To be considered, students must apply on the FAFSA prior to the MAP deadline and list SIUE as their first choice institution. Awards are available for a maximum of 10 full-time semesters.

### **ILLINOIS INCENTIVE FOR ACCESS PROGRAM**

Illinois Incentive for Access Program provides a one-time grant of up to \$500 for freshmen who have a zero expected family contribution. Applicants must be enrolled at least half time at a MAP-approved school, be a U.S. citizen or an eligible noncitizen as defined in the FAFSA, have a valid Student Aid Report with a zero expected family contribution, be a resident of Illinois, not already have a baccalaureate degree, meet the satisfactory academic progress standards at the school, not be in default on any Federal Perkins Loan(s) or any federally guaranteed or direct student loan(s), and not owe a refund for any federal or state grant(s), and meet MAP eligibility requirements.

### **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. Candidates should apply to the Illinois Student Assistance Commission (ISAC) by September 15 of the academic year for which assistance is being requested. 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 Veterans Grant, which covers tuition, activity fee, athletic fee, and graduation fee, may use it concurrently with GI Bill benefits. This grant is available to graduate or undergraduate students who have served honorably in the U.S. Armed Forces and meet the Illinois residency requirement.

Any veteran who was an Illinois resident or a student at an Illinois-controlled college, university, or

community college at the time of entering the service, and who returned to Illinois within six months of separation may be eligible. Applications are available in the Student Financial Aid office or from ISAC.

### **OTHER ILLINOIS GRANTS**

Grants also may be available to the spouses and children of Illinois police or fire officers killed or 90% disabled in the line of duty and to spouses and children of State of Illinois Department of Corrections officers killed or 90 percent disabled in the line of duty. Recipients must be enrolled at least half time, or 6 hours, each semester. The awards cover tuition and some fees and are available for up to 10 semesters (8 for police/fire; 10 for corrections). Applications are available in the Student Financial Aid office or from ISAC.

## **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.

### **DIRECT LOAN**

The University began participation in the W. D. Ford Federal Direct Loan Program in the 1995-96 academic year. The Direct Loan provides the equivalent of the current Federal Stafford and PLUS loan programs. The difference is that the United States Department of Education (USDE) is the source of funds, and the loan funds are administered by the University.

Students seeking Federal Direct Loans apply on the FAFSA; parents seeking PLUS Loans also should file a FAFSA to receive consideration for all aid programs. In addition, parents should request a PLUS information/application packet from Student Financial Aid. Neither students nor parents will have to find a lender under this program. The University will obtain funds for these loans from USDE. Students or parents who borrowed from "non-direct" loan programs previously can arrange to have repayment of the direct loans consolidated with their other loans. The Direct Loan Program offers several flexible repayment options.

### **FEDERAL DIRECT LOAN - SUBSIDIZED**

The subsidized Federal Direct Loans are low-interest loans made to students attending at least half time. Students qualify for a subsidized Direct Loan on the basis of financial need. Repayment begins six months after a student graduates, leaves school, or drops below half time. Students who have not borrowed under this program prior to July 1, 1994, will repay their loans at a variable interest rate that will not exceed 8.25 percent. Interest rates are set each June. Students receiving loans prior to July 1, 1994, should check with the organizations holding their loans to obtain the interest rate that applies to them. 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 \$2,625/year as a freshman, \$3,500/year as a sophomore, and \$5,500/year as a junior or senior. 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 adviser to determine how much they can borrow. Independent undergraduates may borrow an additional \$4,000-\$5,000/year of unsubsidized Direct Loan (see below). Most students are limited to borrowing their annual maximum across three terms (fall, spring, summer).

### **FEDERAL DIRECT LOAN - UNSUBSIDIZED**

The unsubsidized Federal Direct Loan Program is similar to the subsidized Direct Loan Program (described above); however, students are not required to have financial need for these loans. Unsubsidized Direct 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 Direct Loan that is partly based on financial need (subsidized) and partly not on financial need (unsubsidized). The difference between these two loans is in the repayment terms. Repayment for unsubsidized Direct Loans can be deferred until after graduation, but the interest begins to accrue while the borrower is in school. Students who have not borrowed under this program prior to July 1, 1994, will repay their loans at a variable interest rate that will not exceed 8.25 percent.

Unsubsidized Direct Loans are offered as part of the financial aid package to students who do not have financial need. Students with financial need are not normally offered unsubsidized loans in their aid packages, but may request consideration for unsubsidized loans in addition to other financial aid awards.

### **FEDERAL DIRECT 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. These loans, like Federal Direct Loans, are made through the University. 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 variable but not higher than 9 percent. From July 1, 1998, through June 30, 1999, the interest rate is 6.84 percent. Variable interest rates are set each June. Parents begin repaying these loans 60 days after the final loan disbursement. Under certain conditions, a deferment or postponement of repayment can be granted. Parents should contact the Direct Loan Servicing Center to request a deferment form.

### **FEDERAL PERKINS LOAN**

A Federal Perkins Loan is awarded on the basis of financial need and is normally repaid after graduation at low interest (5 percent). At the University, first preference is given to dental medicine students. 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. Cancellation of these loans may occur for serving as an enlisted person in certain specialties of the U.S. Army, Army Reserves, Army National Guard, or the Air National Guard or 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 \$5,000 each year of graduate or professional study, but cannot exceed \$30,000 of loan debt for undergraduate and graduate study combined.

### **SIUE FOUNDATION LOAN**

The SIUE Foundation also provides funding, based on financial need, for loans to help students meet

educational expenses. Demonstrated academic achievement also may be required. Information about specific loans may be obtained by contacting the Office of Student Financial Aid.

## **VA EDUCATIONAL BENEFITS**

Southern Illinois University Edwardsville 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, WE, 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, the "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 Admissions and

Records 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 receiving VA benefits who finds it necessary either to drop a class or to withdraw from the University must indicate on the program or withdrawal form the last date of attendance.

A student who withdraws or leaves the University should refer to the 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. Although most of the positions are in the clerical, maintenance, or food service areas, there are many challenging positions which 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 federal minimum wage and receive increases as total accumulated hours increase. Available jobs are listed on-line in the Student Job Finder at [www.stuemp.siue.edu](http://www.stuemp.siue.edu). Students apply for jobs via the web or contact employers directly.

### **FEDERAL WORK STUDY PROGRAM**

The Federal Work Study Program is designed to assist students with financial need to secure employment and help defray costs. Students who qualify are awarded federal funds that pay 65 percent 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 or loans.



### **JOB LOCATOR AND DEVELOPMENT PROGRAM**

The Job Locator and Development Program assists 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 listed on the Job Board located on the second floor of Rendleman Hall.

### **UNIVERSITY SCHOLARSHIPS**

University funds provide scholarships that are awarded to students with good academic records and, sometimes, financial need. There are separate application and selection processes, as well as unique deadlines, for many of these awards; consequently, it is important to contact the area of the University that administers the scholarship you are interested in. Scholarships, like grants, need not be repaid.

### **CAMPUS RESIDENCE HONORS SCHOLARSHIPS**

Campus Residence Honors Scholarships are awarded to new freshmen and transfer students living in recruiting areas targeted by the University. The awards are based on academic achievement, range from \$500-\$1500, are non-renewable, and are restricted to payment of housing charges. Students wishing to be considered should apply for admission by January 1; the admission application is the application for this award.

### **CHANCELLOR'S SCHOLARS PROGRAM**

Each year the University awards 20 Chancellor's Scholarships to entering freshmen with outstanding academic credentials. Each scholarship covers tuition and fees for up to four years of undergraduate study at SIUE. Chancellor's Scholars enjoy special academic opportunities and are automatically admitted to the Dean's Scholars Honors Program. This allows them to develop individualized programs of study with the help of faculty mentors. The application deadline for new students entering the

University in fall 1999 is February 1, 1999. For fall 2000 and following years, the deadline may be January 1. Candidates should contact Student Financial Aid for applications and deadline information.

### **JOHNETTA HALEY SCHOLARS PROGRAM**

The Johnetta Haley Scholars program helps minority students pursue their education. The scholarships encourage students to enter academic disciplines of engineering, physical and biological sciences, nursing, teacher education, and computer science. Scholarships are distributed on the basis of academic merit. A prospective student is considered on the basis of his/her admission application, ACTE/SAT score and class rank. Continuing SIUE students apply on a separate application available from Student Financial Aid. Students wishing to be considered should submit an admission or scholarship application by March 1 prior to the academic year in which assistance is desired.

### **HARBERT MEMORIAL SCHOLARSHIP**

Graduates of Centralia High School in Illinois are encouraged to apply for the Harbert Scholarship. These awards include undergraduate and graduate tuition waivers as well as other types of support. For more information, contact the Assistant Vice Chancellor for Enrollment Management, Box 1610, SIUE, Edwardsville, IL 62026.

### **PROVOST'S SCHOLARSHIPS**

Provost's Scholarships are awarded to entering freshman/transfer and continuing SIUE students who have outstanding academic credentials. New students who live in targeted recruiting areas may be given preference. The scholarship covers partial to full Illinois resident tuition and is not renewable. For new students, an admission application submitted by January 1 will ensure consideration for this scholarship. Continuing students should submit a University/Foundation Scholarship Application by March 1. The application is available from Student Financial Aid.

### **SIUE FOUNDATION SCHOLARSHIPS**

Gifts to the SIUE Foundation have established scholarships for students with financial need and

good academic records. The University/Foundation Scholarship Application is available from Student Financial Aid by December 1 each year for awards in the following year. The recommended date for submission of the application is March 1, but applications are accepted until May 1. First preference in awarding is given to early applicants who meet the criteria for these scholarships as described below:

- John Baker Scholarship - A one-year scholarship awarded to SIUE juniors or seniors with extreme financial need and a strong desire to obtain a college degree.
- Farmers Insurance Group of Companies Scholarship - One-year scholarship awarded to needy students majoring in the fields of insurance, mathematics, business administration, personnel or other areas related to the insurance industry.
- Dennis Wade Smith Memorial Scholarship - Awarded to full-time juniors or seniors at SIUE who graduated from public high schools in St. Clair County, Illinois. Preference is given to students in education, humanities, nursing, social sciences, or sciences. Applicants must have at least a 3.000 cumulative grade point average on a 4.000 scale throughout high school and college and demonstrate significant financial need.
- 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.
- Bessie May Briggs Mason Scholarship - One-year scholarship awarded to worthy students with financial need and a desire to obtain a degree in the field of primary or secondary education or a teaching certificate. Preference will be given to graduates of Alton Senior High School.
- James M. and Aune P. Nelson Minority Student Grant - Awarded to minority graduates of Alton secondary schools who have at least a 2.000 cumulative grade point average on a 4.000 scale in high school and a 2.500 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 2.500 cumulative grade point average on a 4.000 scale in high school and college.

In addition to submitting the scholarship application, most candidates for these awards should submit the FAFSA by March 1, be pursuing a degree program, and enroll full time each term.

### **ATHLETIC 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 3337  
SIUE  
Edwardsville, IL 62026  
(618) 650-3180

Army ROTC Program  
Founders Hall, Room 3106  
SIUE  
Edwardsville, IL 62026  
(618) 650-2500

### **STATE OF 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, 500 West Monroe, Springfield, IL 62704, or from Student Financial Aid at SIUE.

### **ROBERT C. BYRD THOMAS SCHOLARSHIP PROGRAM**

The Robert C. Byrd Honors Scholarship Program provides scholarships to academically exceptional high school graduates who show promise of continued academic excellence. A Byrd Scholar may receive up to \$1,500 (not to exceed the cost of attendance) for each academic year, up to a maximum of four years of study. The scholarship is not limited to tuition and fees. Awarding of Robert C. Byrd Honors Scholarships is subject to federal funding. Applications are to be received by ISAC on or before January 15 preceding the academic year for which the scholarship is being requested.

### **DAVID A. DEBOLT TEACHER SHORTAGE SCHOLARSHIP**

The David A. Debolt Teacher Shortage Scholarship program replaces several separate scholarships for various teacher shortage areas. It encourages academically talented students to pursue careers as public preschool, elementary and secondary school teachers in disciplines that have been designated as Teacher Shortage Disciplines in the State of Illinois. Priority is given to minority students. The deadline to apply for the Debolt Scholarships is May 1. Applicants also must apply for federal student financial aid to determine their expected family contribution, which is part of the selection criteria for the scholarship. Recipients of the scholarship will sign an agreement to teach one year for each year of scholarship received in the Teacher Shortage Discipline for which the recipient applied. The teaching requirement must be fulfilled within five years following completion of certification in the shortage field.

### **ILLINOIS GENERAL ASSEMBLY SCHOLARSHIPS**

These tuition scholarships are awarded by members of the General Assembly to residents of their legislative districts. Awards may be for varying lengths of time. Students should contact their General Assembly representative directly for complete information.

### **ILLINOIS ROTC SCHOLARSHIPS**

The University awards scholarships to qualified full-

time students on the basis of leadership ability and performance in the corps of cadets. These scholarships cover tuition and the activity fee. The awards are renewable for up to four years for recipients who are in good academic standing and remain enrolled in ROTC. Ten new awards are made annually, and a maximum of 40 awards, including renewals, can be in effect at one time. Contact the Air Force ROTC unit in Aerospace Studies (618) 650-3180 for more information.

### **ILLINOIS SPECIAL EDUCATION TEACHER WAIVER PROGRAM**

The Illinois Special Education Teacher Tuition Waiver Program provides tuition waivers to current teachers and academically talented students pursuing careers in any area of special education as a public, private or parochial elementary or secondary school teacher in Illinois. Applications must be received by ISAC on or before February 15 immediately preceding the academic year for which the tuition waiver is being requested.

### **MERIT RECOGNITION SCHOLARSHIP**

The Merit Recognition Program provides a one-time, \$1,000 award to qualified Illinois high school students who ranked in the top 5 percent of their class at the end of the seventh semester. This scholarship can be used for payment of tuition, fees, and other educational expenses at approved Illinois institutions. Eligible students should contact their high school guidance office or ISAC for complete information.

### **MINORITY TEACHERS OF ILLINOIS SCHOLARSHIP**

The Minority Teachers Scholarship Program provides scholarships of up to \$5,000 per year to assist individuals of African American, Hispanic American, Asian American, or Native American origin who plan to become teachers at the preschool, elementary, or high school level. Students receiving this scholarship must fulfill a teaching commitment by teaching full time one year for each year of assistance received. The teaching agreement must be fulfilled at a school in which no less than 30 percent of those enrolled are minority students. If the teaching commitment is not fulfilled, the scholarship converts to a loan. The deadline to apply for these scholarships is May 1.

## OTHER SCHOLARSHIPS

In addition to the scholarships listed, students may wish to contact their major department or school/college at SIUE to determine whether funds are available. Also, students should check the World Wide Web for scholarship information (e.g. [www.fastweb.com](http://www.fastweb.com) or [www.isac1.org](http://www.isac1.org)), 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 city libraries for information. SIUE's Lovejoy Library has a bibliography of financial assistance information in the reserve section. For prospective students, the high school guidance office or library should be a source of information on private scholarships.

## 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 1) ensure that students using financial aid programs are demonstrating responsible use of public funds in pursuit of their educational goals; 2) 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 (3) 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 (exception: a student who earns no credit during a term).

## DEFINITIONS

- 1) **Attempted course** - A course that remains on the student's record after the first two weeks of the term.
- 2) **Completed course/earned credit** - A course in which a grade of A, B, C, D, or P was received. Withdrawals (WP, WE, W and UW), progress grades (PR), no credits, blank grades, incomplete grades (I), audits (AU), and failures (E) are not considered "earned credit" for meeting progress requirements.
- 3) **Developmental course** - A course with the prefix of "AD" or numbered "OXX" (not 100 level skills courses).
- 4) **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
  - William D. Ford Federal Direct Loan (subsidized and unsubsidized)
  - William D. Ford Federal Direct PLUS Loan
  - Illinois Monetary Award Program
  - Illinois Merit Recognition Scholarship
  - Illinois Paul Douglas Teacher Scholarship
  - SIUE Foundation Grant
  - SIUE Foundation Loan
  - SIUE Regular Student Employment
  - SIUE Scholarships
  - SIUE Student-to-Student Grant
  - SIUE Tuition Waiver (except graduate and some employee waivers).
- 5) **Financial aid probation** - A 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.
- 6) **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.
- 7) **Incomplete** - A grade of "I" received for an attempted course; no credit until the course is completed.
- 8) **Maximum timeframe** - Time limit set for receipt of financial aid that is specific to a student's program of study. For undergraduate programs, federal law defines this limit as 150% of normal program length. This University



policy sets specific timeframes for various programs of undergraduate and graduate study.

- 9) **Satisfactory Academic Progress/satisfactory progress** - Completion of courses at a rate that meets the standards defined in this policy.
- 10) **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 timeframe;
  - Earn credit for a reasonable number of credit hours toward a degree or certificate each term;
  - 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.
- 1) **Maximum timeframe** - 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 timeframe, he or she is ineligible for financial aid unless additional time to complete the degree is approved through appeal. Maximum time to degree is defined as follows:

- First Baccalaureate degree  
- 160 attempted hours
- Second Baccalaureate degree  
- 48 attempted hours
- ERTC certificate  
- Six semesters
- Master's degree (30 hour program)  
- 42 attempted hours
- Master's degree (31-38 hour program)  
- 48 attempted hours
- Master's degree (>38 hour program)  
- Maximum set individually
- Specialist in Education  
- 42 attempted hours beyond Master's degree
- Doctorate degree (not including DMD)  
- 87 attempted hours beyond Master's degree
- Doctor of Dental Medicine  
- Four years, plus up to two years additional if approved by the School and Student Financial Aid

A student who is unable to complete his or her degree program within these timelines may appeal for an additional term (or year for dental medicine students) of financial aid eligibility in order to complete the degree program. Special consideration will be given to a student whose attempted hours include developmental courses. Undergraduate appeals for an additional term of financial aid eligibility cannot be granted in excess of 150% of program length (1.5 times 124) or 186 hours.

- 2) **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 meet an increasing standard of completion as he or she moves through the degree program in order to graduate within the maximum timeframe. The 10th day class listing is used to determine a student's attempted hours. Satisfactory completion rates for this standard are as follows:

- 0 - 36 cumulative attempted hours  
- 60% completion

36.1 - 60 cumulative attempted hours  
- 65% completion

60.1 - 84 cumulative attempted hours  
- 70% completion

84.1 or more cumulative attempted hours  
- 75% completion

Second baccalaureate cum. attempted hours  
- 75% completion

Graduate degree cumulative attempted hours  
- 75% completion

Dental Medicine  
- As defined by School academic policy

- 3) **Minimum completion within a term** - A financial aid recipient is to earn credit for at least one course per term. A student who receives financial aid but does not earn credit for any courses within a term is not eligible to receive financial aid in subsequent terms. If mitigating circumstances were responsible for zero course completion within a term, a student may appeal and be granted a term of financial aid probation if adequate documentation is provided (e.g. a doctor's statement).
- 4) **Incomplete grades** - Students receiving excessive incomplete or "I" grades in their courses are not progressing satisfactorily. Consequently, a student who has six or more hours of incomplete in any term or at any time will be placed on financial aid probation for the next term of attendance and expected to complete the courses with "I" grades by the end of that term. A reduced course load may be recommended during the term of financial aid probation to ensure that both the courses with incomplete grades and new attempted courses can be satisfactorily completed by the close of that term.
- 5) **Developmental course completion** - Students taking developmental courses are eligible to receive financial aid for their first 20 hours of developmental classes attempted. Developmental courses must be completed at the same rate as other courses (see overall completion rate above). A student who must attempt developmental courses beyond 20 hours may appeal to continue receiving financial aid

on probation during a term in which the additional developmental courses are attempted. As part of the appeal, the student should provide a letter of support from the Director of Instructional Services.

- 6) **Grade point average/suspension** - Students must meet the University's policy on scholastic standing, grades, and grade point average as defined in the appropriate catalog. A student who is on scholastic suspension has not maintained acceptable academic progress. Student Financial Aid initially will block that student from receiving financial aid in any subsequent term. If readmitted or reinstated, the student may 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 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 maintain current addresses with the Registrar.

#### **REINSTATEMENT**

- 1) **Undergraduate student with more than 160 attempted hours and no 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.
- 2) **Student on financial aid probation** - The student may regain eligibility in one of two ways after a term of financial aid probation: a) by meeting the completion standard that applies to the student after financial aid probation under this policy (e.g. at 36 attempted hours must have completed 60% of all courses attempted); or b) by earning in one term 12 hours' credit (or fewer if approved) and a 2.000 term average.

- 3) **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.
- 4) **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.
- 5) **Student terminated under prior policies or for zero completion** - The student must complete at least 12 hours with a 2.000 average at his or her own expense and then may appeal to receive financial aid on a probationary basis.

## APPEALS

- 1) 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.
- 2) 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.
- 3) 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 by the date indicated in the termination letter. 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; the Director's decisions may be appealed to the Assistant Vice Chancellor for Enrollment Management; and the Assistant Vice Chancellor's decisions may be appealed to the Provost. 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. It may also have a student member who

participates in general committee matters. The Committee considers in a timely manner appeals that are referred to it. The Committee normally reviews only the written record and does not conduct a hearing unless unusual circumstances warrant it. A student is encouraged to submit third party written documentation to support his or her appeal.

## ADDITIONAL FINANCIAL INFORMATION

### INSTALLMENT PAYMENT PLAN

SIUE has an installment plan for payment of tuition, fees and housing charges. All students registered for credit courses are automatically included in this plan, unless they elect to pay the full amount of tuition and fees in advance. For additional information about the plan, call 618-650-3122. The number of installments students make depends on their registration date. The earlier students register, the more installments and the smaller their payments.

### IN-STATE OFF-CAMPUS TUITION AND FEES

Off-campus students pay the applicable per hour or block tuition plus a \$72 fee per class. Students registering only for off-campus classes pay no other student fees. For specific tuition and fee information for off-campus classes, contact the Coordinator of Credit Activities in the Office of Continuing Education at 618-650-3210.

### AUDITED COURSES

Students registering for courses on an audit basis are assigned tuition and fees on the same basis as when registering for credit.

# DEGREES AND PROGRAMS

## 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

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  
 Medical Technology  
 Medical Science

Chemistry . . . . . B.A., B.S., M.S.  
 Economics . . . . . B.A., B.S.  
 English . . . . . B.A., B.S., M.A.  
 Environmental Sciences . . . . . 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.  
 Liberal Studies . . . . . B.L.S.  
 Mass Communications . . . . . B.A., B.S., M.S.  
 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

Philosophy . . . . . B.A.  
 Physics . . . . . B.A., B.S., M.S.  
 Political Science . . . . . B.A., B.S.  
 Public Administration . . . . . M.P.A.

Social Work . . . . . B.A., B.S., M.S.W.  
 Sociology . . . . . B.A., B.S., M.A.  
 Speech (Speech Communication  
 Specialization) . . . . . M.A.  
 Speech Communication . . . . . B.A., B.S.  
 Theater . . . . . B.A., B.S.

### Undergraduate Specializations:

Dance  
 Design/Technical  
 Performance

## School of Business

Accountancy . . . . . B.S.A., M.S.A.  
 Business Administration . . . . . B.S., M.B.A.

### Undergraduate Specializations:

Economics  
 Entrepreneurship  
 Finance  
 General Business Administration  
 Human Resource Management  
 International Business  
 Management  
 Management Information Systems  
 Marketing  
 Production and Operations Management

Business Economics and Finance . . . . . B.S.  
 Economics and Finance . . . . . B.S., M.A., M.S.  
 Management Information Systems . . . . . B.S.  
 Marketing Research . . . . . M.M.R.

## School of Dental Medicine

Dentistry . . . . . D.M.D.  
 Advanced Education in General  
 Dentistry . . . . . Cert.

## School of Education

Early Childhood Education . . . . . B.S.  
 Educational Administration . . . . . M.S. in Ed., S.D.  
 Elementary Education . . . . . B.S., M.S. in Ed.  
 General Science Education . . . . . B.S.  
 Health Education . . . . . B.S.  
 Instructional Technology . . . . . M.S. in Ed.  
 Kinesiology . . . . . B.S., M.S. in Ed.



Psychology . . . . . B.A., B.S., M.A., M.S.  
 School Psychology . . . . . S.D.  
 Secondary Education . . . . . M.S. in Ed.  
 Special Education . . . . . B.S., M.S. in Ed.  
 Speech Pathology and Audiology . . . B.A., B.S.  
 Speech (Speech Pathology  
 Specialization) . . . . . M.S.

### **School of Engineering**

Civil Engineering . . . . . B.S., M.S.  
 Computer Science . . . . . B.A., B.S.  
 Computer Engineering . . . . . B.S.  
 Computing and Information Systems . . . M.S.  
 Construction . . . . . B.S.  
 Electrical Engineering . . . . . B.S., M.S.  
 Undergraduate Specialization:  
 Industrial Engineering . . . . . B.S.  
 Mechanical Engineering . . . . . B.S., M.S.

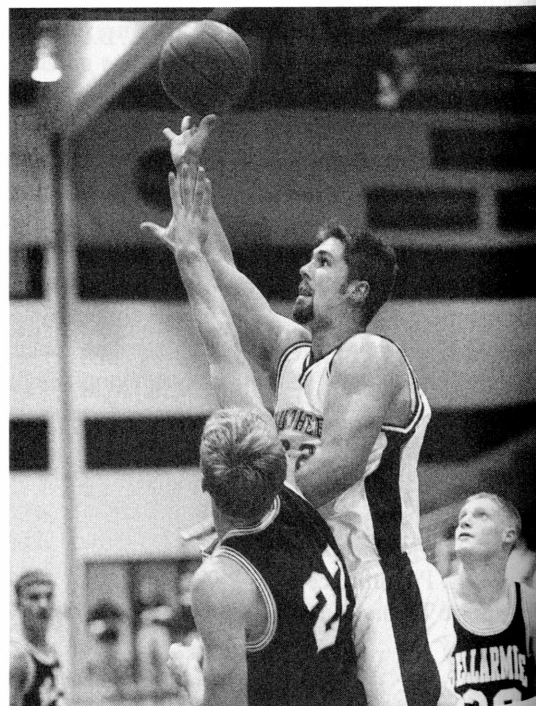
### **School of Nursing**

Nursing . . . . . B.S., M.S.  
 Nurse Practitioner . . . . . M.S.

### **MINORS AVAILABLE AT SIUE**

Aerospace Studies  
 Anthropology  
 Art  
     Art History  
     Studio Art  
 Biological Sciences  
 Black American Studies  
 Business Administration  
 Chemistry  
 Classical Studies  
 Coaching  
 Computer Science  
 Construction  
 Economics  
 Engineering  
     Electrical  
     Industrial  
     Mechanical  
 English  
     Creative Writing  
     Linguistics  
 Finance  
 French  
 Geography

German  
 Health Education  
 History  
 Instructional Technology  
 Kinesiology  
 Management  
 Management Information Systems  
 Marketing  
 Mass Communications  
 Mass Communications in a Democratic Society  
 Mathematical Studies  
     Statistics  
 Mathematics Education  
 Music  
 Peace Studies  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Russian Area Studies  
 Sociology  
 Spanish  
 Special Education  
     Education of the Mentally Handicapped  
     Emotionally Disturbed  
     Learning Disabled  
 Speech Communication  
 Theater and Dance  
 Women's Studies



*Student athlete Travis Wallbaum shoots one for the Cougars.*

# OBJECTIVES FOR GENERAL EDUCATION AND THE BACCALAUREATE DEGREE

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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 actively participate in civic and community affairs; who cultivate self-awareness; who appreciate the arts; and who will pursue life-long learning. SIUE also provides opportunities to students to develop leadership skills and artistic abilities.

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:

## **ANALYTIC, PROBLEM-SOLVING, AND DECISION-MAKING SKILLS**

Such skills include 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**

Skills in expository, argumentative, and creative writing, and in effective speaking and listening are to be developed 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.

## **APPRECIATION OF CULTURES**

All students will gain an understanding of the traditions that influence American culture and of the traditions of other cultures in order to develop a respect for and a sensitivity to ethnic and cultural diversity. Students will become aware of increasing global interdependence.

## **SCIENTIFIC LITERACY**

All students will have experience in the methods of scientific inquiry and laboratory investigation and gain knowledge of scientific and technological developments and their influence on society.

## **A SENSE OF 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

## PURPOSE AND GOALS

The purpose of General Education at Southern Illinois University Edwardsville is to provide students with a solid foundation for intellectual development and an ability and belief in the value of contributing to society. Through General Education, the University strives to encourage students to become well-informed, effective citizens who actively participate in civic and community affairs, who cultivate self-awareness, who appreciate the arts, and who will pursue life-long learning.

To achieve these purposes, the University seeks to impart to students analytic, problem-solving, and decision-making skills, oral and written communication skills, a foundation in the Liberal Arts and Sciences, an appreciation of cultures, scientific literacy, an understanding of ethical principles, and preparation in an academic or professional discipline. General Education provides the foundation upon which students develop these skills and knowledge; it provides the academic background necessary for the completion of the requirements for a degree.

The specific objectives of the General Education program are:

- to develop fully 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.

## REQUIREMENTS

The 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.

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.

**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) 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, Social Work, Psychology, Sociology, Speech Communication, and Theater and Dance; except for those exceptional courses which the above Departments have excluded as inappropriate for General Education credit. A list of those excluded courses appears at the end of this 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**

### **CONSTITUTION REQUIREMENT**

The University requires that students demonstrate their knowledge of the principles of representative government by passing one of the following courses: Political Science 112, History 200, 201 or 431. Students seeking teacher certification are required to complete a course in American History and a course in American Government. Students may also fulfill

the requirement by completing a proficiency examination for one of the courses listed above. Any of the courses taken to fulfill the Constitution requirement may also be used to fulfill a Distribution course requirement in the GE area Social Sciences.

### **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, coursework 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) prior to enrolling in Introductory General Education courses and 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] 075, or 095) prior to enrolling in Introductory General Education courses in the General Education Area 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 that office in Peck Hall, room 1404 (650-2295) for information and instructions. Credit hours earned from the successful completion of a proficiency examination in a Skills course will be applied toward the 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 maximum of 32 hours may be gained through any combination of proficiency, Advanced Placement, and CLEP examinations.

### **RE-ENTERING STUDENTS**

Former students who have not attended SIUE for three or more terms, including summer, must apply

for re-admission. 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 in which the student's major or first major is housed. Such written permission shall be submitted to the Admissions and Records Office with the application for graduation. Academic work for those students who re-enter the University after a seven-year period will be reevaluated according to the current catalog. Once students have been re-admitted 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**

Students who hold Associate of Arts or Associate of Science Degrees from an accredited two-year institution in Illinois and who have completed a program that conforms to the Illinois Community College Board Associate of Arts and Associate of Science Degree Models will be considered to have fulfilled all course requirements of the General Education program at SIUE except for the Interdisciplinary course requirement. Similar consideration may be granted to students with an Associate of Arts or Associate of Science degree from a community college outside Illinois or from a four-year institution regardless of location, provided that the program from which the degree was earned is substantially consistent with the requirements of the Illinois Community College Board Degree Models. The General Education requirements at SIUE will be considered as having been fulfilled regardless of the number of hours completed in each of the General Education categories with the following exceptions:

1. The Interdisciplinary course requirement must be met at SIUE or at the upper division level at an accredited four-year institution.
2. All transfer students with an Associate of Arts or Associate of Science degree who have not already had equivalent coursework must satisfy the two-course Written Expression Skill requirement with a grade of C or higher.
3. A student with an Associate of Arts or Associate of Science Degree will not be considered to have met the SIUE General Education requirements if

academic records indicate that work from an unaccredited institution was applied toward the degree. Appropriately qualified personnel at the University will perform a course-by-course evaluation of such students' academic work to determine completion of the General Education requirements of the University. Credit will not be accepted for any course work completed at unaccredited institutions.

4. No credit will be accepted for remedial or developmental courses.
5. Waiver of the Skills Option B foreign language requirement does not waive the foreign language requirement for students seeking a Bachelor of Arts degree.

### TRANSFER STUDENTS WITHOUT A DEGREE

Transfer students without a degree from an accredited institution must satisfy the requirements for the number of credit hours in each category of the General Education program at the University. Credits accepted for transfer will be accepted for completion of Distribution level General Education requirements only if the courses are comparable to Distribution General Education courses offered at SIUE. Transcript evaluations will be conducted in accord with general guidelines provided by faculty from the appropriate General Education area to determine the extent to which such courses may be used in fulfilling Distribution General Education requirements. The provisions in this paragraph also apply to SIUE students who wish to transfer credits to SIUE for courses taken at another institution.

Transfer credit for courses in the same academic discipline may be used to satisfy the Introductory course requirements in a General Education area. If the Introductory level requirement for a General Education area is satisfied through transfer of credits for courses in the same academic discipline, then at least one of the Distribution courses in that General Education area must be taken in a second discipline.

### TRANSCRIPT EVALUATIONS

Students are entitled to a full explanation of the transcript evaluations they receive. Those with questions relating to the transfer process should confer with the Director of the Office of Admissions and Records, Rendleman Hall, room 1208 (650-2010).

### 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

**Choose One** ..... 3 hours  
 Computer Science 108 - Applied Computer Concepts (or  
 one of CS 140, 141 or 150)  
 Management 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** ..... Two Semesters  
 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  
 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  
 Mathematics 106 - Reasoning and Problem Solving  
 Philosophy 106 - Critical Thinking  
 Statistics 107 - Concepts of Statistics (or one of STAT  
 244, 380 or 480)  
 Computer Science 108 - Applied Computer Concepts (or  
 one of CS 140, 141 or 150)  
 Management 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  
 English 111 - Introduction to Literature  
 Foreign Language 111\* - Introduction to Foreign Studies  
 (a) French (b) German (c) Spanish  
 Music 111 - Introduction to Music History/Literature  
 Philosophy 111 - Introduction to Philosophy  
 Speech Communication 111 - Introduction to Speech  
 Communication  
 Theater 111 - The Dramatic Experience: Theater, Script,  
 Performance

### 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 or 121a)  
 Earth Science 111 - Introduction to Physical Geology and  
 Geography  
 Mathematics 111 - The Nature of Mathematics I (or one of  
 MATH 120, 125, 130 or 150)  
 Physics 111 - Concepts of Physics (or one of PHYS 206a  
 or 211a)

### SOCIAL SCIENCES

Anthropology 111 - Introduction to Anthropology  
 Economics 111 - Principles of Economics  
 Geography 111 - Introduction to Human 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

\* 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.

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

## DISTRIBUTION COURSES

9 hours

Choose one course in each of the following Areas.

Fine Arts and Humanities  
Natural Sciences and Mathematics  
Social Sciences

Students may not count, for Distribution Course credit, a course that carries their major department prefix. Courses approved for Distribution General Education credit are identified in the course descriptions section of this catalog. The following courses are **NOT ELIGIBLE** to count for Distribution credit:

Foreign Languages: FL 486  
Historical Studies: HIST 301, 401  
Social Work: SOCW 301, 302, 303, 315, 316, 400, 401, 482, 483  
Speech Communication: SPC 309, 409, 461, 491  
Psychology: PSYC 497, 498, 499

All courses in Curriculum and Instruction, except CI 200, are closed to non-majors; Business, Education, Engineering and Nursing classes also are closed to non-majors, with the exception of courses in Psychology and Economics.

## INTERDISCIPLINARY STUDIES

3 hours

**Junior or senior standing is required for enrollment in Interdisciplinary Studies courses.**

- IS 322 - Ethics, Biology and Society
- IS 324 - Eastern Peoples and Cultures
- IS 326 - Modern Latin America
- IS 328 - History and Science
- IS 334 - Natural Resources
- IS 335 - Early Illinois
- 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 350 - Women and Social Institutions
- IS 360 - Survival of the Fittest
- IS 361 - Music: Art and Science
- IS 363 - Living Ecologically
- IS 364 - The Atomic Era: European Refugees, American Science and the Bomb
- IS 377 - The Arts and the French Revolution
- IS 380 - Song and Poetry

IS 386 - Cyberarts: Exploring Fine Arts and Computer Technology

IS 388 - Art and Politics in 19th Century France

IS 400 - History, Culture, and Language of China

GBA 300- Foundations of Business Knowledge

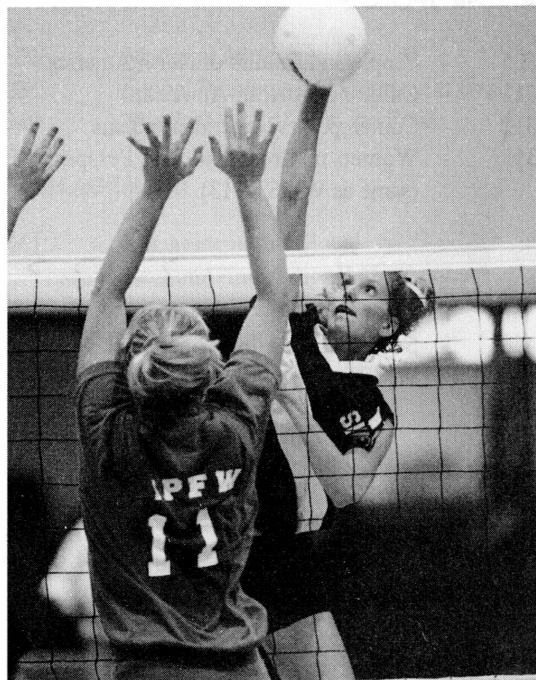
## SPECIAL REQUIREMENTS

### INTERGROUP RELATIONS, INTERNATIONAL CULTURE AND INTERNATIONAL ISSUES REQUIREMENTS

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.

### CONSTITUTION REQUIREMENT

The University requires that students demonstrate knowledge of the Illinois and United States



*Michelle Gilman plays for the women's volleyball team.*



Constitutions by completing one of the following courses: HIST 200, 201, 431 or POLS 112. The requirement also may be met by passing a proficiency examination for one of the courses listed above. Any of the courses taken to fulfill the Constitution Requirement may also be used to fulfill an Distribution Course requirement in the Social Sciences area of General Education.

## **INTERGROUP RELATIONS, INTERNATIONAL ISSUES, INTERNATIONAL CULTURE REQUIREMENT**

Students are required to take one course in the area of Intergroup Relations and a second course covering either International Issues or International Culture. Courses taken to fulfill these requirements also may fulfill major, minor, General Education, or elective requirements. Courses fulfilling the three requirements are listed below.

### **INTERGROUP RELATIONS**

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#### **ANTHROPOLOGY**

- 305 - People and Culture of North America
- 311 - Culture of African-Americans
- 312 - Contemporary American Indians
- 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

#### **ENGLISH**

- 205 - African-American Literature
- 341 - The African-American Woman in American Literature (same as WMST 341)
- 342 - African-American Fiction
- 478 - Studies in Women, Language, and Literature (same as WMST 478)

#### **FOUNDATIONS OF EDUCATION**

- 451 - Gender and Education (same as WMST 451)

#### **HISTORY**

- 130 - History of Black America
- 440 - Women in American Social History (same as WMST 440)
- 442 - The Black Urban Experience

#### **INTERDISCIPLINARY STUDIES**

- 350 - Women in Social Institutions: A Comparative Approach

#### **MASS COMMUNICATIONS**

- 351 - Women in Mass Communications (same as WMST 351)

#### **PHILOSOPHY**

- 346 - Social Philosophies of the Women's Movement (same as WMST 346)
- 347 - Philosophical Foundations of Racism

#### **PSYCHOLOGY**

- 405 - Psychology of Gender (same as WMST 405)

#### **SOCIAL WORK**

- 387 - Sexual Diversity: Issues for Social Work
- 486 - Literary Perspectives on Human Diversity

**SOCIOLOGY**

- 304 - Race and Ethnic Relations
- 308 - Women, Gender and Society (same as WMST 308)
- 335 - Urban Sociology

**SPEECH COMMUNICATION**

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

**WOMEN'S STUDIES**

- 200 - Issues in Feminism
- 351 - Women in Mass Communications
- 451 - Gender in Education

**INTERNATIONAL ISSUES****ANTHROPOLOGY**

- 350 - Anthropology in Contemporary Life
- 411 - Urban Anthropology
- 452 - Political Anthropology

**BIOLOGY**

- 365 - Ecology

**ECONOMICS**

- 361 - Introduction to International Economics
- 461 - International Trade Theory and Policy
- 462 - International Monetary Economics
- 463 - Introduction to Economic Development and Growth

**FINANCE**

- 450 - International Finance

**GEOGRAPHY**

- 200 - Economic Geography
- 300 - Geography of World Population

**HISTORY**

- 111b - History of Western Civilization
- 112b - World History
- 318b - History of Russia
- 352b - History of Africa
- 354b - History of the Arab World
- 356b - History of China
- 358 - History of Japan
- 360b - History of Latin America
- 408c - History of England
- 413 - History of Modern France
- 415 - History of Modern Germany
- 420b - European Social, Cultural, and Intellectual History
- 422c - Late Modern Europe
- 424 - Topics of European History
- 426 - Topics in Russian and Soviet History
- 428 - Topics in European Women's History (same as WMST 428)
- 454 - History of Arab-Israeli Conflict
- 460 - History of Mexico
- 461 - Central America and Caribbean in 20th Century

**HUMANITIES**

- 310a - Esperanto
- 310b - Esperanto

**INTERDISCIPLINARY STUDIES**

- 326 - Modern Latin America
- 336 - Global Problems and Human Survival
- 340 - The Problems of War and Peace

**MANAGEMENT**

- 461 - Managing in the Global Economy/International Management

**MARKETING**

- 476 - International Marketing

**MASS COMMUNICATIONS**

- 453 - Transnational Media

**PHILOSOPHY**

- 344 - Socialism and Social Democracy

**POLITICAL SCIENCE**

- 111 - Introduction to Political Science  
 350 - Political Systems of Western Europe  
 351 - Eastern European Political Systems in Transition  
 355 - Political Systems in Latin America  
 356 - Political Systems in Asia  
 370 - Introduction to International Relations  
 459 - Topics in Comparative Politics  
 472 - International Organizations  
 473 - United States Foreign Policy  
 479 - Topics in International Relations

**SOCIOLOGY**

- 481 - Population Dynamics

**WOMEN'S STUDIES**

- 428 - Topics in European Women's History

**INTERNATIONAL CULTURE****ANTHROPOLOGY**

- 111 - Introduction to Anthropology  
 301 - Language and Culture  
 306 - People and Culture of Asia  
 307 - People and Culture of Latin America and the Caribbean  
 310 - People and Culture of Africa  
 331 - World Pre-History  
 332 - Origins of Old World Civilization  
 400 - Cultural Anthropology  
 404 - Anthropology and the Arts  
 410 - Anthropology of Religion  
 426 - Family and Kinship in Cross-Cultural Perspective (same as WMST 426)

**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)

**ENGLISH**

- 304 - Literary Masterpieces  
 340 - Literature of the Third World  
 462 - Modern British and Continental Drama

**FOREIGN LANGUAGE**

- 111a - Introduction to Foreign Studies: French  
 111b - Introduction to Foreign Studies: German  
 111c - Introduction to Foreign Studies: Spanish  
 345 - Literature in Translation  
 491 - Cultural and Language Workshop

**FRENCH**

- 102 - Elementary French  
 104 - Elementary French  
 311 - Contemporary French  
 351 - Survey of French Literature  
 352 - Survey of French Literature  
 353 - Survey of the French Novel  
 451 - Studies in French Literature  
 452 - Studies in French Literature  
 453 - Studies in French Literature  
 456 - Seminar on Women Writers (same as WMST 456)  
 457 - African and Caribbean Literature of French Expression

**GEOGRAPHY**

- 111 - Introduction to Human Geography  
 201 - Cultural Geography  
 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
- 104 - Elementary German
- 311 - German Culture
- 351 - Survey of German Literature
- 352 - Survey of German Literature
- 353 - Survey of German Literature
- 411 - German Civilization
- 452 - Faust
- 453 - Seminar in German Literature

**GREEK**

- 102 - Introduction to Greek

**HISTORY**

- 111a - Introduction to the History of Western Civilization
- 112a - World History
- 113 - Survey of Ancient History
- 114 - Survey of Medieval History
- 303 - History of Ancient Near East
- 304 - History of Greece
- 306a,b - History of Rome
- 308a,b - Medieval History
- 315 - History of Religion in Europe
- 318a - History of Russia
- 322 - History of Italy
- 352a - History of Africa
- 354a - History of the Arab World
- 356a - History of China
- 360a - History of Latin America
- 404a,b - Social and Intellectual History of the Middle Ages
- 406 - Age of Absolutism and Enlightenment
- 412 - The French Revolution
- 420a - European Social, Cultural, and Intellectual History
- 422a,b - Late Modern Europe

**INTERDISCIPLINARY STUDIES**

- 324 - People and Culture of the East
- 377 - The Arts and the French Revolution
- 400 - History, Culture and Language of China

**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
- 304 - Twentieth Century Western Philosophy
- 308 - Twentieth Century European Philosophy
- 334 - World Religions
- 335 - Chinese Philosophy
- 440 - Classical Philosophy 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
- 104 - Elementary Russian

**SPANISH**

- 102 - Elementary Spanish
- 104 - Elementary Spanish
- 311 - Contemporary Spain
- 312 - Contemporary Spanish America
- 351 - Survey of Spanish Literature
- 352 - Survey of Spanish-American Literature
- 451 - Studies in Spanish Literature
- 452 - Studies in Literature in the Spanish Language
- 453 - Seminar in Hispanic Literature
- 457 - Don Quixote
- 471 - Spanish-American Literature

**THEATER**

- 310 - Performance Studio II: International and Experimental Styles

## 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 coursework.

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 became effective for students transferring to SIUE on or after summer 98. Students transferring from a non-participating institution will have their transcripts reviewed for completion of the General Education Core Curriculum using IAI course descriptions.

Incoming transfer students who completed individual courses but not the whole General Education Core Curriculum and new freshmen must meet SIUE's General Education requirements. The only exceptions are transfers who have completed an Associate of Arts or Associate of Science from a non-participating institution and transfers who have completed the AES

or AFA from a participating institution. These students have the option of completing the IAI General Education Core Curriculum or SIUE's General Education Program (please contact the Transfer Coordinator for details).

### IAI GENERAL EDUCATION CORE REQUIREMENTS

#### COMMUNICATION:

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

#### 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:

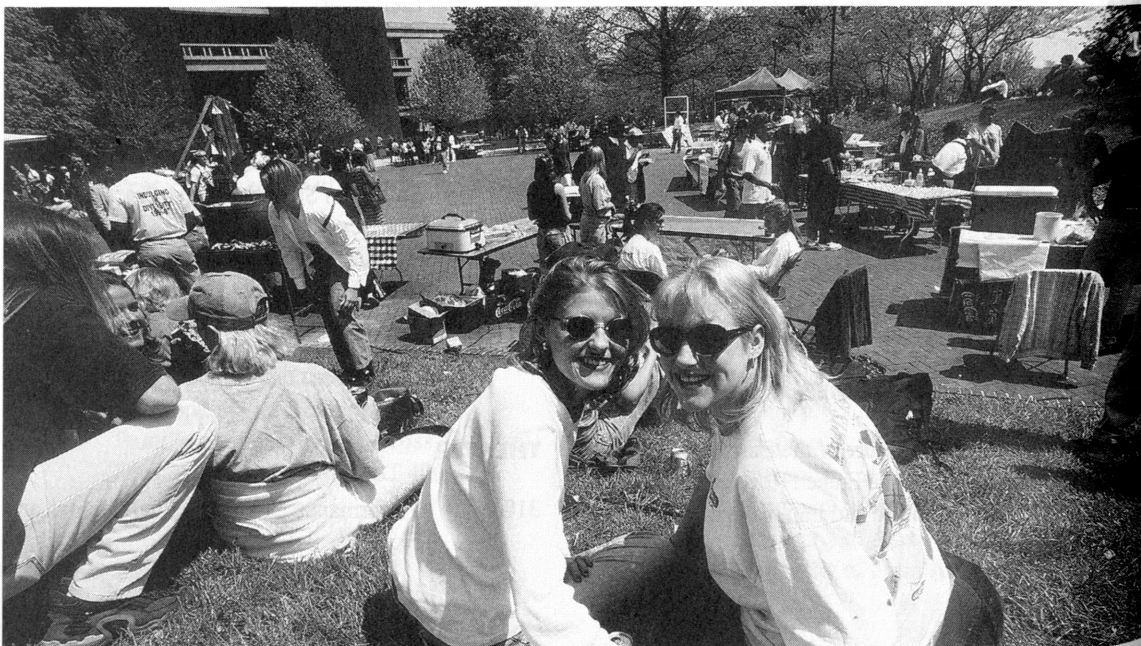
3 courses (9 semester credits) with at least one course selected from humanities and at least one course from the fine arts.

#### 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)



*Springfest gets everyone out on the Stratton Quadrangle.*



**IAI/SIUE COMPARABLE COURSES****IAI COURSE NUMBER AND TITLE      SIUE COURSE****COMMUNICATION**

C1 900 Writing Course Sequence	ENG 101
C1 901 Writing Course Sequence	ENG 102
C2 900 Oral Communication	SPC 105

**MATHEMATICS**

M1 900 College-Level Calculus	MATH 150 MATH 152 MATH 250
M1 902 General Education Statistics	STAT 107 STAT 244

**PHYSICAL AND LIFE SCIENCES**

L1 900 General Education Biology	BIOL 111
L1 902L Animals and Society	BIOL 120
L1 904L Human Biology	BIOL 240A
P1 900 General Education Physics	PHYS 111
P1 901 Physics and Society	PHYS 350 PHYS 351 PHYS 355
P1 901L Physics and Society	PHYS 352
P1 902 General Education Chemistry	CHEM 120A CHEM 121A
P1 902L General Education Chemistry	CHEM 124A CHEM 125A
P1 903 Chemistry and Society	CHEM 111
P1 905 Earth Science	ESCI 111
P1 906 Introduction to Astronomy	PHYS 356
P1 909 Physical Geography	GEOG 210
P2 900 Calculus-based Physics	PHYS 211A
P2 900L Calculus-based Physics	PHYS 212A

**SOCIAL AND BEHAVIORAL SCIENCE**

S1 900N Introduction to Anthropology	ANTH 111
S2 900 United States History I	HIST 200
S2 901 United States History II	HIST 201
S2 902 History of Western Civilization I	HIST 111A
S2 903 History of Western Civilization II	HIST 111B
S2 906N History of Africa I	HIST 352A
S2 907N History of Africa II	HIST 352B
S2 910N History of Latin America I	HIST 360A
S2 911N History of Latin America II	HIST 360B
S2 912N World History I	HIST 112A
S2 913N World History II	HIST 112B
S3 901 Principles of Macroeconomics	ECON 111
S3 902 Principles of Microeconomics	ECON 112

S4 900N Introduction to Human Geography	GEOG 111
S4 903N Introduction to Economic Geography	GEOG 200
S5 900 American/U.S. National Government I	POLS 112
S5 903 Principles of Political Science	POLS 111
S5 904N International Relations	POLS 370
S6 900 General Psychology I	PSYC 111
S6 903 Child Psychology	PSYC 201
S6 905 Adulthood and Aging	PSYC 204
S7 900 Introduction to Sociology	SOC 111
S7 901 Social Problems	SOC 300
S7 902 Marriage and Family	SOC 391
S7 903 D Racial and Ethnic Relations	SOC 304
S8 900 Social Psychology	PSYC 206

**HUMANITIES AND FINE ARTS**

H1 900 Foreign Language IV	FR 202 GER 202 GRK 202 LAT 202 RUSS 202 SPAN 202
H2 903N Non-Western Civilization	FL 111C
H3 900 Introduction to Literature	ENG 111
H3 901 Introduction to Fiction	ENG 204
H3 902 Introduction to Drama	ENG 202
H3 903 Introduction to Poetry	ENG 203
H3 904 Introduction to Shakespeare	ENG 307
H3 910D American Ethnic Literature	ENG 341
H3 912 Survey of British Literature I	ENG 208
H3 913 Survey of British Literature II	ENG 209
H3 914 Survey of American Literature I	ENG 211
H3 915 Survey of American Literature II	ENG 212
H4 900 Introduction to Philosophy	PHIL 111
H4 903N Non-Western Philosophy	PHIL 233
H4 904 Ethics	PHIL 320
H4 905 Philosophy of Religion	PHIL 333
H4 906 Introduction to Logic/Critical Thinking	PHIL 106
H5 904 N Comparative Religions	PHIL 334
F1 900 Music Appreciation	MUS 111
F1 901 Music History and Literature I	MUS 357A
F1 902 Music History and Literature II	MUS 357B
F1 907 Theater Appreciation	THEA 111
F1 908 History of Theater	THEA 401A THEA 401B
F2 900 Art Appreciation	ART 111
F2 901 History of Western Art I	Art 225A
F2 902 History of Western Art II	Art 225B
F2 905 Film History and Appreciation	THEA 141

## ASSESSMENT AND THE SENIOR ASSIGNMENT

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 three main components of SIUE's undergraduate assessment are placement testing, midpoint assessment, and the Senior assignment.

### 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 freshmen 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 coursework, 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

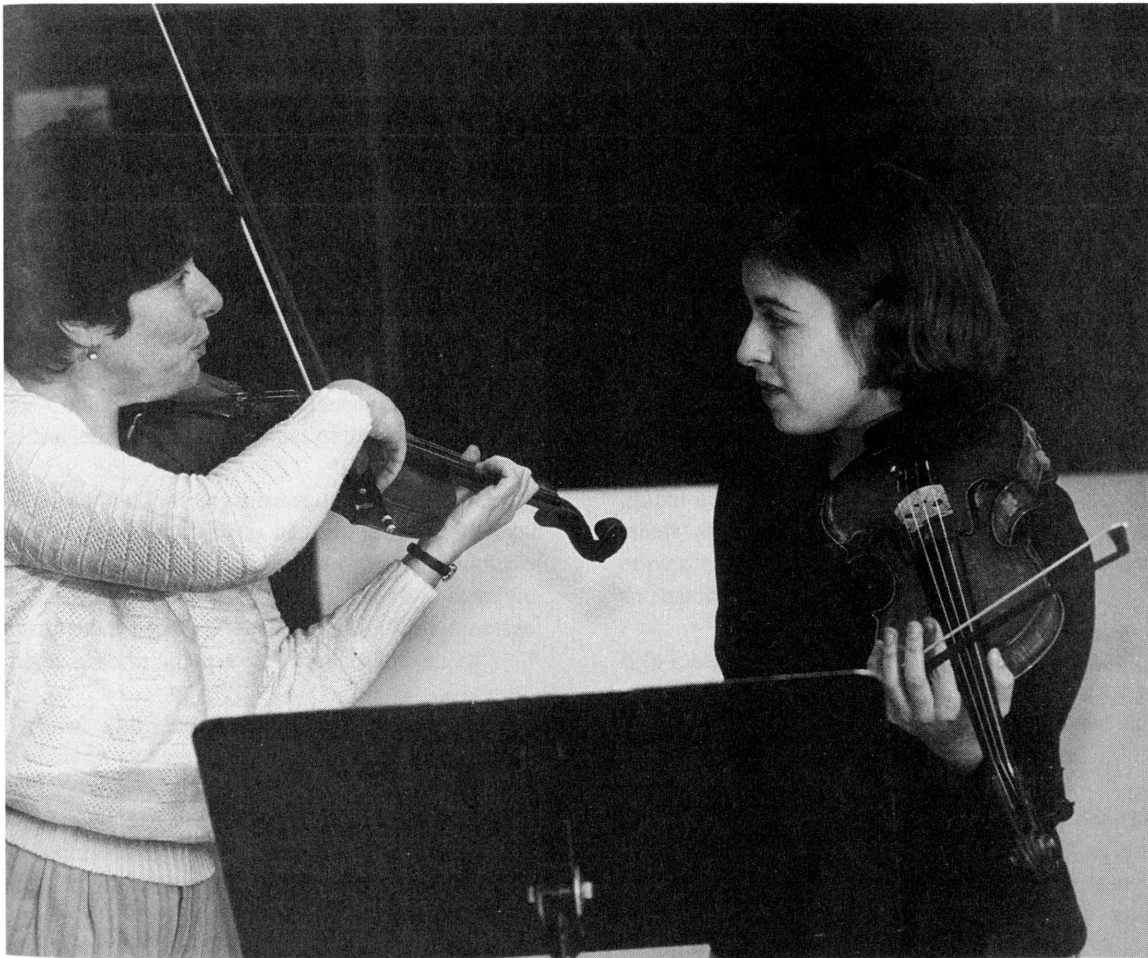
indicators of entry level competence must begin the process of development or redevelopment during the first semester of enrollment and must demonstrate steady progress in each succeeding semester. Successful completion of such academic development must be achieved within 28 semester hours and prior 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.

### MIDPOINT ASSESSMENT

All students, whether they begin their careers at SIUE or enter as transfer students, are expected to participate in midpoint assessment. Student participation may occur as part of ordinary coursework for the Baccalaureate degree so that the assessment process adds no extra work other than to require an additional copy of the product to be assessed. Many different assessment devices are used and include, but are not limited to, portfolios, reflective essays, course papers, standardized exams, and interviews. Regardless of the assessment measure used, students who participate in midpoint assessment receive feedback and notice of the result of their contributions.

### THE SENIOR ASSIGNMENT

The Senior Assignment represents the culmination of the entire undergraduate experience at SIUE and should integrate the best aspects of each student's baccalaureate education. 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 Senior Assignment fosters creativity and self-reliance by encouraging each student to gain control over his or her own



*Alla Aranovskaya (left), performing with the St. Petersburg String Quartet through the University's Arts & Issues series, assists student violinist Michelina Wright during a workshop.*

educational experience, to become more than a skilled classroom stenographer. As such, the Senior Assignment represents a major commitment by the SIUE faculty to undergraduate learning. Each academic major has its own Senior Assignment and, therefore, an individual assignment may involve, for example, library inquiry, laboratory experiments, field inquiry, or artistic creativity. Therefore, a given

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**

*dean sharon k. hahs*

## 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, Philosophical Studies, Physics, Political Science, Public Administration and Policy Analysis, Social Work, Sociology, Speech Communication, and Theater and Dance. The College also offers degrees in Economics and Liberal 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 significant majority of the General Education program; undergraduate courses in the College provide a general liberal arts education appropriate to all University students. The faculty of the College are active in basic and applied research and in professional service to the University and to the community.



## ANTHROPOLOGY

### PROFESSOR:

Denny, S.G. (Chair);

### ASSOCIATE PROFESSOR:

Browne, D.L.

### ASSISTANT PROFESSORS:

Emerson, M.C.; Lutz, N.M.

Anthropologists study humans and their physical and cultural development through time and space. Anthropology develops a respect for the various ways of life followed by others and knowledge of the reasons for these practices. Students in anthropology acquire familiarity with physical anthropology, anthropological linguistics, archaeology, and social anthropology. Particular strengths of the Department of Anthropology lie in the faculty's expertise in contemporary American Indians, urban anthropology, Asia, and the archaeology of North America. 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.

Students in good standing wishing to apply for a major or minor may enter the program by filing a formal application for a major or minor through the office of Academic Counseling and Advising and then consulting with one of the department undergraduate advisers. Preregistration advisement is mandatory for all declared majors and minors. All majors and minors must maintain a 2.0 cumulative grade point average in Anthropology courses.

### CAREER OPPORTUNITIES

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



*Emeritus Professor Charlotte Frisbee (fourth from left) with an Anthropology class.*

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.

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#### **DEGREE REQUIREMENTS:**

##### **BACHELOR OF ARTS**

##### **ANTHROPOLOGY**

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The Bachelor of Arts Degree, designed primarily to prepare students for advanced studies in Anthropology, includes a Foreign Language requirement.

General Education Requirement .....44  
(Some General Education requirements may be satisfied while completing this major concentration.)  
(Students must choose skill option B including 8 hours of Foreign Language.)

Requirements for Major in Anthropology .....33  
111, 301, 325, 365, 400, 490, 491 .....18  
One course from each of the following  
three areas .....9

Area 1 (prehistory and evolution)  
331, 332, 333, 335, 407, 432 a,b; 435

Area 2 (cultural anthropology)  
305, 306, 307, 308, 310, 311, 401  
404, 408, 410, 426;

Area 3 (contemporary issues)  
312, 313, 350, 402, 409, 411, 452, 488

Anthropology electives chosen in consultation  
with adviser .....6

Minor\* .....18

Electives\*\* .....29

Total .....124

\* Students seeking a Bachelor of Arts or Bachelor of Science degree in Anthropology are required to select a minor in consultation with their adviser.

\*\* Students must complete the constitution requirement. A course fulfilling this requirement may be included in the General education or elective requirements.

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#### **DEGREE REQUIREMENTS:**

##### **BACHELOR OF SCIENCE**

##### **ANTHROPOLOGY**

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The Bachelor of Science Degree is designed for students desiring to pursue Anthropology in

preparation for government service, industry, contract archaeology, museology, or Foreign Service, where advanced graduate degrees may not be required. The Bachelor of Science degree requirements include 9 hours in field methods courses: Anthropology 373 (3-6), 375 (3-6), 473 (3), and/or 475 (3), or the presentation of acceptable evidence of previous field work experience.

#### **MINOR REQUIREMENTS**

A minor in Anthropology consists of 18 hours. Twelve of these hours must be in junior or senior-level courses. Students are required to take an introductory anthropology course, one physical anthropology course, and one cultural anthropology course. The remaining hours consist of Anthropology electives selected in consultation with an undergraduate Anthropology adviser.

#### **EXIT REQUIREMENTS**

Graduates are expected to be knowledgeable about physical and cultural development of humans and the diversity of humankind. As seniors, students must successfully complete Anthropology 490 and 491.

## **ART AND DESIGN**

#### **PROFESSORS:**

Anderson, D.J.; Decoteau, P.H. (Chair); Dresang, P.A.; Gipe, T.D.; Malone, R.R.; Ringering, D.L.; Weber, J.A.

#### **ASSOCIATE PROFESSORS:**

Brown, R.W.; Changar, J.B.; Ehrlich, M.J.; Klorer, P.K.; Myers, P.K.

#### **ASSISTANT PROFESSORS:**

Barrow, J.A.; DenHouter, J.; Schroeder, I.A.; Strand, L.

#### **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.

### 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 (Art Education certification option K-12 and 6-12).

Undergraduate offerings in Art include introductory and specialized courses in drawing, painting, printmaking, sculpture, ceramics, textiles, glassworking, graphic design, photography, jewelry and metalsmithing, 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, and Bachelor of Fine Arts programs. A grade point average of 2.40 (on a 4.0 point scale) is necessary for those students seeking admission to the Teacher Education program in the Bachelor of Science program. Admission to the Bachelor of Fine Arts program is by portfolio examination with applications accepted each term. Students must have a cumulative grade point average of 2.50 (on a 4.0 point scale) on all work and a 3.00 grade point average in studio courses for admission to the program.

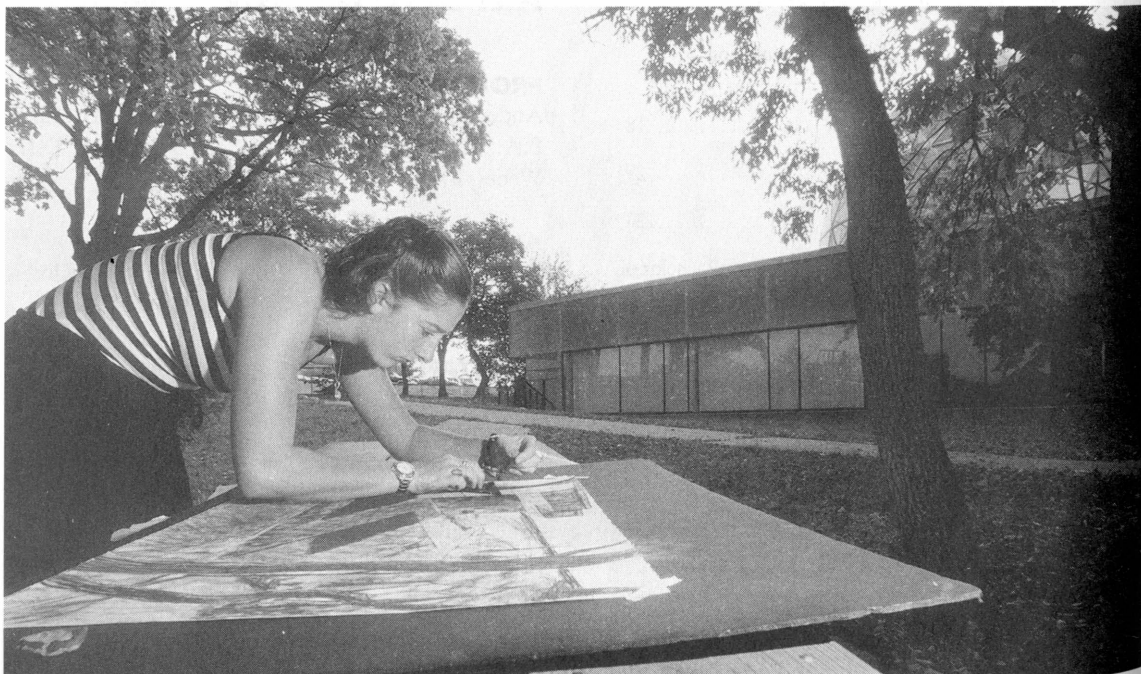
### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS

#### ART

#### SPECIALIZATION IN STUDIO ART

General Education Requirements .....	42-44
(Some General Education requirements may be satisfied while completing this major concentration. Students in this degree program must elect option B in this skills area)	
Requirements for Major in Art .....	66
ART 112a,b,c,d,(12), ART 202e(3),	
ART 225a,b(6)* .....	
12 hours from	
ART 202a, b, c, d, f or g, .....	(12)
Art History .....	(6)
9 Hours from 300/400 studio area	



*Jessica Mefford, an Art major, works on a drawing outside the Art & Design Building.*

(major area) .....	(9)
6 hours from 300/400 studio area	
(minor area) .....	(6)
9 hours from three different 300/400 studio area (not major area or minor area) .....	(9)
Art Electives .....	(3)
Open Electives .....	14
Completion of Senior Assignment**	
Total .....	124
* Six hours may also count toward General Education requirements.	
** Students should consult their departmental adviser regarding the Senior Assignment.	

**DEGREE REQUIREMENTS:****BACHELOR OF ARTS****ART****SPECIALIZATION IN ART HISTORY**

General Education Requirements .....	42-44
(Students must elect option B in this skills area)	
Requirements for Major in Art .....	45
ART 225a,b(6)*	
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, ART 473a,b, ART 480a,b, ART 481a,b, ART 483 .....	(39)
Electives and/or Minor .....	35
(Students are urged to elect Philosophy 360 and Anthropology 305, courses in non-visual arts and history, additional language study, and Art Studio).	
Completion of Senior Assignment**	
Total .....	124
* Six hours may also count toward General Education requirements.	
** Students should consult their departmental adviser regarding the Senior Assignment.	

**DEGREE REQUIREMENTS:****BACHELOR OF SCIENCE****ART****SPECIALIZATION IN STUDIO ART EDUCATION (CERTIFICATION K-12)**

General Education Requirement .....	42-44
(Some General Education requirements may be satisfied while completing this major concentration)	
Open Electives: .....	6
Requirements for Major in Art .....	66-69

ART 112a,b,c,d,(12), ART 202a,b,c,d,e (15)	
12 from different 300/400 studio area .....	(12)
3 hours from an advanced 300/400 studio area .....	(3)
ART EDUCATION courses: ART 289, ART 364, ART 365, (6-12 Certification) .....	(9)
(K-12 ART EDUCATION courses) ART 289, ART 364, ART 365, ART 300b .....	(12)
ART 225a,b,(6)*, 6 hours ART HISTORY Electives .....	(12)
Art elective: .....	(3-6)

Professional Education: .....21  
 (Includes CI 200 (2), EDUC 305 (3), EDFD 380 (2), EDUC 381 (1), SPE 400 (3), CI 451B (5), CI 352 (5))

**Completion of Senior Assignment\*\***

Total .....	138
* Six hours may also count toward General Education requirements.	
** Students should consult their department adviser regarding Senior Assignment.	

**DEGREE REQUIREMENTS:****BACHELOR OF FINE ARTS****ART AND DESIGN**

Admission to the Bachelor of Fine Arts Degree program is by portfolio only, typically during the junior or senior year. Candidates for the Bachelor of Fine Arts must maintain a cumulative grade point average of 2.50 (on a 4 point scale) on all work and a 3.00 grade point average (on a 4 point scale) in studio courses to remain in the program.

General Education Requirements .....	42-44
(Some General Education requirements may be satisfied while completing this major concentration)	
Open Electives: .....	6
Requirements for Major in Art .....	84-88
Art 112a, b, c, d (12), Art 202a, b, c, d, e, f or g (18), Art 405 (1), Art 441 (3), Art 225a b (6)*	
12 hours from 300/400 studio major area .....	(12)
6 hours from 300/400 minor studio area .....	(6)
9 hours from 300/400 studio areas (all courses different and not in major or minor studio areas) .....	(9)
3 Art History electives	
2 Art related electives (approved (2-6))	

**Completion of Senior Assignment\*\***

Total .....	134-138
* Six hours may also count toward General Education requirements.	
** Students should consult their department adviser for details of Senior Assignment.	

**DEGREE REQUIREMENTS:****BACHELOR OF ARTS, BACHELOR OF SCIENCE,  
AND BACHELOR OF FINE ARTS,  
TEACHER CERTIFICATION**

Students may seek secondary or broad field teaching certification with a degree in Arts in consultation with Art Education and School of Education advisers. Art Education and professional Education courses needed for certification may be taken as electives. Students pursuing the Bachelor of Fine Arts with certification will exceed the 124-hour degree requirements.

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.

**DEGREE REQUIREMENTS:****BACHELOR OF SCIENCE  
ART EDUCATION**

General Education .....42-44  
Students seeking teacher certification must take specific general education requirements.  
See the Secondary Education section of this catalog.

Open Electives: .....6

Major in Art .....66-69  
ART 112a,b,c,d .....(12)  
ART 202a,b,c,d,e .....(15)  
ART Studio 300 level (select from ART  
302,305,310,331,358,384,386,393) .....(12)  
ART Studio Advanced 300/400 level .....(3)  
ART Education ART 289,300b,364,  
365 (K-12 certification) .....(12)  
ART History ART 225a,b .....(6)  
ART History Elective .....(3)  
ART Elective .....(3)

Professional Education .....21  
CI 200 .....(2)  
EDFD 380 .....(2)  
EDUC 381 .....(1)  
EDUC 305 .....(3)  
SPE 400 .....(3)  
CI 352 Art Student Teaching  
(6-12 Certification) .....(10)  
OR  
CI 352 Art Student Teaching .....(5)  
AND

CI 452b Art Student Teaching (K-12  
Certification) .....(5)  
HED 201 .....(3)

Completion of Senior Assignment\*

Total .....133-138

\* Students should consult the department adviser regarding the Senior Assignment.

**MINOR REQUIREMENTS**

Students desiring a minor in art should take the following courses: Basic Studios, ART 112 (12); Foundation Studio, ART 202 (9); and History of World Art, ART 225a,b (6). Students seeking a minor in art history should take the following courses: History of World Art, Art 225 a,b (6) plus 12 additional hours from 400 level art history courses.

**FEES**

Fees are assessed for all studio courses. Fees are billed at the beginning of the semester and should be paid at the Office of the Bursar. Students who drop classes after the second week of the semester are not eligible for a refund of studio fees.

**BIOLOGICAL SCIENCES****PROFESSORS:**

Axtell, R.W.; Baich, A.; Brugam, R.B., (Chair);  
Houpis, J.; Kitz, D.J.; Smith, M.; Wanda, P.E.

**ASSOCIATE PROFESSORS:**

Bolyard, M.; Eder, D.J.; McCommas, S.; Schulz, K.

**ASSISTANT PROFESSORS:**

AbuSharbain, E.; Brunkow, P.; Esselman, E.;  
Krajniak, K.

**INSTRUCTORS:**

Santanello, C.

**LECTURERS:**

Stellyes, L.; Plunk, D.; Wilson, C.

**ADJUNCT FACULTY:**

Denaro, J., Med Tech; Kraemer, B., Med. Tech;  
Roncancio, G., Med Tech; Soto, P. Prox., Med Tech;  
Taff, T., Med Tech.



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 or 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, and a photographic laboratory. Preparative ultracentrifuges, scintillation counters, fraction collectors, spectrophotometers and gel electrophoresis equipment 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, Infra Red Gas Analyzer for measurement of CO<sub>2</sub> 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 woods and lakes and ponds, provides easily accessible habitats for ecological and other field work.

### CAREER OPPORTUNITIES

Many careers are available for people with basic or advanced training in biology. There are opportunities in botany, dentistry, ecology, environmental biology, fisheries biology, genetic engineering, horticulture, immunology, medicine, medical technology, microbiology, molecular biology, parasitology, physiology, wildlife management, 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



*Biology Professor Marian Smith works with John Brooks in the new greenhouse.*

training in biology is essential for careers in allied health sciences, including nutrition, pharmacy, occupational therapy, and physical therapy.

### **SPECIALIZATIONS IN BIOLOGICAL SCIENCES**

The Department of Biological Sciences offers six specializations or options for a Bachelor of Arts or Science degree in Biological Sciences. These are:

- a. Biology
- b. Ecology, Evolution and Environment
- c. Medical Sciences
- d. Genetic Engineering
- e. Secondary Education
- f. Medical Technology

Brief descriptions of these specializations and the academic requirements for each follow. The programs are flexible enough to allow students to change specializations should their goals or interests change.

### **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 the 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 science and mathematics courses completed, 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.

### **ACADEMIC STATUS**

1. Students should show satisfactory academic progress to be retained in a degree program. Students may be dropped from the major for any of the following reasons:
  - a. grade point average of 1.0 or below in any term;
  - b. cumulative grade point average of less than 2.0 in the major at any time;
  - c. 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;
  - d. any combination of three withdrawal, incomplete, or failing grades in any single required course in Biology.
2. For re-admission, students must meet the same admission requirements as students entering the program for the first time.

### **GRADUATION REQUIREMENTS**

The following requirements must be met in order to obtain a degree in Biological Sciences:

- a. earn a minimum of 124 hours of acceptable credit with a cumulative grade point average of 2.0 or higher;
- b. complete the minimum number of credit hours required for a particular degree;
- c. complete at least 12 hours of SIUE credit in major courses numbered above 319 with a cumulative grade point average of 2.0 or above;
- d. earn a GPA of 2.0 or above in all Biology courses numbered above 319;
- e. complete at least 6 hours of credit in Biology courses numbered above 319 earned at SIUE within 2 years preceding graduation.

Duplicate 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 are not applicable toward graduation requirements.

### **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 Biology Office at 618-650-3927. The adviser will be pleased to help students prepare a program of study in biological sciences with any one of six specializations.

### ACADEMIC REQUIREMENTS

#### A. Academic Standards

All students pursuing a major in the biological sciences must adhere to the following academic standards in addition to those listed above.

1. 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.
2. No more than 4 hours of D may be counted in the 36 hours required for a major in the biological sciences.
3. The GPA in the major is based on all courses attempted in the major.
4. Any student who receives four grades of D, E, or WE in Biology courses numbered 319 or lower is no longer permitted to enroll in biology classes for credit toward a Biology major.

#### B. Residency and other requirements

Majors in the 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 the 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. Students seeking a minor in Biology and other students whose program requirements do not include Chemistry 121 may substitute Chemistry 120 for enrollment in any Biology course for which Chemistry 121 is listed as a prerequisite. All Biology options require Chemistry 121.

### BACHELOR OF SCIENCE/MASTER OF SCIENCE CURRICULUM

Undergraduates with exceptional academic credentials may be able to earn the Bachelor's degree and the Master's degree in Biology in 5 years 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.

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#### DEGREE REQUIREMENTS: BIOLOGICAL SCIENCES

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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 subdisciplines as Botany, Microbiology, Physiology, Cellular and Molecular Biology, Genetics, and Zoology by completing their electives through courses in these areas. Some subdisciplines require chemistry courses beyond the minimum requirement. Courses available in each subdiscipline are listed at the end of this section.

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#### DEGREE REQUIREMENTS: BACHELOR OF ARTS OR BACHELOR OF SCIENCE BIOLOGICAL SCIENCES

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General Education Requirements ..... 42-44  
The General Education Curriculum requires 42-44 hours of General Education credit. The supporting mathematics and science courses required for this major satisfy 12 hours of the GE Area Natural Sciences and Mathematics requirements and the 3 hours Skills requirement in Statistics/Computer Programming. For the Bachelor of Arts degree, Skills option B (8 hours of Foreign Language) is required.



Biology Requirements .....	36
120, 121, 220, 319 .....	16
Electives .....	20
Elective courses may be chosen from any Biology courses permitted for major credit. Electives must include two lecture courses at the 400-level, and a 2 hour assessment course (senior project) must be taken by seniors.	
Chemistry Requirements .....	16-18
121a,b;125a,b;241a,b;245 .....	18
or 121a,b;125a,b;241a, BIOL 332 .....	16
Mathematics/Physics Requirements .....	11-13
MATH 150 and PHYS 111 .....	8
or PHYS 206a,b (or 211a,b and 212a,b) .....	10
STAT 244 .....	3
Electives .....	13-19
Total hours required .....	124

### SUBDISCIPLINE ELECTIVES

Botany: Electives available include Ecology, 365; Plants and Environment, 461; Biogeography, 462; Ecology and Man, 464; Field Biology, 470; Topics in Plant Physiology, 472; Aquatic Ecosystems, 465; Terrestrial Ecosystems, 466.

Microbiology: Electives available include Immunology, 335; Microbiology, 350; Diagnostic Microbiology, 351; Microbial Pathogenesis, 451; Virology, 455.

Physiology: Electives available include Physiology, 340; Advanced Physiology, 441; Neurophysiology, 444a; Topics in Plant Physiology, 472.

Cellular and Molecular Biology and Genetics: Electives available include Basic Biochemistry, 332; Immunology, 335; Microbiology, 350; Molecular Biology Laboratory, 414; Techniques in Cell and Tissue Culture, 415; Recombinant DNA, 418; Human Genetics, 421; Biochemistry and Molecular Biology, 430; Cellular and Molecular Bases of Medicine, 431; Biomembranes, 433; Molecular Genetics, 452; Virology, 455.

Zoology: Electives available include Embryology, 325; Biogeography, 462; Field Biology, 470; Entomology, 483; Ichthyology, 485; Herpetology, 486; Mammology, 488.

### ECOLOGY, EVOLUTION, AND ENVIRONMENT SPECIALIZATION

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.

#### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE BIOLOGICAL SCIENCES

#### SPECIALIZATION IN ECOLOGY, EVOLUTION AND ENVIRONMENT

General Education Requirements ..... 42-44  
The General Education curriculum requires 42-44 hours of General Education credit. The supporting mathematics and science courses required for this major satisfy 12 hours of the GE Area Natural Sciences and Mathematics requirements and the 3 hour Skills requirement in Statistics/Computer Programming. For the Bachelor of Arts degree, Skills Option B (8 hours of Foreign Language) is required.

Biology Requirements .....	36
120, 121, 220, 319 .....	16
327 and Biol 365 .....	7
492a and b .....	2
Electives .....	11
Two 400 level courses, one in a field course, are required.	

\*492 is a Senior Assignment course.

Chemistry Requirements .....	18
121a,b; 125a,b; 241a,b; 245 .....	18
Mathematics/Physics Requirements .....	14-16
MATH 150 and PHYS 111 .....	8
or PHYS 206a,b (or 211a,b and 212a,b) .....	10
STAT 244 .....	3
CS 108 or CMIS 108 .....	3
Electives .....	10-16
Total hours required .....	124

### MEDICAL SCIENCES SPECIALIZATION

The Medical Sciences Specialization, a pre-health professions curriculum, will prepare students for entry into medical, dental, 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 Biology 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 chief health professions adviser maintains a centralized evaluation service to aid students seeking entry into professional schools during the application process. The adviser is available in the Biology Department to help and advise such students regarding application procedures.

### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE

#### BIOLOGICAL SCIENCES

#### SPECIALIZATION IN MEDICAL SCIENCE

General Education Requirement .....	42-44
The General Education curriculum requires 42-44 hours of General Education credit. The supporting mathematics and science courses required for this major satisfy 12 hours of the GE Area Natural Sciences and Mathematics requirements. For the Bachelor of Arts degree, Skills Option B (8 hours of Foreign Language) is required.	
Biology Requirements .....	36
120, 121, 220, 319 .....	16
340 .....	4
BIOL 430a,b or CHEM 451a,b .....	6
BIOL 497 or equivalent .....	2
Electives .....	8
Electives must include one 400 level elective course.	
Chemistry Requirements .....	18
121a,b; 125a,b; 241a,b; 245 .....	18
Mathematics/Physics Requirements .....	15
MATH 150 .....	5
PHYS 206a,b (or 211a,b; and 212a,b) .....	10
Electives .....	11-13
Total hours required .....	124

Students admitted to professional school at the end of the junior year may substitute transfer credit earned during the first year of professional school for any 36 hours of Biology or general electives. In such cases, students earn degrees at the end of the first year of professional school after they apply for graduation and the University receives their transcripts for the first year.

### MEDICAL TECHNOLOGY SPECIALIZATION

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 the physician 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. The 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.

#### **DEGREE REQUIREMENTS:**

#### **BACHELOR OF ARTS OR BACHELOR OF SCIENCE BIOLOGICAL SCIENCES SPECIALIZATION IN MEDICAL TECHNOLOGY**

General Education Requirements ..... 42-44  
The General Education curriculum requires 42-44 hours of General Education credit. The supporting

mathematics and science courses required for this major satisfy 12 hours of the GE Area Natural Sciences and Mathematics requirements and the three hour Skills requirement in Statistics/Computer Programming. For the Bachelor of Arts degree, Skills Option B (8 hours of Foreign Language) is required.

Biology Requirements .....	30
120, 121, 220, 319 .....	16
332, 335, 340, 350 .....	14
Chemistry Requirements .....	18
121a,b; 125a,b;241a,b; 245 .....	18
Mathematics/Physics Requirements .....	9
MATH 120 .....	3
PHYS 111 .....	3
STAT 107 .....	3
Hospital Rotation .....	36
Total Hours Required .....	135-137

#### **SENIOR ASSESSMENT FOR MEDICAL TECHNOLOGY STUDENTS**

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 Assessment for Medical Technology students in two ways: (i) successful completion of the hospital calendar year education program, and (ii) 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.

#### **GENETIC ENGINEERING SPECIALIZATION**

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.

#### **DEGREE REQUIREMENTS:**

#### **BACHELOR OF ARTS OR BACHELOR OF SCIENCE**

#### **BIOLOGICAL SCIENCES**

#### **SPECIALIZATION IN GENETIC ENGINEERING**

General Education Requirements .....	42-44
The General Education curriculum requires 42-44 hours of General Education credits. The supporting mathematics and science courses required for this major satisfy 12 hours of the GE Area Natural Science and Mathematics requirements and the three hour (3) Skills requirement in Statistics/Computer Programming. For the Bachelor of Arts degree, Skills Option B (8 hours of Foreign Languages) is required.	
Biology Requirements .....	36
120, 121, 220, 319 .....	16
418a,b; 452, 492c,d* .....	11
BIOL 430a,b or CHEM 451a,b .....	6
BIOL Electives .....	3
* 492 is a senior assignment course	
Chemistry Requirements .....	16
121a,b; 125a,b; 241a,b; 245 .....	16
Mathematics/Physics Requirements .....	18
Math 150 .....	5
STAT 244 .....	3
PHYS 206a,b (or 211a,b and 212 a,b) .....	10
Electives .....	10-12
Total hours Required .....	124

#### **DEGREE REQUIREMENTS:**

#### **BACHELOR OF SCIENCE**

#### **BIOLOGICAL SCIENCES**

#### **SECONDARY EDUCATION TEACHER CERTIFICATION**

Students interested in Secondary Education certification in Biological Science complete a broad distribution of courses that include all the major areas in Biology. This course of study is consistent with the suggestions of the National Science Teachers Association. The program of study is relatively inflexible; students are advised to plan their programs carefully, particularly in the first years. An overall grade point average of 2.5 is required for admission to the School of Education certification program, and a grade point average of 2.5 is required in biology courses before a student may enroll in CI 352 (student teaching).

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.

General Education Requirements ..... 42-44  
These must include a course in statistics. Also note that students seeking teacher certification must take specific General Education requirements. See the Secondary Education section of this catalog for details.

Biology Requirements ..... 36  
120, 121, 220, 319 ..... 16  
327, 340, 494 ..... 11  
Any Ecology course with a lab ..... 3  
Electives ..... 6  
Electives must include a four-hour 400-level course with a laboratory and a two-hour assessment course (senior project) that must be taken by seniors.

Chemistry Requirements ..... 14-18  
Minimum: 121a,b; 125a,b; 120b, 124b ..... 14  
Recommended: 121a,b; 125a,b; 241a,b,  
245 ..... 18

Mathematics/Physics Requirements ..... 8-10  
MATH 150 and 111 ..... 8  
or PHYS 206a,b (or 211a,b and 212a,b) ..... 10

Professional Education Requirements ..... 28  
CI 200-2; Ed 305-3; EDFD 380-2, EDUC 381-1;  
SPE 400-3; CI 315a-2; CI 315b-2; CI 440-3;  
CI 352-10

Total hours required ..... 128-136

#### **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:

1. BIOL 120, 121, 220, 319
2. 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.

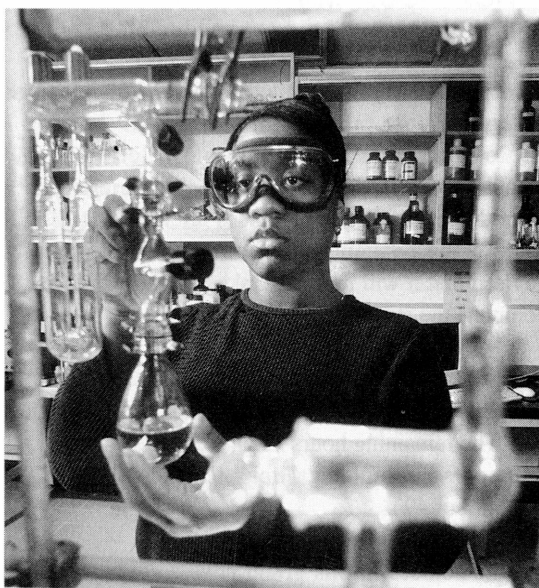
### **COMBINED BACHELOR OF SCIENCE AND MASTER OF SCIENCE PROGRAM (3+2 PROGRAM)**

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 unique 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.

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, or phone 618-474-7170.



*Chemistry major Krista Glass, recipient of the department's Emil F. Jason Scholarship, monitors an experiment.*

## **CHEMISTRY**

### **PROFESSORS:**

Eilers, J.E. (Chair); Bryan, V.R.; Hahs, S.K. (Dean, College of Arts and Sciences); Khazaeli, S.; Patrick, T.B.

### **ASSOCIATE PROFESSORS:**

McClure, J.R.; O'Brien, L.C.

### **ASSISTANT PROFESSORS:**

Dixon, R.P.; Hunsley, J.R.; Johnson, K.A.; Keck, P.J.; Shaw, M.J.; Voss, E.J.

### **INSTRUCTORS:**

Shabestary, N.; Staley, D.D.

Students who want to major in Chemistry should visit or call the Department of Chemistry (Science Laboratory Building, room 2325; telephone 618-650-2042) as soon as possible. They will be referred to a faculty adviser who will help them plan an academic program. Early advisement will enable students to complete their programs with minimum conflicts and within the shortest possible time.

The Department of Chemistry offers several degree programs and active research efforts in all the major subdisciplines of Chemistry 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 spectrometry, high pressure liquid chromatography, atomic absorption spectrometry, mass spectrometry, and ultraviolet/visible spectrometry. Through advanced course work, students can gain experience in laser spectrometry, vacuum line manipulations, high pressure syntheses and high temperature syntheses. Through the department's research programs, students can gain experience in the most up-to-date techniques in each subdiscipline of Chemistry.

### **CAREER OPPORTUNITIES**

The undergraduate Chemistry 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



*Assistant Professor Eric Voss with student Missy Burgess in the Chemistry Lab.*

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 studies, economics, education, law, library science, marketing, mathematics, and technical writing.

### **DEGREES AND CURRICULA**

The Department of Chemistry offers Bachelor of Science and Bachelor of Arts degrees. Three 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; and (c) a curriculum that leads to certification for teaching high school chemistry.

The Bachelors of Arts curricula have fewer Chemistry requirements than the Bachelor of Science curricula. Two curricula provide opportunities to accommodate a variety of students 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.

### **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 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 the 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. 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 accepted "provisionally" and will receive advisement.

### ACADEMIC STANDARDS

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:
  - a. grade point average of 1.0 or below in any term;
  - b. cumulative grade point average of less than 2.0 in the major at any time;
  - c. 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;
  - d. any combination of three withdrawal, incomplete, 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.
3. 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.

### GRADUATION REQUIREMENTS

The following requirements must be met in order to obtain a degree in Chemistry:

- a. Earn a minimum of 124 hours of acceptable credit with a cumulative grade point average of 2.0 or higher.
- b. Complete the minimum number of credit hours required for a particular degree.
- c. 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.
- d. Earn a GPA of 2.0 or above in all major courses numbered above 299.
- e. Complete at least 6 hours of SIUE credit in major courses numbered above 299 within 2 years preceding graduation.
- f. 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.

### 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.

#### DEGREE REQUIREMENTS:

#### BACHELOR OF SCIENCE

#### CHEMISTRY

#### AMERICAN CHEMICAL SOCIETY (ACS) APPROVED

The Bachelor of Science degree does not require a minor. A foreign language is strongly recommended.

General Education Requirements ..... 42-44  
 General Education requires 42 to 44 hours of credit. A total of 15 hours of these hours is satisfied by required courses in the Natural Science and Mathematics (12) and Computer Science (3)



Chemistry Requirements .....	48
CHEM 121a,b .....	.8
CHEM 125a,b .....	.2
CHEM 241 a,b .....	.6
CHEM 245 .....	.2
CHEM 331 .....	.3
CHEM 335 .....	.1
CHEM 361a,b .....	.6
CHEM 365a,b .....	.3
CHEM 411 .....	.3
CHEM 415 .....	.2
CHEM 431 .....	.3
CHEM 435 .....	.1
CHEM 451a .....	.3
CHEM 499 .....	.0

Additional 3 semester hours from the following  
Chemistry courses: 419, 439, 441, 444, 449, 451b (or  
BIOL 430b), 459, 469, 471, 479 .....3

Additional 2 semester hours from the following  
Chemistry courses: 345, 396, 455, 496 .....2

Mathematics Requirements .....	10
MATH 150 .....	.5
MATH 152 .....	.5
Computer Science Requirements .....	3
CS 108 or 140 .....	.3
Physics Requirements .....	10
PHYS 211a,b .....	.8
PHYS 212a,b .....	.2
Electives .....	24-26
Minimum Total Credit Hours Required .....	124

#### DEGREE REQUIREMENTS:

##### BACHELOR OF SCIENCE

##### CHEMISTRY

The Bachelor of Science degree does not require a minor. A foreign language is strongly recommended.

General Education Requirements .....	42-44
The General Education curriculum requires 42 to 44 hours of credit. A total of 15 of these hours is satisfied by required courses in the Natural Sciences and Mathematics (12) and Computer Science (3)	

Chemistry Requirements .....	43
CHEM 121a,b .....	.8
CHEM 125a,b .....	.2
CHEM 241a,b .....	.6
CHEM 245 .....	.2
CHEM 331 .....	.3
CHEM 335 .....	.1
CHEM 361a,b .....	.6
CHEM 365a,b .....	.3
CHEM 411 .....	.3
CHEM 499 .....	.0

Additional 6 semester hours from the following  
Chemistry courses: 419, 431, 439, 441, 444, 449, 451a,  
459, 469, 471, 479, ..... 6

Additional 3 semester hours from the following  
Chemistry courses: 345, 396, 415, 435, 455,  
496 .....3

Mathematics Requirements .....	10
Math 150 .....	.5
Math 152 .....	.5

Computer Science Requirements .....	3
CS 108 or 140 .....	.3

Physics Requirements .....	10
PHYS 211a,b .....	.8
PHYS 212a,b .....	.2

Electives .....	29-31
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Minimum Total Credit Hours Required .....	124
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#### DEGREE REQUIREMENTS:

##### BACHELOR OF ARTS

##### CHEMISTRY

##### 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.

General Education Requirements .....	42
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The General Education curriculum requires 42 to 44 hours of credit. Students must select Option A with CS 108. Students seeking teacher certification also must take specific General Education and professional education requirements. See the Secondary Education section of this catalog for details. A total of 12 of the General Education hours are satisfied by required courses: Natural Sciences and Mathematics (12). 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 Department of Chemistry undergraduate adviser for specific curriculum details.

Chemistry Requirements .....	36
CHEM 121a,b .....	.8
CHEM 125a,b .....	.2
CHEM 241a,b .....	.6
CHEM 245 .....	.2
CHEM 331 .....	.3
CHEM 335 .....	.1
CHEM 361a .....	.3
CHEM 365a .....	.2
CHEM 494 .....	.3
CHEM 499 .....	.0



*Chemistry students examine a graphite sample on the Scan Tunnel Microscope (STM).*

Additional 6 semester hours from Chemistry courses numbered 300 or above . . . . .	6	Computer Science (3); and Natural Sciences and Mathematics (12)	
Health Education Requirements . . . . .	3	Foreign Language Requirements . . . . .	8
HED 201 . . . . .	3	Chemistry Requirements . . . . .	39
Professional Education Requirements . . . . .	28	CHEM 121a,b . . . . .	8
(See Secondary Education)		CHEM 125a,b . . . . .	2
Mathematics Requirements . . . . .	10	CHEM 241a,b . . . . .	6
MATH 150 . . . . .	5	CHEM 245 . . . . .	2
MATH 152 . . . . .	5	CHEM 331 . . . . .	3
Physics Requirements . . . . .	10	CHEM 335 . . . . .	1
PHYS 211a,b . . . . .	8	CHEM 361a . . . . .	3
PHYS 212a,b . . . . .	2	CHEM 365a . . . . .	2
(or PHYS 206a,b-10)		CHEM 499 . . . . .	0
Biology Requirements . . . . .	4	Additional 9 semester hours from the following Chemistry courses: 361b, 411, 419, 431, 439, 441, 444, 449, 451a, 451b, 469, 471, 479 . . . . .	9
BIOL 120 . . . . .	4	Additional 3 semester hours from the following Chemistry courses: 345, 365b, 396, 415, 435, 455, 496 . . . . .	3
Minimum Total Credit Hours Required . . . . .	127	Mathematics Requirements . . . . .	10
<b>DEGREE REQUIREMENTS:</b>			
<b>BACHELOR OF ARTS</b>			
<b>CHEMISTRY</b>			
General Education Requirements . . . . .	42-44	MATH 150 . . . . .	5
The General Education curriculum requires 42 to 44 hours of credit. A total of 23 hours are satisfied by required courses: Foreign Language (8) (Option B);		MATH 152 . . . . .	5
		Computer Science Requirements . . . . .	3
		CS 108 or 140 . . . . .	3
		Physics Requirements . . . . .	10
		PHYS 211a,b . . . . .	8
		PHYS 212a,b . . . . .	2
		(or PHYS 206a,b -10)	

Approved Supporting Courses or Minor*	12-24
Electives	9-21
Minimum Total Credit Hours Required	124

\* 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 course required for the Bachelor of Arts degree do not count as supporting courses.

## DEGREE REQUIREMENTS:

### BACHELOR OF ARTS

#### CHEMISTRY

#### SPECIALIZATION IN MEDICAL SCIENCE\*\*

General Education Requirements	42-44
The General Education curriculum requires 42 to 44 hours of credit. A total of 23 hours of these hours are satisfied by required courses: in Foreign Language (8), (Option B), Computer Science (3), and Natural Sciences and Mathematics (12)	

Foreign Language Requirements	8
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Chemistry Requirements	39
CHEM 121a,b	8
CHEM 125a,b	2
CHEM 241a,b	6
CHEM 245	2
CHEM 331	3
CHEM 335	1
CHEM 361a	3
CHEM 365a	2
CHEM 451a,b	6
CHEM 499	0

Additional 3 semester hours from the following Chemistry courses: 361b, 411, 419, 431, 439, 441, 444, 449, 459, 469, 471, 479

Additional 3 semester hours from the following Chemistry courses: 345, 365b, 396, 415, 435, 455, 496

Biology Requirements	10
Biology 120	4

Additional 6 semester hours from the following Biology courses: BIOL 121, 220, 319, 325, 331, 335, 340

\*\* Students admitted to a medical school at the end of their junior year may transfer appropriate medical school credits to complete the requirements for a degree in Chemistry from SIUE.

Mathematics Requirements	10
MATH 150	5
MATH 152	5

Computer Science Requirements	3
CS 108 or 140 or 141	3

Physics Requirements	10
PHYS 211a,b	8
PHYS 212a,b	2
(or PHYS 206a,b-10)	

Electives	23
(Additional chemistry and biology recommended)	

Minimum Total Credit Hours Required	124
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## DEGREE REQUIREMENTS:

### CHEMISTRY MINOR

A minor in Chemistry requires 24 hours with a grade point average of 2.0 or higher as follows:

CHEM 121a,b	8
CHEM 125a,b	2
CHEM 241a,b	6
CHEM 245	2

Additional 6 semester hours from Chemistry courses numbered 300 or above

Total Required	24
Note: at least 6 hours must be SIUE credit	

## ECONOMICS

### PROFESSORS:

Ault, D.E.; Elliott, D.S., Jr., (Chair); Hafer, R.W.; Levin, S.L.; Lin, A.Y.; Meisel, J.B.

### ASSOCIATE PROFESSORS:

Edmonds, R.G., Jr.; Kutan, A.M.; Navin, J.C.

### INSTRUCTORS:

Pettit, M.A.B.; Sullivan, T.; Wolff, L.A.

Economics is the study of how different 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 budget deficits 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 in cooperation with an Economics faculty adviser.

The Department of Economics 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 of these degrees must complete 30 semester hours in Economics and a minor in Business, Mathematics, any other social science, or another field approved by the student's Economics 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 Economics Department, Alumni Hall, room 3129. Students also may meet with a faculty adviser in the Department of Economics.

### 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 REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE ECONOMICS

General Education Requirements .....	42-44
(Must include MATH 120 and either CMIS 108 or CS 108. The Bachelor of Arts program must include eight hours of foreign language. No Economics courses will count toward the introductory or distribution General Education requirements. The intergroup relations and international requirements of the General Education program may be satisfied with either distribution General Education courses or with major courses and are presumed so below.)	
Additional Major Requirements .....	34
ECON 111, 112, 221, 301, 302 .....	15
ECON Electives (Must include ECON 491, Senior Project, or ECON 492, Senior Honors Thesis) .....	15
MS 251 .....	4
Minor* .....	18
(The minor must be approved by the student's adviser.)	
Electives .....	28-30
Total .....	124

\* Students seeking a degree in Economics must select a minor from business, mathematics or social science. Other minor concentrations must be approved by an adviser in Economics.

### 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.

## EXIT REQUIREMENTS

Students completing a degree in Economics are required to maintain a 2.0 in Economics courses and a cumulative 2.0 grade point average. Students must complete all economics courses in regularly scheduled classes (no credit is granted for correspondence or extension courses.)

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.

Students are required to successfully complete all program requirements, including Economics 491, Senior Project, or Economics 492, Senior Honors Thesis. Economics 491 and 492 are used to assess students' abilities in applying their economic knowledge and communicating effectively the results of their study.

## MINOR REQUIREMENTS

Students satisfy the requirements for a minor in Economics by taking Economics 111, 112, 301, 302 and two other Economics electives at the 300- or 400-level for a total of 18 hours. Students are required to maintain a 2.0 grade point average in Economics.

## ENGLISH LANGUAGE AND LITERATURE

### PROFESSORS:

Bosse, R.B.; Farley, A. H. (Chair); Handa, C.; Kropp, L.; Redmond, E.B.; Richardson, B.H.; Schaefer, R.P.; Smithson, I.; Spurgeon, D.A.

### ASSOCIATE PROFESSORS:

Funk, A.; Meyering, S.L.; Ragen, B.A.; Robbins, F.W.; Ruff, N.K.; Schmidt, B.Q.; Skoblow, J.; Voller, J.G.; Ziegler, R.J.

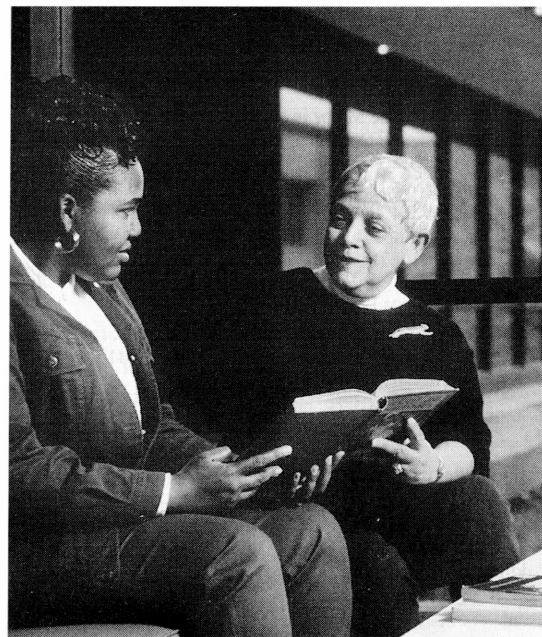
### ASSISTANT PROFESSORS:

Burns, A. D.; Denby, R.V.; Hardman, J. C.; Savoie, J. R.; Sivanarayanan, A.; Violette, P.E.; Zatta, J.D.

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

Students majoring in English 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 major 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



*English Professor Betty Richardson (right) reviews a passage with student Gloria Richardson, recipient of the Illinois Association of Teachers of English Minority Scholarship.*



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.

## GRADE POLICY

Only courses in which students receive a C or better will be accepted for credit toward the English major or minor.

## UNDERGRADUATE HANDBOOK

Students considering a major or minor in English may obtain the **Undergraduate Handbook for English Majors and Minors** as well as the course description bulletin in the office of the Department of English Language and Literature, Peck Hall, room 3206.

### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS ENGLISH

The major consists of 33 hours in English.

General Education Requirements .....42-44  
(For a Bachelor of Arts degree in English, students must select option B in the general education skills area.)

Requirements for the Major in English .....33  
Language Systems .....3  
(369, 370, 400, 402, 403, 406, 408, 409, 418, 468)  
Writing .....3  
(392, 393, 490, 491, 492, 493)  
Major Authors .....3  
(307, 404, 471a, 471b, 473)  
Surveys .....9  
(208, 209, 211, 212)  
American Literature at 400-level .....3  
(431, 432, 434, 435, 437, 439, 440, 441a, 441b)  
Electives in English .....12  
(Any English course numbered 200 or higher)

Foreign Language (all hours in same language) .....8

Minor .....18-21

Additional Electives .....18-23

Total .....124

Of the 33 hours in English courses, at least 12 must be at the 400 level, and no more than 15 may be at the 200 level. English 499 may not count towards the

400-level course requirements. At least 9 hours must be in English literature courses, and 3 of these hours must be at the 400 level; at least 6 hours must be in American literature courses, and 3 of these hours must be at the 400 level. Only courses in which students receive a C or better will be accepted for credit toward the English major.

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.

Students wishing to earn Illinois state teacher certification with a Bachelor of Arts degree in English may do so by completing all requirements for the Bachelor of Science degree in English and by fulfilling the foreign language requirement. Students choosing this option must also take specific General Education courses and complete 28 hours of professional education requirements. See the Secondary Education section of this catalog for details.

### DEGREE REQUIREMENTS:

#### BACHELOR OF SCIENCE ENGLISH

#### SECONDARY EDUCATION TEACHER CERTIFICATION

The major consists of 36 hours in English.

General Education Requirements .....50  
(Students seeking teacher certification must take specific General Education courses. See the Secondary Education section of this catalog for details.)

Requirements for the Major in English .....36  
Language Systems .....6  
(369, 400, 402, 403, 406, 409)  
One must be 369 or 409.  
Writing .....6  
(392, 393, 490, 491, 492, 493) One must be 490.  
American Literature at 400-level .....3  
(431, 432, 434, 435, 437, 439, 440, 441a, 441b)  
Major Authors .....3  
(307, 404, 471a, 471b, 473)  
Surveys (208, 209, 211, 212) .....9  
Teacher Preparation (475, 485) .....6  
Electives in English .....3  
(Any English course numbered 200 or higher)

Minor or Approved Supporting Courses .....18-21

Professional Education Courses .....28

Total .....132-135



*Aisha Barefield (left) and Whitney Wallace prepare for their Studies in Fiction class.*

Of the 36 hours required in English courses, at least 15 must be 400-level courses, and no more than 15 may be at the 200 level. English 499 may not count towards the 400-level course requirements. At least 9 hours must be in English literature courses, and 3 of these hours must be at the 400 level; at least 6 hours must be in American literature courses, and 3 of these hours must be at the 400 level. Only courses in which students receive a C or better will be accepted for credit toward the English major. English majors must also maintain a cumulative B average in English courses.

Students, in consultation with the undergraduate B.S. adviser, may use the 18-21 hours of approved supporting courses to (a) minor in another subject or in Creative Writing or Linguistics within the English Department, (b) take additional courses in English or (c) take courses toward satisfying state requirements for teacher endorsement in speech, social studies, or other fields.

Three semesters (including summer) prior to the semester in which they plan to begin student teaching, students must apply for approval from the Teacher Education Committee of the Department of

English Language and Literature. Application is made through the Department's "Student Teaching Screening Process," which is described in detail in the English Department's **Undergraduate Handbook for Majors and Minors**.

The Bachelor of Science major in English fulfills Illinois and Missouri State certification requirements. Anyone interested in an endorsement to teach English as a Second Language should contact the B.S. adviser.

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.

#### **ENGLISH MINOR REQUIREMENTS**

To complete a minor in English, students must complete 18 hours of English courses numbered 200

or above, with a grade of "C" or higher in each course; 6 of the 18 hours must be taken in English courses numbered 400 or above. Courses should be selected with the approval of students' advisers and in consultation with the English Department's undergraduate adviser.

### **CREATIVE WRITING MINOR REQUIREMENTS**

The minor in Creative Writing requires a minimum of 18 hours. Students must choose either of the following programs from the primary sequence: Fiction (English 392, 492, 498) or Poetry (393, 493, 498). Elective courses within the minor in Creative Writing include Television/Radio 359, English 490, 494, 3 additional hours of 498, any 400-level course in literature and any 392, 393, 492, or 493 course that is outside the chosen program. A more complete description of the Creative Writing Minor is found in the **Undergraduate Handbook for Majors and Minors**, which can be obtained at the Department of English office, or from the Creative Writing Adviser. English majors who satisfy the Creative Writing Minor requirements may substitute any English elective for the three-hour writing requirement.

### **LINGUISTICS MINOR REQUIREMENTS**

The Linguistics Minor requires a minimum of 18 hours. Students may meet this requirement by selecting from among the following 300- and 400-level courses: English 369, 370, 400, 402, 403, 406, 408, 409, 418, and 468. At least one course should be selected from each of the following major areas of Linguistic study: phonology (370, 408); historical change (403, 406); and syntax (369, 409). For classes at the 400 level, English 400 is strongly suggested as an introductory course. Students who wish to pursue 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.

## **FOREIGN LANGUAGES AND LITERATURE**

### **PROFESSORS:**

Griffen, T.D.

### **ASSOCIATE PROFESSORS:**

Bueno, J.L.; Carstens-Wickham, B.; Fonseca, E.; Mann, J.D. (Chair); Morrison, F.M.; Pallemans, G.S.; Zaytzeff, V.

### **ASSISTANT PROFESSORS:**

Bueno, K.A.; Lamothe, A.F.

### **INSTRUCTOR:**

Heitsch, D.

### **CAREER OPPORTUNITIES**

The global awareness and cultural understanding acquired through learning a second language will serve students well in the 21st century. College graduates trained 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.

### **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 minor or major concentration and represents an integral part of a broad, internationally enlightened education. Foreign language proficiency also increases students' understanding and command of their native language.

The department offers both major and minor concentrations in French, German, and Spanish, leading to a Bachelor of Arts degree. Language courses in Greek, Italian, Latin, and Russian also are offered.

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 REQUIREMENTS:

##### BACHELOR OF ARTS \*

##### FOREIGN LANGUAGES AND LITERATURE

General Education .....	44
Requirements for a Major in Foreign Language .....	37
FL 111a,b or c**; 201**; 202**; 301; 351**; 352**; 400a,b 25	
Electives in 300-400 level courses .....	12-14
Electives .....	34-38
Total .....	125

\* Students seeking teacher certification should consult with their advisers.

\*\* May satisfy requirements for General Education.

Course work for the teaching field and for professional education is coordinated by the College of Arts and Sciences and the School of Education. For more information about applying for a major, consult the Secondary Education adviser or the adviser in the teaching discipline.

#### DEGREE REQUIREMENTS:

##### BACHELOR OF SCIENCE

##### FOREIGN LANGUAGES AND LITERATURE

##### SECONDARY EDUCATION TEACHER CERTIFICATION

General Education Requirements .....	42-44
(Some General Education requirements may be satisfied while completing this major concentration. Also note that General Education requirements for certification differ from University requirements. See Secondary Education section of this catalog for details.	

Requirements for Major in a Foreign Language .....	40-42
FL 111a, b, or c**; 201**; 202**; 301; 351**; 352**; 400a, b .....	25
FL 486 .....	3
Electives in 300-400 level courses .....	12-14
Electives, Second Teaching Field .....	9-20
Professional Education Courses .....	28
(see Secondary Education requirements)	
Total .....	40-125

#### MINOR REQUIREMENTS

A minor in French, German, or Spanish consists of the following four required courses and three electives (24 hours):

FL 111a, b, or c\*\*; 201\*\*; 202\*\*; 301. Plus 9 hours of electives at the 300-400 level; at least one elective must be in literature.

##### 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\*\*

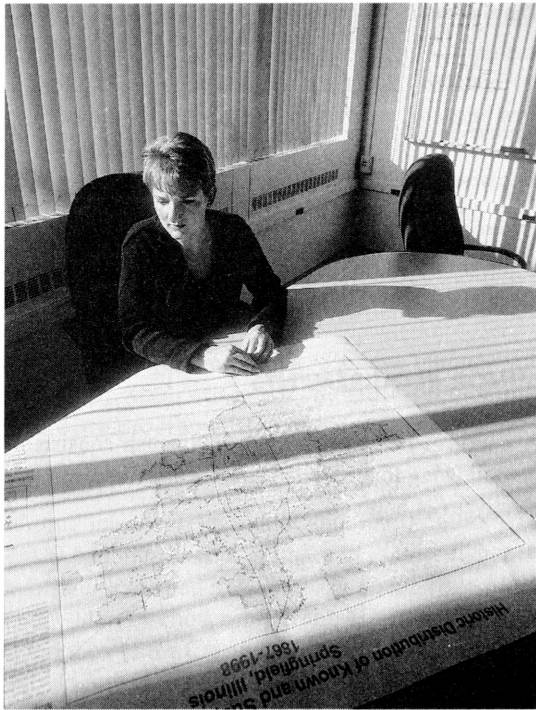
\* Students seeking teacher certification should consult with their advisers.

\*\* Satisfies requirements for General Education

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.

#### PROGRAM COMPLETION 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.



*GIS major Nancy Davis studies mapping techniques.*

## GEOGRAPHY

### PROFESSORS:

Stueber, A.M.; Thompson, N.R. (Chair); Woods, W.I.

### ASSOCIATE PROFESSOR:

Odemerho, F.O.; Shaw, W.

### ASSISTANT PROFESSORS:

Burger, P.R.; Pearson, R.S.; Starr, M.J.; Zhou, B.

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 teaching.

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 in the physical sciences; the cartographer and computer-oriented student might consider a minor in mathematics or computer science.

## CAREER OPPORTUNITIES

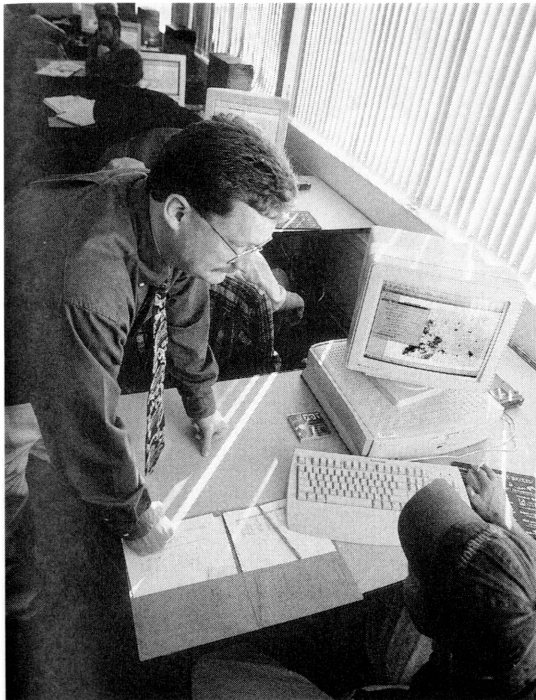
A geographer with a Bachelor's degree has opportunities for employment in a wide variety of businesses and public organizations. Geography graduates have found employment as planners, environmental analysts, locational and industrial development analysts, cartographers, foreign service and intelligence 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.

### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE GEOGRAPHY

General Education Requirements	42-44
(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	24
200, 201, 314, 315, 320 or 418, one upper-level regional course, 420 and 490 (3 hour) Senior Assignment	
Geography Electives	12
Minor	18-21
Electives*	26-31
Total	124





*Assistant Professor Randy Pearson works with student Deric Morgando in the GIS lab.*

- \* Students must complete the Constitution requirement. A course fulfilling this requirement may be included in the General Education or elective requirements.

### MINOR IN GEOGRAPHY REQUIREMENTS

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 Geography 200 or 201, 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.

#### DEGREE REQUIREMENTS:

**BACHELOR OF ARTS OR BACHELOR OF SCIENCE**  
**GEOGRAPHY**  
**SECONDARY EDUCATION**  
**TEACHER CERTIFICATION**

Students who wish to teach at the secondary level may choose the degree Bachelor of Arts or Bachelor of Science with a major in Geography. Students must meet the course requirements for the major. Students

also must meet General Education requirements and complete 28 hours of professional education requirements for secondary education certification. Interested students are referred to the Secondary Education section of this catalog. However, secondary certification in teaching Geography must be completed by the end of the fall semester, 2000. After this date, certification in Geography will be eliminated.

## HISTORICAL STUDIES

#### PROFESSORS:

Chen, C.C.; Kimball, S.B.; Nordhauser, N.E.; Portwood, S.J.; Taylor, J.A.; Weingartner, J.J.

#### ASSOCIATE PROFESSORS:

Cha-Jua, S.K.; Hansen, S.L.; Nore, E.; Santoni, W.D. (Chair)

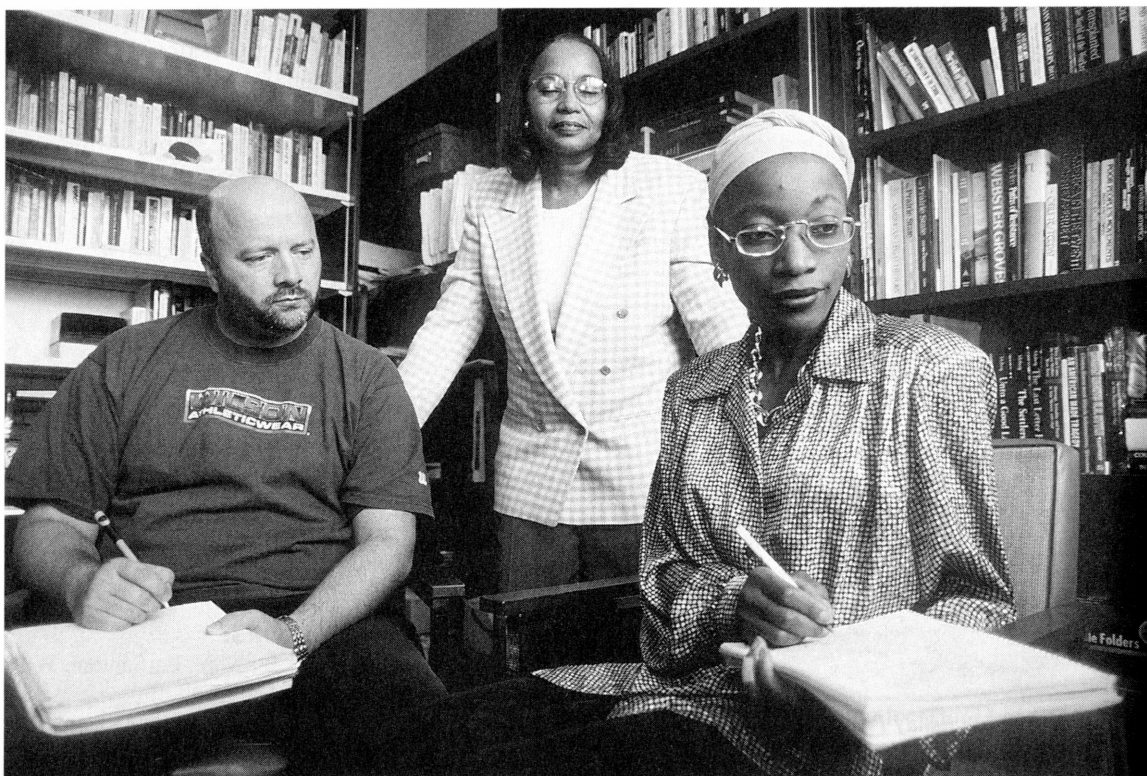
#### ASSISTANT PROFESSORS:

Cheeseboro, A.Q.; Effros, B.; Frick, C.C.; Thomason, Allison; Valk, Anne

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



Shirley Portwood (center), Professor in the History Department, reviews an exam with students Patrick Fleenor and Debra Gipson.

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

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, journalism and editing.

Finally, students planning to teach in the public schools may choose either a Bachelor of Arts or a Bachelor of Science degree with a major in History. Any one 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.

### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE HISTORY

General Education Requirements	42-44
(Some General Education requirements may be satisfied while completing this major concentration. Also note that History 200, 201, or 431 satisfies the University's Constitution requirement).	
(For a Bachelor of Arts degree in History, students must select option B in the general education skills area).	
Major Requirements	35
Four courses from HIST 111a, b, 112a, b, 113, 114, 130, 200, 201 (two must be from the European or World surveys and two from the United States surveys) . . . . 12	
HIST 301 (Historical Methods)	3

Six courses elected by the students at the upper-level (302-499); History mini-courses (300) may be substituted for up to three credit hours of this requirement; at least three credit hours must be outside European and U.S. history. ....18

HIST 401 (Historical Research - Senior Assignment) .....2

Minor\* .....18-21

Electives .....14-29

Total .....124

\* (Students seeking a Bachelor of Arts or Bachelor of Science degree are required to have a minor).

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 who plan to pursue graduate study.

### TRANSFER COURSES

History courses transferred in at the freshman and sophomore levels, regardless of description, will be considered as meeting the basic level requirement at SIUE. All History courses successfully completed at junior colleges and/or community colleges will transfer as meeting only lower division requirements (1XX or 2XX courses). History at SIUE requires two American History survey courses and two courses from either European or World History surveys. Students not meeting the distribution requirement may have to take additional survey courses.

### PROGRAM COMPLETION REQUIREMENTS

To meet major requirements, students must receive a grade of C or better in all History courses taken.

### MINOR REQUIREMENTS

The minor requires that students select three courses from History 111a, b, 112a, b, 113, 114, 130, 200, 201. At least one of these courses must be in European or World History, and at least one must be in United States History. In addition, four courses at the upper level (301-499) must be completed. History mini-courses (300) may be substituted for up to three credit hours of this requirement. At least three credit hours must be in either World History (HIST 112) or

in an upper level course in an area other than European and United States History. Students must receive a grade of C or better in all History courses taken to meet minor requirements.

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### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE HISTORY

#### SECONDARY EDUCATION

#### TEACHER CERTIFICATION

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Students who intend to teach at the secondary level may choose either the Bachelor of Arts or the Bachelor of Science degree with a major in History.

The major constitutes the teaching field specialization. Students pursuing this degree must also complete work sufficient to qualify for certification in a second teaching field. Work completed for a minor will normally satisfy this requirement.

All students in this program, including transfer students and those who already have a Bachelor's degree, must achieve an overall GPA of 2.5 or above and a GPA in History of 2.75 (including past institutions).

Students also must complete 28 hours of professional education requirements in the School of Education for certification. Students interested in Secondary Education requirements should refer to the Secondary Education section of this catalog.

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.

## MASS COMMUNICATIONS

### PROFESSORS:

Donald, R.R. (Chair), Maynard, R.H.

### ASSOCIATE PROFESSORS:

Baker, C.S.; Murphy, P.D.

### ASSISTANT PROFESSORS:

Cooper, C.; Hicks, G.R.; Mendelson, A.L.

### INSTRUCTOR:

Landers, J.L.; Montgomery, M.R.

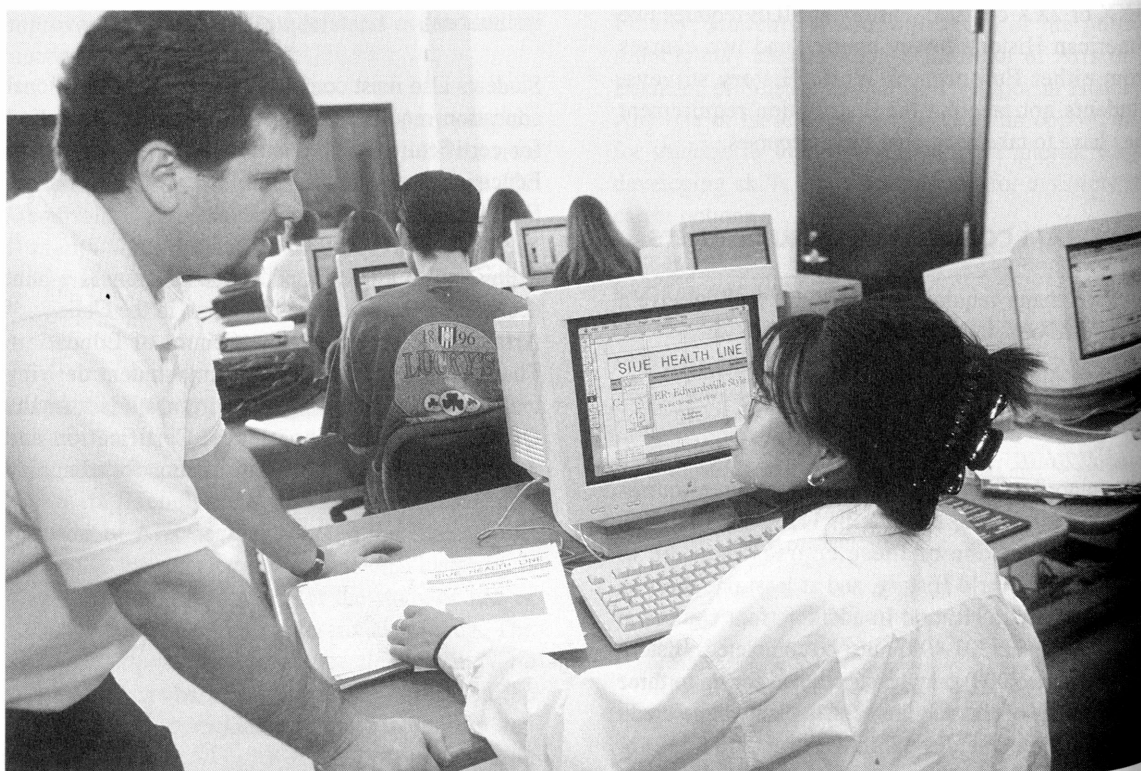
Mass communications media are growing and changing at unprecedented rates. A recent issue of **The New Yorker** stated that the media are the fastest-growing industries in the United States. In the past two decades, new media forms have emerged, including pay-per-view television, direct satellite transmission, high definition television, the World Wide Web and more. The pace of change is rapid, so rapid in fact that **USA Today** has stated, "... all media companies are in the process of evolving into as-yet-undetermined new entities."

## THE CURRICULUM

The curriculum in the Department of Mass Communications seeks to educate students for this changing world. 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 growing and changing with the times.

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 four courses consists of a study of mass media systems plus three basic skills courses. MC 201 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 three introductory skills courses, MC 202 (Writing for the Media), MC 203 (Audio Production for the Media)



*Assistant Professor Andrew Mendelson oversees the Mass Communications Multimedia Lab.*



and MC 204 (Visual Production for the Media), students learn essential analytical and artistic skills in writing 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 four courses. The options are: Print and Electronic Journalism, Television/Radio, Corporate and Institutional Media, and Media Advertising. The keystone courses in each professional option are essential to developing proficiency in a specific media concentration. A choice of three additional courses from the remaining six to eight courses in an option permits a faculty advisor 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 an understanding of the social, political, legal, economic, artistic and technological environment in which media products are produced, delivered and consumed. Further, the advanced core 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 positioning in the employment marketplace.

The curriculum also provides for two free major elective courses. This provision enables students not only to explore their own cross-media educational interests, but also, with aid of faculty advisors, 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 is also required.

### AN IDEAL LOCATION

The greater St. Louis metropolitan area is the 19th 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 using 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, and a dialogue with a St. Louis Post-Dispatch columnist are conducted by working professionals and the faculty.

### CAREER OPPORTUNITIES

Mass Communications Department 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, our graduates may land their first jobs with news wire services, organizational and professional newsletters, national, regional and local magazines, trade periodicals and World Wide Web publications. Also, many corporations value the skills our department teaches in writing, editing, layout and design. Recent electronic journalism graduates report success in radio, television and other news-related occupations. Rooted in the traditional study of print journalism, our electronic journalism professional option prepares graduates for a growing number of news writing, reporting, newsroom management, documentary production and World Wide Web 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 World Wide Web 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, our 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 World Wide 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 communication, 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 P.R. practitioners call their audiences. Working in marketing, public relations, and corporate media (video, digital, multimedia, web, print, etc.), SIUE's professional communicators deliver the message and the meaning for business, industry, institutions and organizations. Interactive multimedia, World Wide 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 our graduates will need to succeed in a digital future for webmasters, multimedia producers and many new digital media jobs as yet unnamed. SIUE students will 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.

### ADMISSION, RETENTION, AND GRADUATION REQUIREMENTS

1. Excepting incoming freshmen, students wishing to apply for a major in Mass Communications are required to have at least a 2.2 overall grade point average. Mass Communications majors must maintain a 2.2 overall grade point average.
2. Students in the Mass Communications major and minor must earn a C or better grade in both MC 201 and 202 to declare a major or minor in the department.
3. Only courses in which the student receives a C grade or better will be accepted for credit toward completion of the Mass Communications major.

4. 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.
5. All Mass Communications majors must choose Philosophy 481, Media Ethics, as part of their Fine Arts and Humanities General Education requirement; all Mass Communications majors who choose General Education Skills Courses Option A must choose Speech Communication 105, Public Speaking.
6. All Mass Communications majors must complete a minimum of 90 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.

### DEGREE REQUIREMENTS:

#### BACHELOR OF SCIENCE OR BACHELOR OF ARTS MASS COMMUNICATIONS

Requirements for a Major in Mass Communications	39
General Education Requirements	42-44
Introductory Core	12
MC201 (Media Systems), 202 (Writing for the Media), 203 (Audio Production for the Media), 204 (Visual Production for the Media)	
Advanced Core	9
MC401 (Media Law and Policy), 403 (Media Critical Theory), 481 (Internship/Senior Portfolio)	
Professional Option	12
Choose one of the following:	
<b>Print and Electronic Journalism:</b> MC324 (Public Affairs Reporting) Plus <b>three</b> of the following courses chosen in consultation with a Mass Communications Department advisor: 321 (Specialized and Creative Writing for Publication), 322 (Language and Style of Writing for the Media), 323 (Publication Layout and Design), 332 (Electronic Media News), 342 (Photojournalism and Digital Imagery), 424 (The Literature of Journalism) or 341 (Visual Media Analysis), 441 (Multimedia Use in Mass Media).	

**Television/Radio:** MC 333 (Advanced Video Writing and Production) Plus **three** of the following courses chosen in consultation with a Mass Communications Department advisor: 331 (Electronic Media Performance), 334 (Electronic Media Advertising), 341 (Visual Media Analysis), 402 (Media Administration), 423 (Advanced Topics in Writing for the Media), 431 (Corporate and Nonbroadcast Video), 441 (Multimedia Use in Mass Media), 454 (Documentary Media).

**Corporate and Institutional Media:** MC 402 (Media Administration) Plus **three** of the following courses chosen in consultation with a Mass Communications Department advisor: 321 (Specialized and Creative Writing for Publication), 323 (Publication Layout and Design), 422 (Writing for the Corporate & Institutional Market), 431 (Corporate & Nonbroadcast Video), 441 (Multimedia Use in Mass Media), 451 (Research Methods in the Mass Media), 453 (Transnational Media)

**Media Advertising:** MC325 (Fundamentals of Advertising) Plus **three** of the following courses chosen in consultation with a Mass Communications Department advisor: 323 (Publication Layout and Design), 334 (Electronic Media Advertising), 342 (Photojournalism and Digital Imagery), 421 (Advertising Campaigns), 441 (Multimedia Use in the Mass Media), 451 (Research Methods in the Mass Media).

Mass Communications Electives .....	6
Minor Outside of Mass Communications .....	18-21
University Electives .....	25-30
Total .....	129

## MATHEMATICS AND STATISTICS

### PROFESSORS:

Cooper, M.W.; Ho, C.; Jarosz, K.; Ledzewicz, U.; Phillips, P.H.; Rigdon, S.E.; Shiue, W.K.; Steinberg, D.I. (Associate Dean, College of Arts and Sciences); Verderber, N.L. (Chair)

### ASSOCIATE PROFESSORS:

Hasty, M.; Holden, L.S.; Karimpour, R.; Lu, C.; Neath, A.A.; Parish, J.L.; Sewell, E.C.

### ASSISTANT PROFESSORS:

Agustin, Z.; Pelekanos, G.

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 played 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 played 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 mathematics, 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.

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.

### **ADMISSION**

To be admitted to the Mathematics and Statistics program, students must satisfy one of the following:

1. 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.
2. 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 to an academic program in the department but hope to seek admission later are encouraged to obtain advice from a faculty member in the department.

### **ACADEMIC STATUS**

For the purposes of this Department, the grade point average in university mathematics courses will be

computed on the basis of all courses attempted, including repeated courses. A student may be dropped from this program for any one of the following circumstances:

- a. grade point average of 1.0 or below in any term;
- b. cumulative grade point average of less than 2.0 in courses in mathematics, statistics and operations research at any time;
- c. withdrawal, incomplete, or a combination of failing grades in 50% or more of the courses for which the student is registered during two successive terms;
- d. any combination of three grades of D, E, UW, WP, or WE in any single required course in mathematics, statistics, or operations research.

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.

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### **DEGREE REQUIREMENTS:**

#### **BACHELOR OF ARTS OR BACHELOR OF SCIENCE MATHEMATICS**

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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 above 299 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.

### THE MATHEMATICS CORE

All of the 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, 320, 321, and 350. Completion of Computer Science 140 or 141 and PHYS 211a and 212a are also required for all programs. These courses total 33 hours, of which 12 are applicable to General Education requirements. (PHYS 211a satisfies 3 hours of the introductory General Education requirements; the Mathematics courses satisfy 6 hours of the advanced General Education requirements; and Computer Science 140 or 141 satisfies 3 hours of the Skills requirement in Statistics/Computer Programming.)

#### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE MATHEMATICAL STUDIES SPECIALIZATION IN MATHEMATICAL SCIENCES

General Education Requirements	42-44
The General Education curriculum requires 42 or 44 hours of General Education credit. The supporting	

Mathematics and Science courses required for this major satisfy 12 hours of the General Education requirements. For the Bachelor of Arts degree, Skill Option B (8 hours of Foreign Language) is required.

Mathematics Core Requirements	26
MATH 150, 152, 250, 223, 320, 321, 350	
Mathematics Specialization	18
MATH 420, 421, 450a,b, 451, and one additional Mathematics course at the 400 level	
Science Requirement	25
CS 140 or 141, PHYS 211a,b and 212a,b, and one additional 300-level course in Physics, Chemistry, Biology, or Computer Science; 9 additional hours in Mathematics, Statistics, Operations Research, Biology, Chemistry, Physics or Engineering. (This requirement is in addition to the General Education requirements.)	
Senior Seminar and Senior Project	4
MATH 498, 499	
Free Electives	19-21
(Eight hours must be in Foreign Language for the Bachelor of Arts degree).	
Minimum Total Requirement	124

#### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE MATHEMATICAL STUDIES SPECIALIZATION IN APPLIED MATHEMATICS

General Education Requirements	42-44
The General Education curriculum requires 42 or 44 hours of General Education credit. The supporting Mathematics and Science courses required for this major satisfy 12 hours of the General Education requirements. For the Bachelor of Arts degree, Skills Option B (8 hours of Foreign Language) is required.	
Mathematics Core Requirements	26
MATH 150, 152, 223, 250, 320, 321, 350	
Required Mathematics Courses	15
MATH 305, 451, 464, 465, 466	
Mathematics Electives	6
Any two of the following courses: MATH 421, 437, 450a ,b, STAT 480a, b, Operations Research 440, 441, 442	
Science Requirements	21-25
CS 140 or 141, PHYS 211a,b, and 212a,b, and two additional courses in the sciences	
Senior Seminar and Senior Project	4
MATH 498, 499	
Free Electives	16-22
(Eight hours must be in Foreign Language for the Bachelor of Arts degree)	
Minimum Total Requirement	124

**DEGREE REQUIREMENTS:****BACHELOR OF ARTS OR BACHELOR OF SCIENCE****MATHEMATICAL STUDIES****SPECIALIZATION IN STATISTICS**

General Education Requirements	42-44
The General Education curriculum requires 42 or 44 hours of General Education credit. The supporting Mathematics and Science courses required for this major satisfy 12 hours of the General Education requirements. For the Bachelor of Arts degree, Skills Option B (8 hours of Foreign Language) is required.	
Mathematics Core Requirements	26
MATH 150, 152, 223, 250, 320, 321, 350	
Science Requirements	8
CS 140 or 141; PHYS 211a, 212a	
Required Statistics Courses	9
STAT 480a,b, 482	
Statistics-Related Electives	9
Any three 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.	
Supporting Courses	18
Either a minor, or nine additional hours of Mathematics, Statistics, or Operations Research and nine hours of supporting courses approved by the adviser.	
Senior Seminar and Senior Project	4
MATH 498, 499	
Free Electives	18-20
(Eight hours must be in Foreign Language for the Bachelor of Arts degree).	
Minimum Total Requirement	124

**DEGREE REQUIREMENTS:****BACHELOR OF ARTS OR BACHELOR OF SCIENCE****MATHEMATICAL STUDIES****SPECIALIZATION IN ACTUARIAL SCIENCE**

General Education Requirements	42-44
The General Education curriculum requires 42 or 44 hours of General Education credit. The supporting Mathematics and Science courses required for this major satisfy 12 hours of the General Education requirements. For the Bachelor of Arts degree, Skills Option B (8 hours of Foreign Language) is required.	
Mathematics Core Requirements	26
MATH 150, 152, 223, 250, 320, 321, 350	
Science Requirements	8
CS 140 or 141; PHYS 211a, 212a	
Required Courses for Actuarial Science	18

STAT 480a,b; MATH 305, 465, 486; Operations Research 440

Related Electives	3
Any two courses selected from STAT 478, 481, 482, 483, 484, 485, 487, 488; Operations Research 441, 442; Math 466	
Minor in Business Administration	21
Senior Seminar and Senior Project	4
MATH 498, 499	
Free Electives	12-14
(Eight hours must be in Foreign Language for the Bachelor of Arts degree)	
Minimum Total Requirement	124

**DEGREE REQUIREMENTS:****BACHELOR OF SCIENCE****MATHEMATICS****SECONDARY EDUCATION TEACHER****CERTIFICATION**

General Education Requirements	42-44
The General Education curriculum requires 42 or 44 hours of General Education credit. The supporting Mathematics and Science courses required for this major satisfy 12 hours of the General Education requirement. For the Bachelor of Arts degree, Skills Option B (8 hours of Foreign Language is required). Also note that students seeking teacher certification must satisfy specific General 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.	
Mathematics Core Requirements	26
MATH 150, 152, 223, 250, 320, 321, 350	
Science Requirements	8
CS 140 or 141, PHYS 211a and 212a	
Required Courses	9
MATH 311, 435; STAT 380	
Electives	9
Choose one of the following options:	
a) Math 305 or Math 315, and two 400-level MATH, STAT or OR courses	
b) Three 400-level MATH, STAT, or OR courses	
HED 201	3
Professional Education Requirements	28
See Secondary Education	
Senior Seminar and Senior Project	4
MATH 498, 499	
Free Electives	6-7
Minimum Total Requirement	124



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.

### SENIOR PROJECT

All seniors are required to take MATH 498 & 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 Senior Assignment Committee, established for this purpose, 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.

### MINORS IN MATHEMATICS AND STATISTICS

The Department offers minors in three areas: Mathematics, Statistics, and Mathematics Education. A minor in Mathematics consists of MATH 150 and 152 (Calculus I and II), and nine hours of Mathematics (Statistics or Operations Research) courses at the 200 level or above, of which six hours must be at the 300 level or above and at least three of these six hours must be from Mathematics. A minor in Statistics consists of MATH 150 and 152 and nine additional hours of Statistics courses at the 300 level or above. A Minor in Mathematics Education consists of MATH 150, MATH 223 (Logic and Mathematical Reasoning), MATH 311 (Teaching of Secondary Mathematics), and three courses chosen from the following: MATH 315 (Number Theory) or MATH 320 (Introduction to Algebraic Structures); MATH 435 (Foundations of Euclidean and Non-Euclidean Geometry); MATH 300 (History of Mathematics from Antiquity to Descartes) or MATH 400 (Development of Modern Mathematics); Statistics 244 (Statistics); and either Computer Science 140 or 141.

For all three minors, at least six hours of courses at the 300 level or above must be taken at SIUE. Students must maintain a GPA of at least 2.0 in all

Mathematics, Statistics and Operations Research courses taken (including repeats), and a GPA of at least 2.0 in all these courses at the 300 level or above. The Minor in Mathematics Education is appropriate for certification for middle school teaching.

Students majoring in Mathematical Studies may not minor in Mathematics, Statistics, or Mathematics Education.

## MUSIC

### PROFESSORS:

Bell, J.R.; Brown, S.M.; Haydon, R.G.; Ho, A.B.; Perry, L.W.; Rogers, K.C.; Smith, D.A.; Stamps, D.B.; Tallant, A.

### ASSOCIATE PROFESSORS:

Abraham, R.D. (Chair); Mishra, M.; Thomas, R.

### ASSISTANT PROFESSORS:

Anop, L.M.; Coan, D.A.; Eaton, R.; Hinson, J.M.; Korak J.; Lee, K.; McCann, L.; Wells, P.

### INSTRUCTOR:

McCoy-Sulentic, Vera M.

### ASSISTANTS IN MUSIC:

Anderson, M.J.; Gross, J.G.

The faculty in the Department of Music believe students interested 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 Performance, Music Education, Theory/Composition, Studio Music and Performance, and Musical Theater. The department also offers the Bachelor of Arts degree with majors in Music and Music Merchandising.



*Assistant Professor Reggie Thomas (right) jams with Louis Michael, a Jazz Performance major.*

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 performance 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.

The Music Computer Laboratory is designed primarily to support the educational and individual creative activities of students majoring or minoring in Music. However, it is considered an "open access" facility, and as such, welcomes all University students on a space-available basis. The laboratory contains 22 networked stations, each equipped with a MIDI synthesizer. It also houses a central file server, CD-ROM players, color monitors, videodisk, video and audio tape recording and playback equipment, laser printers, a scanner, and a variety of other peripherals. More than 200 titles of operating software are provided.

Students wishing to minor in Music must consult with a designated adviser to develop an approved

program before beginning course work. Students minoring in Music must take at least one course in music theory and two courses in music history/literature, as approved by the adviser. To obtain a minor in Music, the student must complete 24 hours of pre-approved Music or General Education courses with an overall grade point average of 2.6 or better. Music minors are expected to build a concentration in one particular area of music; a minimum of eight (8) hours in any one area constitutes a concentration. The following areas of concentration are suggested: Performance, (solo and ensemble); Theory; History/Literature; Jazz; Music Merchandising and Music Education. Certain activities such as private applied study, advanced level courses and some ensembles require an audition and/or prior approval of the instructor.

### **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; and composing and arranging. Additional opportunities

exist in music publishing, music management and sales, music criticism, music librarianship, and private studio teaching.

## ADMISSION AND ADVISEMENT

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 desiring to pursue any academic program in Music are advised to file an Application for a Major upon entry to the University through the Office of Academic Advising and Counseling. Students applying for a major are issued the appropriate curriculum guide and Music Student Handbook, both of which contain requirements for the degree.

## DEGREE REQUIREMENTS:

### BACHELOR OF ARTS

#### MUSIC

Courses in this program are for students who wish to study music as part of their general cultural education. Such courses also may be taken as background for advanced studies in music.

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.)*	
Requirements for Major in Music	50-54
Music 125 (8), 225 (8), 121 (2), 221 (2), and electives (8)	28
Music, Private Applied (2 hours per Semester)	.8
Music 139 (2,2) Diction for Singers (required for voice students)	.4
Music Literature	.4
Music, Major Ensemble	.4
Music 357	.6
Minor Concentration	18
Electives	13
Minimum	124

\* Also counts toward General Education skills requirement.

## DEGREE REQUIREMENTS:

### BACHELOR OF ARTS

#### MUSIC

## SPECIALIZATION IN MUSIC HISTORY/LITERATURE

The Bachelor of Arts degree with a specialization in Music History/Literature will serve students who wish to specialize within a liberal arts curriculum and provide a foundation for advanced students within the discipline.

General Education	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.)*	
Requirements for Major in Music	53-57
Music 125(8), 225(8), 121(2), 221(2)	20
Music, Private Applied (2 hours per semester)	.8
Music 139 (2,2) Diction for Singers (required for voice students)	.4
Music, Major Ensemble	.4
Music 357	.6
Music 326	.3
Music 442	.3
Music Literature Electives	4
Electives	23
Minimum	124

\*\* Also counts toward General Education skills requirement.

## DEGREE REQUIREMENTS:

### BACHELOR OF ARTS

#### MUSIC

## SPECIALIZATION IN MUSIC MERCHANDISING

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.)*	
Requirements for Major in Music	60-63
Music 125(8), 225 (8), 121(2), 221(2), and electives (3)	23
Music, Major Ensemble	.4
Music, Private Applied (2 hours per semester)	.8
Music 139 (2,2) Diction for Singers (required for voice students)	.4
Music 357	.6
Music 395	.6
Music 495	12
Minor Concentration (Business)	21

Marketing 300 .....	3
Management 340 .....	3
Economics 111, 112 .....	6
Accounting 200, .....	3
Elective .....	3
GBA 300 .....	3
Minimum .....	124
* Also counts toward General Education skills requirements.	

**DEGREE REQUIREMENTS:****BACHELOR OF MUSIC****SPECIALIZATION IN PERFORMANCE**

General Education Requirements .....	44
(Some General Education requirements may be satisfied while completing this major concentration. Students in this degree program must select option B in the skills area, which includes foreign language).*	
Requirements for Major in Music .....	75-87
Music 125 (8), 225 (8), 121 (2), 221(2), 309a(3), 318(2), 326a (3) .....	
442a(3)** .....	34
Music 357*** .....	6
Music, Private Applied (major instrument) .....	24-32
Music 139 (2,2) Diction for singers (required for voice students) .....	4
Music, Major Ensemble (one hour per semester)**** .....	8
Music 411 .....	2
Minimum .....	124

- \* Students concentrating in voice or theory/composition should include two years of foreign language (generally one year each of French and German). Students should consult with the Music adviser regarding the sequence to be followed. Foreign language counts toward the General Education skills requirement. This requirement is in addition to Music 139.
- \*\* Students with a concentration in piano may substitute 6 hours in Music 413 and/or 461 in lieu of 309a, and 422a. May also substitute 165(2) and secondary instrument/voice(2) for class piano.
- \*\*\* Up to 6 hours may also count toward General Education advanced course requirements.
- \*\*\*\* Students with a concentration in piano may substitute a maximum of 6 hours in MUS 365 as partial fulfillment of this requirement.

**DEGREE REQUIREMENTS:****BACHELOR OF MUSIC****SPECIALIZATION IN JAZZ PERFORMANCE**

General Education Requirements .....	44
(Some General Education requirements may be satisfied while completing this major concentration.)	

Requirements for Major in Music .....	86
Music 125(8), 225(8), 121(2), 221(2), 331(2), 357(6) .....	28
Music 337(2) 330(6), 409(4), 430(2), 436(2), 439(2) .....	18
Music, Private Applied (major instrument) .....	24-32*
Music, Major Ensemble (1 or 2 hours per semester) .....	16

Minimum .....	124
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- \* Does not include voice.

**DEGREE REQUIREMENTS:****BACHELOR OF MUSIC****SPECIALIZATION IN MUSIC EDUCATION**

General Education Requirements .....	44
(Some General Education requirements may be satisfied while completing this 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).*	
Requirements for Major in Music .....	80
Music 115 (2), 125 (8), 225 (8), 121 (2), 221 (2), 112a,b (2), 113 (1), 114 (1), 116a,b (2), 301a,b,c (6), 309a (3), 318a,b (4), 326a (3), 411 (2) .....	46
Music 357 .....	6
Music, Private Applied (major instrument)** .....	16
Music 139 (2,2) Diction for Singers (required for voice students) .....	4
Music, Major Ensemble (one hour per semester)*** .....	8
Professional Education Requirements .....	24
CI 200 .....	2
Foundations of Education 380 .....	2
Education 381 .....	1
Education 305 .....	3
Special Education 400 .....	3
Curriculum and Instruction 451c(5) and Curriculum and Instruction 352 (5) .....	10
CI 440 for Missouri Certification .....	3
Additional Requirement .....	3
Health Education 201 .....	
Minimum .....	155

- \* Students concentrating in voice or theory/composition should include two years of foreign language (generally one year each of French and German). Students should consult with their music adviser regarding sequence to be followed. Foreign Language counts toward the General Education skills requirement. This requirement is in addition to Music 139.
- \*\* One year of French or German is recommended for the student with a choral emphasis in music education.
- \*\*\* Music 165(2) is required of all students with piano emphasis. Music 365(2) may be substituted for ensemble requirements.

\*\*\*\* Study on a secondary instrument is possible if requirements for class instructions are met by proficiency.

Prior to approval for student teaching, students must satisfy the course of study and proficiency prerequisites as established by the Music Department.

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.

#### **DEGREE REQUIREMENTS:**

##### **BACHELOR OF MUSIC**

##### **SPECIALIZATION IN THEORY/COMPOSITION**

General Education Requirements	44
(Some General Education requirements may be satisfied while completing this major concentration. Students in this degree program elect option B in the skills area, which includes foreign language).*	
Requirements for Major in Music	78
Music 125(8), 225(8), 121(2), 221(2), 309(6), 312(6), 326(6), 357(6), 411(2), 442(6)**	52
Music, Private Applied**	12
Music, Major Ensemble	8
Music electives***	6
Minimum	124

\* Students concentrating in voice or theory/composition should include two years of foreign language (generally one year each of French and German). Students should consult with the music adviser regarding the sequence to be followed. Courses taken in Foreign Language may be used in meeting the General Education skills requirement. This requirement is in addition to Music 139.

\*\* Private applied piano until proficiency is satisfied; thereafter, any instrument or voice. Students are expected to enroll for applied study for a total of 6 semesters. Voice students must take 139 (4).

\*\*\* A program of electives must be approved by a faculty committee. Students with emphasis in composition normally elect 412 (6), those students emphasizing music theory normally elect 481.

#### **DEGREE REQUIREMENTS:**

##### **BACHELOR OF MUSIC**

##### **SPECIALIZATION IN MUSICAL THEATER**

General Education Requirements	44
(Some General Education requirements may be satisfied while completing this major concentration.)	
Requirements in Theater	28
Dance 114 (3), 210a(2), 211(2), 212a(2), 213(1)	10
Acting: Theater 112a(3), 112b(3), 210(3)	9
Musical Theater Workshop:	
Theater 309 (3)	3
Introduction to Technical Theater:	
Theater 150a, or b, (3)	3
Modern Theater History: Theater 401 b (3)	3
Requirements in Music	56
Music, Private Applied Voice	16
Music 139 (2,2)	4
Choral Ensemble: 444 (1, 1, 1, 1)	4
Musical Theater Ensemble: Music 342(1), Theater 230(2), 330(2), 430(2)	7
Music: Music 125 (8), 225 (8), 121(2), 221(2)	20
Music History: Music 357b(3)	3
Music 411	2
Minimum	124

#### **MINOR REQUIREMENTS**

Students wishing to minor in Music must consult with a designated adviser to develop an approved program before beginning coursework. Students studying Music Theory must take at least one course in theory and one course in music literature as approved by the adviser. In order to obtain a minor in Music, students must complete a total of 24 hours in approved Music courses with a cumulative average of 2.60 or better.

Students seeking minors in Music are expected to build a concentration in one particular area of music; a minimum of 8 hours in any one area constitutes a concentration. The following areas of concentration are suggested: Performance (solo and ensemble); Theory; History/Literature; Jazz; and Music Education. Certain activities such as private applied study, advanced level courses, and some ensembles require an audition and/or prior approval of the instructor.



## PHILOSOPHICAL STUDIES

### PROFESSORS:

Barker, J.A.; Danley, J.R.; Hamrick, W.S.; Nabe, C.M.; Paxson, T.D. (Chair); Ruth, S.; Simon, M.A.; Wolf, R.G.

### ASSOCIATE PROFESSORS:

Cataldi, S.L.; Kim, S.K.; Lawrence, E.G.; Vailati, E.

### ASSISTANT PROFESSORS:

Fields, G.P.; Hill, J.D.; Ware, R.B.

Philosophy is the attempt to think carefully and critically about the nature of the world, the significance of life, and goals we should pursue both as individuals and as a society. Philosophers consider a number of complex questions, which may include 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

One value of philosophy lies in its ability to help willing students grow and develop as persons. Philosophy is helpful to people in all occupations and professions because it can help them think more carefully and critically, and can lead to a greater sensitivity to issues and persons. Consequently, Philosophy is a desirable minor for almost everyone.

Philosophy is especially appropriate as a minor for those who plan to enter the professions of teaching, law, medicine, journalism, theology, science, or social service. In an increasing global and competitive market that values those who can think

clearly and critically, the major in Philosophy offers an extremely attractive program to expose students to diverse ways of seeing the world differently. In addition, because of the modest number of hours required for a philosophy major, many students find it convenient to plan a double major, uniting Philosophy with such other academic fields as political science, English, foreign language, business, computer science, mass communication, or art. For more information or assistance concerning the Philosophy program, please contact the Department of Philosophical Studies in Peck Hall.

### ADMISSION REQUIREMENTS

Undergraduate students who intend to apply for a major in Philosophy must satisfactorily complete (with a grade of C or better) Philosophy 106 or its equivalent before applying for a major in Philosophy. Philosophy 106 or its equivalent does not count for credit toward the major in Philosophy.

### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS

#### PHILOSOPHY

General Education Requirements ..... 42-44  
(Some General Education requirements may be satisfied while completing this major concentration.)

Requirements for Concentration in Philosophy  
Total Number of Hours Required in  
Philosophy ..... 33  
Specific Required Philosophy Courses ..... 18  
Philosophy 233 (Philosophies and  
Diverse Cultures) ..... 3  
Philosophy 300 (Ancient Greek  
and Roman Philosophy) ..... 3  
Philosophy 302 (Classical  
Western Modern Philosophy) ..... 3  
Philosophy 320 (Ethics) ..... 3  
Philosophy (Theories of Knowledge)  
or Philosophy 330 (Metaphysics) ..... 3  
Philosophy 490 (Special Problems) ..... 3  
Philosophy Electives ..... 15

Other Program Requirements:  
Foreign Language ..... 8  
Minor ..... 18  
Additional Electives ..... 21-23  
Total ..... 124

Every Philosophy major must complete the Senior Assignment in order to graduate.

## MINOR REQUIREMENTS

A minor in Philosophy consists of 18 hours in Philosophy courses. Philosophy 111 may count toward the 18 hours. Students must successfully complete (earn a grade of C or above) Philosophy 106 or its equivalent before they apply for a minor in Philosophy. Philosophy 106 or its equivalent does not count for credit toward the minor in Philosophy.

It is strongly recommended that all students elect Philosophy 111 early in their careers; the hours credited will count toward the major in Philosophy only if they are among the first nine credit hours in Philosophy. If students are considering graduate work in Philosophy, they should take two years of a foreign language, preferably French or German, and Philosophy 213 or 411.

## ACADEMIC STANDARDS

Both for majors and minors in Philosophy, credit is allowed only for those Philosophy courses in which the grade earned is C or above.

## PHYSICS

### PROFESSORS:

Boedeker, R.R.; Braundmeier, A.J. (Chair); Chow, H.C.; Henderson, G.A.; Hill, R.C.; Pogatshnik, G.J.; Swamy, P.N.

### ASSOCIATE PROFESSORS:

Parman, C.E.; Zurheide, F.W.

### ASSISTANT PROFESSORS:

Grice, W.P.; Shaw, K.A.

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 yet not 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

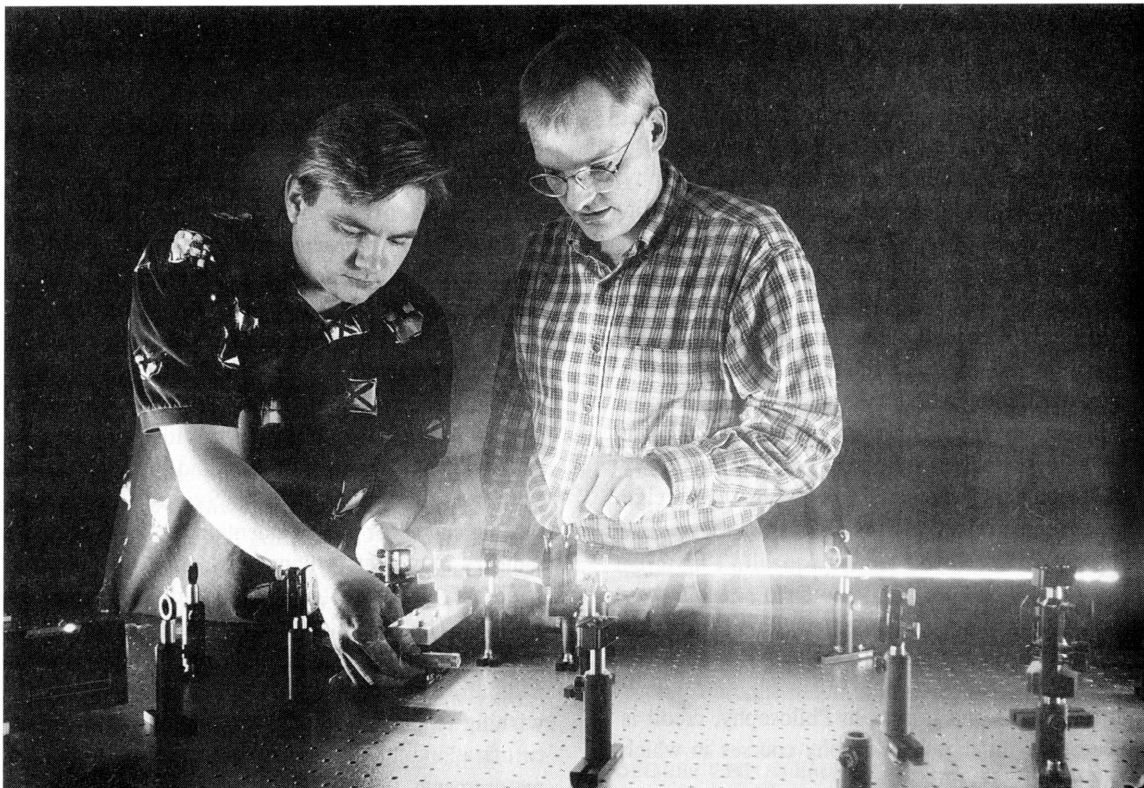
between classical physics and modern physics), and, modern physics, including quantum theory and atomic and nuclear physics. Throughout their study of physics, students learn applications that lead to a variety of specialized fields of study. For example, solid state theory of semiconductors and transistors brings students into contact with electrical engineering and the electronics industry; classical mechanics introduces the techniques of the mechanical and civil engineer; and nuclear physics acquaints the student with nuclear fission and nuclear fusion reactions.

The Department of Physics provides two degree programs: the Bachelor of Arts and the Bachelor of Science. 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. Students wishing to pursue a career in teaching may obtain certification with either degree by meeting additional requirements.

The Physics Department maintains teaching and research laboratories in which students develop measurement and data-analysis skills. Seniors often develop individual research projects suited to their interests. The department's five experimentalists each maintain a research laboratory devoted to basic and applied studies in optics and material science. The laser laboratory has a YAG laser used to investigate the properties of potential new laser materials. The Ti-Sapphire laser located in the quantum optics laboratory is used to investigate the unusual properties of photons and their interaction with matter. Personnel in the optical coating laboratory design, produce and analyze novel thin film devices used in controlling light in multipurpose applications. Research in the magneto-optics lab involves the interaction of light with important magnetic materials. Students and faculty in the semiconductor laboratory are exploring new materials for electronic devices and are seeking to better understand the source of noise in existing electronic devices.

## 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



*Physics student Shawn O'Connor (left) and Assistant Professor Warren Grice experiment in the laser lab.*

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.

### **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. 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.

### **ACADEMIC STANDARDS**

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:
  - A. Grade point average of 1.0 or below in any term;
  - B. Cumulative grade point average below 2.0 in the major at any time;

- C. 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;
  - D. Any combination of three withdrawals, incomplete, 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.

## GRADUATION REQUIREMENTS

The following requirements must be met in order to obtain a degree in Physics:

- A. Earn a minimum of 124 hours of acceptable credit with a cumulative grade point average of 2.0 or higher;
- B. Complete the minimum number of credit hours required for a particular degree;
- C. 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;
- D. Earn a GPA of 2.0 or above in all major courses numbered above 299;
- E. 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.

## PHYSICS HONORS PROGRAM

An application for admission to the Physics Honors Program will be accepted only upon the student's admission to the Deans' Scholars Honors Program and after application for a major in Physics. The requirements for admission to the Deans' 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), Senior Physics Honors 490 (3), and Physics Honors Thesis 495(3). In addition, Honors students are required to take the quantitative Graduate Record Examination, or the equivalent, and achieve a score in the 85th percentile or better. 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 Deans' Scholars adviser will serve as the adviser for Physics Honors Students. The faculty adviser will help students complete the program requirements.

## DEGREE REQUIREMENTS:

### BACHELOR OF ARTS

#### PHYSICS

General Education Requirements .....	42-44
The General Education curriculum requires 42 or 44 hours of General Education credit. For the Bachelor of Arts degree, 8 hours of foreign language is required. Also note that students seeking teacher certification must take specific general education requirements. See the Secondary Education section of this catalog for details.	
Physics Requirements .....	43
PHYS 211a,b, 212a,b, 302, 303, 308, 310, 312, 318, 405a,b, 415a,b, 420 or 421	
Chemistry Requirements .....	10
CHEM 121a,b, 125a,b,	
Mathematics Requirements .....	17
MATH 150, 152, 250, 305	
Electives and/or Minor .....	10-12
Minimum Required .....	124

## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE

#### PHYSICS

General Education Requirements .....	42-44
The General Education curriculum requires 42 or 44 hours of General Education credit. Also note that students seeking teacher certification must take specific general education requirements. See the Secondary Education section of this catalog for details.	
Physics Requirements .....	43
PHYS 211a,b, 212a,b, 302, 303, 308, 310, 312, 318, 405a, b; 415a, b; 420 or 421	
Chemistry Requirements .....	10
CHEM 121a,b, 125a,b,	
Mathematics Requirements .....	17
MATH 150, 152, 250, 305	
Electives and/or Minor .....	10-12
Minimum Required .....	124

**DEGREE REQUIREMENTS:****BACHELOR OF SCIENCE****PHYSICS****SECONDARY EDUCATION TEACHER****CERTIFICATION**

Students who wish to teach at the secondary level may choose the Bachelor of Science degree with a major in Physics. This major constitutes the teaching field specialization for the education degree. Students must meet the course requirements for the major and maintain an overall 2.5 grade point average. Students must also meet general education and complete 28 hours of professional education requirements for secondary education certification plus Health Education 201. Interested students are referred to the **School of Education** section of this catalog.

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.

**MINOR REQUIREMENTS**

The minor program in Physics consists of 18 hours including 211, 212, and 302 with a grade point average of 2.0 or higher. The remaining 4 hours of elective courses are Physics courses above 302, subject to approval by the Physics Department chair. At least 6 hours must be SIUE credit.

**POLITICAL SCIENCE****ASSOCIATE PROFESSORS:**

Bailey, M.B.; Farrell, J.V. (Chair); Schwartz, D.F.; Westfield, L.P.

**ASSISTANT PROFESSORS:**

Dolman, E.C; Greenwood, S.; Mauer, L.M.

The Department of Political Science offers courses broadly concerned with the study of government and

politics, organized into six sub-fields. In American 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 explore the political, legal, and administrative processes of 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.

The study of political science can serve as preparation for a number of different careers, as the core of a liberal education, or as a source of interesting and valuable electives. In an era in which government has become more important in our daily lives, knowledge of government and its processes is vital if citizens are to be able to cope with or influence them.

Students entering Political Science programs must have completed the General Education requirement for writing skills courses (i.e., English 101 and 102 or equivalent) and must have resolved all high school course deficiencies. Students should consult the department's undergraduate advisers as soon as possible after applying for a major. The adviser will provide students with initial orientation to the department's programs and will arrange for their continuing advisement. A pre-law adviser helps students prepare courses of study and can provide useful information about law school admission. Faculty members in Public Administration can provide course work, information and guidance for undergraduates planning a career in public service.

The department conducts two internship programs in which students can obtain both practical experience and an opportunity to evaluate potential careers. The Legal Internship places selected pre-law students in the offices of public defenders, prosecuting officers, and court officials. The Internship in Government allows students to work in the offices of local, county or state officials. Among the resources available to



students is the Political Science Laboratory, which contains a growing collection of reference materials, including guides to the data of the Inter-University Consortium for Political and Social Research.

### 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. 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 will have, as well, 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 REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE POLITICAL SCIENCE

General Education Requirements	42-44
(For the Bachelor of Arts degree, option B in General Education skills must be chosen.)	
Major Requirements	33
A minimum of 33 hours, including 111 and 112, and at least 3 hours in four of the six subfields: American Government and Politics, Comparative Politics, International Relations, Political Theory, Public Administration, and Public Law.	
Minor	18-21
Electives**	26-31
Total	124

\* Requirements for the Bachelor of Science degree differ from those for the Bachelor of Arts degree in that a foreign language is not required. A minimum grade point average of 2.0 is required in major courses.

\*\* Students must complete the University's Constitution requirement. A course fulfilling this requirement may be included in the General Education or elective requirements.

### EXIT REQUIREMENTS

All students majoring in political science must complete a Senior Assignment, which includes a comprehensive written examination and a portfolio, during their last term in residence.

### MINOR REQUIREMENTS

The requirements for a minor in Political Science include the following: a minimum of 18 hours, including 111 and 112, and at least one course in three of the six areas of specialization. A minimum grade point average of 2.0 is required in Political Science courses.

## SCIENCE

### ASSOCIATED FACULTY:

AbuSharbain E.M. (Biological Sciences); Bryan, V.R. (Chemistry); Hasty, M.L. (Mathematics); Parman, C.E. (Physics); Smith, F.M. (Biological Sciences); Keck, P.J. (Chemistry); Winnett, D.A. (Education); Zurheide, F.W. (Physics); Shaw, K.A. (Physics); Staley, D.D. (Chemistry); Plunk, D.L. (Biological Sciences)

Under the description titled "Science" are collected Science courses and programs that are cross-disciplinary and those that are primarily for students interested in teacher education. Students interested in science and/or mathematics education should seek advice from one of the faculty members listed above.

The College of Arts and Sciences, in cooperation with the Department of Curriculum and Instruction in the School of Education, offers a broad teaching field program in General Science. This program, through which prospective teachers can meet Illinois certification requirements to teach General Science in

junior and senior high schools, satisfies the guidelines of the National Science Teachers Association.

Prospective teachers, both elementary and secondary, are served by a Science Resource Center that contains samples of textbooks, teaching aids, videotapes, and computer programs for the teaching of science. A complete set of mathematics and science kits may be borrowed from the Science Resource Center for student teaching.

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#### DEGREE REQUIREMENTS:

##### GENERAL SCIENCE EDUCATION

##### SECONDARY EDUCATION TEACHER

##### CERTIFICATION

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General Education Requirements .....	42
An overall grade point average of 2.5 is required for admission to the School of Education Teacher Certification program.	
Skills Option A (48 hours) is recommended, and the Skills course CS 108 is required for this major.	
Biology Requirements .....	11 - 12
BIOL 120, 121, plus 3 - 4 hours from 240a, 250 or 350	
Chemistry Requirements .....	8 - 10
CHEM 120a,b, and 124a,b (or CHEM 121a,b and 125a,b)	
Earth/Space Requirements .....	9
ESCI 111, GEO 210 PHYS 356	
Mathematics Requirements* .....	8
MATH 125, 150	
Physics Requirements .....	10
PHYS 206a,b (or PHYS 211a,b and PHYS 212a,b)	
Methods of Teaching Science .....	6
One of BIOL 494, CHEM 494, GEOG 441, PHYS 494, plus 3 hours from SCI 341, 405, 412, 415, 425, 435, 452, 489	
Health Education 201 .....	3
Professional Education Requirements .....	28
See Secondary Education	
Science/Mathematics Electives .....	3
(A course in statistics is recommended.)	
Total .....	128 - 131

\* For Illinois endorsement to teach junior high/middle school mathematics, see Department of Mathematics, Education Minor. This minor will satisfy the mathematics requirements for the General Science 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 adviser in the Office of Clinical Experience, Certification and Advisement of the School of Education for admission to the teacher education program.

## SOCIAL WORK

#### PROFESSORS:

Regulus, T.A. (Chair); Trent, J.W.

#### ASSOCIATE PROFESSORS:

Cingolani, J.; Kissman, K.

#### ASSISTANT PROFESSORS:

Brown, V.; O'Brien, G.; Scandell, D.; Tunney, K.; Wesley, C.A.

#### INSTRUCTOR:

Poos, S.

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. A secondary objective of the program is to prepare graduates for specialized graduate studies in social work. The program has been accredited by the Council on Social Work Education. The accredited status of the program enables graduates to take the state licensing examination for social workers after completing post-graduation practice experience.

Although the Social Work program prepares generalists for many types of practice, it offers opportunities to explore specific interests through the selection of electives and the field placement setting. The program consists of specified courses in the General Education program, supporting courses in other disciplines, and Social Work courses. Social Work is a profession concerned with helping to solve problems in the interactions between people and their social environments, and with providing people access to needed resources and social services. The social worker acts as a facilitator of change with individuals, families, groups, organizations and communities; promotes improvement in social conditions; and serves as an advocate for people who are discriminated against or disadvantaged.

In addition to on-campus coursework, Social Work students do field work in local social service agencies in several courses. This culminates in the senior field placement (SW 482 and 483), which requires a total of 400 hours of supervised social work practice in a local agency over two consecutive semesters. This field placement is arranged in advance with the Practicum Coordinator and is designed to meet students' needs and interests within the context of the educational objectives of the program.

### ADMISSIONS REQUIREMENTS

Students may apply for acceptance into the major anytime after one semester of full-time college or university enrollment, (or the equivalent number of credits) with a grade point average of 2.5 or above. Students wishing to major in Social Work must meet with the Social Work Undergraduate Director to receive permission to enter the program.

In addition to evidence of academic ability demonstrated by grades, other factors are considered in admission. Much of the knowledge and many skills needed for successful practice can be taught in a formal setting, but students' personal characteristics are also a factor in successful learning and competent practice. The faculty assumes a responsibility to the profession, to students, and to the consumers of social services to admit to the program those persons with good potential for effective social work practice. Other factors considered in admission are students' ability to communicate thoughts and feelings clearly and effectively, and evidence of initial commitment to social work as a career. Other factors may be considered in the admission process with the informed consent of the student. Students who plan to enter the program should meet with the Social Work Undergraduate Director 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 STANDARDS

All required Social Work courses must be completed with a grade of C or above. If a student receives a grade of D, E, WE, or WP in a required Social Work course, that course must be completed on the next attempt with a grade of A, B, or C. If this requirement is not met, the student must petition the faculty for approval to enroll in the course for a third attempt.

Students must maintain a cumulative average of C or above in Social Work courses. Each student's progress is reviewed after completion of SW 315 to determine whether the student will be permitted to enter the senior practicum courses.

### 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 health or mental health or family service agencies. The bachelor's degree from a Council on Social Work Education-accredited program qualifies graduates to take the licensing examination in Illinois after three years of professional experience. In addition, most graduate Social Work programs offer advanced standing to entering students with the Bachelor's degree in Social Work.

### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE SOCIAL WORK

#### General Education Requirements .....42-44

NOTE: Eight hours of foreign language are required for a Bachelor of Arts degree. There are specific General Education requirements for Social Work majors. These should be completed before enrolling in 400-level Social Work courses. Some General Education courses are prerequisites for some Social Work courses. See course descriptions for specific prerequisite requirements. The following General Education courses are required:

Economics 111 or equivalent  
Biology 111 or equivalent  
History 111b or equivalent  
Statistics 107 or equivalent  
Psychology 111 or Sociology 111 or Anthropology 111

One course each in Philosophy and English Literature at introductory or distribution levels with the exception of Philosophy 106.

NOTE: Some general survey courses in these disciplines may be substituted for the introductory course by consent of the Social Work adviser.

#### Supporting Courses .....12

Sociology 312-Social Research Methods  
Sociology 304-Race and Ethnic Relations

OR

Speech Communication 210- Interracial Communication  
Economics 327-Social Economics: Issues in Income Distribution, Employment and Social Policy  
Political Science 342-Issues in American Public Policy

#### Social Work Required Courses .....41

200, 201, 301, 302, 303, 315, 316, 400, 401, 482, 483

Social Work Electives .....	6
Electives .....	21-23
Total .....	124

### SENIOR ASSIGNMENT

As part of the University's assessment program, all undergraduate majors in Social Work are required to complete a senior assignment. The senior assignment in Social Work is based on several written and oral assignments in the field placement course (SOCW 483), as well as evaluation by placement supervisors of students' readiness for professional practice.

More information about the Senior Assignment in Social Work may be obtained from the departmental office, Peck Hall, room 1234.

## SOCIOLOGY

### PROFESSORS:

Barlow, H.D. (Chair); Blain, R.R.; Farley, J.E.; Finkelstein, M.; Handel, W.H.

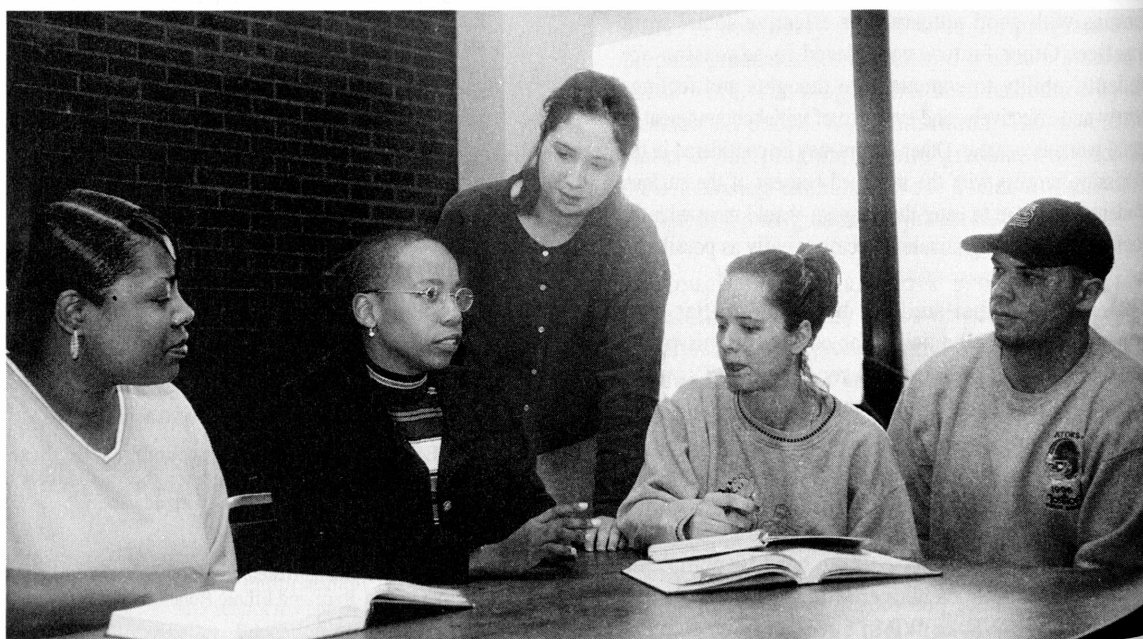
### ASSOCIATE PROFESSOR:

Riley, L.E.

### ASSISTANT PROFESSORS:

Hamer, J.; Kauzlarich, D.; Markowitz, L.; White, M.

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 underground illegal activities; racial, gender, and ethnic conflict; poverty; social inequality; health care; 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.



Assistant Sociology Professor Jennifer Hamer (second from left) talks with students Vashti Wilburn, Michelle Coady, Carrie Behnke and Jason Moellering from her *Race and Ethnic Relations* class.

## STATEMENT OF MAJOR GOALS: SOCIOLOGY

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.

1. Understanding the Sociological Perspective:
  - a. The ability to comprehend that society has an existence and reality above and beyond the individuals and groups that comprise it; that social relations are self-generating and ongoing.
  - b. The ability to identify and analyze gender, race, and class differences that unify and divide people; to understand interests, needs, and power differentials as they relate to the social distribution of human resources; to understand cultural diversity and relativity, and to appreciate human interdependence.
  - c. The ability to comprehend that social norms, roles, values, and beliefs are socially constructed through processes of interaction and the application of meanings to people, actions and events.
2. Analytical/Problem-Solving Skills:  
The ability to define a problem, generate appropriate data, pose solutions, assess consequences and effects, and to use quantitative and qualitative methodologies in the refinement of sociological knowledge.
3. Participatory and Policy-Analysis Skills:  
The ability to understand, participate in, and foster group activities; to analyze and facilitate cooperation, leadership, decision-making, and interpersonal communication in group contexts; to analyze complex social problems and relate them to social, political, legal, and economic policies.

## 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.

More detailed information on career opportunities for Sociology graduates is available in the departmental office, room 1230, Peck Hall. Interested students may also contact the chair or undergraduate advisers by calling 618-650-3713.

## DEGREE REQUIREMENTS:

### BACHELOR OF ARTS OR BACHELOR OF SCIENCE SOCIOLOGY

General Education Requirements .....	42-44
(Some General Education requirements may be satisfied while completing the major requirements.)	
Requirements for Major in Sociology .....	30
Sociology 312, 318, 351, 495 .....	12
Sociology Electives .....	18
Electives .....	50-52
Bachelor of Arts .....	44
Bachelor of Science .....	46
Total .....	124

## PROGRAM OPTION 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 1210.

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#### **DEGREE REQUIREMENTS:**

#### **BACHELOR OF ARTS OR BACHELOR OF SCIENCE**

#### **SOCIOLOGY**

#### **EMPLOYMENT RELATIONS OPTION**

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General Education Requirements .....	42-44
Requirements for the Sociology Major with the Program Option in Employment Relations .....	45
Sociology 111, 312, 318, 338, 351, 431, 433 .....	21
Sociology Electives .....	9-15
Non-sociology Electives from a list provided by the Employment Relations Adviser .....	9-15
Electives .....	35-37
Total .....	124

#### **ADMISSIONS/ENTRANCE REQUIREMENTS**

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.

#### **RETENTION STANDARDS**

Students majoring in Sociology are required to maintain a cumulative average of 2.0 (C) or above in their Sociology courses.

#### **PROGRAM COMPLETION REQUIREMENTS**

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. 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 30 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 completion of 21 semester hours of Sociology. Sociology 495 is usually offered both in spring and fall semesters.

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.

#### **MINOR REQUIREMENTS**

For a minor in Sociology, students are required to complete 21 semester hours of Sociology electives. 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.

#### **SPEECH COMMUNICATION**

##### **PROFESSORS:**

McClearey, K.E.; Munshaw, J.A.; Salden, D.R.;  
Valley, D.B. (Chair)

##### **ASSOCIATE PROFESSORS:**

Perkins, L.L.; Zamanou-Erickson, S.

##### **ASSISTANT PROFESSORS:**

Stern, L.A.; Wrobbel, E.D.

Speech Communication is a discipline whose roots go back to the work of great orators and teachers of persuasive speaking in ancient Egypt, Athens, and Rome. The study of communication involves developing 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 contexts.

The 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. Students interested in careers as communication professionals may contact the Department at 618-650-3090.

### CAREER OPPORTUNITIES

In American society, 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: school teachers and administrators; managers, trainers, and consultants in organizations; public relations; facilitators in human relations and employee assistance programs; sales; and government. 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, and to help them select internships, minors, and elective courses to complement the Speech Communication major.

### ADMISSION TO THE MAJOR

To be accepted as a major in Speech Communication, a student must have completed the General Education oral skills course SPC 103 - Interpersonal Communication Skills (or equivalent) with a grade of C or higher and must have a cumulative grade point average of 2.0 or higher (on a 4.0 scale).

### DEGREE REQUIREMENTS:

#### BACHELOR OF SCIENCE SPEECH COMMUNICATION

General Education Requirements .....42-44  
(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.) All students must complete the University's Constitution requirement.

#### Requirements for Major in Speech Communication ..... 37

1. SPC 223, 239, 330 and 409 .....13
2. Two Presentation Skills courses ..... 6  
Select from SPC 104, 200, 261 and 300.
3. Two Conceptual Area courses ..... 6  
Select from SPC 410, 411, 431, 433 and 434
4. Four Communication Applications .....12  
courses. Select from SPC 201, 203, 210, 213, 305, 313, 331, 403, 413, 414, 423, 435, 461, 462 and 464
5. Elective in Speech Communication. .... 1  
Students may select from any of the above courses or SPC 103, 105, 309, 419 add 491

Note: SPC 111 does not count for major credit.

Minor .....18  
(The actual number of hours for the minor may vary, depending on the field that is selected.)

Electives .....24-26

Total ..... 124

In addition to meeting their academic responsibilities, students are expected to integrate into their learning a broad range of campus and community communication activities. The independent projects course, SPC 309, offers one to six hours of academic credit for such activities. SPC 491, an internship course, enables qualified juniors and seniors to gain professional experience in career environments.

Majors seeking certification for teaching should meet with the Director of Speech Communication Education for advisement and current information. In addition to selecting the Speech Communication major, these students should select a minor in a second teaching field and should expect to complete 28 hours of professional education courses, including student teaching, as part of their general electives. Certification in speech from the State of Illinois requires a minimum of one course in each of the following areas: Public Speaking (SPC 105 or SPC 200), Interpersonal Communication (SPC 103 or SPC 223), Group Discussion/Dynamics (SPC 201), and Oral Interpretation (SPC 261). SIUE requires a

methods course for teaching speech (SPC 461). The State of Illinois requires three courses in English (General Education courses may be counted) and teacher certification candidates must pass a broadly based competency test in the major area.

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#### **DEGREE REQUIREMENTS:**

##### **BACHELOR OF ARTS SPEECH COMMUNICATION**

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The requirements are the same as those described above, plus eight hours of the same foreign language as part of the 24-26 elective hours.

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#### **DEGREE REQUIREMENTS:**

##### **BACHELOR OF ARTS OR BACHELOR OF SCIENCE SPEECH COMMUNICATION TEACHER CERTIFICATION**

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Students seeking the Bachelor of Arts or the Bachelor of Science degree for teacher certification must take the program outlined above for majors, including SPC 261 and SPC 461, and must meet General Education and professional education requirements as required by the School of Education.

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.

#### **MINOR REQUIREMENTS**

To be accepted as a minor in Speech Communication, a student must have a cumulative grade point average of 2.0 or higher (on a 4.0 point scale). An 18-hour minor (21 hours for a second teaching field) in Speech Communication may comprise any courses offered in the Speech Communication curriculum. Students and their respective advisers will set up a minor program that includes courses that best meet the students' academic and career interests. Students selecting Speech Communication as a second teaching subject must include SPC 261 and SPE 461. No more than one of the three general education oral

communication skills courses (SPC 103, 104, and 105) may be applied to the 18 semester hours necessary for the minor. At the time they apply for their minor (or earlier), students should consult with the Speech Communication Director of Undergraduate Studies, 618-650-3090.

Note: SPC 111 does not count for minor credit.

## **THEATER AND DANCE**

#### **PROFESSORS:**

Bukalski, P.J.; Grivna, W.J.; Jarrell, J.C.; Swezey, C.O.

#### **ASSOCIATE PROFESSORS:**

Mackie, W.C. (Chair); Shaul, K.J.

#### **ASSISTANT PROFESSOR:**

Cocuzza, P.

#### **INSTRUCTORS:**

Beals, P.C.; Collyar, Y.M.; Dorethy, J.R.; Hagan, L.K.

#### **ASSISTANT IN THEATER AND DANCE:**

Goldston, V.

#### **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.

Because employment in professional theater and dance is very competitive, career opportunities largely depend on the graduate's initiative and artistic skills. In addition to preparing students for work in professional theater, entry into professional training schools, or entry into graduate programs in theater or dance, the degree in Theater and Dance also may lead to career opportunities in television, radio, or promotional work.

#### **DESCRIPTION OF DEPARTMENT, UNITS, 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 mainstage and student experimental theater productions. Students majoring in Theater and Dance may elect either a General Liberal Arts degree in Theater and Dance or one of three specialization programs: Performance, Design/Technical Theater, and Dance.

Practicum training studios enable students to learn the arts of theater and dance through instruction and participation in a series of major and minor presentations for class, University, and community audiences through the Student Experimental Theater Organization and the University Dance Organization.

All students desiring further information about work in theater and dance should contact the Department of Theater and Dance. Students must be advised by a member of the department faculty who may grant permission to enroll in courses.

Students in the Theater/Dance major or minor must maintain at least a 2.0 GPA and must complete each course with a grade of C or above to remain in the program.

The Electronic Imaging laboratory in the Department of Theater and Dance is a specialized multi-image laboratory available to all students. The multi-image capabilities include the combination of video recordings, computer animation, photography, and computer graphics to produce a variety of two-dimensional and video products.

#### DEGREE REQUIREMENTS:

#### BACHELOR OF ARTS OR BACHELOR OF SCIENCE THEATER

General Education Requirements	.44
(Option B-includes foreign language)	
Major Requirements	.39
Core Courses:	
THEA 112a, 121, 265	.8
Two of the following:	
THEA 150a, b, c	.6
DANC 114	.3
Major Courses:	
Two of the following:	
THEA 241, 401a, 401b,	
DANC 440	.6
THEA 204 and 320	.6
Practicum: select from THEA 130,	
230, 330, 430, 450, 460, 470,	
DANC 460	.2
Senior assignment project: selected from	
THEA 410a, 455, DANC 450	.3
Electives in Theater and Dance	.11



*Students produce and perform Dance in Concert each year.*

Minor Requirements .....18-24  
The minor must be in a field included in the General Education program or approved by the Department (actual number of credit hours determined by minor selected).

Electives .....10-16  
(At least 9 credit hours of electives must be taken outside the Department of Theater and Dance.)

Total .....124

#### DEGREE REQUIREMENTS:

##### BACHELOR OF ARTS\* OR BACHELOR OF SCIENCE THEATER

##### SPECIALIZATION IN DESIGN/TECHNICAL THEATER

General Education Requirements .....42-44  
(Option B - includes foreign language)

Major Requirements .....56  
Core Courses:  
THEA 112a, 121, 265 .....8  
Two of the following:  
THEA150a, b, c .....6  
DANC 114 .....3  
Specialization Courses:  
THEA150a, b, c .....3  
THEA 204, 250, 260, 270, 320,  
401a, 401b, 480 or 482 .....24  
Senior assignment (THEA 455) .....3  
ART112a, 112b, 225a or 225b .....9  
Electives in Theater and Dance .....0-11

Approved Minor .....18-24

Total .....125-128

#### DEGREE REQUIREMENTS:

##### BACHELOR OF ARTS OR BACHELOR OF SCIENCE THEATER

##### SPECIALIZATION IN DANCE

General Education Requirements .....42-44  
(Option B - includes foreign language)  
(Six credit hours of major courses may satisfy General Education requirements while completing this degree.)

Major Requirements .....53  
Core Requirements:  
THEA 112a, 121, 265 .....8  
Two of the following:  
THEA150a, b, c .....6  
DANC 114 .....3  
Specialization courses:  
Technique and performance:  
DANC 210a, 210b, 211a, 211b, 310a,  
310b, 311a, 311b, 410a, 411a .....20  
Theory:  
DANC 320, 420a, 420b,  
430, 432, 440 .....13

Senior assignment: DANC 450 .....3  
Electives .....11

Minor in other discipline .....18-24

Total .....127-129

#### DEGREE REQUIREMENTS:

##### BACHELOR OF ARTS\* OR BACHELOR OF SCIENCE THEATER

##### SPECIALIZATION IN PERFORMANCE

General Education Requirements .....42-44  
(Option B - includes foreign language)  
(Six credit hours of major courses may satisfy General Education requirements while completing this degree.)

Major Requirements .....53  
Core Courses:  
THEA 112a, 121, 265 .....8  
Two of the following:  
THEA 150a, b, c .....6  
DANC 114 .....3  
Specialization courses:  
THEA 112b, 204, 210a, 215a .....33  
310a, 310b, 320, 401a,  
401b, 410a, 410b  
Practicum: selected from  
THEA 130, 230, 330, 430 .....3  
Senior assignment (THEA410a) .....3  
Electives in Theater and Dance .....0-11

Approved Minor .....18-24

Total .....125-127

#### THEATER AND DANCE MINOR

The theater minor consists of 23 hours: THEA 112a, 121, 150a, 265, DANC 114, and 9 hours of approved electives in Theater and/or Dance.

## THE BACHELOR OF LIBERAL STUDIES

The Bachelor of Liberal Studies degree program is designed to provide the opportunity for students to pursue a broad-based education in liberal arts and sciences. Students in the program are offered the flexibility to develop individualized programs of study with an interdisciplinary focus. Unlike other majors, the Bachelor of Liberal Studies emphasizes breadth of study rather than focus on a single discipline. The program is designed to meet the needs



of students whose interests may not be fully met with specific curricula and who have integrative abilities to plan and develop a program appropriate to those interests.

Admission to the degree program is based on approval of a proposed plan of study prepared by students in accord with the requirements listed below. The proposal should include a statement of educational goals and the relevance of the Bachelor of Liberal Studies degree to those goals. Students should have at least a 2.0 grade point average at the time of entry into the program.

Once admitted to the program, students are assigned to the Bachelor of Liberal Studies academic adviser in Academic Counseling and Advising, who will help them finalize the plan of study.

An approved student proposal constitutes an educational contract, which may be modified only after approval by the BLS adviser. The educational contract should reflect a curriculum with an interdisciplinary focus in broad area requirements as well as in elective courses. Students who plan to pursue graduate study should develop a contract that can satisfy graduate admission requirements.

Students should apply for a Bachelor of Liberal Studies major before their senior year. Seniors may enter the program provided they develop a statement of educational goals to demonstrate relevance of the Bachelor of Liberal Studies degree to their goals and provided they develop a proposed plan of study to satisfy all prescribed course work indicated below as Degree Requirements.

### **CAREER OPPORTUNITIES**

The Bachelor of Liberal Studies is intended to enhance knowledge in a variety of areas. The extensive course alternatives available through this program allow students to adapt their curriculum to meet individual needs. This process enables the student to develop a comprehensive resume to reflect individual characteristics and capabilities expected of 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.

### **BACHELOR OF LIBERAL STUDIES DEGREE REQUIREMENTS**

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

At least 15 semester hours, in addition to the General Education requirements, must be completed with grades of C or better, of the disciplinary distributions indicated below:

a. Natural and Physical Sciences .....15

b. Social Sciences .....15

c. Fine Arts and Humanities .....15

Not more than 6 of the 15 hours required in each area may be satisfied through introductory courses.

D. Elective Hours .....32-34

1. General Electives .....10-16

2. Focused Electives .....18-22

A specific interdisciplinary focus will be formulated upon entering the program and will become a part of students' educational contracts. The courses taken to satisfy elective hours will explicitly relate to this focus.

E. Senior Project .....3-6 hrs.

The Senior Project serves as the Senior Assessment with emphasis on the academic breadth of the Liberal Studies program. The nature of the experience must be specified and approved in advance by the student's adviser and project supervisor. Experiences might include a practicum, an internship, an integrative research paper, a presentation, or a creative project.

At least 30 hours of the total required for graduation should be earned through junior and senior level courses (300 and/or 400 level).

### THE ADULT COMPLETION TRACK (ACT)

Students who enroll in the Adult Completion Track will earn a Bachelor of Liberal Studies degree. On the Adult Completion Track you will have the added benefit of finishing your degree within a community of adult learners who share similar goals. ACT is designed for people who have an associate degree or at least 60 hours of college credit and would like to complete their bachelor's degree in Liberal Studies.

### ACT CURRICULUM REQUIREMENTS

Social Sciences .....	15
Econ 111, Econ 112	
Pols 342	
Soc 338	
Geog 401	
Natural and Physical Sciences .....	15
Math 111	
Biol 205	
Phys 356	
CMIS 108	
CMIS 342	
Fine Arts and Humanities .....	15
Eng 201	
Eng 491	
Phil 320	
Spc 203	
BLS 400 (Senior Project)	
Business .....	3
GBA 300	

ACT elective (variable) - 3-5 courses (9-15 hours), usually determined by minor selected.

### INTERDISCIPLINARY MINORS

In addition to the major programs above, minor concentrations are also available in a variety of traditional disciplines noted elsewhere in this catalog. Four interdisciplinary minors are described below.

#### MINOR IN BLACK AMERICAN STUDIES

The Black American Studies minor is multidisciplinary, with courses in seven departments. 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 selected from the following courses must include courses from three different departments and at least

three courses related to the Black experience in America:

Anthropology 310, 311, 411  
 Art 469a  
 English 205, 341, 342  
 History 352a, b, 442  
 Music 338  
 Political Science 342  
 Sociology 304

For additional information regarding this minor or any of the courses and for course advisement, contact the Black Studies adviser, currently Rudolph Wilson, Rendleman Hall, room 3108. 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 Philosophical Studies.

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 either in Greek or in Latin. Credit is granted for only those courses in which grades of C or above are earned.

Greek 101, 102 (Introduction to Greek)  
 Greek 201, 212 (Intermediate Greek)  
 Greek 499 (Readings in Ancient Greek)  
 Latin 101, 102 (Introduction to Latin)  
 Latin 201, 202 (Intermediate Latin)  
 Latin 499 (Readings in Latin)

Foreign Languages and Literature 141  
(Building Vocabulary Through Latin and Greek Word Elements)  
Foreign Languages and Literature 401  
(Comparative Latin and Greek Grammar)  
English 303  
(Literary Masterpieces: Ancient and Medieval)  
English 310 (Classical Mythology and Its Influence)  
History 113 (Survey of Ancient Civilization)  
History 303 (History of Ancient Near East)  
History 304 (History of Greece)  
History 306a,b (History of Rome)  
Philosophy 300  
(Ancient Greek and Roman Philosophy)  
Philosophy 440 (Classical Political Theory)  
Same as Political Science 484  
Art 225a (History of World Art)  
Art 447a,b (Ancient Art)

Because the following courses have variable content, they require advance approval by the Coordinator of the Classical Studies Minor:

Foreign Languages and Literature 390 -3  
Readings  
History 300 - 1 to 3 Special topics  
History 400 - 3 Topics in History  
History 410 - 1 to 3 Directed Readings  
Humanities 301-3, 302-3, 303-3 Humanities  
Honors  
Humanities 400 - 1 to 3 Symposium in the Humanities  
Philosophy 490 - 3 Special Problems  
Philosophy 495 - 1 to 3 Independent Readings

For more information, please contact the Coordinator of Classical Studies, currently Edwin Lawrence, Peck Hall, room 0224, 618-650-3266 or 618-656-7153.

### MINOR IN PEACE STUDIES

The Peace Studies minor is interdisciplinary and designed to provide students an understanding of one of the major issues of contemporary society — the problem of eliminating war in favor of nonviolent means of resolving disputes.

Relevant information comes from the areas of political science, philosophy, history, economics, anthropology, psychology, and sociology. This minor enables students to receive recognition for taking

courses that address the problem of war and peace from the perspective of various disciplines.

The Peace Studies minor is especially appropriate for students planning to enter professions such as journalism, government service, teaching, law, or international business. It is also a good minor for people interested in preparing themselves for their roles as citizens in a democracy.

For more information and advisement assistance, call 618-650-2253 or 618-650-2250, or visit the Coordinator of the Peace Studies Program, Thomas Paxson, in Peck Hall, room 3212.

### REQUIREMENTS

The minor in Peace Studies requires 18 hours. Only courses not used by students for their majors can be counted toward these 18 hours.

Students with a minor in Peace Studies should note not only the courses required for the minor, but also the prerequisites for these courses. It is advisable to take IS 340 — The Problem of War and Peace — early in the junior year in order to acquire a background for the other courses chosen for the minor.

Required Courses: .....9 hrs.

IS 340-3 The Problem of War and Peace  
POLS 370-3 Introduction to International Relations AND one of the following courses related to recent international conflict:  
HIST 344b-3 History of American Diplomacy (Since 1919)  
HIST 416-3 World War I and Its Aftermath  
HIST 418-3 World War II  
HIST 422b-3 Late Modern Europe (World War I through World War II)  
HIST 422c-3 Late Modern Europe (Since World War II)  
POLS 472-3 International Organizations

Elective courses: .....9 hrs.

Students select elective courses, approved by the Coordinator of the Peace Studies Program, that are related to the problem of war in the 20th century. The Coordinator will provide a list of approximately 40 courses that are suitable electives.

## MINOR IN WOMEN'S STUDIES

Women's Studies is a growing interdisciplinary field that emphasizes gender perspectives and contributions of women. Women's experience and learning styles have often been omitted in traditional curricula and textbooks. Consequently, Women's Studies courses focus on issues relating to gender as well as many untold stories of women, their lives, and their work.

Since its beginning in the United States in the early 1970s, Women's Studies has generated much scholarly inquiry into gender difference. In particular, Women's Studies encourages equal dignity and empowerment for women and men, and examines teaching styles and educational theories that incorporate women's concerns and experience.

A background in Women's Studies is valuable in the changing workplace with greater numbers of women seeking career advancement and entrepreneurial opportunities. Areas in which students have found Women's Studies of particular benefit include anthropology, business administration, communication, education, English, history, nursing, philosophy, political science, psychology, and sociology.

### REQUIREMENTS

The minor concentration in Women's Studies requires 18 hours of courses designated Women's Studies, including courses from at least three different departments. Students are required to complete WMST 200, Issues in Feminism.

Only 6 credit hours of Women's Studies courses in a student's major may count toward the Women's Studies minor. A grade point average of 2.50 is required in Women's Studies courses.

Required Courses: .....3 hrs.  
WMST 200

Departmental Courses: .....15 hrs.

Select any of the following cross-listed courses from at least three different departments, with a maximum of 6 hours from your major. Variable content WMST courses count as department of instructor.

ANTH/WMST 313, 402 and 426;  
ART/WMST 473 a and b;  
BIOL/WMST 450;  
EDFD/WMST 451;  
ENG/WMST 341 and 478;  
FR/WMST 456;  
HIST/WMST 314, 428 and 440;  
IS/WMST 350 and 353;  
MC/WMST 351;  
PHIL/WMST 345 and 346;  
PSYC/WMST 405;  
SOC/WMST 308, 380 and 394;  
SPC/WMST 331;  
WMST 390, 490, 495, 499.

See the back of the catalog for descriptions of Women's Studies courses, including courses cross-listed with departments. For more information, please contact the office, Peck Hall, room 3407, 618-650-5060, or Peg Simons, Coordinator, Peck Hall, room 2326, 618-650-2185.

*dean m. robert carver*

**SCHOOL OF BUSINESS**



# SCHOOL OF BUSINESS

The School of Business offers undergraduate degree programs designed to: (1) prepare students for careers in business and related fields, (2) provide an educational foundation for advanced study in one or more of the business disciplines and lifelong learning, and (3) encourage students to develop an understanding of the social, political, legal, and economic environments in which business decisions are made. These curricula stress the development of oral, written, and interpersonal skills, analytical reasoning, conflict resolution, and an understanding of the effects of culture, globalization, and time on the choices students may make.

The School offers the following undergraduate degree programs: the Bachelor of Science in Accountancy, the Bachelor of Science in Business Administration, the Bachelor of Science in Business Economics and Finance, and the Bachelor of Science in Management Information Systems.

The undergraduate and graduate programs offered by the School are accredited by AACSB - The International Association for Management Education.

## FACULTY

### PROFESSORS:

Ault, D.E.; Bock, D.B.; Carver, M.R. (Dean, School of Business); Elliott, D.S. Jr.; Hafer, R.W.; Hirsch, M.L. Jr.; Kaikati, J.G.; King, T.E.; Klepper, R.W.; LaGarce, R.F.; Levin, S.L.; Lin, A.Y.; Meisel, J.B.; Rutman, G.L.; Segal, M.N.; So, Y.C.; Strickland, D.E.; Sullivan, G.M.; Sumner, M.; Virgo, J.M.; Werner, D.J. (Chancellor)

### ASSOCIATE PROFESSORS:

Bharati, R.C.; Costigan, M.; Edmonds, R.G. Jr.; Giacobbe, R.W.; Kutun, A.; Lovata, L.M.; Lynch, J.M.; Martell, K.; Michlitsch, J. F.; Navin, J.; Ortgren, A.K.; Puro, M.; Schoenecker, T.; Schrage, J.F.

### ASSISTANT PROFESSORS:

Crain, S.; Joplin, J.R.; Moore, J.E.; Pannirselvam, G.; Reed, B.; Stanton, K.; Swanson, L.

### INSTRUCTORS:

Erthal, M.J.; Harting, K.; Mussulman, J.; Niemczycki, M.A.; Pettit, M.A.B.; Phillips, R.; Ray, D.J.; Sullivan, T.; Wolff, L.

## ADMISSION

Students in "good standing" should seek admission to the School of Business as "beginning" Business majors after admission to the University and completion of any academic deficiency and high school deficiency courses. Students will be counseled by advisers in the School of Business Student Services office. Students seeking a degree in Business Economics and Finance will be counseled by faculty advisers.

For "advanced" status, students must meet the following requirements:

1. Earn grades of C or better in the following lower-division courses: MATH 120, MS 251, ACCT 200, 210 (or 311 if planning to major in Accountancy), ECON 111, 112, and CMIS 108.
2. Earn grade of C or better in GBA 300.
3. Have a cumulative grade point average of at least 2.0 in all course work taken prior to seeking admission to the School.

Transfer students who have earned an Associate of Arts or Sciences degree will be admitted to the School after completing courses equivalent to those listed above and after completing GBA 300 with a grade of C or better. Transfer students should contact the School of Business Student Services office with questions about the transferability and equivalency of 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. Once enrolled at the University, students seeking a major or minor in the School must obtain prior approval from the Associate Dean of the School of Business, the appropriate Department Chair, or Program Director before taking course work at another institution that is intended to satisfy a University degree requirement.

## ACADEMIC REQUIREMENTS

Students must fulfill the following requirements in order to earn a Bachelor of Science degree from the School of Business:

- Maintain a cumulative grade point average of 2.0 in all course work taken at the University and maintain a cumulative grade point average of 2.0 in all course work taken in the School of Business.
- Earn grades of C or better in MGMT 441 and the course taken to fulfill the research requirement with a grade of C or better on the research report.
- Complete the Senior Assignment, GBA 490, with a grade of C or better.
- Complete the senior year requirement of 30 semester hours in residency.
- Complete all business courses in regularly scheduled classes. (No credit is granted for correspondence or extension courses).
- Complete a minimum of 62 credit hours offered by departments outside of the School of Business. (CMIS 108, MS 251, ECON 111, 112, and 221 may be included in the 62 hours.)

Each undergraduate Business program requires the completion of a minimum of 124 semester hours of acceptable credit. Once credit has been earned for a course (by taking the course, a proficiency exam, transfer credit or CLEP exam), additional credit may not be applied toward graduation requirements by taking similar or lower-division courses in that area at the University or another institution.

Because these programs emphasize leadership and interpersonal skills, and because employers seek graduates with evidence of these skills, business students are strongly advised to participate in the Student Leadership Development Program and to enroll in MGMT 495.

### **SCHOOL OF BUSINESS STUDENT SERVICES**

The School of Business Student Services office helps students schedule courses to meet program requirements and provides guidance and counseling to those with academic problems. This office also will assist students who seek career advice by suggesting the names of faculty who provide such assistance. Before declaring a major or minor in Business, students should contact this office to obtain more information about the School's programs and the procedures for enrolling and completing degree requirements.

### **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. Further, all qualified students seeking to enroll in Business courses for the first time will be given priority over those students seeking to repeat Business courses.

## **ACCOUNTANCY**

The degree program in Accountancy prepares students for entry into a professional career in accounting in either the private or public sector. The program is designed to provide students with an educational foundation upon which they can grow professionally in the practice and study of accounting as they progress throughout their careers.

### **CAREER OPPORTUNITIES IN PROFESSIONAL ACCOUNTING**

Several career paths are available to Accounting graduates. The possibilities include employment in public accounting, corporate accounting, and the not-for-profit sector. Public accounting offers the opportunity to gain exposure to a wide variety of clients, their business practices, and their accounting methods. Professional certification as a Certified Public Accountant is achieved by passing the Uniform CPA Examination. Public accountants may work in the areas of auditing, taxation, or management consulting. 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.

### ADMISSION, RETENTION, AND GRADUATION

To be admitted to the Bachelor of Science in Accountancy program, students must meet all requirements for admission to the School of Business with the exception of the completion of Accounting 210. In addition, students must have at least a 2.5 grade point average overall at the University and in all required accounting courses taken at the University. Students may apply for admission to the Accountancy program after completing Accounting 200, 301, and 311. Once admitted to the program, candidates who fail to maintain at least a 2.5 grade point average at the University, both overall and in required accounting courses, may not take additional accounting courses until the grade point requirements are met. (They may repeat those taken previously, subject to School of Business policy.) Students remaining below a 2.5 grade point average either overall or in required accounting courses for two terms may be dropped from the Accountancy program. In addition, a student may be dropped from the Accountancy program for receiving any combination of three withdrawal, incomplete, or failing grades in a single required accounting course.

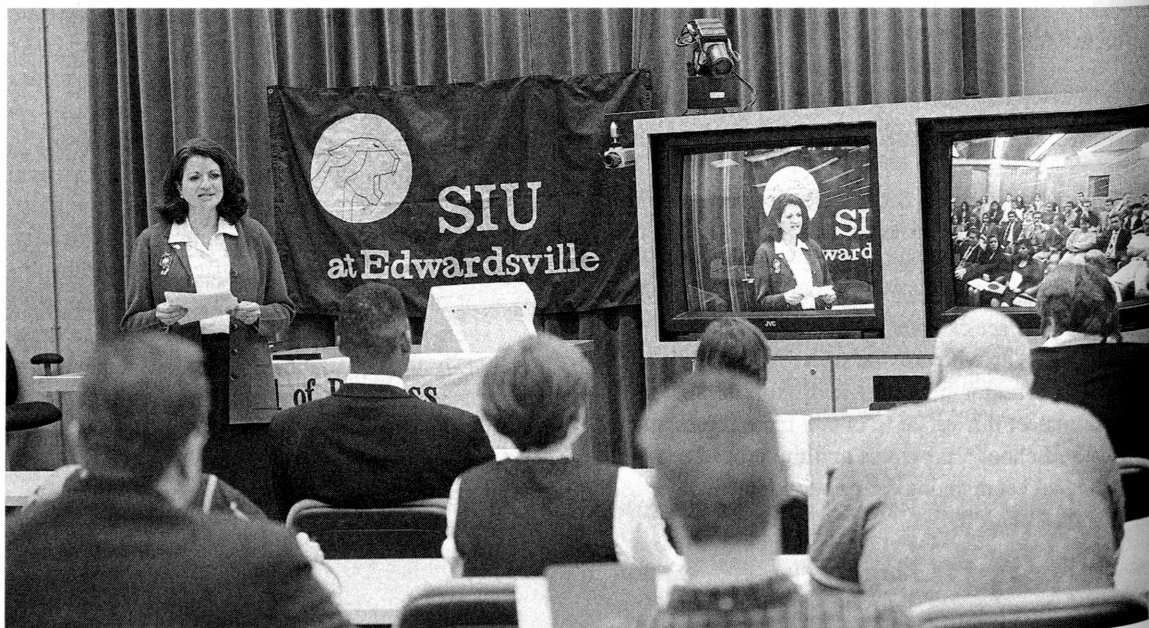
Graduation in Accountancy requires a 2.5 grade point average overall at the University and in all required accounting courses taken at the University. Candidates also must satisfy the program research

requirement and the University's Senior Assessment requirement (GBA 490).

Before admission to the program, students should contact the School of Business Student Services office to consult with an adviser to plan a program of study.

### BUSINESS ADMINISTRATION

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. The courses listed under the program requirements encompass the foundation areas of business as defined by AACSB - The International Association for Management Education. 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.



*Associate Professor Kathryn Martell shares project results with her Management class on campus and in Mexico, at the University of Toluca, from the Distance Learning Lab.*

Students may elect to pursue an approved specialization. Those who do not elect a specialization may take no more than 15 hours in a given business discipline beyond the foundation areas. School of Business courses used to meet the interdependency and multicultural perspective requirements will be counted as part of the 15 hours. Students are encouraged to select their specializations and electives in consultation with a faculty adviser.

### **WRITTEN COMMUNICATION SKILLS**

Written communications are emphasized throughout the curriculum. To graduate, students must pass GBA 490 with a grade of C or better and must get a C or better on their research paper.

### **FOREIGN LANGUAGES AND THE BUSINESS CURRICULUM**

The School of Business strongly recommends that students use some of their electives to acquire oral and reading proficiency in at least one foreign language. Business education for the 21st century will require a working knowledge of the cultures, political structures, and economic systems of the nations that supply the United States with goods and services and that provide markets for United States companies. Students interested in acquiring proficiency in a second language should discuss their goals with an adviser.

### **INTERNATIONAL EXCHANGE PROGRAMS**

The School of Business has developed student and faculty exchange programs with business schools and universities in France, Great Britain, Mexico, and the Netherlands. These programs permit students to pay tuition and register for course work at the University while completing the requirements for credit at one of these foreign 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. Stanford Levin, Director, International Exchange Programs, Economics Department, Box 1102, School of Business, Southern Illinois University Edwardsville, Edwardsville, IL 62026 (phone 618-650-2542).

### **AREAS OF SPECIALIZATION, ELECTIVES, AND CAREER OPPORTUNITIES**

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 a faculty adviser 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.

#### **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 2.0 grade point average in 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 and a foreign internship program 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.

### **MANAGEMENT INFORMATION SYSTEMS**

The Management Information Systems specialization is designed to prepare students to develop business-related information systems. Students learn to design information systems to support decision making and the operation of businesses and other organizations. The design process includes specification of hardware, software, and personnel.

### **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.

### **PRODUCTION AND OPERATIONS MANAGEMENT**

The planning and control of operations, inventory, purchasing, and quality are concerns of all organizations, including those involved in transportation and services, as well as manufacturing. Emphasis is on the analysis and design of management systems using quantitative techniques in the design and measurement of work, inventory control, manpower planning, scheduling work activities, space utilization, and quality control. The relationships of these areas and the necessity of integrating corresponding subsystems are emphasized. Students with a specialization in Production and Operations Management are prepared for entry-level positions with career growth capability in the organizational functions of inventory control. Graduates are prepared to begin careers as plant managers, hospital administrators, transportation managers, or any managerial role with duties involving scheduling, quality control, cost control, or inventory management.



## MINOR FOR NON-BUSINESS MAJORS

Students who have already declared their major in a non-business field and have completed their General Education requirements may earn a minor in Business Administration, Finance, Management, Management Information Systems, or Marketing by completing a minimum of 21 hours (maximum of 30 hours) in approved course work including the following courses:

All minors: .....	9
ECON 111, 112; GBA 300	
Business Administration: .....	12-21
ACCT 200, MGMT 340, MKTG 300, electives 3-12 hours	
Finance: .....	12-21
ACCT 200, FIN 320, two other Finance courses, electives 0-9 hours	
Management: .....	12-21
MGMT 340, 341, two other Management courses, electives 0-9 hours	
Management Information Systems: .....	12-21
ACCT 200, CMIS 342, two other CMIS courses, electives 0-9 hours	
Marketing: .....	12-21
MKTG 300, three other Marketing courses, electives 0-9 hours	

Other courses in each field (e.g., specific Marketing courses) would be determined by students in consultation with the School's advisers and department faculty. Electives from other business courses are to be chosen in consultation with a Business adviser and should be related to the student's educational and career objectives.

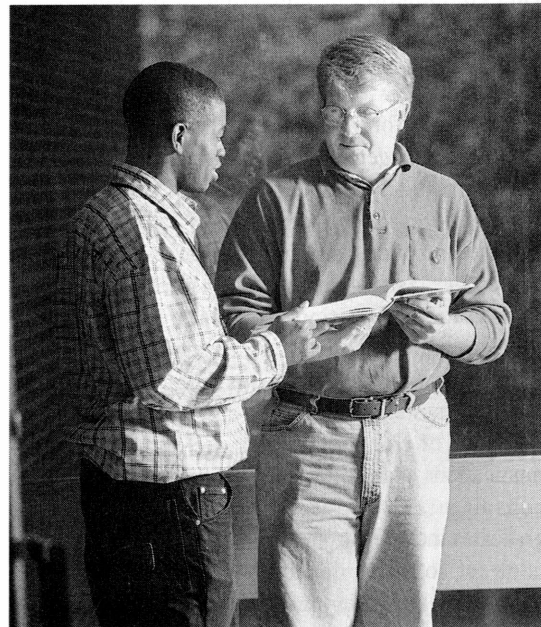
To earn a minor in any of the above Business fields, students must complete a minimum of nine hours in residence, which must include GBA 300; earn a grade of C or better in GBA 300; maintain at least a C average in all other course work leading to the minor; and have a cumulative grade point average of at least 2.0. 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

### CAREER PATHS

The Bachelor of Science degree 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. 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.)



Senior Aaron Gaskew (left) talks with Assistant Professor Brad Reed of the Accounting Department.

## ADMISSION, RETENTION, AND GRADUATION

For admission to the major, students must meet all requirements for admission to the School of Business. See the chairperson of either the Economics or Finance Department for more information. Majors are advised by members of the Economics and Finance faculties. To graduate, in addition to satisfying the degree requirements of the School of Business, students must meet the following requirements: (1) a 2.0 average in all Economics and Finance courses; (2) a grade of C or higher in ECON/FIN 417. No credit is granted for correspondence or extension courses.

## MANAGEMENT INFORMATION SYSTEMS

The Bachelor of Science in Management 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.

The demand for graduates with an undergraduate degree in Management 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, MIS 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.

To be admitted to the B.S. in Management Information Systems, students must meet all requirements for admission to the School of Business. More information about the program can be obtained by contacting the program director within the Department of Computer Management and Information Systems and the advisers within the School of Business Student Services office. The program is supported by members of the CMIS Advisory Board, which represents approximately 20 business and service organizations in the St. Louis and southwestern Illinois regions. Their participation provides students with internship and project opportunities as well as job prospects upon graduation. Through this partnership with industry, the faculty are able to design courses using state-of-the-art methods and technologies that are greatly needed in the job market today.

## OTHER PROGRAMS

### COOPERATIVE EDUCATION AND INTERNSHIPS

Internships are available for credit (see GBA 398). 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.)

### PROGRAM REQUIREMENTS

General Education .....	Hours
Skills Courses .....	15
English 101, 102 .....	6
Speech 104 or 105 .....	3
Philosophy 106 or Mathematics 106 .....	3
CMIS 108* .....	3
Fine Arts and Humanities (must include one Survey of literature course) .....	6
Introductory Fine Arts or Humanities .....	3
Distribution Fine Arts or Humanities .....	3
Natural Science and Mathematics .....	6-9
Mathematics 120* .....	3
Introductory or Distribution laboratory science .....	3

[Note: If the laboratory science course chosen is Introductory, student must take at least one Distribution Natural Science and Mathematics course (3 hours).]

Social Sciences ***	12
Economics 111*	3
Economics 112*	3
Political Science 112	3
(also meets Constitution requirement)	
History elective **	3
* Courses which require a grade of C or better.	
** A list of approved courses is available from the School of Business Student Services office. Students seeking the Bachelor of Science in Business Economics and Finance should take History 111b.	
*** Students enrolled in the Bachelor of Science in Business Economics and Finance cannot count Economics 111 as an introductory general education course.	

Interdisciplinary Studies (IS)  
(GBA 300 satisfies the IS requirements for business majors and minors.)

Intergroup Relations (IR)	0-3
** (A list of approved courses is available from the School of Business Student Services office.)	

International Issues or International Culture	0-3
** (A list of approved courses is available from the School of Business Student Services office. Satisfied by Economics or Finance 450 for Bachelor of Science in Business Economics and Finance.)	

[Note: University General Education requirements state students must take at least 5 Introductory courses (15 hours). These must be satisfied from either the GE requirements above or as part of free electives outside the School of Business.]

Total General Education Hours	39-48
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Special Business Major Requirements	4
Management Science 251*	4

Total General Education and Special Business Major Requirements	43-52
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## GENERAL SCHOOL OF BUSINESS REQUIREMENTS

Program Core Requirements	29
Accounting 200*	
Finance 320 (or 420)	
General Business Administration 300*, 490*	
Management 340, 341, 441*	
Computing Management and Information Systems 342	
Marketing 300	
Production and Operations Management 315	

Total Hours: General Education, Special Major, and General School of Business Requirements	72-81
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## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE IN ACCOUNTANCY

Total hours for General Education, Special Major, and General School of Business Requirements	72-81
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General Business Administration 400	3
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Accounting 301, 302, 311, 312, 315, 321, 340, 401, 431	27
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Accounting Electives: 3 hours from the following Courses:	3
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Accounting 450a-e or alternatives approved by the department

#### Research Requirement:

All students must take an approved course that includes a significant research report. The research requirement normally will be met by taking Accounting 450a-e, or other course specified by the Department.

Electives outside the School of Business	10-19
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Total Program Requirements	124
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## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Total hours for General Education, Special Major, and General School of Business Requirements	72-81
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Accounting 210*	3
General Business Administration 400	3

Research Requirement	3
To be selected from the following list of courses that contain a significant research component.	

Economics 417  
Finance 430  
Marketing 377, 478  
MS 312  
CMIS 470  
Or approved non-Business research course.

Specialization Courses	12-15
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Electives	19-31
(Note: Elective choice within the School of Business is limited since at least 62 hours in total must be taken in non-business/General Education courses.)	

Total Program Requirements	124
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## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE IN BUSINESS ECONOMICS

Total hours for General Education, Special Major, and General School of Business Requirements	72-81
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Required:	30
Accounting 210*	3
Economics 221	3
Economics 301	3
Economics 302	3

Economics 435 .....	3
Economics or Finance 450 (Int. Issues) .....	3
Economics or Finance 415 .....	3
Economics or Finance 417 .....	3
Finance 430 .....	3
Finance 431 .....	3
Focus (select one of the two tracks): .....	6-9
Corporate Finance:	
Finance 420 .....	3
Finance 460 .....	3
Finance 480 .....	3
Financial Markets and Services:	
Economics 343 .....	3
Economics or Finance 441 .....	3
Electives outside the School of Business .....	7-19
Total: .....	124-130

**DEGREE REQUIREMENTS:****BACHELOR OF SCIENCE IN MANAGEMENT  
INFORMATION SYSTEMS**

Total hours for General Education, Special Major, and General School of Business Requirements .....	72-81
Accounting 210* .....	3
General Business Administration 400 .....	3
Research Requirement .....	3
(normally met by CMIS 470)	
Computing Core .....	24
CS 140, CMIS 142 .....	6
CMIS 260, 270, 450, 464, 468 .....	15
Elective (one of the following) .....	3
(CS 150, 240, 250, 312, 314, 320, 407, 438, CMIS 460, 472, 488, 490, or 495)	
Electives outside the School of Business .....	10-19
Total Program Requirements .....	124

**AIR FORCE ROTC****ADJUNCT FACULTY:**

Davis, R. (Lt. Col., USAF); Lee, C; Ochoa, M.;  
Weich, L.

**AEROSPACE STUDIES**

The Aerospace Studies program (AFROTC) is divided into two parts: The General Military Course - the freshman/sophomore level curriculum; and the Professional Officer Course - the junior/senior level

curriculum. The General Military courses cover two main themes: The Air Force Today and The Air Force Way. The Professional Officer courses emphasize the professional development of the future Air Force officer. The curriculum covers Air Force leadership, management, and preparation for active duty. Field trips to Air Force bases supplement classroom instruction and familiarize the cadet with Air Force operations and organizations.

Leadership Laboratory is taken two hours per week throughout the student's enrollment in AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. The first two years of the Leadership Laboratory includes a study of Air Force customs and courtesies, drill and ceremonies, issuing military commands, instructing, directing and evaluating the preceding skills, studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. The last two years of the Leadership Laboratory consist of activities classified as advanced leadership experiences. They involve the planning and controlling of military activities of the cadet corps, the preparation and presentation of briefings and other oral and written communication, and providing interviews, guidance, and information that will increase understanding, motivation, and performance of other cadets.

AFROTC cadets must also successfully complete supplemental courses to enhance their utility and performance as commissioned officers. These include University courses in English composition and mathematical reasoning. Specific courses are designated by the Professor of Aerospace Studies.

Field training provides leadership and officership training in a military environment, which demands conformity to high physical and moral standards. Within this structured environment, cadets are screened for officer potential as measured against field training standards. Motivation and professional development are achieved through various programs such as flight orientation, marksmanship, and survival training. Cadets in the four-year program participate in four weeks of field training. Cadets in the two- or three-year programs (except for prior AF service) must attend the six-week field training session, which is identical to the four-week program plus 90 hours of general military curriculum. Field training is offered during the summer months at

selected bases throughout the United States, usually between a student's sophomore and junior years. Major areas of study include Air Force orientation, officer training, aircrew/aircraft orientation, survival training, base functions and physical training.

Students who apply for entry into the two- or three-year programs must successfully complete six weeks of field training before enrolling in the Professional Officer Course. The major areas of study included in the six-week field training program are essentially the same as those conducted at four-week field training, plus the academic curriculum of the General Military Course including Leadership Laboratory. No direct academic credit is awarded for field training.

Federal and state scholarships are available for AFROTC cadets; any academic major may apply. Applications may be submitted by detachment personnel to Head Quarters Reserve Officers Training Corps (AFROTC), Maxwell Air Force Base, Alabama.

## ARMY ROTC MILITARY SCIENCE

### ADJUNCT FACULTY OF MILITARY SCIENCE:

Burns, H.J. (Lt. Col., U.S. Army); McLean, D.S.; Randazzo, R.A.; Russell, T.J.; Lindley, T.C.

### MILITARY SCIENCE

The purpose of Military Science and Army ROTC is to develop young women and men into junior commissioned officers for positions of responsibility in the Army Reserve, Army National Guard, or Active Army. Those who successfully complete the Reserve Officers' Training Corps program normally earn commissions as lieutenants in the United States Army.

### ARMY ROTC

ROTC may be completed in several different ways as outlined below.

1. **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 \$3,000) and to provide all necessary uniforms and Military Science books.

2. **Two-Year Option.** The two-year 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:

- a. Students must be in good academic standing (minimum 2.0 GPA) and pass an Army medical examination.
- b. Students must have two academic years of study remaining (undergraduate or graduate). If students are undergraduates, they must have junior status.

Students attend a six-week summer camp to obtain the knowledge acquired by students in the four-year option. Attendance at the basic camp does not obligate students in any way and is intended only to provide students experience with Army life and its opportunities. Students earn up to 10 credit hours and are paid approximately \$750 for attending basic camp.

### 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 more than \$6,500 at 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 for tuition, fees, and books, and provides \$150/ monthly for the academic year. These scholarships cover periods of four years, three years, and in some circumstances, two years. SIUE freshmen should apply in January for the three-year scholarships. 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, Illinois State Army ROTC scholarships are available. These scholarships pay for tuition on a charter basis and are renewable. Please contact the Military Science office for 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 two parts: (1) earning a degree in the student's chosen academic subject, and (2) completion of 22 semester hours (four-year option) or 12 semester hours (two-year option) of the Military Science curriculum. The courses in Military Science are University-level academic courses. The curriculum consists of class-

room instruction and a leadership laboratory in which students receive leadership experience. Additionally, each contracted cadet is required to enroll in a few select professional military education courses.

## **LEADERSHIP LABORATORY**

Leadership Laboratory is required of all students enrolled in Military Science classes. Classes 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, field training exercises and exposure to progressively greater 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, 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. The Cadet Club is the social arm of military science and is open to all University students.

## **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. 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.

# SCHOOL OF EDUCATION

*dean mary m. polite*

# SCHOOL OF EDUCATION

The School of Education offers undergraduate programs in professional education, psychology, and speech pathology and audiology. Professional education programs prepare students for teaching positions in early childhood, elementary, health education, secondary, special, and physical education. The Department of Psychology offers both a comprehensive major and a program for students who wish to pursue graduate study in Psychology. Speech Pathology and Audiology majors pursue a program of study for the purpose of helping individuals with communication disorders. Through any of the undergraduate programs, students may also become qualified to enter graduate studies in the School of Education.

## ADMISSION AND ADVISEMENT

Procedures for admission to different programs in the School of Education vary; therefore, students should consult the appropriate department chair for specific information. Teacher education students must be officially admitted to a program in the designated department to secure a student teaching assignment, be graduated in teacher education, and qualify for a teaching certificate. For admission to 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 both English 101 and 102, and pass a test of basic skills.

Undergraduate advisers work with students interested in pursuing any of the programs offered by the School of Education. Students should consult with advisers to obtain information about employment opportunities, courses in their field, certification requirements, and aptitudes associated with successful professional practice. Students may arrange to see advisers by requesting appointments in the office of the appropriate department in the School of Education. Undergraduate advisers for certification in Early Childhood, Elementary, Secondary, and Special Education are located in the Office of Clinical Experience, Certification and Advisement.

## DEGREES AND CERTIFICATES

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 Pathology and Audiology are also offered. Upon successful completion of a teacher education program, students qualify for the teaching certificate in the State of Illinois and may also qualify for teaching certificates in other states. Students taking degrees in other majors may qualify for a secondary teaching certificate by completing an approved program in teacher education. Speech pathology majors who wish to pursue work in public schools must first obtain a masters degree. Those interested in this option should consult with the appropriate adviser.

## ACCREDITATION

The following undergraduate teacher education programs have received approval from the Illinois State Board of Education and are accredited by the National Council for the Accreditation of Teacher Education. Students should check with their advisers regarding the differences between Special K-12 certificates and other certificate programs.

## CERTIFICATES

Early Childhood  
Elementary (K-9)

## SECONDARY CERTIFICATES (6-12)

Art  
Biology  
Chemistry  
English  
French  
General Science Education  
German  
Health Education  
History  
Mathematics  
Physical Education  
Physics  
Spanish  
Speech Communication

## **SPECIAL CERTIFICATES (K-12)**

Art  
Emotionally Disturbed  
Music  
Learning Disabilities  
Physical Education  
Educable Mentally Handicapped  
Speech Pathology (Requires completion of Master's degree)

## **PRE-STUDENT TEACHING CLINICAL EXPERIENCES**

The Illinois State Board of Education requires a minimum of 100 clock hours of pre-student teaching clinical experiences in the area for which a student seeks certification. This experience, which must be completed prior to student teaching, is arranged through the Office of Clinical Experiences, Certification, and Advisement, Founders Hall, Room 1122.

## **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 the states of Illinois and Missouri, 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 upon 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.

## **APPLICATION PROCESS FOR STUDENT TEACHING**

The student teaching application procedure begins during the year prior to the assignment. Each department which 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 of the School of Education. 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 (OCECA), Founders Hall, room 1122. Students should check with that office for application deadline dates. The School of Education maintains the responsibility for student teaching assignments. Placements will be made by the School of Education in districts which have contracts on file with OCECA.

## **PREREQUISITES**

Following are the prerequisites for registering and receiving an assignment for student teaching:

1. All prospective teachers, regardless of teaching field or academic major, must be admitted to and follow an approved teacher education program. Students must, therefore, consult with a School of Education adviser to make certain they are meeting requirements of an approved program well in advance of student teaching.
2. 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.
3. Students must have a 3.0 grade point average or higher in professional education coursework. No grade lower than a C is acceptable in professional education courses.
4. Students must complete all required major and professional education courses, as well as all pre-student-teaching clinical experiences.
5. In compliance with University policy, record of a physical examination taken no more than 90 days prior to the student teaching assignment must be on file in University Health Service. A report of a tuberculosis skin test or X-ray taken within the same period is also required.
6. In addition to the physical examination record, the student teaching application packet includes a student profile sheet, record of eligibility, and Illinois certification application. All forms must be completed with assistance from other University personnel and submitted by the posted due date.

The School of Education maintains several video recording studios which afford students opportunities to practice specific teaching skills under specified conditions. Typically, students present short lessons to small groups of students. Subsequently, tapes of the lessons are analyzed and evaluated by the students and their instructors. Laboratory assignments comprise part of the requirements in teacher education courses. In addition to the preparatory function, the laboratory facilities enable faculty and students to study the teaching process.

### **STUDENT APPEALS**

Student appeals relating to teacher education and certification recommendations may be made to the School of Education Student Affairs Committee. In appealing such matters, students have the right to be represented by an attorney. For further information, please contact the Associate Dean for Instruction, School of Education.

## **CURRICULUM AND INSTRUCTION**

### **PROFESSORS:**

Baden, D.J. (Associate Dean); Meyer, V.E.; Nall, S.M.; Patty, D.L.; Williams, R.A.; Winnett, D.A.

### **ASSOCIATE PROFESSORS:**

DeToye, L.M.(Chair); Owens, J.L.; Wilson, R.G.; Smith, R.E.; Jewett, T.O.

### **ASSISTANT PROFESSORS:**

Gallagher, W.J.; Havis, B.J.; Koehnecke, D.S.; Searcy, L.

### **INSTRUCTOR:**

Woodcock, N.

### **CAREER OPPORTUNITIES**

The Department of Curriculum and Instruction offers programs leading to the Bachelor of Science Degree in Education which fulfill requirements for initial certification to teach Elementary Education, Early Childhood Education, and Secondary Education. Initial elementary certification includes kindergarten

through grade nine. With the Illinois initial Early Childhood Certificate, students are certified to teach children from birth through grade three. The initial Secondary Certificate provides certification for teaching grades six through twelve. Although a middle grades endorsement is required to teach grades 6-8, Art Education and Physical Education also offer initial certification for 6-12. Initial certification in Art Education, Music Education, and Physical Education provides certification for teaching kindergarten through grade twelve.

### **ELEMENTARY EDUCATION**

The program in Elementary Education requires 54 hours of general education courses, 53 hours of professional education courses, 3 hours of health education and 18 hours in an academic emphasis. Transfer students may be required to complete additional hours in general education to meet certification requirements.

### **TO BE ADMITTED, STUDENTS MUST:**

1. Complete 42 semester hours of course credit and have a cumulative grade point average of 2.5 or higher, including past institutions, and an SIUE GPA of 2.5;
2. Pass the designated basic skills test (TAP);
3. Receive a grade of C or better in English 101, English 102, Speech 103, Philosophy 106, and Statistics 107 or their equivalents, and
4. Successfully complete the introductory course, Curriculum and Instruction 200 or equivalent.

Requirements 1, 2, 3 and 4 above must be met before students may enroll in Curriculum and Instruction courses and all other required professional education courses. The basic skills test is given only at scheduled times. Students should consult the Office of Clinical Experiences, Certification and Advisement in Founders Hall, room 1110, for specific dates for the test. Registration is through Instructional Services in Peck Hall, room 1404.

The Elementary Education program is field based, involving students and professors in regular participation in public school classrooms. The courses in Field I and Field II require students to participate in the public schools, thereby meeting and exceeding the state requirement of at least 100 hours of clinical experience. Students must pre-register for





Associate Professor Lela DeToye discusses a project with a group of Education students.

all field experience courses in the Office of Clinical Experiences, Certification and Advisement.

Field Experience III is student teaching. In this experience, students intern in a school and, under the guidance of a cooperating teacher and University supervisor, gradually assume the role of a teacher.

To enter Field I and move to Fields II and III, 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.

#### DEGREE REQUIREMENTS:

##### BACHELOR OF SCIENCE DEGREE ELEMENTARY EDUCATION

Students seeking initial certification in Elementary Education must meet both SIUE General Education requirements and Illinois State Board of Education Minimum Requirements for State Certification.

I. General Education .....	54
A. Skills (including Mathematics) .....	15
English 101 - 3	

English 102 - 3
Speech 103 - 3
Philosophy 106 - 3
Statistics 107 - 3

B. Fine Arts and Humanities .....	9
Art 111 - 3	
Music 111 - 3	
Literature (Distribution Level) - 3	
C. Interdisciplinary Studies .....	3
(to meet non-western culture requirement)	
Interdisciplinary Studies 324 or 326 - 3	
D. Natural Sciences and Mathematics .....	15
(Both biological and physical sciences needed, including one laboratory component)	
MATH 111 or 120 - 3	
PHYS 111, CHEM 111 or ESCI 111 - 3	
Biology Course (Introductory Level) - 3	
SCI 314 (lab) or Distribution Level Science - 3	
Science (Intro or Distribution Level) - 3	
E. Social Sciences .....	12
History 200 or 201 - 3	
Psychology 201 - 3	
Political Science 112 - 3	
Geog/Soc/Econ/Psy 111 - 3	
Health and Physical Development .....	3
Health 201 - 3	
Academic Emphasis .....	18
(Including 9 hours minimum at 300 or 300+ level; consult adviser for options)	
Professional Education .....	53

A. Core and Elementary.	
Pre-clinical Coursework .....	17
Curriculum and Instruction 200 - 2	
Education Foundations 380 - 2	
Education 381 - 1	
Education 305 - 3	
Special Education 400 - 3	
Art 300a - 3	
Kinesiology 330 - 3	
B. Field Experience I .....	9
Curriculum and Instruction 314 - 3	
Curriculum and Instruction 413 - 3	
Curriculum and Instruction 337 - 3	
C. Field Experience II .....	15
Curriculum and Instruction 338 - 3	
Curriculum and Instruction 343 - 3	
Curriculum and Instruction 445 - 3	
Curriculum and Instruction 415 - 3	
Curriculum and Instruction 442 - 3	
D. Field Experience III .....	12
Curriculum and Instruction 451 - 10	
Curriculum and Instruction 452 - 2	
TOTAL .....	128

The Senior Project, a University requirement, is an integral part of the course which accompanies student teaching, CI 452. Additional details are provided by the University student teaching supervisor who serves as the CI 452 course instructor.

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 regarding these requirements is provided to undergraduates by the Education advisers located in the Office of Clinical Experiences, Certification, and Advisement. Important notices are posted for review.

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.

### EARLY CHILDHOOD EDUCATION

The program in Early Childhood Education prepares students for a broad range of career opportunities with young children. Completion of the program qualifies individuals to work in parent education

programs, public school pre-kindergarten programs, child care centers and public school kindergartens and the primary grades.

The Early Childhood Program consists of 56 semester hours of professional education courses, 3 hours of health education and 18 hours in an academic concentration. Transfer students may require additional hours in general education to meet certification requirements.

Policies and procedures relative to admission, retention, and exit requirements explained in the previous elementary education section apply to students in the early childhood education program as well. Students regularly participate throughout the program in pre-kindergarten public school programs, child care centers, kindergarten, and primary classrooms. The early childhood program provides opportunities for students to accumulate at least 100 hours of pre-student teaching clinical experiences.

### DEGREE REQUIREMENTS:

#### BACHELOR OF SCIENCE DEGREE EARLY CHILDHOOD EDUCATION

Students seeking initial certification in Early Childhood Education must meet both SIUE General Education requirements and Illinois State Board of Education Minimum Requirements for State Certification.

I. General Education .....	54
A. Skills (including Mathematics) .....	15
English 101 - 3	
English 102 - 3	
Philosophy 106 - 3	
Statistics 107 - 3	
B. Fine Arts and Humanities .....	9
Art 111 - 3	
Music 111 - 3	
Literature (Distribution level) - 3	
C. Interdisciplinary Studies .....	3
(to meet non-western culture requirement)	
Interdisciplinary Studies 324 or 326 - 3	
D. Natural Sciences and Mathematics .....	15
(12 hours of science required both biological and physical sciences needed, including one laboratory component)	
MATH 111 or 120 - 3	
PHYS 111, CHEM 111 or ESCI 111 - 3	
Biology Course (Introductory level) - 3	
SCI 341 (lab) or Science - 3	
Science (Introductory or Distribution level) - 3	

E.	Social Sciences .....	12
	History 200 or 201 - 3	
	Political Science 112 - 3	
	Geog/Soc/Econ/Psyc 111 - 3	
	Psychology 201 - 3	
II.	Health and Physical Development .....	3
	Health 201 - 3	
III.	Academic Emphasis .....	18
	(including 9 hours minimum at 300 or 300+ level; consult adviser for options)	
IV.	Professional Education .....	53
A.	Core and Early Childhood Coursework .....	23
	Curriculum and Instruction 200 - 2	
	Education 305 - 3	
	Special Education 400 - 3	
	Curriculum and Instruction 201 - 3	
	Curriculum and Instruction 420 - 3	
	Curriculum and Instruction 421 - 3	
	Special Education 490 - 3	
	EDFD 380 - 2	
	EDUC 381 - 1	
B.	Field Experience I .....	6
	Curriculum and Instruction 317 - 3	
	Curriculum and Instruction 323 - 3	
C.	Field Experience II .....	15
	Curriculum and Instruction 338 - 3	
	Curriculum and Instruction 343 - 3	
	Curriculum and Instruction 445 - 3	
	Curriculum and Instruction 415 - 3	
	Curriculum and Instruction 442 - 3	
D.	Field Experience III .....	12
	Curriculum and Instruction 450 - 5	
	Curriculum and Instruction 451 - 5	
	Curriculum and Instruction 452 - 2	
TOTAL	.....	131

## REQUIREMENTS FOR TEACHER CERTIFICATION, SECONDARY EDUCATION

Secondary Education is a sequence of professional courses leading to an initial teaching certificate for secondary schools. 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 Curriculum and Instruction 200, Introduction to Education, and pass the TAP. During the third and fourth years, students ordinarily complete work in the major teaching field and in professional education. Students must complete the mandatory 100+ pre-clinical hours prior to student teaching.

Students wishing to teach at the secondary level may choose one of two options:

1. 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, an oral communication course and critical thinking, statistics or computer programming.

2. 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.)

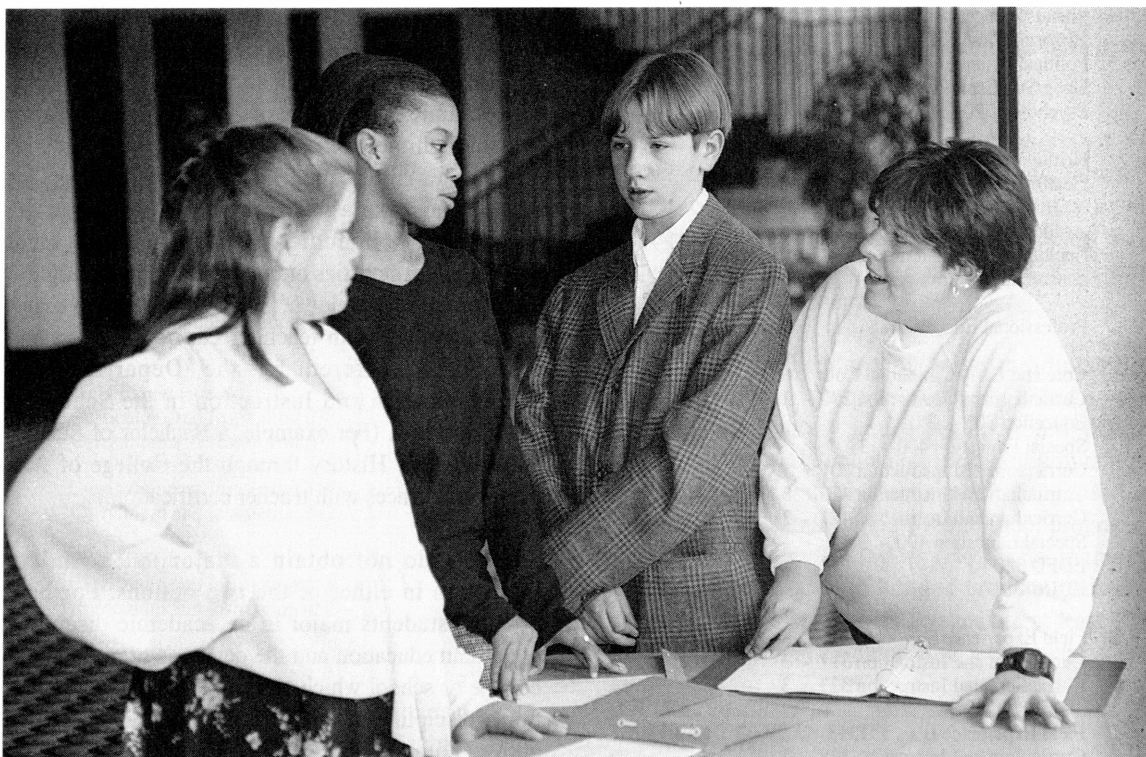
Students do not obtain a major in Secondary Education in either of the two options. For both options, students major in an academic discipline other than education and the degree is granted by the college or school which offers the appropriate major. Some disciplines do not offer the options identified above. Some majors require a secondary teaching field or a minor. In order to choose the degree option which 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, specific general education and professional education courses, 100 pre-clinical hours, and student teaching. Students need to be advised by both their major advisor and an education adviser from OCECA as soon as possible.

## ADMISSION REQUIREMENTS FOR INITIAL TEACHER CERTIFICATION, SECONDARY EDUCATION

To be formally admitted into the teacher certification program, students must:

1. Complete 42 semester hours of course credit and have a cumulative grade point average of 2.5 or higher, including past institutions, and have an SIUE GPA of 2.5
2. Pass the designated basic skills test (TAP)
3. Receive a grade of C or above in English 101, English 102, Speech Communication 103, 104 or 105, Philosophy 106 or Mathematics 106, and



*Student teacher Shonna Gaither (far right) with middle school students from Alton who are involved with the School of Education's Bridge Program, a training model for teachers and administrators.*

- Statistics 107 or Computer Science 108, Computer Management and Information Systems 108 or their equivalents, and
4. Complete successfully the introductory course, Curriculum and Instruction 200, or its equivalent.

#### **DEGREE REQUIREMENTS:**

##### **SECONDARY TEACHER CERTIFICATION**

The guidelines which follow pertain to the completion of certification requirements. Some programs may take more than eight semesters for completion of certification requirements, depending on the teaching fields selected.

- I. General Education ..... 48-50  
Students are required to fulfill all University General Education requirements. Within the General Education program, the following specific requirements for certification may be fulfilled concurrently. A grade of C or above is required in all skills courses.

In accordance with University policy, students are required to complete a total of eight courses in the three Arts and Sciences areas. The allocation of the eight courses depends upon the students' majors and interests; however, five courses must be at the Introductory level,

and three must be at the Distribution level. Specific requirements for teacher certification are indicated below. These requirements cannot be waived.

- A. Skills Option A ..... 15  
English 101  
English 102  
Speech Communication 103  
Philosophy 106 or Mathematics 106\*  
Computer Science 108\* or MIS 108 or Statistics 107\*

Students may choose General Education Skills Option B, with a foreign language; however, they are also required to complete an oral communication course, and a critical thinking or computer programming course.

- B. Fine Arts and Humanities ..... 9 or 12  
This requirement includes one English course. (For the minimum requirement of 9 hrs., two courses must be at Introductory level and one Distribution level)
- C. Natural Science and Mathematics ..... 9 or 12  
This requirement includes a college level mathematics course\* as well as 9 semester hours of science to include one biological science course and one physical science course (one laboratory course must be included).
- D. Social Sciences ..... 9 or 12  
Students are required to complete Psychology 111, one of History 200 or 201, Political Science 112 (one of the history courses or Political Science 112 may also be used to fulfill the Constitution requirement and two science courses must be Introductory level and one Distribution level).
- E. Interdisciplinary Studies ..... 3  
(IS 324 or 326 recommended to meet non-western culture requirement)



- II. Health and Physical Development .....3  
Health Education 201
- III. Major in Teaching Field .....33-42  
(See departmental outlines for specific information for each major)\*\*
- IV. Minor, Second Teaching Field,  
or supporting courses .....12-25  
(Depending on the major, students may need to meet the requirements for a second teaching field. In some cases, students will earn a minor in a specific subject. Others may take courses which support their major but do not constitute a complete minor. In some cases, the second teaching field may require more extensive coursework than is required in the minor. Please consult the Secondary Education adviser for details.)
- V. Professional Education .....28  
(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.  
Curriculum and Instruction 200 - 2  
Education Foundations 380 - 2  
Education 381 - 1  
Special Education 400 - 3  
Education 305 - 3  
Curriculum and Instruction 315a - 2  
Curriculum and Instruction 315b - 2  
Curriculum and Instruction 440 - 3  
Curriculum and Instruction 352 - 10
- TOTAL: .....124-128
- \* Students may meet the mathematics requirements by taking STAT 107 or MATH 106 in the skills area.
- \*\* 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 in the adviser's office.

## EDUCATIONAL LEADERSHIP

### PROFESSORS:

Ahlbrand, W.P.; Andris, J.F.; Hull, G.L.; Nelson, C.E.; Nelson, W.A. (Chair); Popp, J.A.; Smith, C.A.

### ASSOCIATE PROFESSOR:

Polite, M.M. (Dean)

### ASSISTANT PROFESSORS:

Crooks, S.M.; Katayama, A.; McCain, G.; Riley, D.

The Department of Educational Leadership primarily offers graduate degree programs. However, the faculty provide a number of support courses which are integral to all undergraduate teacher education programs.

## KINESIOLOGY AND HEALTH EDUCATION

### PROFESSOR:

Baker, John A.W. (Chair)

### ASSOCIATE PROFESSORS:

Covington, N.K.; Goldsmith, M.D.; Kristoff, L.D.; Lox, C.L.; Luedke, G.C.

### ASSISTANT PROFESSORS:

Butki, B.D.; Cluphf, D.J.; Prince, A.R.

The Department of Kinesiology and Health Education offers undergraduate programs for students interested in careers in kinesiology or health education. Students interested in careers in kinesiology have three emphases from which to choose, while those in health education have two options.

Prior to fulfilling any major requirements, students must file an application for the major. A transcript of previous college work and an approved application for admission must be on file with the department. Admitted students will be notified by letters from the department.

The specific degree programs available through the Department of Kinesiology and Health Education are outlined below. Interested students should contact a departmental adviser in the appropriate field.

## KINESIOLOGY

### MAJOR PROGRAMS

The Department of Kinesiology and Health Education offers a Bachelor of Science degree with programs of study in Exercise and Wellness, and Physical Education. The latter is a certification program that



prepares students to teach physical education in public schools. The number of courses in teacher certification varies according to whether students are interested in the secondary (6-12) or special (K-12) certificate. Requirements for each certificate differ, and students should contact an adviser for additional information. Completing all requirements for the teacher certification program may necessitate additional time beyond the traditional four year degree.

### MINOR PROGRAMS

Two minors are available; one for students who wish to study kinesiology as a matter of personal interest, the other for students who plan to coach in either a school or non-school setting. Neither of these minors will certify students to teach physical education in K-12 schools in Illinois.

### ACTIVITY COURSES

In addition to the major and minor, the Department of Kinesiology and Health Education offers a variety of physical activity courses. These courses, numbered KIN 112 through 260 may be taken on a Pass/No Credit basis. Additionally, KIN 270, Personal Wellness, is offered.

### ADMISSIONS AND ENTRANCE REQUIREMENTS FOR MAJORS AND MINORS

Prior to completing the application for a major or minor, students must remedy all high school deficiencies and complete all academic development courses. To be admitted to a program in kinesiology, students must present an SIUE cumulative grade point average of 2.5. Those seeking teacher certification must meet all other entrance requirements specified by the School of Education.

### RETENTION STANDARDS FOR ALL MAJORS

To remain in good standing in the program, students must maintain a cumulative grade point average of 2.5 or higher. In addition, students also must achieve a specified grade in major courses. For skill technique courses, students may receive a C grade in no more than two courses (all other grades must be A or B); for theory courses, students may receive a grade of D in only one course and a grade of C in no

more than four courses. All other grades must be A or B. Students are required to achieve a grade of A or B in KIN 330 and KIN 435.

### EXIT REQUIREMENTS FOR ALL MAJORS

Courses must be repeated if the minimum grade expectations are not met. If pursuing the major with teacher certification, completion of student teaching and all other requirements pertaining to eligibility for secondary or K-12 teacher certification must be met. All students must complete the Senior Assignment which demonstrates synthesis of the major concepts of the discipline as a part of the course requirements in KIN 455 or KIN 460.

### RETENTION STANDARDS - COACHING MINOR

To remain in good standing in the minor program for coaching, students must maintain a grade point average of 2.25. Students may earn a D in only one course and a C in only three courses. All other grades must be an A or B.

### RETENTION STANDARDS FOR KINESIOLOGY MINOR

To remain in good standing in the Kinesiology minor, students must maintain a grade point average of 2.25. In required and elective skill technique courses, students may earn a grade of C in no more than two courses; all other grades must be A or B. For the required and elective theory courses, students may earn only one D and no more than two C grades. All other grades must be A or B.

### DEGREE REQUIREMENTS: EXERCISE AND WELLNESS

GENERAL EDUCATION .....	44
Written Expression .....	6
ENG 101 and ENG 102 .....	
Option A - Skills .....	9
SPC 103 or 105; CS 108 or STAT 107; MATH 106 or PHIL 106 .....	
Introductory Courses .....	16
Fine Arts and Humanities (Select one) . . .	3
ART 111; ENG 111; FL 111; MUS 111; PHIL 111; SPC 111; THEA 111 .....	
Natural Sciences and Mathematics . . . .	7
BIOL 111, CHEM 120a/124a recommended .....	

Social Sciences .....	6
PSYC 111 and SOC 111 .....	
Distribution Courses .....	10
Fine Arts and Humanities .....	3
PHIL 321 or SPC 201 (recommended) .....	
Natural Sciences and Mathematics .....	4
BIOL 240b .....	
Social Sciences .....	3
HIST 200, 201 or POLS 112; Choice of approved elective .....	
Interdisciplinary Course .....	3
IS 324 or 326 (meets non-western culture requirement) .....	
<b>KINESIOLOGY .....</b>	<b>49</b>
Theoretical Base .....	40
KIN 300 Strength Training and Fitness 1 .....	
KIN 315 Homokinetics I .....	3
KIN 316 Homokinetics II .....	3
KIN 318 Basic Concepts .....	2
KIN 410 Exercise for Special Populations .....	3
KIN 412 Body Composition .....	3
KIN 414 Exercise Adherence .....	3
KIN 416 Exercise Assessment and Programming .....	3
KIN 420 Physiological Effects of Motor Activity .....	3
KIN 445 Organization and Administration of Wellness Programs .....	2
KIN 460 Internship in Physical Education .....	3
HED 201 Healthful Living .....	3
HED 334 First Aid .....	2
HED 355 Community Health .....	3
HED 360 Nutrition, Exercise and Weight Control .....	3
Approved Major electives .....	9
Electives .....	31
Total Hours for Graduation .....	124

**DEGREE REQUIREMENTS:****KINESIOLOGY MAJOR****SPECIAL (K-12) TEACHING CERTIFICATION AND****SECONDARY (6-12) TEACHING CERTIFICATION**

<b>GENERAL EDUCATION .....</b>	<b>51</b>
Written Expression .....	6
ENG 101 and ENG 102 .....	
Option A - Skills .....	9
SPC 103 or 105; CS 108 or STAT 107; MATH 106 or PHIL 106 .....	
Introductory Courses .....	18
Fine Arts and Humanities (Select one) .....	3
ART 111; ENG 111; MUS 111; PHIL 111; SPC 111; THEA 111 .....	
Natural Sciences and Mathematics .....	9
BIOL 111; MATH 111; CHEM 120a/124a or PHYS 111 and PHYS 112, or ESCI 111 .....	
Social Sciences .....	6
PSYC 111 and SOC 111 (recommended) .....	
Distribution Courses .....	15
Fine Arts and Humanities .....	6
Select any two Fine Arts and Humanities .....	

courses. An ENG course must be taken if ENG 111 is not taken at introductory level.

Natural Sciences and Mathematics ... 3

Select one from:

    BIOL 203; 205; SCI 341 (SCI 341 required if lab not taken at Introductory level)

Social Sciences .....

6

POLS 112 and HIST 200 or 201

Interdisciplinary Course .....

3

IS 324 or 326 (meets non-western culture requirement)

Any additional Humanities or History course must be taken if PHIL 106 has not been completed.

<b>KINESIOLOGY .....</b>	<b>50</b>
Skill Techniques .....	13
KIN 300 Strength Training and Fitness 1 .....	
KIN 301 Aquatic Activities and Lifetime Leisure Pursuits .....	2
KIN 302 Educational Rhythms .....	1
KIN 303 Archery, Badminton, Bowling .....	2
KIN 304 Golf, Tennis, Racquetball .....	2
KIN 305 Track & Field, Wrestling, Field Sports .....	2
KIN 306 Tumbling and Gymnastics .....	1
KIN 307 Basketball, Soccer, Volleyball .....	2
Theoretical Base .....	15
KIN 315 Homokinetics I .....	3
KIN 316 Homokinetics II .....	3
KIN 318 Basic Concepts .....	2
KIN 420 Physiological Effects of Motor Activity .....	3
KIN 440 Psychological Perspectives of Kinesiology .....	2
KIN 450 Cultural Perspectives of Kinesiology .....	2
Pedagogical Base .....	22
KIN 320 Motor Learning and Development .....	3
KIN 325 Psychomotor Programming for Special Populations .....	2
KIN 330 Curriculum and Instructional Strategies for Elementary Physical Education .....	3
KIN 332 Developmental and Self-Testing Activities (required for K-12 only) .....	2
KIN 334 Low Organized and Lead-Up Games (required for K-12 only) .....	2
KIN 430 Measurement and Evaluation in Kinesiology .....	2
KIN 435 Curriculum and Instructional Strategies for Secondary Physical Education .....	3
KIN 455 Senior Professional Seminar .....	0
KIN 461 Field Experience in Elementary Physical Education .....	1
KIN 462 Field Experience in Secondary Physical Education .....	1
HED 201 Healthful Living .....	3
KIN Electives (for 6-12 only) .....	4

<b>PROFESSIONAL EDUCATION .....</b>	<b>23</b>
EDUC 305 Educational Psychology .....	3
EDUC 381 Multicultural Society .....	1
EDFD 380 Foundations of Education .....	2
CI 200 Introduction to Education .....	2
SPE 400 The Exceptional Child .....	3

- CI 352p and EdEl 451d  
 Student Teaching (6-12 requires  
 12 semester hours of CI 352p only) .12

Total Hours for Graduation .....124

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**DEGREE REQUIREMENTS:**  
**KINESIOLOGY MINOR**

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KINESIOLOGY .....	24
Required .....	14
KIN 300 Strength Training and Fitness	1
KIN 302 Educational Rhythms .....	1
KIN 303 Archery, Badminton, Bowling	.2
OR	
KIN 304 Golf, Tennis, Racquetball	.2
KIN 307 Basketball, Soccer, Volleyball	.2
KIN 315 Homokinetics I .....	3
KIN 420 Physiological Effects of	
Motor Activity .....	3
KIN 440 Psychological Perspectives of	
Kinesiology .....	2
OR	
KIN 450 Cultural Perspectives of	
Kinesiology .....	2
Electives .....	10
(Select any additional KIN 300/400 level courses)	

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**DEGREE REQUIREMENTS:**  
**COACHING MINOR**

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KINESIOLOGY .....	24
KIN 300 Strength Training and Fitness	1
KIN 315 Homokinetics I .....	3
KIN 316 Homokinetics II .....	3
KIN 320 Motor Learning and Development	.3
KIN 360 Coaching Techniques .....	2
KIN 365 Theory of Coaching .....	3
KIN 370 Care and Prevention of	
Athletic Injuries .....	2
KIN 375 Coaching Practicum .....	2
KIN 420 Physiological Effects of	
Motor Activity .....	3
KIN 450 Cultural Perspectives of	
Kinesiology .....	2

## HEALTH EDUCATION

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.

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 twelve. 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 located in the Sam M. Vadalabene Center.

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**DEGREE REQUIREMENTS:**  
**BACHELOR OF SCIENCE DEGREE**  
**SCHOOL HEALTH OPTION**

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### ENTRANCE REQUIREMENTS

To be admitted, students must present a minimum cumulative GPA of 2.5 as well as meet all other teacher education admission requirements. To be retained, majors must maintain a GPA of 2.5 in their



*Meg Zenik, a kinesiology major, assists Sheila Wagner, an alum and member of the Fitness Center, while she tests her lower back flexibility during the University's annual health fair.*

SIUE course work and obtain a grade of B or better in HED 201 and grades of C or better in all HED major classes.

## EXIT REQUIREMENTS

Students are required to complete a Senior Assignment. Successful completion of an appropriate student teaching assignment culminates the student's professional preparation.

## DEGREE REQUIREMENTS

GENERAL EDUCATION .....	55
Written Expression .....	6
ENG 101 .....	3
ENG 102 .....	3
Option A - Skills .....	9
SPC 103 .....	3
MATH or PHIL 106 .....	3
CS 108 or STAT 107 .....	3
Introductory Courses .....	19
Fine Arts and Humanities .....	3
ENG 111 .....	3
Natural Sciences and Mathematics .....	10
BIOL 111 .....	3
CHEM 120a and 124a .....	4
MATH 111 .....	3
Social Sciences .....	6
PSYC 111 .....	3
SOC 111 .....	3
Distribution Courses .....	15
Fine Arts and Humanities .....	6
Natural Sciences and Mathematics .....	3
BIOL 203 .....	3
Social Sciences .....	6
POLS 112 .....	3
HIST 200 or 201 .....	3
Any additional Humanities or History course .....	3
Interdisciplinary Course .....	3
IS 324 or 326 (meets non-western culture requirement) .....	3
Health Education Core Major Requirements .....	30
HED 201, 205, 250, 334, 355, 360, 455, 470, NURS 203, BIOL 240A .....	30
School Health Education Requirements .....	37
HED 460, 465, 471, CI 200, 315b, 352k, EDFD 380, EDUC 305, 381, SPE 400 .....	37
Second Teaching Field .....	14
Total Hours Required for Graduation .....	133

## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE DEGREE

### COMMUNITY HEALTH EDUCATION OPTION

## ENTRANCE REQUIREMENTS

To be admitted, students need a minimum cumulative GPA of 2.5 and completion of English 101 and 102 with grades of C or above. To be retained, majors must maintain a GPA of 2.5 in their SIUE course work and obtain a grade of B or better in HED 201 and grades of C or better in all HED major classes.

## EXIT REQUIREMENTS

Students will be required to complete a Senior Assignment. Successful completion of an appropriate field experience will culminate the student's professional preparation.

## DEGREE REQUIREMENTS

GENERAL EDUCATION .....	43
Written Expression .....	6
ENG 101 .....	3
ENG 102 .....	3
Option A - Skills .....	9
SPC 103 or 105 .....	3
MATH or PHIL 106 .....	3
CS 108 or STAT 107 .....	3
Introductory Courses .....	16
Fine Arts and Humanities .....	3
Choice of 111 approved courses .....	3
Natural Sciences and Mathematics .....	7
BIOL 111 .....	3
CHEM 120a and 124a .....	4
Social Sciences .....	6
PSYC 111 .....	3
SOC 111 .....	3
Distribution Courses .....	9
Fine Arts and Humanities .....	3
Choice of approved courses .....	3
Natural Sciences and Mathematics .....	3
BIOL 203 .....	3
Social Sciences .....	3
(To meet constitution requirements must take HIST 200 or 201 or POLS 112).	3
Interdisciplinary Course .....	3
IS 342 recommended .....	3
Health Education Core Major Requirements .....	30
HED 201, 205, 250, 334, 355, 360, 455, 470, NURS 203, BIOL 240A .....	30

Community Health Education Requirements .....	39
HED 313, 390, 391, 405	
HED 410, 463, 464, 499	
SPC 213 or 223, PSYC 206	
Approved Major Electives .....	9
Three or more courses selected from the following:	
HED 400, 460, 462, 465, 471, 489 or from	
appropriate disciplines approved by the adviser.	
Total Hours Required for Graduation .....	121

### **HEALTH EDUCATION MINOR REQUIREMENTS**

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, 205, and 355. The remaining 12 hours are chosen from other Health Education courses with the consent of an adviser. Students desiring the teacher certification described above must take HED 250, 460, 470 and 471 in addition to the required courses listed above. Students desiring a community health education focus should complete HED 390 and 391.

## **PSYCHOLOGY**

### **PROFESSORS:**

Ferguson, E.D.; Kleinman, K.M. (Chair); Lamp, R.E.; Reuterman, N.A.; Traxler, A.J.

### **ASSOCIATE PROFESSORS:**

Bartels, L.E.; Krohn, E.J.; Thomas, S.L.

### **ASSISTANT PROFESSORS:**

Daus, C.S.; Grice, J.W.; Pomerantz, A.M.; Rotzien, A.L.; Tuholski, S.W.

### **LECTURERS:**

Bauer, C.A.; Pogatshnik, L.W.

Undergraduate courses in psychology acquaint students with both the methods used and the knowledge gained by psychologists in their continuing efforts to understand behavior. Students study basic

psychological processes such as learning, perception, 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 is also valuable preparation for other professional careers such as medicine, dentistry, and law.

### **CAREER OPPORTUNITIES**

Graduate training (at the master's or doctoral level) is a prerequisite for a career as a psychologist. However, students obtaining an undergraduate major 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, suicide prevention workers, mental health or corrections workers, youth counselors, child care workers, substance abuse counselors, and statisticians and research analysts.

### **PROGRAMS IN PSYCHOLOGY**

Students must be advised and have a program plan on file with the department prior to being accepted as a major. The Psychology Adviser is located in Alumni Hall 0137. The advisor 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, 211 and 212 in sequence within the first three semesters after acceptance as majors. PSYC 211 must be successfully completed before students enroll in 212. 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 student members with the opportunity 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 either a laboratory or field setting under the supervision of a faculty member.

#### **DEGREE REQUIREMENTS:**

##### **BACHELOR OF ARTS DEGREE PSYCHOLOGY**

General Education Requirements  
(Option B) .....44  
(Including 8 hours of Foreign Language)

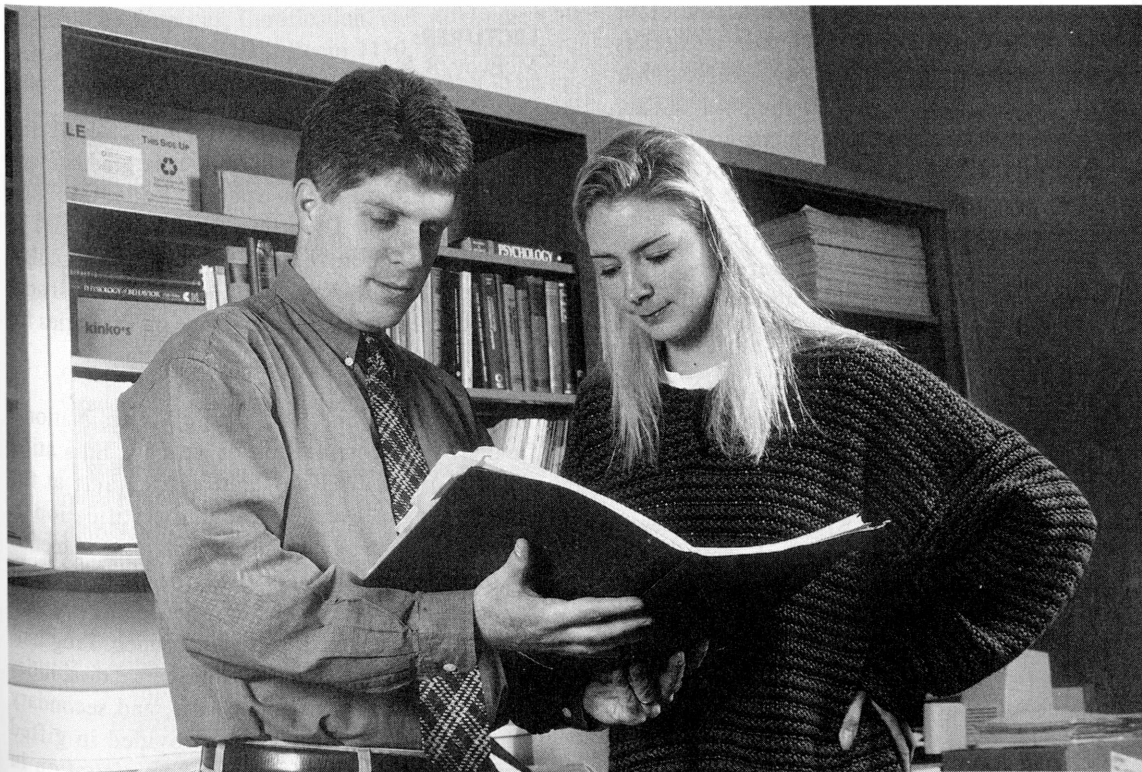
Requirements for Major in Psychology .....34  
PSYCHOLOGY 111, 211, 206, 212 and 440;  
one of 201, 203, 204 or 487; and one of 310, 311,  
312 or 313 plus four electives are required of

psychology majors. PSYCHOLOGY 111, 211 and 212 should be completed within three semesters after completion of the application for a major.

Minor .....	21
Electives .....	25
Total .....	124

Students who wish to major in psychology and who transfer from community colleges must complete at least 18 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.

A cumulative grade average of 2.0 in psychology courses is required both to remain and to graduate as a psychology major. Students will be removed from the major when the cumulative grade average in psychology drops below 2.0 for two consecutive semesters. Such students may apply (when the cumulative grade average reaches 2.0) for re-admission to the psychology program. Students must earn at least a C in all required courses. At least nine hours of psychology courses must be at the 400 level.



*Assistant Psychology Professor Andrew Pomerantz reviews a project with Elizabeth Seely.*

**DEGREE REQUIREMENTS:****BACHELOR OF SCIENCE DEGREE  
PSYCHOLOGY**

This degree program is identical to the Bachelor of Arts degree program with the exception that no foreign language is required. The General Education requirements (Option A) total 42 hours, thus allowing for 27 hours of electives. All students should plan their programs in consultation with their advisers.

**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. Students intending to pursue an occupation related to psychology (e.g., counseling or personnel work) should also include in their programs PSYC 211 and 212 and psychology electives to meet minimum hour requirements.

Students who have completed STAT 107 or SOC 312 should not include PSYC 211 in their programs of study for a minor in psychology.

Minors who desire to transfer credit from other colleges or universities must have their transcripts evaluated as soon as possible by a psychology adviser in order that any credits earned may be noted in their files. Students transferring from community colleges must complete at least 12 semester hours of 300 and 400 level psychology courses at SIUE (or other accredited four-year institutions and SIUE combined) towards the minor. Students transferring from accredited four-year institutions must complete at least six semester hours of psychology courses at SIUE toward the minor.

A GPA of 2.00 in psychology courses is required both to remain and to graduate with a psychology minor. Students will be removed as a minor when the cumulative grade average in psychology drops below 2.0 for two consecutive semesters. Such students may apply (when the cumulative grade point average reaches 2.0) for re-admission to the program. Students must earn at least a C in PSYC 111. At least six hours of psychology courses must be at the 400 level for the minor in psychology.

**EXIT REQUIREMENT**

The Senior Assignment is required of all senior psychology majors. Details may be obtained from a Psychology Adviser.

**SPECIAL EDUCATION AND  
COMMUNICATION  
DISORDERS****PROFESSOR:**

Wagner, R.M.

**ASSOCIATE PROFESSORS:**

Brimer, R.W.; Engleman, D.A. (Associate Dean, College of Arts and Sciences); Harrison, J.; Hoge, D.R.; Jackson, J.T. (Acting Chair); Parthasarathy, T.K.; Salas-Provence, M. (CSD Program Director); Stein, J.R.

**ASSISTANT PROFESSORS:**

Tucker, F.; Weishaar, M.K.

**INSTRUCTOR:**

Johnson, J.H.

**LECTURER:**

McEvoy, B.A.

The Department of Special Education and Communication Disorders offers undergraduate and graduate programs in Special Education and Communication Disorders and Sciences. The Department currently has 13 tenure track faculty. Programs in the Department combine classroom instruction and research and provide opportunities for practical experiences in a variety of settings.

The Division of Special Education offers National Council for Accreditation of Teacher Education (NCATE) approved preparation programs at the undergraduate level for teaching certification in behavioral disorders, learning disabilities, and mental retardation. The Division also offers a program of study leading to the Master of Science in Education (M.S. in Ed.) degree in special education. Programs provide coursework in mild and moderate disabilities in preschools, elementary schools, and secondary schools. Coursework is also provided in gifted education and supervision and administration in special education.

The Division of Communication Disorders and Sciences offers an American Speech-Language-Hearing Association (ASHA) accredited Master of Science degree program with a specialization in speech-language pathology. The Division offers coursework preparing students to accept professional opportunities in health care facilities, community clinics, private practice, and public schools. Students completing the prescribed program are eligible for teaching certification in speech-language impaired by the State of Illinois, Illinois license as a speech-language pathologist, and ASHA certification. Faculty, staff, and students in the Division of Communication Disorders and Sciences also operate a full time Speech, Language, and Hearing Center which provides the surrounding community with a rehabilitation/habilitation facility for individuals of all ages with communication disorders.

### **ADMISSION TO A MAJOR WITHIN THE DIVISION OF SPECIAL EDUCATION**

Admission to a major within the Division of Special Education 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 (OCECA), Founders Hall, Room 1110. Applications should be completed at least one semester prior to the completion of admission requirements.

The requirements for admission to the major are:

1. Admission to Southern Illinois University Edwardsville,
2. A passing score on the designated basic skills test,
3. A cumulative grade point average of 2.5 or higher for 42 semester hours of coursework,
4. Grades of C or higher in each course included in the 15 hours of skills coursework,
5. A grade of B or higher in Special Education 400 or an equivalent professional level course,
6. Application for admission to the special education program, a 2 page autobiography, and transcript of all coursework completed. These should be submitted or mailed to:  
 Undergraduate Adviser for  
 Special Education  
 Department of Special Education and  
 Communication Disorders  
 Southern Illinois University Edwardsville  
 Edwardsville, Illinois 62026-1062

The major application is not to be confused with the application for admission to Southern Illinois University Edwardsville. Applications for admission to the University must be obtained through the Office of Admissions.

### **RETENTION**

Students must maintain a 2.5 grade point average overall and a 3.0 grade point average (GPA) in professional education and special education coursework. Students whose GPA fall 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 coursework will be dismissed from the department.

Students dismissed from the department for academic deficiencies may appeal through the Special Education Undergraduate Adviser to the Department Appeals Committee. Students may be directed to retake specific coursework to raise the cumulative grade average.

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### **DEGREE REQUIREMENTS: BACHELOR OF SCIENCE DEGREE SPECIAL EDUCATION**

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#### **SINGLE CERTIFICATION**

General Education Requirements .....	55-57
Skills Courses .....	15
English 101; English 102; Speech Communication 103, 104, or 105; Mathematics 106 or Philosophy 106; Statistics 107, Computer Science 108 or Computer Management and Information Systems 108	
Fine Arts and Humanities .....	12
Art 111; Music 111; One 200 or 300 level literature course; and One distribution level Fine Arts and Humanities course	
Natural Science and Mathematics .....	13-15
Biology 111, Biology 120 with Laboratory, or Chemistry 120a with Laboratory; Mathematics 111; Biology 203 or 205; Geography 210 or 211 (one science course must include a laboratory; one must be at distribution level)	

Social Sciences .....12  
 Geography 111; Psychology 111;  
 Political Science 112; and History 200 or 201

Interdisciplinary Studies .....3  
 IS 324 or 326 (meets non-western culture  
 requirement)

Professional Education Requirements .....24  
 Education 305; 381  
 Educational Foundations 380  
 Curriculum and Instruction 314; 337;  
 338; 415; 413  
 Health Education 201

Special Education Requirements .....42  
 Choose one of the options below as a primary area  
 for certification:

Behavior Disorders	Learning Disabilities	Educable Mentally Handicapped
400	400	400
410a	410g	410b
411	411	411
420a	420g	420b
430	430	430
450	450	450
470	470	470
481	481	481
415	415	415
490	490	490
499a	499g	499b

Special Education Electives .....12  
 Special Education 410a, 410g, 410b, 410c, 420a,  
 420g, 420b, 420c, 410t, 420t, 440, 441, 450, 496,  
 498, 499a, 499g, 499b; Curriculum and  
 Instruction 317, 343, 412; 413, 445,  
 Kinesiology 330; Mathematics 435;  
 Psychology 203

Total .....133-135\*

\* Normally the major requires more than four years  
 of University study for completion.

## MINOR REQUIREMENTS

Students wishing to minor in special education must complete 21 semester hours of Special Education coursework. All undergraduate courses may be included in the minor with the exception of the assessment course (SPE 411), the methods courses (SPE 420a, 420b, 420g), and student teaching. Courses must be completed with a grade of "C" or higher.

## PRE-CLINICAL EXPERIENCES

The Illinois State Board of Education requires 100 clock hours of pre-clinical experience in each area of special education for which the student is seeking certification. This experience, which must be

completed prior to student teaching, is 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 the states of Illinois and Missouri, 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.

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 coursework, and (c) successful completion of all professional and special education coursework. There may not be any D or Incomplete grades on the student's transcript in Professional and Special Education course requirements as of the end of the semester prior to student teaching.

## SENIOR ASSIGNMENT

Students are required to complete a Senior Assignment in conjunction with Special Education course 481. The senior assignment enables students to demonstrate the integration of their general education and special education coursework.

## **STUDENT COUNCIL FOR EXCEPTIONAL CHILDREN**

The Division of Special Education sponsors a Chapter of the Student Council for Exceptional Children. Students are encouraged to become members of the Chapter and participate in meetings with guest speakers, develop community projects with individuals who have disabilities, and read professional journals. Membership is open to all students.

## **MAJORS IN THE DIVISION OF COMMUNICATION SCIENCES AND DISORDERS**

Undergraduate courses in speech-language pathology and audiology provide students with a scientific and clinical background for understanding communication disorders. Students acquire knowledge in science basics, 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 are also 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. Certified speech-language pathologists and audiologists serve more than twenty million Americans with disordered communication. Their responsibilities include the identification and evaluation of individuals 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 problems, 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 graduates enter public-school settings, where the mandate of state and federal legislation has made service delivery to all children with communication disorders necessary. Some graduates establish private practices or become affiliated with physicians. Currently, 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.

## **ENTRANCE REQUIREMENTS**

Admission to the major requires a minimum GPA of 3.0 and successful completion of SPPA 201, Human Communication and its Disorders, with a grade of B or better. Students without a GPA of 3.0 should meet with the program director. Some students are admitted on a probationary status. Students declare their major in speech pathology and audiology (SPPA) through University undergraduate advising. However, they must be admitted to the program by completing an application available from the SPPA undergraduate adviser in the Office of Clinical Experiences, Certification and Advisement (OCECA).

Students seeking further information about the major should contact the speech pathology undergraduate adviser in the OCECA office or the program director for speech pathology and audiology at (618) 650-5423.

## **DEGREE REQUIREMENTS:**

### **BACHELOR OF ARTS DEGREE**

### **SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY**

General Education Requirements ..... 42-44

Requirements in Speech Pathology and Audiology ..... 47

Basic courses: Speech Pathology and Audiology 231, 312, 320, 321, 322 ..... 15  
Speech Pathology Courses: 201, 441, 442,



444, 445, 446, 452, 499 .....	23
Audiology courses:	
Speech Pathology and Audiology	
461, 471 .....	6
Clinical procedures and practices:	
Speech Pathology and Audiology 449 .....	3
Optional Courses:	
Speech Pathology and Audiology 450**, 481, 498	
or approved elective .....	3-9
Requirements in Related Areas .....	6
Psychology 111, 201 .....	6
Requirements for Illinois Certification in Speech and	
Language Impaired .....	12
Education 305 .....	3
Foundations of Education 380/381 .....	3
Special Education 400 .....	3
Health .....	3
Approved Electives .....	6-12
Total .....	124

Eight hours of foreign language are required for the Bachelor of Arts option.

\* PSYC 111 counts as one Introductory Social Science course. The distribution course in the Social Science area is met by PSYC 201. For initial teacher certification, students must take 15 hours in Fine Arts and Humanities to include one literature course. Nine hours of science courses are required for teacher certification; one must be a biological science course, one must be a physical science course and one must have a lab. If the math course is taken at the introductory level, then one science must be at the distribution level. Finally, students seeking initial teacher certification must complete either one Introductory or Distribution Mathematics course. The Distribution Social Science courses are met by PSYC 201 and PSYC 205. One course in non-Western or Third-World Cultures is also required. Students seeking teacher certification are required to take both POLS 112 and one of HIST 200 or 201.

\*\* Required for Illinois Certification at the graduate level.

## EXIT REQUIREMENTS

In addition to meeting all University exit requirements (including the Senior Assignment), students must earn grades of C or above in all departmental courses.



*Student teacher Jamie Grausmann with some of her pupils at Renfro School in Collinsville.*

# SCHOOL OF ENGINEERING

*dean harlan bengtson*

## SCHOOL OF ENGINEERING

The School of Engineering offers the Bachelor of Science degree with majors in Civil Engineering, Computer Science, Computer Engineering, Construction, Electrical Engineering, Industrial Engineering, and Mechanical Engineering, and a Bachelor of Arts degree in Computer Science. The Civil Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

The primary mission of the School of Engineering is to provide the opportunity for a high-quality undergraduate education to citizens of Illinois and of the region in which SIUE is located. There is an emphasis on inclusion of groups that have historically been under-represented in technical fields. The school offers graduate programs which support and strengthen the baccalaureate programs and are designed to accommodate professionals employed in the area as well as traditional students. The School conducts research and public service activities that complement its academic programs as an integral part of its mission.

### THE SCHOOL OF ENGINEERING FACULTY HAS ADOPTED THE FOLLOWING VISION STATEMENT:

The School of Engineering is known and respected for its high quality programs, the quality of its graduates, and the reputation of its faculty. SIUE is the first choice of a diverse pool of applicants to School of Engineering programs. The School provides a caring, humane environment for students, faculty and staff. They feel a sense of community and they work together towards the goal of achieving their full potential. The School maintains active, dynamic partnerships with a wide range of area industries and agencies. These provide students opportunities for scholarships, co-operative education and other work experience during their education. Graduates have a range of opportunities for employment and graduate study.

A new Engineering building to be completed in the year 2000 will house all School of Engineering programs. The three-level structure, with a single-

story testing laboratory wing, has nearly 100,000 square feet of usable space. Faculty offices, classrooms, and laboratories are furnished with state-of-the-art equipment and teaching aids. All offices, classrooms, and laboratories are designed for the latest in computer and communication links.

Students interested in any of the majors offered by the School of Engineering should seek advisement from the School of Engineering when they initially enroll in the University. Enrollment in 300- or 400-level courses in a particular Engineering program is limited to students who have been admitted to the upper division in that program as described below. Other students wishing to enroll in 300- or 400-level Engineering courses may do so only with the permission of the Department chair.

Students enrolled in the School of Engineering must purchase a scientific graphing calculator and some technical textbooks; the purchase of a personal computer is highly recommended.

### ADMISSION TO SCHOOL 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:

1. completion of all Academic Development courses required by the University
2. completion of any required courses to address high school deficiencies
3. completion of MATH 120 - College Algebra (or high school equivalent) with a grade of C or better, and
4. 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 Associate Dean of Engineering, 200 University Park, room 2210, telephone 618-650-2534, as early as possible. 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 Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering and Mechanical Engineering requires satisfactory completion of lower-division core courses and special requirements for the specific major.

Specific requirements for enrollment in upper-division engineering courses for each major are given 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 and Mechanical Engineering students normally enter the upper-division programs in fall terms. Application forms for admission to upper-division Engineering courses are available in departmental offices as well as the Associate Dean's office, 200 University Park, room 2210. An application should be filed in the appropriate departmental office no later than March 15 for summer or fall term admission, and no later than October 15 for spring term admission. Late applications will be considered on a space-available basis.

The Admissions Committee of the appropriate department considers applications. Students whose applications 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 lower-division courses, students may apply for entry when the requirements are completed.

## ENROLLMENT LIMITATIONS

The number of students accepted at 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 Associate Dean of Engineering for a 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.



*An artist's rendering of the new Engineering Building scheduled for completion in fall 2000.*

Only courses completed with a grade of C or better will be considered for transfer credit. In addition, only courses that are part of an ABET-accredited engineering program and have been completed within the last 10 years will be considered 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 also must 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 WOMEN ENGINEERING SERVICES**

The School of Engineering provides support services for minority and women students including orientation for new students, advisement, counseling and assistance in networking, internship placement, and career planning. For further information, contact the Assistant to the Dean, 200 University Park, room 2213, 618-650-2541.

## **CIVIL ENGINEERING**

### **PROFESSORS:**

Bengtson, H.H. (Dean, School of Engineering); Hanna, S.J. (Associate Dean); Lin, C. (Chair); Rossow, M.P.

### **ASSOCIATE PROFESSOR:**

Cross, W.B.; Panahshahi, N.

### **ASSISTANT PROFESSOR:**

Morgan, S.M.

### **INSTRUCTORS:**

Jensen, M.A.; Pierce, R.G.

Civil engineering is concerned with creating and maintaining the infrastructure of modern industrialized society. Civil engineers conceive, design, and construct physical works such as bridges, buildings, stadiums, warehouses, power plants, factories, canals, pipelines, highways, airports, rapid transit lines, railroads, harbor facilities, dams and water supply, waste-water treatment, storm water

run-off, and solid-waste management systems including hazardous wastes.

The Department of Civil Engineering offers a curriculum that provides students with a rigorous background in mathematics, physical science, and civil engineering. Elective courses are available in the environmental, structural, geotechnical, transportation, and materials areas. Baccalaureate graduates are prepared to hold an entry-level position in industry or government, or to pursue graduate study. During the senior year, students are encouraged to complete the Fundamentals of Engineering Examination - the first step in achieving registration as a professional engineer. Students interested in Civil Engineering will find facilities available for conducting basic soil mechanics procedures such as soil classification, permeability, compaction, direct shear, consolidation, and triaxial tests. In addition, equipment for demonstrating hydraulic phenomena, conducting tensile and torsional testing, analyzing water and wastewater, and testing concrete and asphalt mix designs is provided.

The Civil 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 educational objectives are dynamic and under continuous review by the program constituencies. These objectives are available on the School of Engineering home page: [www.ee.siue.edu/~hbengts](http://www.ee.siue.edu/~hbengts).

### **CAREER OPPORTUNITIES**

Civil engineers are employed in technical and managerial positions by structural design, transportation, environmental design, construction, consulting, and manufacturing companies. Civil engineers also work as members of teams of engineers and scientists in the aerospace, petroleum, biomedical, automotive, telecommunication, and other industries. In addition, many civil engineers are employed by city, state and federal governmental agencies.

### **ENROLLMENT IN UPPER-DIVISION CIVIL ENGINEERING COURSES**

The requirements for enrollment in upper-division Civil Engineering courses are:

1. satisfactory completion of all University and School of Engineering admission requirements
2. an approved application for enrollment in upper-division engineering courses



3. satisfactory completion of the lower-division courses  
CHEM 121a, 125a; CE 204, 206, 206L, 240, 242;  
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 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
4. a grade of C or above in CE 240, CE 242, and  
ME 262.

### ACADEMIC STATUS

Students must maintain the following standards. Students who fail to do so will be placed on probation in the major.

1. maintain a cumulative grade point average of at least 2.0.
2. maintain a term grade point average above 1.0 in any term.
3. maintain a cumulative grade point average of at least 2.0 in all mathematics and science courses.
4. maintain a cumulative grade point average of at least 2.0 in courses taught in the School of Engineering.
5. maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
6. 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 reapply for admission to the major. Students dropped from the major may direct a written appeal to the departmental Academic Standards Committee.

### DEGREE REQUIREMENTS:

#### BACHELOR OF SCIENCE

#### CIVIL ENGINEERING

Natural Science and Mathematics Courses	32
CHEM 121a, 125a	5
MATH 150, 152, 250, 305	17
PHYS 211a, 211b, 212a, 212b	10

Engineering Courses	65
CE 204, 206, 207L, 240, 242, 315, 330, 330L, 340, 354, 354L, 376, 380, 415L, 416, 440, 442, 493	44
CE Electives*	9
ECE 210	3
IE 345	3
ME 262, 310	6
Fine Arts and Humanities Courses	9
Intro Fine Arts/Humanities Courses	6
PHIL 323	3
Social Science Courses	9
ECON 111, 112	6
Dist Social Science/Constitution	3
Skills Courses	15
ENG 101, 102	6
PHIL 106	3
SPC 103, 104, or 105	3
STAT 380	3
Interdisciplinary Course	3
Total	133

\* The Civil Engineering electives must be selected with the approval of a faculty adviser and must contain at least 2.5 credit hours of design content. A curriculum guide with a list of Civil Engineering electives and the design credit hours for each is available in the departmental office.

The following is a sample program for Civil Engineering students to use as a guide.

### FRESHMAN YEAR

#### Fall

CHEM 121a - General Chemistry	4
CHEM 125a - General Chemistry Lab	1
ENG 101 - English Composition	3
MATH 150 - Calculus I	5
PHIL 106 - Critical Thinking	3
	16

#### Spring

ENG 102 - English Composition II	3
MATH 152 - Calculus II	5
PHYS 211a - University Physics	4
PHYS 212a - University Physics Lab	1
SPC 103 - Interpersonal Comm	3
	16

### SOPHOMORE YEAR

#### Fall

CE 204 - Engr Graphics and CAD	3
CE 240 - Statics	3
ECON 111 - Macroeconomics	3
MATH 250 - Calculus III	4
PHYS 211b - University Physics	4
PHYS 212b - University Physics Lab	1
	18

**Spring**

CE 206 - Engr Measurements .....	2
CE 207L - CE Computer Appl. ....	1
CE 242 - Mechanics of Solids .....	3
ECON 112 - Microeconomics .....	3
Intro Fine Arts/Humanities .....	3
MATH 305 - Differential Equations .....	3
ME 262 - Dynamics .....	3

18

**JUNIOR YEAR****Fall**

CE 315 - Fluid Mechanics .....	3
CE 340 - Structural Analysis I .....	3
CE 354 - Intro to Geotechnical Engr .....	3
CE 354L - Geotechnical Lab .....	1
ME 310 - Thermodynamics .....	3
STAT 380 - Statistics .....	3

16

**Spring**

CE 330 - Engr Materials .....	2
CE 330L - Engr Materials Lab .....	1
CE 376 - Transportation Engr .....	3
CE 380 - Intro Environmental Sci & Engr .....	3
CE 440 - Steel Design .....	3
Intro Fine Arts/Humanities .....	3

15

**SENIOR YEAR****Fall**

CE 415L - Applied Fluid Mechanics Lab .....	1
CE 416 - Engineering Hydrology .....	3
CE 442 - Reinforced Concrete Design .....	3
CE Elective I .....	3
ECE 210 - Electric Circuits .....	3
PHIL 323 - Engr, Ethics, and Prof .....	3

16

**Spring**

CE 493 - Engineering Design .....	3
CE Elective II .....	3
CE Elective III .....	3
IE 345 - Engineering Economic Analysis .....	3
Interdisciplinary Course .....	3
Dist Social Science/Constitution .....	3

18

**EXIT 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 department requirements, students must complete all University requirements for graduation.

**COMPUTER SCIENCE****PROFESSORS:**

Livingston, M.L.; Stephen, G.G.

**ASSOCIATE PROFESSORS:**

Waxman, B.M. (Chair); Wu, T.

**ASSISTANT PROFESSORS:**

Weinberg, J.B.; White, W.W.

Computer science is the study of processes and machines that describe and transform information. The fundamental quest underlying all of computing is a determination of all that can be automated. The roots of the discipline extend deeply into mathematics and engineering. Mathematics contributes methods of analysis to the field; engineering contributes methods of design. The discipline was born in the early 1940s with the joining of algorithm theory, mathematical logic, and the invention of the stored program electronic computer.

At present, nine areas cover the field of computing: algorithms and data structures, programming languages, computer architecture, numerical and symbolic computation, operating systems, software methodology and engineering, database and information retrieval systems, artificial intelligence and robotics, and human-computer communications. Each area is very broad. For example, human computer communications includes computer graphics, user interface design and voice recognition. Computer architecture includes the design of personal computers,



Engineering students Rama Vedachalam (left) and Evrim Binboga inspect a microchip.

supercomputers, and extensively parallel computers. Some aspects of computing such as parallel and distributed computation pervade all of the areas.

Each area has a theoretical component, significant abstractions, and substantial design and implementation issues. The theory is the underlying mathematics. Abstraction deals with models of possible implementations. The models suppress details while retaining essential features, and provide means for predicting the future systems. Design deals with the process of specifying a problem, transforming the problem statement into a design specification, and repeatedly inventing and investigating alternative solutions until a reliable, maintainable, documented, and tested design that meets cost criteria is achieved. The design process must recognize social, legal, and ethical constraints.

Although change is constant in computing, the change in underlying concepts is gradual; therefore, students preparing for a career in computing need to develop a firm understanding of basic principles. The ability to grow and change requires more than just technical expertise. Communication skills and a sound general education are critical if one is to have the capacity and perspective to live with and manage change. Students must develop a good understanding of the social and economic setting in which they will live and work.

The major professional organizations for computing are the Association for Computing Machinery and the Computer Society of the Institute for Electrical and Electronic Engineering. members of these organizations work together to define the goals and content of undergraduate programs in computing. Faculty members of the Department of Computer Science are members of both professional organizations, participate in the organizations, and are committed to maintaining a program that meets professional standards. The goals and content of the department's curricula reflect the recommendations of both professional organizations.

### CAREER OPPORTUNITIES

The outlook for a person with a Bachelor's degree in computer science remains good. Areas of application continue to expand, maintaining the demand. Departmental advisers can provide information about career possibilities in computer science and can suggest elective courses that would be appropriate for various career goals and interests, including graduate study.



*Engineering students put together a project in the robotics lab.*

### ADMISSION

Students who are considering Computer Science as a major should call or visit the Department of Computer Science (Founders Hall, room 2310, telephone 618-650-2386) as early as possible. They will be referred to a faculty adviser who will provide more information about the curricula and the Department and help them plan an academic program. Early advisement will enable students to complete their programs with minimum conflicts and within the shortest possible time.

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

1. completion of all Academic Development courses required by the University
2. completion of any courses required to address high school deficiencies
3. completion of MATH 120 - College Algebra (or high school equivalents) with a grade of C or better, and
4. cumulative grade point average of at least 2.0 (on a 4.0 scale).

### ACADEMIC STATUS

Student must meet the following standards. Students who fail to do so will be placed on probation in the major.

1. maintain a cumulative grade point average of 2.0.
2. maintain a term grade point average above 1.0 in any term.
3. maintain a cumulative grade point average of at least 2.0 in all mathematics and science courses.
4. maintain a cumulative grade point average of at least a 2.0 in courses taught in the School of Engineering.
5. maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
6. 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 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.

### PROGRAM OF STUDY

The Department of Computer Science offers a Bachelor of Science curriculum and a Bachelor of Arts curriculum. The Bachelor of Arts curriculum has fewer computing, mathematics, and science requirements than the Bachelor of Science curriculum; it allows students to design a program of study that will include a minor in another discipline or, with an appropriate selection of courses, a second major.

Both curricula require students to complete a senior project during their last year of study. Department advisers can provide detailed information about the senior project requirement.

To graduate, students must complete the specific program requirements and meet the following conditions: (1) complete at least 12 hours of computer science credits at SIUE in courses numbered above 299 and with a cumulative GPA of 2.0 or above, (2) have a GPA of 2.0 or above in all Computer Science courses numbered above 299, and (3) complete at least 6 hours of credit in major courses numbered above 299 at SIUE within two years preceding graduation.

### DEGREE REQUIREMENTS:

#### BACHELOR OF SCIENCE COMPUTER SCIENCE

Natural Science and Mathematics Courses	31
MATH 150, 152, 223 and one of MATH 250, 305, 321, 423	16
PHYS 211a, 211b, 212a, 212b	10
Natural Sciences Electives At least 5 hours selected from CHEM 121a and 125a, or PHYS 302 and 308	5
Computing Core	34
CS 140, 150, 240, 250, 275, 312, 314, 321, 330, ECE 382, 483	
Computing Electives	12
Four courses selected from: CS 325, 407, 416, 423, 434, 438, 444, 447, 454, 456, 482, 490, 495, ECE 481, 482, MATH 465	
Senior Project	6
CS 425, 499	
Fine Arts and Humanities Courses	9
Intro Fine Arts/Humanities Courses	6
Dist Fine Arts/Humanities Course	3
Social Science Courses	9
Intro Social Science	3
Dist Social Science	3
Dist Social Science/Constitution	3
Skills Courses	15
ENG 101, 102	6
PHIL 106	3
SPC 103, 104, or 105	3
STAT 380	3
Interdisciplinary Course	3
Free Electives	5
Total	124

The following is a sample program for B.S. degree Computer Science students to use as a guide.

### FRESHMAN YEAR

Fall	
CS 140 - Intro to Computer I	3
ENG 101 - English Composition	3
CHEM 121a - General Chemistry	4
CHEM 125a - General Chemistry Lab	1
MATH 150 - Calculus I	5
	16
Spring	
CS 150 - Intro to Computing II	3
ENG 102 - English Composition II	3
MATH 152 - Calculus II	5
MATH 223 - Logic & Reasoning	3
SPC 103 - Interpersonal Comm	3

**SOPHOMORE YEAR**

## Fall

CS 240 - Intro to Computing III	3
MATH Elective	3
PHYS 211a - University Physics I	4
PHYS 212a - University Physics Lab I	1
PHIL 106 - Critical Thinking	3
Intro Fine Arts/Humanities	3

17

## Spring

CS 250 - Algorithms & Data Str	3
CS 275 - Interaction Programming	3
CS 312 - Intro Computer Arch	3
PHYS 211b - University Physics II	4
PHYS 212b - University Physics Lab II	1

14

**JUNIOR YEAR**

## Fall

CS 321 - Human Comp Interaction Design	3
ECE 382 Digital Systems Design	4
STAT 380 Statistics	3
Intro Social Sciences	3
Intro Fine Arts/ Humanities	3

16

## Spring

CS 314 - Operating Systems	3
CS Elective I	3
CS Elective II	3
Dist Social Science/Constitution	3
Dist Fine Arts/Humanities	3

15

**SENIOR YEAR**

## Fall

CS 330 - Computer Languages	3
CS 425 - Software Project Deve	3
ECE 483 - Computer Design	3
Unrestricted Electives	2
Interdisciplinary Course	3

14

## Spring

CS 499 - Senior Project	3
CS Elective III	3
CS Elective IV	3
Unrestricted Elective	3
Dist Social Sciences	3

15

**DEGREE REQUIREMENTS:****BACHELOR OF ARTS****COMPUTER SCIENCE**

Natural Science and Mathematics Courses	13-14
MATH 125, 130 or 150, 223	10-11
Natural Science or Math Elective	3

Computing Core	27
CS 140, 150, 240, 250, 275, 312, 314, 321, 330	

Computing Electives	6
Two courses selected from:	
CS 325, 407, 416, 423, 434, 438, 444,	
447, 454, 456, 482, 490, 495, MATH 465	

Senior Project	6
CS 425, 499	

Fine Arts and Humanities Courses	9
Intro Fine Arts/Humanities Courses	6
Dist Fine Arts/Humanities Course	3

Social Science Courses	9
Intro Social Science	3
Dist Social Science	3
Dist Social Science/Constitution	3

Skills	17
ENG 101, 102	6
Foreign Languages	8
STAT 244	3

Interdisciplinary Course	3
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Minor	18
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Free Electives	15-16
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Total	124
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The following is a sample program for B.A. degree Computer Science students to use as a guide.

**FRESHMAN YEAR**

## Fall

CS 140 - Intro to Computing I	3
ENG 101 - English Composition I	3
Foreign Language 101	4
Math 125 - Pre-calculus with Trig	3
Intro Social Sciences	3

16

## Spring

CS 150 - Intro to Computing II	3
ENG 102 - English Composition II	3
Foreign Language 102	4
MATH 150 - Calculus I	4-5
Or MATH 130 - Intro to Calculus	

14-15

**SOPHOMORE YEAR**

## Fall

CS 240 - Intro to Computing III	3
MATH 223 - Logic & Reasoning	3
Dist Social Science/Constitution	3
Intro Fine Arts/Humanities	3
Unrestricted/Minor Elective	3

15



Spring	
CS 250 - Algorithms & Data Str	3
CS 312 - Intro Computer Arch	3
Intro Nat Science/Math	3
Intro Fine Arts/Humanities	3
Unrestricted/Minor Elective	3

15

**JUNIOR YEAR**

Fall	
CS 275 - Interaction Programming	3
STAT 244 - Statistics	3
Dist Fine Arts/Humanities	3
Dist Social Science	3
Unrestricted/Minor Elective	3
Unrestricted/Minor Elective	3

18

Spring	
CS 314 - Operating Systems	3
CS 321 - Hmn Computr Inter Dgn	3
Interdisciplinary Course	3
Unrestricted/Minor Elective	3
Unrestricted/Minor Elective	3

16

**SENIOR YEAR**

Fall	
CS 330 - Computing Languages	3
CS 425 - Software Project Deve	3
CS Elective I	3
Unrestricted/Minor Elective	3
Unrestricted/Minor Elective	3

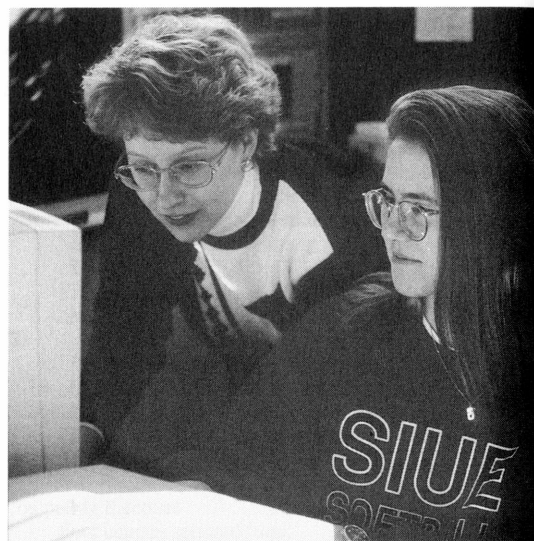
15

Spring	
CS 499 - Senior Project	3
CS Elective II	3
Unrestricted/Minor Elective	3
Unrestricted/Minor Elective	3
Unrestricted/Minor Elective	3

15

**MINOR REQUIREMENTS**

The minor in Computer Science requires 18 semester hours consisting of CS 140, CS 150, CS 240, CS 312, and two additional CS courses which have one of the four required courses as a prerequisite. The required courses must be completed with a GPA of 2.0 or above. At least six semester hours must be earned at SIUE.



Assistant Professor Susan Morgan, of the Civil Engineering Department, reviews data with student Gwen Jackson.

**CONSTRUCTION****PROFESSOR:**

Snell, L.M. (Chair)

**ASSOCIATE PROFESSOR:**

Bodapati, N.

**ASSISTANT PROFESSOR:**

Kay, D.H

The objective of the Construction program is 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 present economy. The construction work force includes skilled and unskilled labor, engineers, accountants, financial analysts, business managers, and construction professionals. The scope of construction ranges from most modest projects costing a few hundred dollars to projects whose total cost may be billions of dollars. The nature of the industry is such that continuing

changes in technology produce a need for construction professionals trained in the managerial and scientific techniques of construction.

## ACADEMIC STATUS

Student must meet the following standards. Students who fail to do so will be placed on probation in the major.

1. maintain a cumulative grades point average of 2.0.
2. maintain a term grades point average above 1.0 in any term.
3. maintain a cumulative grade point average of at least 2.0 in all mathematics and science courses.
4. maintain a cumulative grade point average of at least a 2.0 in courses taught in the School of Engineering.
5. maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
6. 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.

## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE

#### CONSTRUCTION

Natural Science and Mathematics Courses	19
CHEM 120a, 124a	4
MATH 150, 152	10
PHYS 211a, 212a	5
Construction Courses	57
CNST 120, 201, 202, 264, 301, 321, 332, 341, 351, 352, 403, 411, 451, 452, 475	48
CNST Electives	9
Business Courses*	15
ACCT 200, 210	6
ECON 331	3

FIN 320	3
GBA 300	3
Engineering Courses	6
CE 240, 242	6
Fine Arts and Humanities Courses	9
Intro Fine Arts/Humanities Courses	6
Dist Fine Arts/Humanities Course	3
Social Science Courses	9
ECON 111, 112	6
Dist Social Science/Constitution	3
Skills Courses	15
ENG 101, 102	6
PHIL 106	3
SPC 103, 104, or 105	3
STAT 244	3
Total	130

\* These courses fulfill the requirements for a minor in business.

The following is a sample program for Construction students to use as a guide.

## FRESHMAN YEAR

### Fall

CNST 120 - Intro to Construction	1
MATH 150 - Calculus I	5
ENG 101 - English Composition	3
CHEM 120a - Genl, Org, & Biol Chem	3
CHEM 124a - Genl, Org, & Biol Chem Lab	1
SPC 103 - Interpersonal Comm	3

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### Spring

MATH 152 - Calculus II	5
ENG 102 - English Composition	3
PHYS 211a - University Physics	4
PHYS 212a - University Physics Lab	1
STAT 244 - Statistics	3

16

## SOPHOMORE YEAR

### Fall

ACCT 200 - Fund of Financial Acct	3
CNST 202 - Construction Methods	3
CE 240 - Statics	3
ECON 111 - Macroeconomics	3
Intro Fine Arts/Humanities	3
PHIL 106 - Critical Thinking	3

18

### Spring

ECON 112 - Microeconomics	3
CE 242 - Mechanics of Solids	3
CNST 201 - Construction Materials	3
ACCT 210 - Managerial Acct	3
Intro Fine Arts/Humanities	3

15

**JUNIOR YEAR**

## Fall

CNST 264 - Layout & Measurements .....	4
FIN 320 - Financial Management .....	3
CNST 332 - Mechanical Systems/HVAC .....	3
CNST 351 - Concrete & Formwork .....	3
Dist Social Science/Constitution .....	3
	<hr/> 16

## Spring

CNST 301 - Soils .....	4
CNST 321 - Electrical Systems .....	3
CNST 341 - Plans & Specifications .....	3
CNST 352 - Intro to Steel Structures .....	3
Construction Elective I .....	3
	<hr/> 16

**SENIOR YEAR**

## Fall

ECON 331 - Labor Economics .....	3
CNST 403 - Planning & Scheduling .....	4
GBA 300 - Found of Bus Knowledge .....	3
CNST 451 - Estimating and Bidding .....	4
Construction Elective II .....	3
	<hr/> 17

## Spring

CNST 452 - Construction Management .....	4
CNST 411 - Construction Contracts .....	3
CNST 475 - Senior Seminar .....	3
Dist Fine Arts/Humanities .....	3
Construction Elective III .....	3
	<hr/> 16

**EXIT REQUIREMENTS**

Construction students must meet all University requirements for graduation and the following Construction program requirements:

1. maintain a cumulative grade point average above 2.0 in all construction courses and
2. complete the Construction Senior Assignment.

**MINOR REQUIREMENTS**

Twenty-one semester hours are required for a minor in Construction. The courses are to be selected from the Construction curriculum with approval by the Chair of Construction. A cumulative grade point average of 2.0 or higher is required for Construction courses.

**ELECTRICAL AND COMPUTER ENGINEERING****PROFESSORS:**

Alkin, O.; Bollini, R. (Chair); Chen, J.; Godhwani, A.; Youn, L.T.

**ASSOCIATE PROFESSORS:**

Engel, G.L.; Smith, S.R.; Umbaugh, S.E.

**ASSISTANT PROFESSOR:**

Noble, B.L.

Electrical engineering and computer engineering disciplines are concerned with the development and application of electro-technology and computer technology to enhance and enrich all life. Electrical and computer engineers, as part of this mission, support a wide variety of activities that include space exploration, process automation, automatic controls in civilian airplanes and fighter aircraft, electric power generation and distribution, terrestrial and extraterrestrial communication, and delivery of improved health care systems. More specifically, electrical and computer engineers design and develop the next generation of computer chips, the reliable computers that go into the space station to perform various complex operations, the digital signal processing chips and computer chips in cellular phones, the development of next generation MRI (Magnetic Resonance Imaging) devices, and the next generation of dishwashers, to name a few.

The Electrical and Computer 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 educational objectives are dynamic and under continuous review by the program constituencies. These objectives are available on the School Engineering home page: [www.ee.siue.edu/~hbengts](http://www.ee.siue.edu/~hbengts).

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 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.

## ENROLLMENT IN UPPER-DIVISION ELECTRICAL AND COMPUTER ENGINEERING COURSES

The requirements for enrollment in upper-division electrical engineering courses are:

1. satisfactory completion of all University and School of Engineering admission requirements
2. an approved application for enrollment in upper-division engineering courses
3. satisfactory completion of the lower-division (core) courses CHEM 121a, 125a; ECE 210, 211; ENG 101, 102; MATH 150, 152, 250, 305; 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
4. a grade of C or better in each of the courses ECE 210 and 211.

## ACADEMIC STATUS

Student must meet the following standards. Students who fail to do so will be placed on probation in the major.

1. maintain a cumulative grade point average of 2.0.
2. maintain a term grade point average above 1.0 in any term.
3. maintain a cumulative grade point average of at least 2.0 in all mathematics and science courses.
4. Students must maintain a cumulative grade point average of at least a 2.0 in courses taught in the School of Engineering.

5. Students must maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
6. Students must 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.

## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE

#### ELECTRICAL ENGINEERING

Natural Science and Mathematics Courses	36
CHEM 121a, 125a	5
MATH 150, 152, 250, 305	17
PHYS 211a, 211b, 212a, 212b, 302	14
Engineering Courses	62
ECE 210, 211, 326, 327, 340, 341, 351, 352, 365, 375, 382, 404, 405	43
ECE Electives	12
IE 345	3
CE/ME 244	4
Fine Arts and Humanities Courses	9
Intro Fine Arts/Humanities Courses	6
PHIL 323	3
Social Science Courses	9
ECON 111, 112	6
Dist Social Science/Constitution	3
Interdisciplinary Course	3
Skills Courses	15
CS 140	3
ENG 101, 102	6
SPC 103, 104, or 105	3
PHIL 106	3
Total	134

## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE

#### COMPUTER ENGINEERING

Natural Science and Mathematics Courses	39
CHEM 121a, 125a	5
MATH 150, 152, 223, 250, 305	20
PHYS 211a, 211b, 212a, 212b, 302	14

Engineering Courses .....	45
ECE 210, 211, 326, 327, 351, 352, 382, 404, 405, 483 .....	33
ECE/CS Electives .....	9
IE 345 .....	3
Computer Science Courses .....	15
CS 150, 240, 250, 312, 314 .....	
Fine Arts and Humanities Courses .....	9
Intro Fine Arts/Humanities Courses .....	6
PHIL 323 .....	3
Social Science Courses .....	9
ECON 111, 112 .....	6
Dist Social Science/Constitution .....	3
Interdisciplinary Course .....	3
Skills Courses .....	15
CS 140 .....	3
ENG 101, 102 .....	6
SPC 103, 104, or 105 .....	3
PHIL 106 .....	3
Total .....	135

The following is a sample program for Electrical Engineering students to use as a guide.

### FRESHMAN YEAR

Fall	
CHEM 121a - General Chemistry .....	4
CHEM 125a - General Chemistry Lab .....	1
ENG 101 - English Composition .....	3
MATH 150 - Calculus I .....	5
PHIL 106 - Critical Thinking .....	3
	16

Spring	
ENG 102 - English Composition .....	3
MATH 152 - Calculus II .....	5
PHYS 211a - University Physics .....	4
PHYS 212a - University Physics Lab .....	1
SPC 103 - Interpersonal Comm .....	3
	16

### SOPHOMORE YEAR

Fall	
MATH 250 - Calculus III .....	4
PHYS 211b - University Physics .....	4
PHYS 212b - University Physics Lab .....	1
ECE 210 - Circuit Analysis I .....	3
CS 140 - Introduction to C++ .....	3
ECON 111 - Macroeconomics .....	3
	18

Spring	
MATH 305 - Differential Equations .....	3
PHYS 302 - Modern Physics .....	4
ECE 211 - Circuit Analysis II .....	4
ECON 112 - Microeconomics .....	3
Intro Fine Arts/Humanities .....	3
	17

### JUNIOR YEAR

Fall	
ECE 326 - Electronic Circuits I .....	4
ECE 340 - Electromagnetics .....	3
ECE 351 - Signals and Systems .....	3
ECE 382 - Digital Systems Design .....	4
Intro Fine Arts/Humanities .....	3
	17

Spring	
ECE 327 - Electronic Circuits II .....	4
ECE 352 - Stochastic Processes .....	3
ECE 365 - Control Systems .....	3
ECE 375 - Intro to Communications .....	3
CE/ME 244 - Engineering Mechanics .....	4
	17

### SENIOR YEAR

Fall	
ECE 341 - Electrical Machines .....	4
ECE 404 - Electrical Engr Design .....	3
ECE Elective I .....	3
ECE Elective II .....	3
PHIL 323 - Engr, Ethics, and Prof .....	3
	16

Spring	
ECE 405 - Elec Engr Design Lab .....	2
ECE Elective III .....	3
ECE Elective IV .....	3
IE 345 - Engr. Economic Analysis .....	3
Dist Social Science/Constitution .....	3
Interdisciplinary Course .....	3
	17

The following is a sample program for Computer Engineering students to use as a guide.

### FRESHMAN YEAR

Fall	
CHEM 121a - General Chemistry .....	4
CHEM 125a - General Chemistry Lab .....	1
CS 140 - Intro to Computing I .....	3
ENG 101 - English Composition .....	3
MATH 150 - Calculus I .....	5
	16

Spring	
ENG 102 - English Composition .....	3
MATH 152 - Calculus II .....	5
MATH 223 - Logic & Math Reasoning .....	3
PHYS 211a - University Physics .....	4
PHYS 212a - University Physics Lab .....	1
	16

### SOPHOMORE YEAR

Fall	
ECE 210 - Electrical Circuits .....	3
CS 150 - Intro to Computing II .....	3
MATH 250 - Calculus III .....	4
PHIL 106 - Critical Thinking .....	3



PHYS 211b - University Physics .....	4
PHYS 212b - University Physics Lab .....	1
	<hr/> 18

## Spring

ECE 211 - Circuit Analysis II .....	4
CS 240 - Intro to Computing III .....	3
Intro Fine Arts/Humanities .....	3
MATH 305 - Differential Equations I .....	3
SPC 103 - Interpersonal Comm .....	3
	<hr/> 16

**JUNIOR YEAR**

## Fall

ECE 326 - Electronic Circuits I .....	4
ECE 382 - Digital Systems Design .....	4
CS 250 - Algorithms & Data Structures .....	3
CS 312 - Intro to Comp Org & Architecture .....	3
ECON 111 - Macroeconomics .....	3
	<hr/> 17

## Spring

ECE 327 - Electronic Circuits II .....	4
ECE 351 - Signals & Systems .....	3
CS 314 - Operating Systems .....	3
Intro Fine Arts/Humanities .....	3
PHYS 302 - Modern Physics .....	4
	<hr/> 17

**SENIOR YEAR**

## Fall

ECE 352 - Stochastic Processes .....	3
ECE 404 - EE Design .....	3
ECE 483 - Computer Design .....	3
ECE/CS Elective .....	3
ECON 112 - Microeconomics .....	3
Dist Social Science/Constitution .....	3
	<hr/> 18

## Spring

ECE 405 - EE Design Laboratory .....	2
ECE/CS Electives .....	6
IE 345 - Engr Economic Analysis .....	3
Interdisciplinary course .....	3
PHIL 323 - Engr, Ethics, & Prof .....	3
	<hr/> 17

**EXIT REQUIREMENTS FOR ELECTRICAL ENGINEERING AND COMPUTER ENGINEERING PROGRAMS**

Degree requirements include the following:

1. satisfactory completion of all University requirements for graduation
2. a cumulative grade point average of 2.0 or higher for courses taught in the School of Engineering

3. a grade point average of 2.0 or higher in electrical engineering and computer science courses numbered above 299
4. completion of at least 30 hours of the required electrical engineering and computer science courses at SIUE and
5. completion of Senior Assignment contained in ECE 404 and 405.

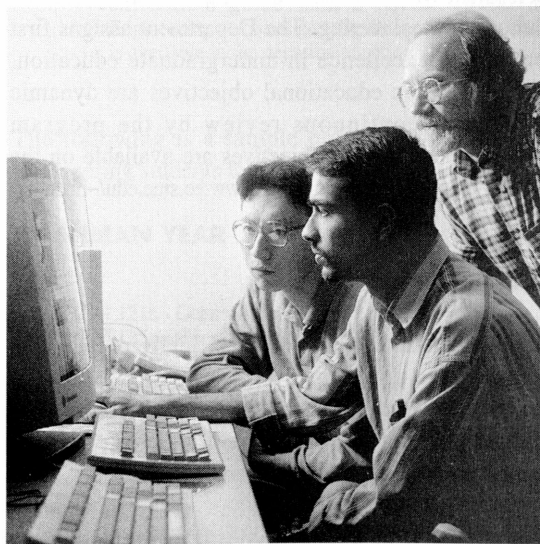
**MINOR REQUIREMENTS**

A minor in Electrical Engineering requires 22 semester hours. The courses required are ECE 210, 211, 326, 327, 351, 382. A cumulative grade point average of 2.0 or higher is required for Electrical Engineering courses.

**INDUSTRIAL ENGINEERING****ASSOCIATE PROFESSORS:**

Eneyo, E.S.; Karcas, S.C.; Lee, H.F.; Van Roekel, J.H. (Program Director)

Industrial engineering is a professional discipline having extraordinary breadth of application. It is principally concerned with the analysis and design of systems and procedures for organizing the basic resources of production—people, materials, and



Associate Professor Scott Umbaugh (standing) works with electrical and computer engineering students Lu Guo (far left) and Satish Sammanna in the Computer Vision and Image Processing Lab.

equipment—to achieve specific objectives. An industrial engineer deals 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.

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, quality control, computer-integrated manufacturing, and operations research. These specialized courses reflect the impact of recent developments in operations research, information processing, and automation.

The Industrial 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 measuring human performance.

The Industrial 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 Engineering home page: [www.ee.siue.edu/~hbengts](http://www.ee.siue.edu/~hbengts).

### **CAREER OPPORTUNITIES**

The industrial engineer is specifically prepared to function as a problem solver, innovator, coordinator, and change agent. Industrial engineers practice in all phases of manufacturing industries, service industries, and government agencies.

For example, in a manufacturing organization, an industrial engineer 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, the industrial engineer must not only consider the capabilities of machines, but also the physiological and psychological capabilities and limitations of humans. Industrial 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 as an industrial engineer to design manufacturing systems are useful 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 engineering graduates. This increased demand recognizes the versatility of the modern industrial engineer in being responsive to the challenges of a rapidly changing society. Although industrial 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.

### **ENROLLMENT IN UPPER-DIVISION INDUSTRIAL ENGINEERING COURSES**

The requirements for enrollment in upper-division industrial engineering courses are:

1. satisfactory completion of all University and School of Engineering admission requirements
2. an approved application for enrollment in upper-division Engineering courses
3. satisfactory completion of the lower-division (core) courses CE 240; CHEM 121a, 125a; CS 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, and

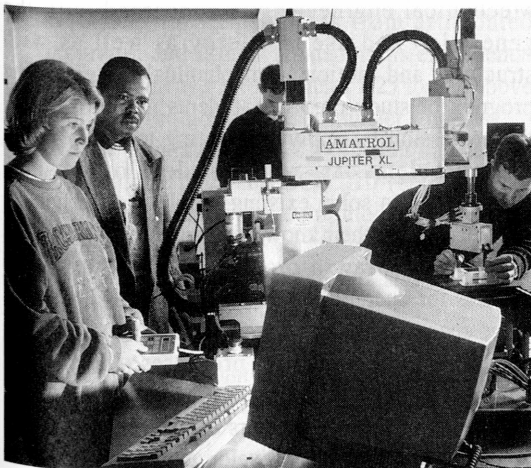
4. a grade point average of 2.0 or better in CS 140, CE 240, EE 210, and ME 262 (both original and repeat grades are computed in the grade point average)

## ACADEMIC STATUS

Students must meet the following standards. Students who fail to do so will be placed on probation in the major.

1. maintain a cumulative grade point average of 2.0.
2. maintain a term grade point average above 1.0 in any term.
3. maintain a cumulative grade point average of at least 2.0 in all mathematics and science courses.
4. maintain a cumulative grade point average of at least a 2.0 in courses taught in the School of Engineering.
5. maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
6. 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



Tara Becker, an Industrial Engineering major, is assisted by Professor Emmanuel Eneyo in the Computer Integrated Manufacturing Lab.

major may direct a written appeal to the departmental Academic Standards Committee.

## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE INDUSTRIAL ENGINEERING

Natural Science and Mathematics Courses	32
CHEM 121a, 125a	5
MATH 150, 152, 250, 305	17
PHYS 211a, 211b, 212a, 212b	10
Engineering Courses	62
CE 204, 240, 242	9
ECE 210, 382	7
IE 335, 345, 365, 370, 415, 451, 465, 468, 470, 483, 484	34
IE Electives*	9
ME 262	3
Fine Arts and Humanities Courses	9
Intro Fine Arts/Humanities Courses	6
PHIL 323	3
Social Science Courses	9
ECON 111, 112	6
Dist Social Science/Constitution	3
Skills Courses	15
CS 140	3
ENG 101, 102	6
PHIL 106	3
SPC 103, 104, or 105	3
Interdisciplinary Course	3
Total	130

\* The 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.

The following is a sample program for Industrial Engineering students to use as a guide.

## FRESHMAN YEAR

### Fall

CHEM 121a - General Chemistry	4
CHEM 125a - General Chemistry Lab	1
ENG 101 - English Composition	3
MATH 150 - Calculus I	5
PHIL 106 - Critical Thinking	3

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### Spring

ENG 102 - English Composition	3
MATH 152 - Calculus II	5
PHYS 211a - University Physics	4
PHYS 212a - University Physics Lab	1
SPC 103 - Interpersonal Comm	3

16

**SOPHOMORE YEAR**

## Fall

CE 204 - Engr Graphics and CAD	3
CE 240 - Statics	3
ECON 111 - Macroeconomics	3
MATH 250 - Calculus III	4
PHYS 211b - University Physics	4
PHYS 212b - University Physics Lab	1
	<hr/>

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## Spring

CS 140 - Introduction to C++	3
ECE 210 - Circuit Analysis I	3
MATH 305 - Differential Equations I	3
ME 262 - Dynamics	3
Intro Fine Arts/Humanities	3
	<hr/>

15

**JUNIOR YEAR**

## Fall

ECON 112 - Microeconomics	3
IE 335 - Intro to Info Processing Systems	3
IE 345 - Engr Economic Analysis	3
IE 370 - Manufacturing Processes	3
Intro Fine Arts/Humanities	3
CE 242 - Mechanics of Solids	3
	<hr/>

18

## Spring

ECE 382 - Digital Systems Design	4
IE 365 - Quantitative Methods in IE	3
IE 415 - Operations Res - Deterministic	3
IE 451 - Methods Des & Work Measure	3
IE 470 - Manufacturing Systems	3
	<hr/>

16

**SENIOR YEAR**

## Fall

IE 465 - Design & Control of Quality Sys	3
IE 468 - Operations Research - Simulation	3
IE 483 - Production Planning & Control	3
IE Elective I	3
Interdisciplinary Course	3
	<hr/>

15

## Spring

IE 484 - Facilities Analysis and Design	4
IE Elective II	3
IE Elective III	3
PHIL 323 - Engr, Ethics, & Prof	3
Dist Social Science/Constitution	3
	<hr/>

16

**EXIT REQUIREMENTS**

Degree requirements include the following:

1. a cumulative grade point average of 2.0 or higher for engineering courses

2. a cumulative grade point average of 2.0 or higher for Industrial Engineering courses numbered above 299
3. completion of all departmental and University requirements and
4. completion of the Senior Assignment as part of the IE 484 - Facilities Analysis and Design.

**MINOR REQUIREMENTS**

Eighteen semester hours are required for the Industrial Engineering minor, including IE 345, 365, 370, and 451. The remaining two courses are electives to be selected from the following four courses: IE 465, 468, 470, and 483. Other substitute electives are subject to approval by the Director of the Industrial Engineering Program. A cumulative grade point average of 2.0 or higher is required for Industrial Engineering courses.

**MECHANICAL ENGINEERING****PROFESSOR:**

Anderson, T.P.

**ASSOCIATE PROFESSORS:**

Gu, K.; Romick-Allen, R.; Saniei, N. (Chair); Yan, X.

**ASSISTANT PROFESSOR:**

Luo, A.

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 Engineering home page: [www.ee.siu.edu/~hbengts](http://www.ee.siu.edu/~hbengts).

## 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:

1. satisfactory completion of all University and School of Engineering admission requirements
2. an approved application for enrollment in upper-division Engineering courses
3. satisfactory completion of the lower-division (core) courses CE 240, 242; CHEM 121a, 125a; ECE 210; 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,
4. 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
5. 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.

## ACADEMIC STATUS

Students must meet the following standards. Students

who fail to do so will be placed on probation in the major.

1. maintain a cumulative grade point average of 2.0.
2. maintain a term grade point average above 1.0 in any term.
3. maintain a cumulative grade point average of at least 2.0 in all mathematics and science courses.
4. maintain cumulative grade point average of at least 2.0 in courses taught in the School of Engineering.
5. maintain a cumulative grade point average of at least 2.0 in major courses numbered above 299.
6. 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 re-apply for admission to the major. Students dropped from the major may direct a written appeal to the departmental Academic Standards Committee.

## DEGREE REQUIREMENTS:

### BACHELOR OF SCIENCE

### MECHANICAL ENGINEERING

Natural Science and Mathematics Courses	35
CHEM 121a, 125a	5
MATH 150, 152, 250, 305	17
PHYS 211a, 211b, 212a, 212b	10
STAT 380	3
Engineering Courses	60
ME 262, 310, 312, 312L, 315, 350, 350L, 370, 380, 410, 456, 470L, 480,	33
ME Electives*	12
CE 204, 240, 242	9
ECE 210	3
IE 345	3
Fine Arts and Humanities Courses	9
Intro Fine Arts/Humanities Courses	6
PHIL 323	3
Skills Courses	15
CS 140	3
ENG 101, 102	6
PHIL 106	3
SPC 103, 104, or 105	3
Social Science Courses	9
ECON 111, 112	6
Dist Social Science/Constitution	3
Interdisciplinary Course	3
Total	131



- \* Mechanical Engineering electives must be selected with the approval of a faculty adviser and contain at least 1.5 hours of design content. A curriculum guide with a list of the Mechanical Engineering electives and the design credit hours for each is available in the departmental office.

The following is a sample program for Mechanical Engineering students to use as a guide.

### FRESHMAN YEAR

#### Fall

CHEM 121a - General Chemistry	4
CHEM 125a - General Chemistry Lab	1
ENG 101 - English Composition	3
MATH 150 - Calculus I	5
PHIL 106 - Critical Thinking	3
	<hr/>

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#### Spring

ENG 102 - English Composition	3
MATH 152 - Calculus II	5
PHYS 211a - University Physics	4
PHYS 212a - University Physics Lab	1
SPC 103 - Interpersonal Comm	3
	<hr/>

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### SOPHOMORE YEAR

#### Fall

ECON 111 - Macroeconomics	3
CE 204 - Engr Graphics & CAD	3
CE 240 - Statics	3
PHYS 211b - University Physics	4
PHYS 212b - University Physics Lab	1
MATH 250 - Calculus III	4
	<hr/>

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#### Spring

ECON 112 - Microeconomics	3
ECE 210 - Circuit Analysis I	3
CE 242 - Mechanics of Solids	3
ME 262 - Dynamics	3
MATH 305 - Differential Equations I	3
	<hr/>

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### JUNIOR YEAR

#### Fall

ME 310 - Thermodynamics I	3
ME 315 - Fluid Mechanics 3	
ME 350 - Dynamics of Machines	3
ME 350L - Dynamics Laboratory	1
CS 140 - Introduction to C++	3
Intro Fine Arts/Humanities	3
	<hr/>

16

#### Spring

ME 312 - Thermodynamics II	3
ME 312L - Thermal Science Lab	1
ME 370 - Materials Engineering	3
ME 380 - Design of Machine Elements	3
STAT 380 - Statistics	3
Interdisciplinary Course	3
	<hr/>

16

### SENIOR YEAR

#### Fall

IE 345 - Engineering Economics	3
ME 410 - Heat Transfer	3
ME 456 - System Modeling	3
ME - Elective I	3
ME - Elective II	3
Intro Fine Arts/Humanities	3
	<hr/>

18

#### Spring

ME 470L - Stress Laboratory	1
ME 480 - Mech Engr Design	3
ME - Elective III	3
ME - Elective IV	3
PHIL 323 - Engineering Ethics	3
Dist Social Science/Constitution	3
	<hr/>

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### EXIT REQUIREMENTS

Degree requirements include the following:

1. a cumulative grade point average of 2.0 or higher in Engineering courses
2. a cumulative grade point average of 2.0 or higher is required for Mechanical Engineering courses numbered above 299
3. completion of all departmental and University requirements and
4. completion of a Senior Assignment as part of ME 480 - Mechanical Engineering Design.

### MINOR REQUIREMENTS

Eighteen semester hours are required for a minor in mechanical engineering, including ME 262 and 310. The 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

*dean felissa r. lashley*

# SCHOOL OF NURSING

## OVERVIEW OF THE SCHOOL

The School of Nursing offers a Bachelor of Science degree in Nursing for non-nurses and registered nurses with Associate degrees or diplomas in nursing. The program prepares a generalist in professional nursing; graduates are eligible to take the NCLEX-RN examination for licensure as a registered nurse. The state-approved program is accredited by the National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nursing Education, and provides a foundation for graduate education.

Nursing courses build on a foundation in the liberal arts and sciences and are concentrated in the last two years of study. Clinical experiences are an integral part of the Nursing major. Health care agencies in central and southwestern Illinois and in the greater St. Louis, Missouri, area cooperate with the School of Nursing in providing opportunities to practice clinical skills. The Community Nursing Services' nurse-managed center located in East St. Louis, Illinois, provides particular emphasis on nursing activities aimed at health promotion and primary health care.

Nursing is a dynamic, scientific, and humanistic profession that helps people by promoting good health practices throughout their lives. Professional nurses practice in settings such as hospitals, community health departments, schools, outpatient clinics, surgicenters, birthing centers, and home health and mental health agencies. The practice of professional nursing includes application of scientific and psychosocial theories to the care of clients and is broad in scope. The professional nurse works closely with other health care professionals but also may be in autonomous practice.

Faculty in the School have advanced preparation in many clinical specializations and fields, including community health nursing, gerontological nursing, maternal-child nursing, medical-surgical nursing, mental health nursing, and nursing of children as well as family, pediatric, adult and women's health nurse practitioner and nurse anesthesia. Faculty maintain an active role in clinical practice, research, scholarly inquiry, and professional service.

The School of Nursing maintains a nursing skills laboratory that provides undergraduate students with opportunities to see, learn, and practice nursing skills and procedures in simulated settings. Dimensions of health assessment (e.g., physical examinations, blood pressure readings, and eye examinations) are practiced in the laboratory prior to clinical experiences. In addition, nursing students use computer laboratories that contain interactive video and computer-assisted instruction as part of their classroom work. Students learn clinical nursing skills at a variety of off-campus sites, including hospitals, nursing homes, home health care agencies and a wide variety of agencies. The clinical agencies are located in surrounding communities in the Metro-East area including Troy, O'Fallon, Belleville, East St. Louis, Alton, Highland, Granite City, and Bond County, Illinois; in St. Louis, Missouri; and throughout central and southern Illinois.

## ADMISSION REQUIREMENTS

### APPLICATION PROCEDURE

Students seeking admission to the School of Nursing must first be admitted to the University by contacting the Office of Admissions and Records. Students should then make an appointment with an adviser in Academic Counseling and Advising. Call 618-650-3701 for an appointment. Admission to the University and application for a major in Nursing do not guarantee admission to the School of Nursing.

Applicants must apply to the School of Nursing according to the deadlines below. Forms for this purpose are available from the School of Nursing in Alumni Hall, room 2107, or by calling 618-650-3956. Deadline dates for application are:

### ADMISSION

Fall Semester

Spring Semester

### APPLICATION

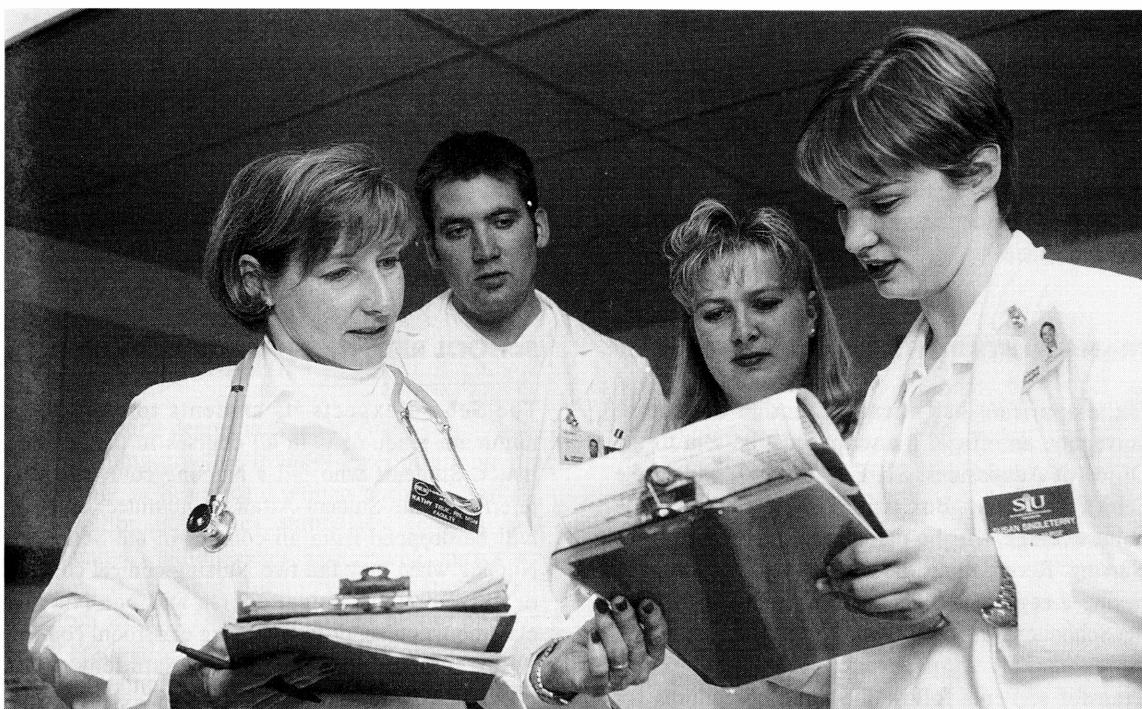
September 1 through

February 28/29

March 1 through

August 31

Applicants for each semester are reviewed by the Student Affairs Committee of the School of Nursing and notified of their status in time to register if accepted.



*Instructor Kathy True meets with student nurses Aaron Robinson, Brandy Wuollet and Susan Singletary.*

An applicant to the School of Nursing will be considered ready to be reviewed for admission when all following criteria are met:

1. Admission to the University.
2. Completed application on file in the School of Nursing by the deadline. An application is considered complete when the application, official transcripts of all college course work, and a record of current course enrollment are in the applicant's file. Applicants are responsible for ensuring that their materials are received (Box 1066, School of Nursing) by March 1 for fall admission and by September 1 for spring admission. **All materials must be in the applicant's file before the deadline in order for the applicant to be considered for admission.** Applicant files completed after those dates will be reviewed on a space-available basis.
3. Successful completion of prerequisite courses with grades of C or better.
4. Minimum prerequisite grade point average of 2.7 on a 4.0 scale (including transfer credit as well as credit at SIUE).
5. Selective criteria placement (to be implemented only if the number of qualified applicants exceeds the positions available). These criteria are available in the School of Nursing.

Students are normally considered for admission during their sophomore year; however, a special Freshman Admission Initiative is available for students with ACT scores above 24 or a minimum of a 3.5 grade point average. Information about this initiative can be obtained from the School of Nursing.

#### **COURSES TO BE COMPLETED PRIOR TO ADMISSION**

##### **Skills Requirements:**

English 101 and 102  
 Interpersonal Communication (SPC 103)  
 Introductory Social Science Requirements:  
 Two of: Anthropology 111, Economics 111,  
 Geography 111, Hist 111, Political Science 111,  
 Psychology 111, or Sociology 111  
 Human Growth and Development (NURS 203)

##### **Biophysical Science Requirements:**

Inorganic, Organic and Biochemistry  
 (CHEM 120a, b, CHEM 124a, b)  
 Bacteriology (BIOL 250),  
 Anatomy and Physiology I (BIOL 240a),  
 Anatomy and Physiology II (BIOL 240b)

A grade of C or better must be earned in all prerequisite courses.

### **ADDITIONAL GENERAL EDUCATION REQUIREMENTS, WHICH MAY BE COMPLETED AFTER ADMISSION**

Phil 320, Ethics or Phil 321, Ethics in Medicine (prior to semester 6), Statistics 107 (prior to semester 5), Phil 106 (prior to semester 4), one (1) Advanced Social Science.

### **TRANSFER STUDENTS**

If the applicant has attended another college or university, an official transcript must be sent to the Office of Admissions, SIUE, Box 1047, and to the School of Nursing, Box 1066. The prerequisite grade point average will be calculated in the School of Nursing. Records must be updated each semester by having a copy of the grade slip or transcript sent to the School of Nursing.

Transfer students follow the same procedures for admission and must meet the same criteria. Students who wish to be admitted with prerequisite course credits transferred from elsewhere must submit the following to the School of Nursing:

1. Application dated appropriately.
2. Official transcript(s).
3. Bulletin(s) current at the time courses were taken. In lieu of a bulletin, descriptions obtained from official sources or syllabi may be requested by the Student Affairs Committee of the School of Nursing.

Nursing courses will transfer only from NLNAC-accredited baccalaureate programs with approval of the Student Affairs Committee of the School of Nursing. Transcripts plus course descriptions or syllabi are required for review by the Committee. The minimum number of credit hours required to earn a Baccalaureate degree is 124. Of the required 124 hours, at least 60 must have been earned at a four-year institution and at least 30 must be earned at SIUE. Students must complete all University and School of Nursing requirements in order to receive a degree from SIUE.

### **REGISTERED NURSES**

Registered nurses follow the same University admission procedure and must meet the same criteria described above for transfer students. In addition, for

admission into the School of Nursing, applicants to the Baccalaureate-completion program must pass the National League for Nursing Mobility Profile II examinations and present proof of current professional nurse licensure in Illinois. In addition to Illinois licensure, R.N. students must have a license in any state where they will be doing their clinical practice.

### **SCHOOL RETENTION REQUIREMENTS**

The School expects its students to maintain a minimum grade of C in all courses in the Nursing major. Students who fail a Nursing course will be referred to the Student Affairs Committee. Students will be dropped from all courses in the School of Nursing when they fail two Nursing clinical courses, or one Nursing clinical course and one Nursing classroom course, or two Nursing classroom courses. After admission to the School, students must maintain a cumulative grade point average of at least 2.00 to continue in the Nursing program.

All Nursing majors are required to file reports of a physical examination and immunizations before entering the first semester of nursing courses. Yearly tuberculin skin testing is required. The Student Handbook for Undergraduates and the BS-Completion Student Handbook issued to students accepted into the School of Nursing contain full details.

### **FACULTY**

#### **PROFESSORS:**

Beaman, M.L.; Bell, D.E.; Boyd, M.A.; Clement, J.M.; Lashley, F.R., (Dean); de Meneses, M.R.; Sykes, R.K.

#### **ASSOCIATE PROFESSORS:**

Nehring, W.M.; Newton, M.A.; Stanley, M.J.; Tartasky, D.S.; Williams, L.D.

#### **ASSISTANT PROFESSORS:**

AuBuchon, B.L.; Baccus, M.G.; Baier, M.A.; Bernaix, L.W.; Ellis, W.E.; Fearing, A.D.; Fowles, E.R.; Mabunda-Temple, G.; Martin, B.C.; Mitchell, S.I.; Schmidt, C.A.

#### **CLINICAL ASSOCIATE PROFESSOR:**

Brown, M.C.



**INSTRUCTOR:**

Wacker, M.L.

**LECTURERS:**

Arras, R.E.; Behrhorst, V.L.; Birk, D.L.; Burke, K.A.; Comrie, R.W.; Durbin, C.R.; Gaddy, J.L.; Griggs, R.R.; Heard, S.; Jackle, M.E.; Jobe, M.A.; Ketchum, K.M.; McGraw-Houchens, M.A.; Mueggenburg, I.K.; Wunderlich, R.J.; Zanger, M.E.

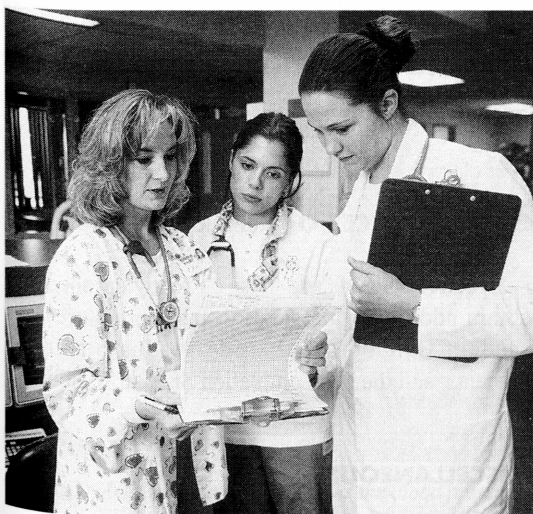
**CAREER OPPORTUNITIES**

The Bachelor's degree in Nursing qualifies graduates for beginning practice in entry-level positions in a wide range of health care settings such as hospitals, nursing homes, clinics, industries, schools, and community health agencies. Professional nurses are in demand across the country. Graduates of this program usually find employment before or soon after graduation. Students have opportunities for part-time employment while attending school and participation in the University's Cooperative Education Program.

**PROGRAM COMPLETION REQUIREMENTS**

Completion of the following is required in order to fulfill degree requirements:

School of Nursing Requirements  
General Education Requirements  
Senior Assignment



Jessica Duff (left), an ICU nurse at Anderson Hospital and an SIUE alumna, works with student nurses Leah Pfister and Rebecca Brummer.

**REQUIREMENTS**

	Hours	Gen Ed.	School of Nursing
Semester 1 - Fall			
English 101	3	•	•
Speech 103	3	•	•
Chem 120a	3	•	•
Chem 124a	1	•	•
Biol 111	3		•
GE elective (Fine Arts)	3	•	
<b>TOTAL</b>	<b>16</b>		
Semester 2 - Spring			
English 102	3	•	•
Biol 250	3		•
Chem 120b	3	•	•
Chem 124b	1	•	•
Anth 111, Econ 111, Geog 111, Pol 111, Hist 111, Psyc 111, Soc 111 (take two of these courses)	6	•	
<b>TOTAL</b>	<b>16</b>		
Semester 3 - Fall			
Biol 240a	4	•	•
Phil 106	3	•	•
Stat 107	3	•	•
Elective	3		
Nurs 203	3		•
<b>TOTAL</b>	<b>16</b>		
Semester 4 - Spring			
Biol 240b	4	•	•
Phil 320	3	•	•
Nurs 204	3		•
Nurs 214	4		•
<b>TOTAL</b>	<b>14</b>		
Semester 5 - Fall			
Nurs 300	3		•
Nurs 305	4		•
Nurs 315	3		•
Nurs 350	3		•
Nurs 351	2		•
<b>TOTAL</b>	<b>15</b>		
Semester 6 - Spring			
GE Social Science	3	•	•
Nurs 306	3		•
Nurs 360	2		•
Nurs 326	3		•
Nurs 362	2		•
Nurs 316	2		•
<b>TOTAL</b>	<b>15</b>		
Semester 7 - Fall			
IS		3	•
Nurs 407	4		•
Nurs 417	3		•
Nurs 470	4		•
Nurs 471	2		•
<b>TOTAL</b>	<b>16</b>		

Semester 8 - Spring		
Nurs 408	4	•
Nurs 418	3	•
Nurs 428	2	•
Nurs 480	4	•
Elective	3	(only if needed)

TOTAL 13/16

TOTAL = 124 semester hours

### DEGREE REQUIREMENTS:

#### BACHELOR OF SCIENCE DEGREE IN NURSING FOR REGISTERED NURSES

General Education Requirements	42
Skills Courses	15
Written Expression	6
AND	
Oral Communication	3
Critical Thinking (Logic)	3
Statistics	3

Introductory Courses	15
GE Areas	
Fine Arts & Hum.	3 to 6
Nat. Sci. & Math.	3 to 6
Social Sciences	3 to 6
(At least 6 hours must be taken in each of two areas and 3 hours in the remaining area.)	

Distribution Courses	9
GE Areas	
Fine Arts & Hum.	3
Nat. Sci. & Math.	3
Social Sciences	3

Interdisciplinary Courses	3
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#### Additional University Requirements for graduation:

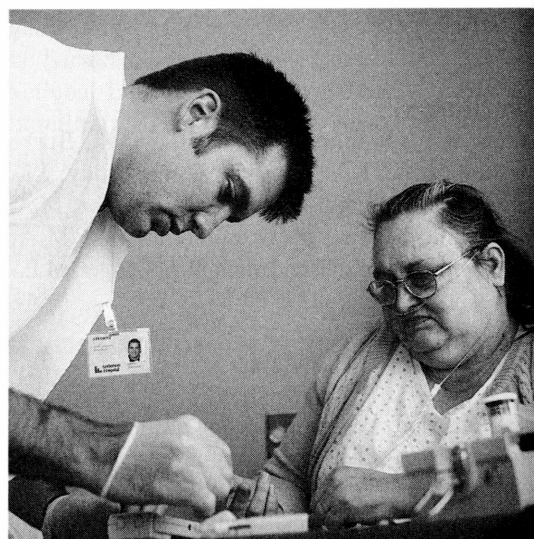
- Intergroup Relations course (IGR)\*
- International Issues or Culture course (II/IC)\*
- Constitution requirement\*
- 2.0/4.0 GPA to graduate
- 124 semester hours to graduate

\* Courses used to fulfill these requirements may also be used to fulfill General Education, major, minor, or elective requirements.

Students may complete either the SIUE General Education program or the IAI General Education Core Curriculum.

### NURSING PROGRAM

Required Nursing Courses	25
N335 — Professional Nursing Processes I	3
N315 — Professional Nursing Processes II	3
N316 — Professional Nursing Processes III	2
N417 — Professional Nursing Processes IV	3
N437 — Professional Nursing Processes V	3
N473 — Management and Role Change Practicum	3



Student nurse Aaron Robinson takes a blood sample from a patient at Anderson Hospital in Maryville.

- N408 — Conceptual Basis V: Strategies for Promoting Health in the Community . . . . . 4
- N480 — Nursing Practicum V: Appl. of Strategies for Promoting Health in the Community . . . . . 4

	SIUE Gen. Ed. Program	IAI Core Curriculum
Total General Education Hours	42	37
Total Nursing Hours by Enrollment	25	25
Total Nursing Hours by NLN Tests	35	35
Life Span/Developmental Concepts	3	3
Elective hours	19	24
Total required for Graduation	124	124

### MINOR REQUIREMENTS

A minor in Nursing is not available.

### OTHER SOURCES OF INFORMATION

Prospective students and those currently enrolled may obtain additional information from brochures, the Student Handbook for Undergraduate Nursing Students, and the BS-Completion Student Handbook.

### MISCELLANEOUS

Students should be prepared to purchase uniforms and the equipment kits for the clinical laboratory

courses. Clinical fees are associated with some courses.

Some textbooks must be purchased during the first semester students are enrolled in Nursing courses. These books will be used throughout the curriculum and cost approximately \$500. Other textbooks and Computer-Assisted Instruction (CAI) may be rented for some Nursing courses.

Students are required to carry health insurance. Injuries and/or exposures to infectious agents may result in a need for tests and/or treatment. The costs of the tests and/or treatments are the responsibility of students enrolled in the School of Nursing. Students must provide their own transportation to and from clinical agencies and must maintain their own automobile insurance.

Students are required to maintain current CPR and First Aid certification while enrolled in the School of Nursing.

The School of Nursing offers the BS-Completion Program in southern Illinois at various sites that have included the John A. Logan College campus, the Rend Lake College campus, the Olney Central College campus, the East St. Louis Center, and the Kluthe Center in Effingham.

A School Nurse Program also is available enabling the nurse with a Bachelor's degree in Nursing to apply for certification by the Illinois State Board of Education.



*Nursing student Tawana Collins checks the blood pressure of a patient at Anderson Hospital in Maryville.*

# UNIVERSITY HONORS PROGRAMS

## DEANS' SCHOLARS HONORS PROGRAMS

The Deans' Scholars Honors Program was established to help outstanding students plan individualized academic programs. It enables talented students to study in one or two academic areas in depth, or to explore a variety of courses outside their major. The Deans' Scholars program serves students from all disciplines.

Students admitted as Deans' Scholars plan their academic programs with the help of faculty advisers in their major areas of interest. Some of the usual graduation requirements are modified so that students have the opportunity to explore a number of areas of interest or to study more intensively an area of concentration. Students may choose courses in diverse areas, thereby obtaining a broad education. Returning students who have been away from academic study for a number of years may find the flexibility of the Deans' Scholars program particularly appealing.

To fulfill the General Education requirement, Deans' Scholars students will take at least 33 semester hours. Of these, a minimum of 3 courses to total at least 9 credits must be in each of the three General Education areas - fine arts and humanities; natural science and mathematics (1 of these courses to emphasize scientific inquiry); and social sciences. No more than 9 hours may be taken at the 111 level. Questions as to whether certain courses count toward the fulfillment of area requirements will be resolved by the Deans' Scholars Coordinator in consultation with the student's advisor. Included in social sciences are the disciplines of anthropology, history, economics, geography, political science, psychology, and sociology. The course taken to fulfill the Constitution requirement may count toward fulfillment of the social science requirement. The Constitution requirement is a University General Education requirement for all students. Students majoring in academic areas will be able to fulfill three hours of the requirements of one General Education area with courses from their academic major.

To complete their 33 hours, Deans' Scholars students will be required to take three semester hours of a

Deans' Scholars Seminar (DS 120), which includes work on composition and oral communication and is required of all entering Deans' Scholars freshmen. Deans' Scholar students also will be required to take three semester hours of an interdisciplinary seminar - either DS 320 or an IS course offered as a seminar.

Deans' Scholars students will be required to complete one course exploring intergroup relations and one course exploring either international issues or international culture. These courses will be allowed to fulfill the appropriate General Education area requirements.

The above requirements cannot be satisfied by skills courses.

The IS Seminar is required of all students accepted as Deans' Scholars. Transfer students accepted as Deans' Scholars must meet the requirements outlined above through courses accepted for transfer or through University courses approved by the College or School Deans' Scholars Coordinator or the Deans' Scholar Program Coordinator. This stipulation also applies to SIUE students accepted as Deans' Scholars after their first semester at SIUE.

As a rule, freshman-, sophomore-, and junior-level students who have been admitted to the University and who have a grade point average of at least 3.5 (4.0 scale) are eligible to apply. Letters of recommendation are required from at least three instructors who are familiar with the student's high school or university work. High-ranking high school seniors are encouraged to apply for admission to the Deans' Scholars program upon matriculation at SIUE.

Selection of Deans' Scholars students is made on the basis of candidates' previous academic work, together with the letters of recommendation from instructors. Candidates complete the admission requirements by filing a program responsibility form showing courses that they have already taken and those they plan to take. Upon approval of the program of study, students are formally designated as Deans' Scholars. For details, please inquire at the Deans' Scholars Office, Provost's Office, Box 1021.

## CHANCELLOR'S SCHOLARS PROGRAM

The Chancellor's Scholars Program, funded principally by individual grants through the Southern Illinois University Edwardsville Foundation, provides attractive financial assistance and individualized educational opportunities at Southern Illinois University Edwardsville to outstanding freshmen selected on a competitive basis.

### CHANCELLOR'S SCHOLARS WILL:

- receive a scholarship for up to eight semesters covering all tuition and fees at the in-state tuition rate for undergraduate programs;
- choose from a variety of special introductory and advanced courses;
- work with faculty mentors, who, by reason of scholarship, interest, and sensitivity, are highly qualified to serve as personal advisers, teachers, and mentors;
- be eligible for membership in the Deans' Scholars Honors Program, which provides a high degree of challenge and flexibility in the curriculum;
- help promote scholarly activity and contribute to the intellectual and cultural life of the University.

Selection of Chancellor's Scholars is made by the Chancellor's Scholars Committee based on the candidate's previous academic work and special talents. To be considered for the scholarship, an applicant must submit the following:

- an application for undergraduate admission to the University on the prescribed form;
- a scholarship application on the prescribed form;
- ACT or SAT scores;
- at least three letters of recommendation from principals, high school teachers, or counselors on the prescribed form;
- evidence of special talents or abilities;
- evidence of extracurricular activities, if applicable;
- an official copy of the high school transcript, indicating rank in class at the end of the sixth semester or later.

All application and supporting materials should be forwarded, by the prescribed date, to Student Financial Aid, Campus Box 1060, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1060.

## 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 prepared on the prescribed form available from the Office of the Provost.

After obtaining the adviser's approval, the proposal should be submitted 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 ACADEMY**

The Undergraduate Research Academy (URA) at SIUE encourages, supports, and enables students to conduct original research and creative activities at the undergraduate level. The Academy recognizes that student talents can be uncovered in ways that do not appear through the usual format of classroom instruction and testing. Because the University requires all students to undertake a Senior Assignment as part of University assessment, the URA serves to highlight and support students who seek honors recognition for this activity. An undergraduate research or creative activity enhances the quality of the baccalaureate experience by giving students opportunities to pursue ideas independently, to interact with the faculty, and to engage more fully in the educational process of discovering and creating. Undergraduates who become directly involved in original scholarly activity are usually able to obtain jobs more easily upon graduation and also are more likely to become committed to advancing knowledge within their fields and to enter graduate studies.

Twice each year, in cooperation with the academic departments at SIUE, the URA recruits eligible students as URA Fellows to undertake research and creativity activity under the guidance of dedicated faculty members. The process involves several stages: submitting a proposal and budget for approval, an interview, acceptance into the Academy, doing the research or creative activity during the semesters specified in the proposal, participating in periodic URA events, preparing a final report in publishable form, and presenting the results at the

URA Symposium. The URA provides budgetary support for conducting the scholarly activity as well as advisory support during preparation of the proposals and reports. The Office of Undergraduate Assessment & Program Review, in which the URA is housed, assists students during their work by arranging purchase of commodities and services as necessary and by providing prompt administrative support as needed. The academic departments and supervising faculty mentor(s) provide all necessary research guidance and facilities. In addition, URA Fellows receive a fellowship award in two installments - the first upon admission to the Academy, and the second after they have completed their reports and made their final presentations.

Students who have been accepted as a major in any of the disciplines at SIUE and who maintain a grade point average of 2.3 or better are eligible to compete for URA Fellowships. Students must have junior or senior standing at the time they conduct their URA work and, often, may use the URA project to fulfill the Senior Assignment requirement for graduation. Proposals must be signed and submitted in the prescribed form to the Undergraduate Research Academy, Office of Undergraduate Assessment & Program Review, Box 1300, SIUE, Edwardsville, IL 62026-1300.

More information and application/proposal forms may be obtained from departmental offices, offices of the College and School Deans, the Office of Undergraduate Assessment & Program Review, 618-650-2640, and from the web address: <http://www.siu.edu/~deder/assess/index.html>.

# 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 at the University. Services include Academic Development courses, workshops, testing programs, 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 skills such as time management, note-taking strategies, test preparation, organizing 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 students 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 themselves for entry into the General Education curriculum may do so through developmental courses offered by Instructional Services. These courses help students reach their goals. Developmental courses in reading are available to help students develop critical comprehension skills necessary for understanding and effectively using university texts. Developmental mathematics courses are designed to prepare students for college algebra if their major programs require such, and to enter General Education science and mathematics courses. Basic writing courses are designed to help students write logical, clear expository essays relatively free of mechanical errors. This preparation will encourage their 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, and career planning and development are available to students who wish to focus on these specific areas. Classroom activities in all Instructional Services courses involve students actively developing their skills. Computer-assisted instruction is frequently 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; The Graduate Record Examination; The American College Test (ACT); The College Level Examination Program (CLEP); proficiency examinations; the Constitution examination for students under the 1986 General Education program; examinations for the schools of Education and 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 entitled **Credit Earned by Examination, Extension, and Correspondence**.

Students who are required to complete placement tests prior to admission or advisement may obtain information from Instructional Services by visiting Peck Hall, room 1404, or calling 618-650-3717.

## INSTRUCTIONAL AND TUTORIAL ASSISTANCE

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

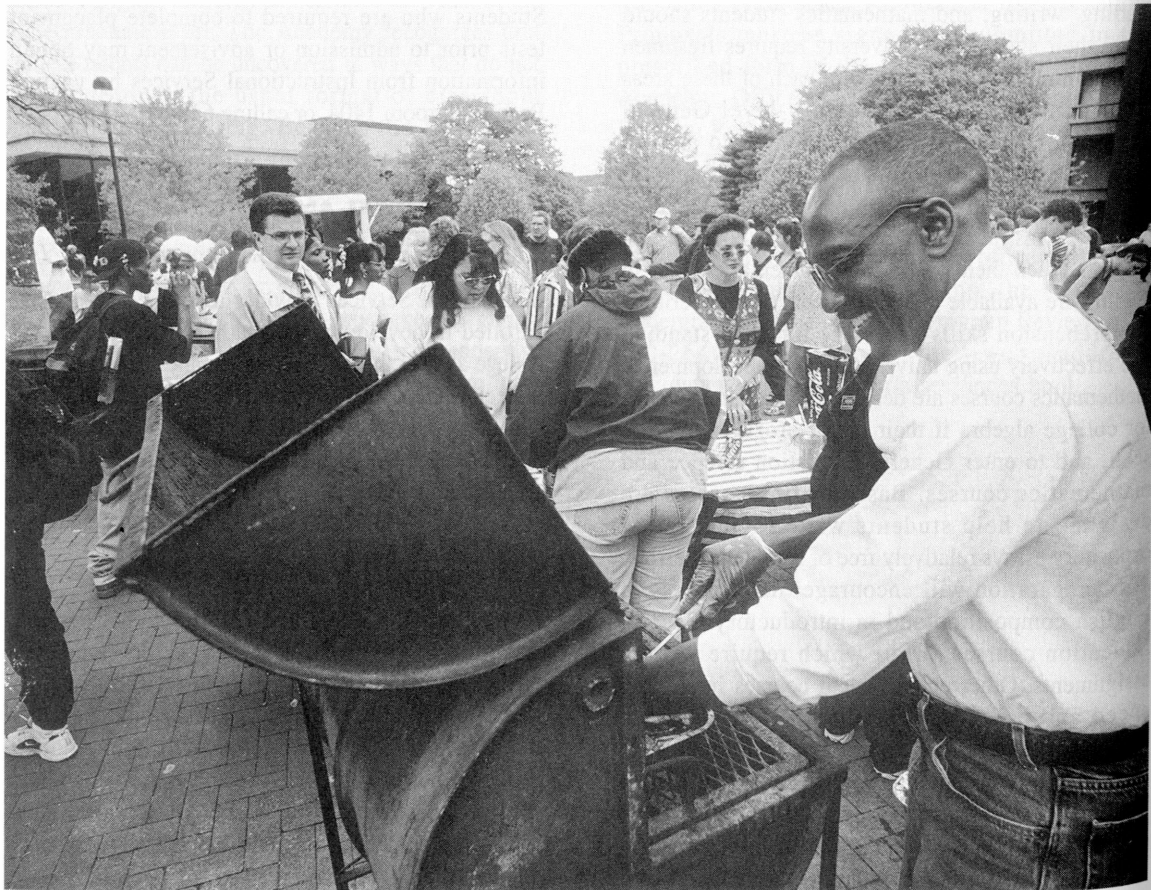
As an academic support unit, Instructional Services offers support to students beyond the developmental course level. Students who wish to improve their reading skills may contact Instructional Services reading instructors. Instructors will help students increase their comprehension and build vocabulary skills, increase reading rates, and develop techniques for reading textbook materials. Appointments may be made in Peck Hall, room 1404, or by calling 618-650-3717.

The Writing Center provides individual assistance with papers, reports, and theses. Self-instructional materials also are available on a wide variety of writing-related topics such as organization, paragraphing, grammar, and English as a second language. Appointments are recommended for help with papers. The Writing Center is in Peck Hall, room 1419, and is open for daytime, evening, and weekend use. For more information, contact the center at 618-650-2045 or [wcenter@siue.edu](mailto:wcenter@siue.edu) (e-mail).

Individual departments also may provide tutorial assistance. Students should contact the specific department to determine whether such assistance is available. Instructional Services also maintains a list of departmental tutorial services. In addition, Instructional Services offers Supplemental Instruction - regularly scheduled voluntary group study sessions - in selected major and General Education courses that are traditionally considered difficult.

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 one- or two-hour 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 stop by the Instructional Services office in Peck 1404 or call 618-650-3717.



*Assistant Professor James Jackson cooks up a storm at Springfest.*

# STUDENT DEVELOPMENT AND UNIVERSITY ACTIVITIES

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## 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, student organizations, intercollegiate athletics, University committees, 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, student organizational activities, and several related student-sponsored activities.

## 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 comprises seven executive officers: the Student Body President, the Vice President, the Finance Chair, the Personnel Chair, the Public Relations Chair, the Student Organization Advisory Board Chair, and the Student Trustee—a member of the SIU Board of Trustees. In addition, there is a twelve-member Student Senate and a Student Government staff.

Students interested in Student Government may visit the Student Government Office in the Kimmel Leadership Center, or call 618-650-3819 for information.

## 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 University and community service.

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 student 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 about the program and its requirements, contact the Kimmel Leadership Center at 618-650-2686.

## STUDENT ORGANIZATIONS AND ACTIVITIES

Students who are interested in developing their leadership potential may wish to become active in one or more of the 140 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 Welcome Week, Native American programs, Homecoming, Black History 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, Elderhostel, Red Cross Blood Drives, Preview SIUE, Tons of Fun, and Welcome Week.

## UNIVERSITY CENTER BOARD

The University Center Board (UCB) serves both as an advisory board and a program council. As an advisory board, UCB functions as the primary recommending body to the Director of the University Center. The Advisory Board consists of the Building Services and Facilities Committee, Finance Committee, and Policy Review Committee.

The UCB Program Council plans and produces many events and activities on campus. The Council provides a wide variety of entertainment, cultural, educational, and recreational programs for the SIUE community. The Program Council consists of Current Affairs, Ethnic Flair, Performing Arts, Public Relations, Advertising/Promotions, Recreation, UC Attractions, and Visual Arts.

Students interested in developing their skills in program planning may obtain more information in the Kimmel Leadership Center in Morris University Center, phone 618-650-2686.

## 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 618-737-2726.

## 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 coordinates National Health and Wellness Week and 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.

An integral part of Wellness activities is the Alcohol and Drug Education component. Established in 1986 to provide alcohol and substance-abuse education for the University, the program provides referrals for those needing professional assistance; offers alcohol-education seminars, specific training and workshops for student athletes and student organizations; and coordinates the National Collegiate Alcohol Awareness Week activities.

For more information about the Wellness Program or Alcohol and Drug education, call 618-650-B-WELL.

## 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, 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. Opened in the spring of 1993, the Student Fitness Center offers greatly enhanced 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
- a child care facility
- the wellness resource lab
- a student social lounge with wide-screen TV

The adjoining Vadalabene Center offers:

- an indoor pool
- eight racquetball courts
- shower and locker facilities

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



## HEALTH SERVICE

Health Service provides general outpatient care, laboratory diagnostic testing, sexuality awareness, and pharmacy services to members of the University community. Students must be enrolled in order to use the services and will be expected to complete a medical history form before or during the initial visit. Physical examinations for participation in University activities such as varsity athletics also are provided through Health Service.

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. This requirement is in compliance with legislation enacted by the State of Illinois. Students who fail to comply with the immunization requirement will not be allowed to register for a subsequent term. For more information about services provided by Health Service, call 618-650-2842; regarding the immunization requirement, call 618-650-2843.

## INTERCOLLEGIATE ATHLETICS

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

The athletics program consists of 15 varsity sports, with seven for men, including baseball, basketball, cross country, soccer, tennis, track, and wrestling. The eight women's sports include basketball, cross country, golf, soccer, softball, tennis, track and volleyball. The University is a member of the National Collegiate Athletic Association (NCAA) Division II and The Great Lakes Valley Conference (GLVC).

Cougar athletics teams have established a successful tradition of accomplishment by winning 16 NCAA Championships. The men's soccer team captured the first national Division II title in 1972 and a Division I crown in 1979. Men's tennis captured seven consecutive Division II titles between 1978 and 1984. The men's basketball team earned its first trip to the

NCAA tournament in 1986 and returned in 1987 and 1989. The baseball, wrestling, and tennis teams are perennial qualifiers for these respective championships. SIUE wrestlers amassed three consecutive national titles between 1984 and 1986. The baseball team has made 19 appearances in NCAA tournament play, advancing to the College World Series seven times.

The women's tennis and softball teams are annual contenders for a championship berth. The tennis team achieved its fourth consecutive national title in 1989, while the softball squad has qualified for six national championships, finishing second in 1982. Women's basketball and soccer have enjoyed highly successful seasons. Women's basketball qualified for the national tournament in 1993-94 and 1997-98. Soccer qualified for the NCAA Tournament both in 1993 and 1996. The track and cross country program has had several NCAA All-Americans and numerous NCAA qualifiers from both the men's and women's programs.

Athletic scholarships are available in all varsity sports and are awarded by the respective head coach. All entering freshman athletes must fulfill the NCAA's high school core requirements in order to compete during their freshman year. Prospective students may wish to seek information from the 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 varsity and practice softball complex, the 1,500-seat Roy Lee Field for baseball, six varsity tennis courts, and 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](mailto:ehess@siue.edu) and request an appointment with the appropriate head coach. The Cougars also provide information on the World Wide Web at [www.siue.edu/ATHLETIC](http://www.siue.edu/ATHLETIC). (This address is case-sensitive; use caps where indicated.)

## 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.

### THE STUDENTS' ADVOCATE

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 Vice Chancellor for Student Affairs on any matter that concerns them. The Vice Chancellor serves as the students' ombudsman and can be particularly helpful in resolving problems involving more than one office or agency of the University. The Vice Chancellor for Student Affairs may be consulted on matters of student rights and responsibilities, student conduct, and grievance procedures.

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



*A view of Founders and Alumni Halls.*

# SERVICES FOR STUDENTS

## ACADEMIC COUNSELING AND ADVISING

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

Academic advisers are located in Peck Hall, room 1315. Appointments for undecided and undeclared students are necessary and may be made by calling 618-650-3701.

## BURSAR

The Office of the Bursar, located on the first floor of Rendleman Hall, provides a variety of services to students. Students are strongly encouraged to pay their tuition and fees, housing and other University charges by mail.

The Bursar also mails all refund checks, disburses student paychecks, and provides check-cashing services. SIUE student long distance telephone payments should be received by the Bursar's Office by 3:30 p.m. on the bill due date. For more information about available services, view our web page at [www.siue.edu/BURSAR](http://www.siue.edu/BURSAR), call 618-650-3123, or e-mail [bursar@siue.edu](mailto:bursar@siue.edu).

## FINANCIAL RESPONSIBILITY

Students at SIUE will incur certain financial obligations. Although they may be eligible for various forms of financial aid, the final responsibility for those financial obligations will be the student's. The University has developed an installment payment plan designed to make payment of tuition, fees, and other charges as convenient as possible. Failure to meet financial obligations will have serious consequences. In addition to being assessed service charges on past-due amounts, students with a past-due debt to the University will not be issued transcripts or diplomas. Continued failure to pay a past-due debt may result in the debt being referred to a collection agency. In that event, collection costs will be added to the student's account.

## 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 assists students and alumni in relating their academic majors to career fields in the implementation and enhancement of their individual career development, exploration and confirmation of career/major choices and the development of job search strategies.

This is accomplished through the integration of various career development theories, career interest inventories, personal style inventories, career guidance through personal counseling and a computerized career guidance program (SIGI PLUS), as well as AD 117 "Career Development."

Cooperative Education is also a major component of the career development process in assisting students in all majors to gain career related work experience in paid paraprofessional positions while attending SIUE.

The Alumni Sharing Knowledge program provides mentoring for interested students. Some of the many other services provided by the Center include workshops on various topics, resume referral, on-campus interviewing and a Career Resource Center with information on video tape and in books. Accessing our home page ([www.careers.siue.edu](http://www.careers.siue.edu)) via the Internet will allow complete access to the Career Development Center. One can register with our office, view career positions as well as Co-op jobs, and sign up for on-campus interviews simply by accessing our home page. Two career fairs are held annually, the Career Network Day and the Oktober Career Fest are held for students and alumni to network with employers both locally and nationally.

For more detailed information on the Career Development Center, please call 618-650-3708 or stop by the office located in 3126 Founders Hall or at our website at [www.careers.siue.edu](http://www.careers.siue.edu).

## COUNSELING SERVICES

Counseling Services provides direct service counseling to students coping with educational, personal, and/or interpersonal issues; crisis



*This group of students is going to Disney World! They all got jobs for the semester through the Career Development Center's Cooperative Education Program.*

intervention for residential students; and serves 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 helping students to adjust to living and learning in a university environment and to realize their worth and potential. Appointments are conducted in a private setting; all consultations are confidential. Walk-in appointments are available. The office is located at the stop light intersection entrance to Cougar Village. Services also are available in Health Service. For more information about Counseling Service, please call 618-650-2197.

### **DISABILITY SUPPORT SERVICES**

The coordinator for students with disabilities in the Office of Disability Support Services is responsible for implementation and coordination of many of the programs, activities, and services for persons with disabilities. The coordinator offers academic advising and registration, guidance and counseling, referrals to related offices and departments, and assistance in obtaining specialized equipment or supplies, support services, and special accommodations.

All students with disabilities are encouraged to visit the coordinator, located in Peck 1311, at their earliest convenience to discuss available services. Individuals may contact the coordinator by calling 618-650-3782 (V/T).



*Missy Norman takes a break with classmate Kyle Lazelle.*



## EARLY CHILDHOOD CENTER

Preschool education is available for children of SIUE students and University employees. The Early Childhood Center, located on North West Road off Circle Drive, is open from 7:00 a.m. to 6:00 p.m. daily. Parents may choose from all day or half-day a.m. programs. Children between the ages of two and five may be enrolled.

University students interested in early childhood education may utilize 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, please call 618-650-2556.

## 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 Advisor serves as a liaison with foreign governments and scholarship agencies, and assists with foreign currency exchange and the processing of tuition deposits when necessary. The office is located in room 2006 of the Morris University Center.

### ORIENTATION

An 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. Mathematics and English placement testing, academic advising, library and campus tours, registration, and temporary housing assistance (on a limited basis) are among the services offered.

### IMMIGRATION ADVISEMENT

The office provides assistance with the following for students and University employees: United States immigration regulations and procedures, work eligibility clearance, and visa information. In addition, the office is responsible for University compliance with immigration record keeping and reporting requirements.

## GENERAL SUPPORT SERVICES

The office provides various workshops and cross-cultural counseling. The International Advisor maintains contact with University departments and community resources and makes referrals as appropriate.

## 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 international wives club. In addition, the Hospitality Program sponsors numerous social activities. For more information, please call 618-650-3785.

## SERVICE CENTER

SIUE students should make the Service Center, Rendleman Hall, Room 1309, their first stop for help with campus business. Among the many services provided are:

- address, name and ID changes
- applications for admission (undergraduate and graduate)
- applications for graduation
- class registration and program changes (adds drops, withdrawals)
- CougarNet access to student records
- enrollment certification requests
- forms and general information related to a variety of student concerns
- Graduate Records matters
- ID cards
- Reclassification-of-residency applications
- transcript requests
- tuition calculation
- voluntary meal plan deposits

Service Center hours of operation are 8 a.m. to 8 p.m. Monday through Thursday, 8 a.m. to 4:30 p.m. Friday, and 8 a.m. to 2 p.m. Saturday during fall and spring semesters when classes are in session. Saturday hours June 1 through August 15 are 8 a.m. to noon. Evening hours may be adjusted slightly during summer term. During break weeks and other times when classes are not in session special hours are posted.

For more information please call 618-650-2080.





*Associate Professor Elizabeth Fonseca, Faculty Advisor for the Latin American Student Organization (LASO), with student member Adriana Ochoa.*

### **SERVICES FOR EVENING AND SATURDAY STUDENTS**

For evening and Saturday students, additional services are available, including limited help with services for parking and Bursar matters. The Center also serves as a liaison with instructors and other University offices.

Various offices, including the Bursar, Student Financial Aid, Textbook Service, and Parking Services generally are open until 6:30 p.m. Monday and Thursday evenings during the regular academic year. During the summer term, those offices are open Monday evenings. Some services, including Lovejoy Library, Academic Counseling and Advising, and the University Bookstore, have extended hours Monday through Thursday evenings when classes are in session.

For more information call 618-650-2080.

### **UNIVERSITY HOUSING**

University Housing can accommodate approximately 2,400 residents in residence hall and apartment-style housing. All single student resident rooms are fully

furnished and air-conditioned; local telephone service and expanded basic cable service are provided. Laundry facilities are close at hand. Trained staff reside in each living area, and hundreds of activities and events are sponsored every year for the benefit of residents.

### **RESIDENCE HALL LIVING**

No longer called "dorms," the residence halls at SIUE are designed for student living, with comfortable furnishings, state-of-the-art facilities, and convenient access to classes and other campus opportunities. These residence halls provide an exciting mix of academic and social opportunities in a relaxed environment that a student can call home.

SIUE now has two residence halls - Prairie Hall and Woodland Hall - each with a unique character designed to challenge and support different groups of students.

### **PRAIRIE RESIDENCE HALL**

Prairie Hall is devoted to freshmen. Only traditional freshman students (18 to 20 years of age) reside there, and facilities and services are geared toward helping the first-year student achieve academic and social success.



*Vice Chancellor for Student Affairs Noby Emmanuel helps out on moving day.*

#### **WOODLAND RESIDENCE HALL**

Woodland Hall houses a mix of undergraduate students, freshmen to seniors. It has the added feature of Focused Interest Communities (FICs) - clusters of students pursuing the same major or with similar interests, living in the same area.

#### **WOODLAND AND PRAIRIE RESIDENCE HALL**

##### **FEATURES**

- A social lounge in each wing, with game table, TV and kitchenette equipped with a microwave
- Computer data lines to the University mainframe from each room
- Faculty/staff mentors
- A study lounge in each wing
- A 24-hour computer laboratory
- An in-house movie channel
- 24-hour security
- Wall-to-wall carpet
- Individual mailboxes
- Support programs to help residents achieve their educational and social goals
- Nearby public transportation to Edwardsville, surrounding communities and MetroLink

#### **COUGAR VILLAGE**

Offering style and comfort, Cougar Village Apartments are just a short walk or shuttle ride from the classroom buildings. Also nearby is the Cougar Lake Recreation Area and the many leisure opportunities it offers, such as swimming, hiking, or just relaxing by the lakeside.

The apartments at Cougar Village are fully furnished with a range, refrigerator, garbage disposal, dining table and chairs, desks, dressers, drapes, sofa, end tables, chairs and beds. The apartment complex, with its 496 student apartments, is home to single students other than traditional freshmen, and to graduate students and family residents. Traditional freshmen are not permitted to reside at Cougar Village unless they are contracted family residents.

Single students may share an apartment with one, two, or three other students and may request to share a bedroom, request a designated private bedroom or for additional space and privacy (when space is available), convert a shared bedroom to a deluxe private (for an additional charge).

More than 140 married couples with and without children, and single parents, also make Cougar Village Apartments their home. Family Residents may choose furnished or unfurnished two- or three-bedroom apartments. Special features for families include: a children's playground, bus service to local schools, and family activities.

Following apartment renovations (which began in May 1999 and will be completed in August 2000), all apartments in Cougar Village will have direct access to the SIUE computer mainframe.

The activity center at Cougar Village is the Commons Building, featuring a lounge with a wide-screen TV, the Commons Grill and Convenience Store, a computer lab with Internet access, a laundry, outdoor tennis courts, a basketball court, a multi-purpose room and staff offices.

Special Cougar Village features include:

- Programs that enhance community building
- Free bus service to the academic core
- Public transportation to Edwardsville, surrounding communities and MetroLink
- Locked mailboxes
- Designated quiet, graduate student and substance free buildings
- Storage closet assigned to each apartment
- An in-house movie channel

#### **FOOD SERVICE**

The University's Food Service offers meal plans for Prairie Hall, Woodland Hall and Cougar Village residents that can be used at the Commons Grill at Cougar Village, and at the University Center's Cougar Den, Center Court, University Restaurant or Union Station. The meal plan provides flexibility, convenience and savings. There is no need to carry cash. All meal plans utilize a computerized meal card that can be used in 12 different areas to satisfy personal tastes. Prairie and Woodland Hall residents are required to purchase one of three meal plans. Because Cougar Village Apartments are furnished with kitchens, residents have the option of purchasing a \$100 or \$500 meal plan.

#### **APPLICATION**

Application for University Housing requires a \$25 non-refundable application fee from all applicants, a \$75 deposit from single students and a \$150 deposit from families. Single student housing applicants are also required to submit an advance payment of \$100,

which is applied toward room charges. Penalties are assessed for cancellation of the housing contract.

For more information regarding University Housing, write the Central Housing Office, Box 1056, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1056, or call 618-650-3931, TTY-TTD 800-526-0844. Messages may be left after hours, on holidays, and on weekends. Additional information can be found at [www.siu.edu/HOUSING](http://www.siu.edu/HOUSING). (The address is case-sensitive; type HOUSING in capital letters.)

#### **OFF-CAMPUS HOUSING**

University Housing offers information about available off-campus facilities to help students, faculty and staff locate available accommodations. Owners of off-campus facilities may use the University's contact form for student rental housing. The University reserves the right to deny the privilege of listing off-campus accommodations with University Housing if landlords do not comply with the Civil Rights Act of 1968, other laws governing discrimination, and governmental health and safety standards. Experience has indicated that attempting to obtain off-campus facilities by mail is generally unsatisfactory. Prospective students are urged to visit the area in order to seek desirable living accommodations.

#### **SIUE CAMPUS NETWORK**

The campus network, SIUENET, interconnects all computers throughout the Edwardsville campus, Alton Dental School campus, and East St. Louis Center. The network provides more than 4,800 direct connections to the SIUE enterprise servers, mainframe, and the Internet. Also, dial-in users may access SIUENET through a modem pool. The network consists of more than 10 miles of fiber-optic cable and more than 136 miles of high-speed copper cable. The Office of Information Technology manages the campus network servers, which provide account, Web, USENET and mail services.

#### **INTERNET E-MAIL ACCOUNTS**

All students are provided a campus network account as soon as they are financially cleared in the Student Information System. Students are required to present an SIUE Student ID to confirm financial status and activate a campus network account. Campus e-mail addresses are in

the form <username>@siue.edu. Personal Web pages can be accessed with a URL in the form [www.siu.edu/~<username>](http://www.siu.edu/~<username>). Disk space allocated to each student for storing e-mail and Web pages is limited.

Additional information about campus network services can be obtained on the Web at [www.siu.edu/HELPDESK/](http://www.siu.edu/HELPDESK/).

## **LIBRARY AND INFORMATION SERVICES (LIS)**

Library and Information Services provides information resources and services to support instruction, scholarship, and service activities of the University. Library and Information Services acquires and maintains information resources, provides services to help users develop information literacy skills, and provides facilities to house material, equipment, and laboratories.

### **LIS - LOVEJOY LIBRARY**

Lovejoy Library maintains more than 1,000,000 volumes and subscribes to more than 6,500 serials and periodicals. The Library's collection includes 1,500,000 microform items, 540,000 U.S. government documents, 150,000 maps, 43,000 audiovisual titles, and thousands of special research items. 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 service.

### **LIS - AUDIO VISUAL SERVICES**

Audio Visual Services provides complete audio-visual assistance, including the development of new media using up-to-date technology to meet the needs of University faculty, staff, and students. Audio Visual Services maintains a collection of 3,300 items including films, CD-ROMs, laserdiscs, and videotapes.

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 minimal 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.

## **LIS - ACADEMIC COMPUTING**

Academic Computing manages computer laboratories and classrooms. Hardware and software for curriculum support are purchased in consultation with multi-departmental cluster committees. Staff are available in the computer laboratories to help.

**The Education, Nursing, and Social Sciences Cluster** includes two computerized classrooms, a specialized Macintosh laboratory, and other open-access laboratories in Building III. In addition to database, spreadsheet, statistical analysis, and graphics software, these computing facilities provide faculty and students with specialized multimedia and authoring software.

**The Science, Engineering, and Information Systems Cluster** includes workstations that support instruction in programming languages, computer graphics, computation, software engineering, and database design and implementation. The cluster includes two computerized classrooms in the Science Building and an electrical engineering laboratory at University Park.

**The Arts and Communications Cluster** provides four laboratories, including the Music Laboratory and the Mass Communications Computerized Classroom in Dunham Hall, and the art and design and electronic imaging laboratories in the Art and Design Building. These facilities provide software supporting multimedia, computer animation, electronic composition, color graphics, and desktop publishing.

**The English, Foreign Language and Instructional Services Cluster** in the Peck Building provides an open-access computer laboratory supporting word processing, statistical analysis, and desktop publishing applications, two English computerized classrooms, and a foreign language laboratory.

**The Business Cluster** Laboratories and Computerized Classrooms in Founders Hall offer specialized software for spreadsheet, database, statistical analysis, presentation graphics, forecasting,



financial modeling, and project management. Two computerized classrooms and an open-access laboratory support instruction in a variety of business disciplines.

General purpose open-access microcomputer laboratories are located in Lovejoy Library, Prairie Hall, Woodland Hall, and Cougar Village Commons.

### **NEW STUDENT ORIENTATION**

Immediately prior to the first day of classes for the fall term, the University sponsors a program designed to acquaint students with the University, including its academic programs and related requirements, and student life programs. The program provides opportunities for new students to meet other students, faculty, and staff members.

Students who wish to gain a more thorough understanding of the University are encouraged to enroll in University 112, The University Experience, a two-credit orientation course offered each term. The course, which normally meets twice each week, is taught by University professors and staff who take a special interest in new students. 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 for 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 orientation to SIUE, please call 618-650-2020.

### **OFFICE OF CONTINUING EDUCATION**

The Office of Continuing Education 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 Continuing Education attend the opening session of classes to help students with admission, registration, fee payment, financial aid inquiries, and textbook distribution. Faculty and students may contact this office for help with matters related to instruction and attendance at off-campus classes.

SIUE, working with other community colleges and universities in southern Illinois, hosts 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 Continuing Education, Campus Box 1084, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1084, phone 618-650-3210, or e-mail [mfedor@siue.edu](mailto:mfedor@siue.edu). Information about classes in the Belleville area may also be obtained directly from the SIUE/BAC Service Office at Belleville Area College, 618-235-2700, ext. 335, or e-mail [dwagen@siue.edu](mailto:dwagen@siue.edu).

### **PARKING**

SIUE parking is based on color-coded lots with corresponding decals. ALL VEHICLES MUST BE REGISTERED AND DISPLAY A CURRENT DECAL. Commuter and resident student decals may be obtained at Parking Services, on the first floor of Rendleman Hall. During evenings and weekends, student decals are available through the Service Center, room 1309 in Rendleman Hall. Motorcycle decals may be purchased at the same locations.

All violations assigned to a registered vehicle are the responsibility of the person in whose name the decal is issued. Tickets issued on a nonregistered vehicle belonging to members of the student's immediate family will be the responsibility of the student. Tickets may be paid and appeals filed at the Parking Services Office.

Evening students have the option of purchasing evening decals, which are issued on a term basis. These decals permit parking in lots closer to the classroom buildings after 3 p.m. Sales are limited to 1,500 decals on a first come, first-served basis. For more information, please call 618-650-3680.

### **PARKING FOR PERSONS WITH DISABILITIES**

Parking spaces for persons with disabilities are marked with the international handicapped symbol. Any vehicle parked in these spaces must be identified with either a permit with the international handicapped symbol or an SIUE decal bearing the handicapped parking designation. Students with



disabilities who choose to use handicapped parking spaces are required to purchase an SIUE parking decal displaying the international handicapped symbol. Any vehicle not bearing such identification is subject to either a University or State of Illinois citation and towing. Vehicles with an appropriate permit may be parked in a handicapped space only when individuals with disability are the driver or rider in the vehicle. These regulations are rigorously enforced. Information on purchasing special decals is available from Parking Services or the Service Center. For more information, please call 618-650-3680, or 618-650-2080.

### **POST OFFICE**

The SIUE Branch Post Office, located on the lower level of Rendleman Hall, is open from 8 a.m. to 4 p.m., Monday through Friday. Mail is dispatched 4 times daily (7:30 and 9:30 a.m., 2 and 4 p.m.). The services offered by the Post Office include domestic and international mail; express mail; parcel post; stamps; postal money orders (domestic) registered mail (accepted up to 3:00 p.m. daily); certified mail; insured mail; federal income tax forms; and rental of postal lock boxes. For more information, please call 618-650-2028.

### **PRE-ENTRY ADVISEMENT AND REGISTRATION**

All new students are invited to attend a Pre-entry Advisement and Registration Program. During such programs, with the assistance of an adviser, students have the opportunity to discuss their general education and major requirements.

Most pre-entry advisement and registration for new students is offered during the summer for the following fall term and for a few weeks before the beginning of the spring and summer terms.

### **SPECIAL SERVICES PROGRAM**

The Special Services Program is funded by the United States Department of Education and the University. The objective of the program is to retain and graduate the students served by the program. The Special Services Program is open to students who meet specific criteria established by the Federal Government.

Services offered through the program are academic counseling and advising, tutorial assistance, supplemental instructional support, monthly meetings with the assigned adviser, and cultural opportunities. Students who meet the above criteria and have a need for an academic support system are encouraged to apply to the program.

For more information about the Special Services Program, please call 618-650-3790 or stop by room 1313 in Peck Hall.

### **STUDENT IDENTIFICATION CARDS**

Students receive an identification card which bears their image and identifies them as enrolled students at Southern Illinois University Edwardsville. The identification card also allows access to services, activities, and programs throughout campus and is used for campus dining plans. The identification card is a legal document. Students who lend, borrow, use a card other than their own, or alter an identification card are subject to disciplinary action; in addition, such action may be considered a crime. The identification card should be carried at all times in order to use a multitude of campus services. For additional information, contact the Service Center at 618-650-2080.

### **UNDERGRADUATE TEXTBOOKS**

The University, through a nominal rental fee, supplies basic texts for undergraduate courses (including 400-level courses) through Textbook Service, in the basement of Lovejoy Library. In order to obtain rental textbooks from Textbook Service, students must have paid their fees or made arrangements for fee payment through a deferment, and have a student ID card. Supplemental texts sometimes are required for undergraduate courses; they may be purchased from the University Bookstore, on the first floor of Morris University Center. Newly entering students are advised that they may need to purchase texts, though most will be available as part of the textbook rental plan. Graduate students enrolled in undergraduate classes must purchase texts from Textbook Service. Textbook Service has regular business hours of 8 a.m. to 4:30 p.m., Tuesday, Wednesday, Friday, and 8 a.m. to 6:30 p.m. Monday and Thursday. There are extended hours of service during issue and return weeks.

The University Bookstore provides textbooks for graduate classes as well as supplemental and recommended texts for undergraduate classes. The Bookstore also provides a wide range of school supplies, gifts, and general stock books, and welcomes special orders for books not in stock. Regular business hours are 8 a.m. to 6:30 p.m. Monday through Thursday; 8 a.m. to 4:30 p.m. Friday; and 10 a.m. to 2 p.m. Saturday (fall and spring semesters). Extended evening and weekend hours are scheduled during the first two weeks of a semester. The University Center Bookstore is located on the first floor of Morris University Center.

### MORRIS UNIVERSITY CENTER

Morris University Center is the focal point of the campus community. Its many services and activities augment the academic endeavors of students and faculty members. During the day and evening, the Center is a hub of diverse activities: students engaged in a multitude of conversations; an audience watching a performance or listening to an address; students, faculty, and others eating lunch, or checking out new book titles in the bookstore; students reading or relaxing in the quiet Opapi Lounge; organizations planning activities; people pondering a painting in a new art exhibition; or students and faculty attending a Student Leadership module.

Morris University Center also is an important bridge between the University, southwestern Illinois, and the St. Louis metropolitan community. Many area groups use its Conference Center facilities for meetings, conferences, and dinner engagements. The Information Office helps persons visiting campus. The Bookstore is an important source for books, periodicals, and other items for area high school teachers and students, as well as other residents.

The Goshen Lounge is frequently the forum for noon-hour debates, special events, exhibits, and entertainers. Most students and staff pass the lounge on their way to other points in the building - Center Court, University Restaurant, bookstore, art gallery, recreation center, television lounge, TheBANK Center, Print and Design Shop, meeting rooms, or the barber and beauty shop.

A variety of options are available with DINING SERVICES. The Center Court, on the lower level, offers hot breakfast, lunch, and dinner menus. It also

features gourmet coffees, nutritious items such as crisp salads, hot entrees, and made-to-order submarine sandwiches, as well as a Pizza Hut Express, Taco Bell Express, Chik fil-A, and an expanded deli; it also features late-night hours.

After dinner, students may enjoy a freshly made dessert from Sweet Surprises, or if they are in a hurry, they can stop by the Grab'n Go and pick up a soda or a snack. The Cougar Den, next to the Center Court, offers hamburgers, french fries, shakes, pies, and salads. The University Restaurant, on the second floor, 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 salad and entrée bar.

Bowling, billiards, pinball, video games, air hockey and foosball can be found in the 17,300-square-foot University Center Recreation area.

University Center Print and Design offers specialized printing services to students, faculty, and staff, as well as photocopying, posters, buttons, resumé services, and rental darkroom facilities.

Union Station, on the first floor of Morris University Center, sells tickets for on-campus sponsored activities including lectures, athletic events, and dance, music and theater performances. Tickets to major St. Louis area events are available, along with a wide variety of other services including check cashing, newspapers, athletic schedules, and calendars of campus events. A wide variety of sandwiches, snack items, candies, and beverages also are available.

The Bookstore offers a wide selection of school supplies, computer software, magazines, current books, memorabilia, sweatshirts, hats, and other clothing. The store also sells textbooks and manuals for graduate students.

On the lower level of Morris University Center, a recently updated University Hair offers complete hair styling services to men and women. For appointments, call 650-2299.

TheBANK Center, across from Union Station on the first floor of Morris University Center, offers automated banking services. The service is provided through TheBANK of Edwardsville. For information, please call 619-656-0057.

## UNIVERSITY MUSEUM/GALLERY

It was the intention of the founders of this university 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 the 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.

## UNIVERSITY POLICE

University Police at Southern Illinois University Edwardsville is a law enforcement agency responsible for the protection of life and property. Officers are sworn police personnel under the authority granted by Illinois law and have power to make arrests. Law enforcement services are provided to the Edwardsville campus, the School of Dental Medicine in Alton, and the East St. Louis Center.

University Police are located in the Supporting Services Building and provide services 24 hours per day, 365 days per year. Emergency 911 calls are directed to University Police, which is responsible for dispatching appropriate police, fire, or ambulance

services. Other services provided include assistance in retrieving keys from locked vehicles and loaning jumper cables and tools to engrave items for prevention of theft. University Police also provide an "escort service," accompanying members of the University community from one campus location to another as a means of safety and crime prevention for students and employees.

The University Police operates 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 vehicular means.

The Police Department offers numerous programs including McGruff the Crime Dog, Sexual Assault Prevention programs, Campus Watch program, Operation Identification, and Friends of McGruff Club.

Satellite offices are located on the first floor of the Morris University Center and in the Cougar Village Commons Building.

For a copy of the University's Annual Security Report and crime statistics, published in compliance with the Federal Student Right to Know and Campus Security Act of 1990, please refer to <http://admin.siue.edu/studentrightto/>

Non-Emergency Telephone Number: 650-3324  
Emergency: 911

## VETERANS SERVICE

The Office of Veterans Certification is located in Rendleman Hall, room 1207. The office provides general information regarding veterans' benefits and VA regulations.

## NONCREDIT PROGRAMS AND SERVICES

### OFFICE OF CONTINUING EDUCATION

The Office of Continuing Education sponsors a wide variety of noncredit and public service activities. These activities are 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 programs and services described below, write to the Office of Continuing Education, Campus Box 1084, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1084 or call 618-650-3210.

### EDUCARD

Educard is a special 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 do receive a student parking decal and a courtesy library card and may borrow undergraduate textbooks for the term they attend. To receive a schedule of classes, a list of EDUCARD-approved classes, information about EDUCARD policies, or information about registering for EDUCARD classes, contact the Office of Continuing Education at 618-650-3210, or e-mail [ecoffin@siue.edu](mailto:ecoffin@siue.edu).

### CONTINUING EDUCATION UNITS

Continuing Education Units (CEUs) reflect participation in approved Continuing Education activities. The Office of Continuing Education processes all requests to offer CEU activities 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 the Office of Continuing Education, Campus Box 1084, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1084 or call 618-650-3210, or e-mail [ecoffin@siue.edu](mailto:ecoffin@siue.edu).

### OLDER ADULTS' ACTIVITIES

The Office of Continuing Education sponsors a variety of activities for older adults. These include the Southwestern Illinois Regional Senior Olympics, Great Decisions lectures, and Dialogue for Senior Citizens. For details about these programs, contact the Office of Continuing Education at 618-650-3210. Additional University programs for older adults are sponsored by the Gerontology Program, 618-650-3454, e-mail [cmarsha@siue.edu](mailto:cmarsha@siue.edu).

### CONFERENCES AND INSTITUTES

The Conferences and Institutes unit of the Office of Continuing Education provides specialized program planning services and meeting arrangements for private business, professional organizations, government agencies, and community groups as well as for University students, faculty, and staff. The attractive, convenient, well-equipped facilities of the University provide an excellent setting for all types of meetings, seminars, workshops, and special events. For more information, call Conferences and Institutes at 618-650-2660, or e-mail [cgsag@siue.edu](mailto:cgsag@siue.edu).

### CONTINUING PROFESSIONAL EDUCATION (ACCOUNTING)

The Office of Continuing Education 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 Continuing Education, Campus Box 1084, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1084 or call 618-650-3210, or e-mail [ecoffin@siue.edu](mailto:ecoffin@siue.edu).

### INTENSIVE ENGLISH PROGRAM

The Intensive English Program (IEP) at SIUE offers noncredit English language study for international



*Many students find Lovejoy Library a great place to study.*

students whose TOEFL score is below the 550 required for regular admission into the University, but who otherwise are academically qualified to enter an undergraduate or graduate degree program. Admission into the IEP is based on the strength of the most recent TOEFL score and does not guarantee access to credit-bearing courses at the University.

To complete the IEP, students must receive a score of 550 or higher on the Institutional TOEFL exit exam. Upon completion, students may enroll in credit-bearing courses. The Institutional TOEFL exit exam is given during the final week of each semester.

Students not seeking pre-admission approval to the University may apply to the IEP for English language study only. SIUE offers classes at the intermediate and advanced levels (430-549 TOEFL). We do not have beginning-level classes.

To apply for English language study only, please submit the following:

1. the completed IEP application form with the \$35 application fee

2. the completed financial form along with a bank statement
3. a copy of your high school or college transcripts
4. a copy of your latest TOEFL score, if you have one. If you have not taken the TOEFL, remember that classes are offered only at the intermediate and advanced levels.

For additional IEP information, call 618-650-2060, send a TELEFAX to 618-650-3509, or send electronic mail to [IEP@siue.edu](mailto:IEP@siue.edu)

### **NONCREDIT CLASSES**

A wide variety of noncredit classes are offered for the leisure enjoyment and personal development of area residents. Noncredit classes include computers, music, dance and exercise, consumer issues, topics for women, and other special-interest areas. To receive a schedule of noncredit classes or to register for noncredit classes, contact the Office of Continuing Education at 618-650-3210, or e-mail [ecoffin@siue.edu](mailto:ecoffin@siue.edu).



# NON-TRADITIONAL CREDIT PROGRAMS AND SERVICES

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## NON-TRADITIONAL CREDIT PROGRAMS AND SERVICES SIUE/BAC SERVICE OFFICE

The SIUE/BAC Service Office at Belleville Area College is open weekdays as well as 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 on-site 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 at BAC. To contact the SIUE/BAC Service Office, call 618-235-2700 ext. 335, or 618-650-2630, or e-mail [dwagen@siue.edu](mailto:dwagen@siue.edu).

## OFF-CAMPUS BACHELOR OF SCIENCE IN NURSING DEGREE-COMPLETION PROGRAM

SIUE's School of Nursing offers its Bachelor of Science in Nursing degree-completion program off-campus at several sites in southern Illinois. Recent sites include John A Logan College, Olney Central College, and Effingham.

The B.S. in Nursing degree-completion program is designed for Registered Nurses who wish to complete a bachelor's degree in nursing. The off-campus B.S. in Nursing 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. For course schedule or registration information, contact the Office of Continuing Education at 618-650-3210, or e-mail [mfedor@siue.edu](mailto:mfedor@siue.edu).

## OFF-CAMPUS CLASSES

Selected credit courses and degree programs, identical to on-campus programs in academic content and degree requirements, are offered at various off-campus locations. Numerous University credit courses also are offered at off-campus sites in response to specific requests in order to meet particular educational needs in area communities. Recent class offerings have included business, education, nursing, and B.L.S. requirements. Sites used have included local schools, community colleges, and government facilities.

The Office of Continuing Education 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 Continuing Education attend opening classes to help students with admission, registration, fee payment, financial aid inquiries, and textbook distribution. Faculty and students may contact this office for help with matters related to off-campus classes. Continuing Education serves as a liaison between off-campus students and on-campus University offices, personally pursuing answers or solutions to students' questions or problems and following up directly with students by telephone.

Institutions, agencies, or organizations interested in off-campus courses should contact the Coordinator of Credit Activities in the Office of Continuing Education, Campus Box 1084, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1084, phone 618-650-3210, or e-mail [mfedor@siue.edu](mailto:mfedor@siue.edu).

## DISTANCE LEARNING COURSES

SIUE, through a consortial arrangement with community colleges and other universities in southern Illinois, hosts courses delivered to SIUE via technology-mediated instruction. For more information about these courses, call the Office of Continuing Education at 618-650-3210, or e-mail [mfedor@siue.edu](mailto:mfedor@siue.edu).

# ENVIRONMENTAL RESOURCES TRAINING CENTER

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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, or send a fax to 618-650-2210.

## CAREER OPPORTUNITIES

Demand is continually growing for safe drinking water and 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.

From 1981 to 1998, 302 persons graduated from this program, and 264 graduates have been employed in the drinking water and/or wastewater treatment systems field. This represents an 87% employment rate for program graduates. About 63% of the employed graduates are employed in Illinois; the rest are employed in 16 other states. Of the graduates employed in other states, 73% are employed 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, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1075, by telephone at 618-650-2030, or by fax at 618-650-2210.

### 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 work-study 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

	Lecture	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

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 Maintenance	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 (Internship)  
40 hours per week for ten weeks

### COURSES

#### ERTC 101 - WASTEWATER OPERATIONS I

An 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

This is a 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**

An 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 file systems.

#### **ERTC 106 - WATER QUALITY MATHEMATICS AND SCIENCE**

A 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 chemistry, water quality, and microbiology applications for 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, and 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**

A 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**

An introduction is provided 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**

An 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**

An introduction is provided 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.

#### **ERTC 300 - 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.

## 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. The Arts & Issues series also provides opportunities for students to gain experience in arts production and administration. Students, faculty, and staff are encouraged to suggest names of speakers and performers so that the series may provide both diversity and educational value for all members of the University.

### OFFICE OF MANAGEMENT STUDIES

The Office of Management Studies provides a broad array of training and consulting services to individuals and organizations within the community. These services include one- to three-day seminars on a range of business topics: the Family Business Forum (a membership program for principals of family businesses), tailored in-house training and development programs, and applied consulting activities.

Persons interested in obtaining information may contact the Office of Management Studies at 618-650-2668.

### LABOR AND MANAGEMENT PROGRAMS

Labor and Management Programs promotes labor and management cooperation in southwestern Illinois. This is done through research studies and grants, instruction and training, and technical services to the labor and management communities. Through the program, faculty from various University departments to serve client needs. Labor and human resource management specialists, organizational behavioralists, industrial psychologists, legal experts, sociologists, political scientists and educational theorists work on projects to respond to needs of the area.

Selected examples of Labor and Management projects include:

- developing new employment selection tests,

conducting validity studies of existing employment selection tests;

- sponsoring educational seminars, providing advice to an area-wide labor/management committee;
- conducting attitude/opinion surveys; and
- surveying human resource managers or union officials on current workplace issues.

Individuals and businesses interested in these services may contact the Labor Management Programs Office at 618-650-2135.

### SMALL BUSINESS INSTITUTE

The Small Business Institute provides managerial counseling to small businesses, and valuable practical experience to students. Working under the supervision of a faculty member, seniors and graduate students consult with an area small business and advise its management. Often, this advice takes the form of a new or revised business plan. Small businesses wishing to participate in this program are encouraged to contact the director of the Small Business Institute at 618-650-2750.

### SMALL BUSINESS DEVELOPMENT CENTER

The Small Business Development Center at SIUE is part of a national consortium of college- and university-affiliated Small Business Development Centers that assist small businesses. The Center is a collaborative arrangement between the U.S. Small Business Administration, the Illinois Department of Commerce and Community Affairs, and the SIUE School of Business, as a service to Illinois small businesses.

The center provides a full range of services and programs for start-ups, expanding and existing businesses. Owners and managers of small businesses, as well as individuals wanting to start or purchase a business or franchise, are potential clients. Services provided include business seminars and entrepreneurial training courses, confidential counseling, general business planning assistance, and capital sourcing.



Individuals and businesses interested in these services may contact the Center at 618-650-2929. Counseling is free, but there are fees associated with training courses and seminars.

### **THE OFFICE OF TECHNOLOGY AND COMMERCE**

The Office of Technology and Commerce combines industry, University, and state resources to promote economic revitalization of manufacturing in Illinois, particularly in southwestern Illinois.

Through the office, industry and business may use faculty resources at SIUE in the research and development of new ideas in manufacturing and production. The office also helps apply technology to specific manufacturing and production processes. The office helps traditional industry to modernize, increase productivity, increase employment, and develop human resources. The office encourages new business ventures; provides assistance for cooperative research and development, innovation, technology transfer, prototype development, testing, marketing and business plans, development of new manufacturing techniques, and training symposia and workshops. The office also can provide services to technology-based service companies. Manufacturing- and technology-based service companies may call 618-650-2166 for more information.

### **INTERNATIONAL TRADE CENTER**

The 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 sales, obtaining trade leads, market research, 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-funded grant from the Illinois Department of Commerce and Community Affairs as well as University resources and services. Interested parties should contact the International Trade Center at 618-650-2452.

### **CONTRACT ARCHAEOLOGY PROGRAM**

Members of the staff of the Contract Archaeology Program undertake basic and applied archaeological and environmental research through grants received from public agencies and private firms. Projects involve field investigations, processing and analysis of recovered materials and data, and production of professional reports that are reviewed by state and/or federal agencies. Subsequent to and concurrent with project execution, staff members report on the significance of findings through papers delivered at professional meetings, in various publications, and in public presentations. Although the focus of research is on prior settlement in the southwestern Illinois region, individual research projects have included topics concerning the greater United States, Europe, and Latin America. Staff members teach courses in the Department of Geography, provide state-of-the-art training through numerous internships, and offer workshops at the Cahokia Mounds State Historic Site each summer through the Department of Geography and the Office of Continuing Education.

For information, please call 618-650-3641.

### **CENTER FOR ORGANIZATIONAL DEVELOPMENT**

The Center for Organizational Development (formerly Regional Research and Development Services) is a public service unit of the College of Arts and Sciences. While providing work experience for SIUE students, the Center serves as a link to the expertise and resources available at SIUE for local governments, not-for-profit agencies, and the public.

It serves as a state data center and business and industry data center for the United States Census Bureau and the State of Illinois. The Center provides data acquisition, referral, and processing services and helps state and local governments, communities, businesses, private organizations, and the University interpret census and other administrative record material.

It provides geographic information system services that include spatial and attribute database development, custom map production, image processing, certified professional training, plotting, and contract digitizing services.

It conducts survey research including public opinion polls, needs assessments, and quality of life studies. The unit also provides assistance in human resource management and organization development by offering expertise in job classification and compensation, employee training, performance appraisal systems, local government executive recruitment, and strategic planning. A certified PERFORMAX consultant is available for organizational team building and conflict management.

The Center offers cartographic services, maps, visual aids, and original artwork for brochures or marketing documents.

For information or assistance, please call 618-650-3500.

## RADIO STATION

WSIE-FM is the 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 hands-on training in all areas of radio broadcasting. WSIE-FM 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.



*Student Heather Hogan reports the news at WSIE.*

## EAST ST. LOUIS CENTER

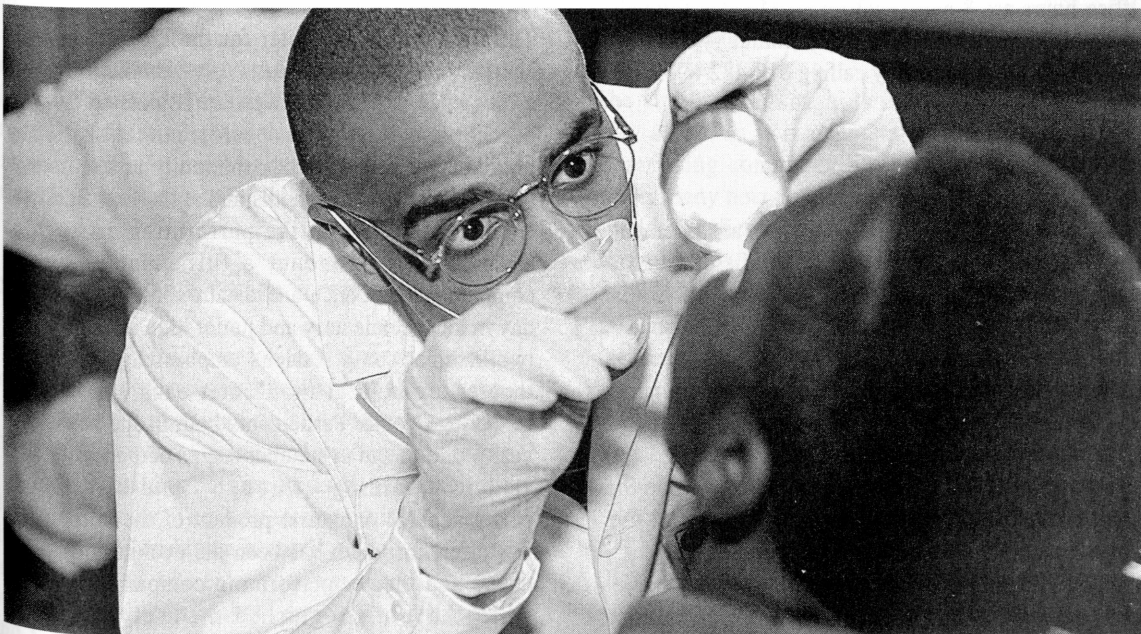
The East St. Louis Center's mission is to provide academic and non-academic services for persons of all ages and backgrounds within the University's service region, particularly the city of East St. Louis and surrounding communities. Located at 411 East Broadway in East St. Louis, the Center's classrooms and laboratories support the offering of University upper-division and graduate-credit courses in selected programs as determined by community needs. The Center also provides rooms and other facilities for community meetings, workshops, and seminars, many of which are planned and coordinated by University faculty and other personnel as part of the University's commitment to community and public service in southwestern Illinois.

Additionally, 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 Program, Upward Bound/Science Awareness Program, and the East St. Louis Center for the Performing Arts (formerly the Katherine Dunham Center for the Performing Arts).

Also at the Center 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; and the Optometry Clinic, supported by the University of Missouri at St. Louis School of Optometry in conjunction with SIUE.

### DENTAL CLINIC FACILITIES

The School of Dental Medicine maintains clinic facilities in Alton and in East St. Louis. The Satellite Dental Clinic (East St. Louis) consists of dental treatment and support areas. The Alton Dental Clinic consists of the full range of facilities available at the School of Dental Medicine. Both clinic facilities provide patients with comprehensive dental care programs. Students in the School of Dental Medicine rotate through the clinics during the last two years of the curriculum. Persons interested in care at the East St. Louis Satellite Dental Clinic may call 618-482-6980 between 8 a.m. and 4:30 p.m. Monday through Friday. Patient treatment is available 9 a.m. to 4:30 p.m. daily except Wednesday. Persons interested in care at the Alton Clinic may call 618-474-7000 between 8 a.m. and 4:30 p.m. Monday through



*School of Dental Medicine student Douglas Kerr examines a young patient at an East St. Louis elementary school.*

Friday. Patient treatment is available 8:30 a.m. to 4:30 p.m. Monday through Friday.

### **COMMUNITY NURSING SERVICES**

Community Nursing Services, sponsored by the SIUE School of Nursing, is a nurse-managed health care facility that provides comprehensive nursing services designed to promote, maintain, and restore the physical, emotional, and social well-being of its clients. The professional nursing staff is committed to improving the health of community residents by:

- providing quality health care services. serving as consultants to local agencies and health care providers in the areas of health education, health care delivery, and health care management.
- working with residents, health care providers and agencies to identify and develop plans to meet the health needs of local communities. participating in the education of students in professional nursing and other health careers.

In addition to the office in the East St. Louis Center facility, SIUE provides services at other nurse-managed health care facilities, schools, day care centers, senior citizen centers, homes, and churches. Nursing students enrolled in the SIUE School of Nursing gain invaluable experience by fulfilling certain course requirements under the supervision of the Community Nursing Service staff.

Office hours are 8 a.m. - 4:30 p.m. Monday through Friday. More information about Community Nursing Services can be obtained by calling 618-482-6959.

### **OPTOMETRY CLINIC**

The Optometry Clinic, a cooperative arrangement between SIUE and the University of Missouri at St. Louis, provides services from the East St. Louis Center location.

As with the Dental Clinic and Community Nursing Services, the Optometry Clinic provides a full range of preventive and corrective eye-care services for persons in metropolitan East St. Louis to include St. Louis. Frames and lenses also are available at the Clinic.

More information is available at 618-482-8355.

### **PRE-SCHOOL PROGRAMS**

**Head Start**, a national program, provides comprehensive child development services for more than 1,300 pre-school children and their families in St. Clair County.

**Child Development** provides day care services for 168 pre-school children of low-income parents who are enrolled in school or who are employed.

### **PUBLIC SCHOOL PROGRAMS**

Upward Bound/Science Awareness is a college preparatory program for high school students (grades 9-12). The program's purpose is to enhance the likelihood of minority participants' success in high school and post-secondary education programs. With a specific focus on mathematics and the sciences, services are designed to prepare students for course work at the post-secondary level in mathematics, science and related education fields of study by enhancing the quality of academic and educational support services for 150 students from the Illinois school districts of East St. Louis, Cahokia, and Brooklyn. Participants receive enrichment through classroom, tutorial, and counseling sessions and through educational and career-awareness workshops. The program operates Monday through Thursday evenings after school and two Saturdays each month during the school year. A six-week summer component is also part of this program.

The East St. Louis Center for the Performing Arts encourages youth and adults (pre-schoolers through senior citizens) of southwestern Illinois to develop aesthetic values and performance skills by participating in noncredit community arts classes in the local elementary schools and at the East St. Louis Center. Members of the performing arts center teaching staff conduct a full complement of community arts dance and theatre classes during the day in local elementary and junior high schools. Also, two summer camp sessions emphasizing dance and theater are held at the Center each summer for school-age youth. Participants both in the academic-year program and in summer camps demonstrate their artistic training through end-of-the-term performances. A natural product of the community arts effort for youth has been the evolution of youth dance and theater performing companies; both of which have distinguished themselves locally, regionally, and nationally.



Adult noncredit community arts classes conducted at the East St. Louis Center are open to all area residents and include dance, drama, and aerobics/body conditioning. Also, students from both university campuses participate, although University enrollment is not required for participation.

Each semester, selected performing arts center professional staff members teach credit courses on the Edwardsville Campus under the auspices of the University's Department of Theater and Dance. Also, the professional staffs of both the East St. Louis Center for the Performing Arts and Theater and Dance combine their talents to present major concerts and productions.

**Project Success** provides after-school tutoring, health and hygiene training, cultural arts exposure, and a variety of regularly scheduled recreational activities for 110 protected youth whose ages range from 6-13.

**Latchkey Program** provides before- and after-school child care services in the schools for 90 children ages 6-12 whose parents work or are enrolled full time in school.

**The Upward Bound Math and Science Center** serves 40 ninth grade students from the East St. Louis, Cahokia, and Lovejoy School Districts by providing a comprehensive enrichment program designed to enhance home-school academic performance in mathematics, science, English, foreign language, and computer courses.

**Jobs for Illinois Graduates** helps selected seniors at East St. Louis Senior High School graduate and prepare for the work place through a comprehensive program with 30 established competencies that promote person and employability skills.

## OTHER PROGRAMS AND ACTIVITIES

The Pre-College Education and Career Training Institute provides comprehensive academic pre-college career preparation and planning for 75 minority and under-represented participants, grades 7 through 9, residing in East St. Louis, Cahokia, and Brooklyn, Illinois. The long-term goal is to increase the number of underrepresented students who are prepared for and who enter post-secondary education programs. Activities include enrichment instruction and tutoring in mathematics, science, computer

science, and English, field trips, college visitations, career workshops, and counseling sessions.

**The Educational Opportunity Center** identifies, encourages, and assists clients age 19 and older to pursue post-secondary education by providing career, admission, and financial aid counseling.

**The Scheduling Office** receives and processes space requests from individuals, groups, civic and social organizations, government agencies, and other approved entities that wish to meet at the East St. Louis Center.

**The Computer Laboratory** provides an opportunity for students enrolled in computer courses at the University to perform out-of-class assignments at the East St. Louis Center. The lab also serves as the computer science instructional site for the center's programs and staff.

**The Distance Learning Classroom**, through remote-site television, allows for the mutual exchange of academic courses and related information between institutions.

**The Campus of Learners Project** is designed to recruit, motivate, train, and guide 73 under-employed public housing residents of the Phoenix Court Public Housing Complex toward self-sufficiency and home ownership by raising their educational levels and enhancing their employability.

## COMMUNITY INVOLVEMENT

The University, through its East St. Louis Center, is very active in community affairs in the city and surrounding communities. Center faculty and staff render many hours of service through membership on highly significant public and private sector boards, commissions, and committees. Faculty and staff provide an important communication link between the University and various national, state, and local agencies.

More information about all East St. Louis Center programs and activities may be obtained by calling 618-482-6900.



## SCHOOL OF DENTAL MEDICINE

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The SIU School of Dental Medicine in Alton, Illinois, offers a four-year academic program that awards the Doctor of Dental Medicine (DMD) 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 scanning and transmission electron microscopy facilities and other sophisticated equipment with which to conduct biomedical research. Patient care is provided in state-of-the-art clinical facilities at the Alton campus, the East St. Louis Center and the Dental Implant Clinic in University Park.

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 around 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 two-year certificate program designed to enhance patient care skills acquired during the predoctoral education process. Training is conducted at the Alton campus, the East St. Louis Center and the Dental Implant Clinic in University Park. The program includes experiences with special patient populations, patient care in the hospital setting, and training in the newest techniques in dental implants.

The School of Dental Medicine 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 and the Dental Implant Clinic in University Park. Clinical, teaching and research experiences are emphasized throughout the program.

Additionally, advanced dental education opportunities include Master of Science programs in Endodontics and Periodontology granted by St. Louis University Graduate School. These unique 24-month programs combine the resources of the 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.

Admission to the Doctor of Dental Medicine (DMD) program is based on completion of specific undergraduate academic requirements, satisfactory achievement on the Dental Aptitude Test, and successful review of the students' credentials by the school's Admissions Committee on a competitive basis. 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 Sciences degree, Biological Sciences with a specialization in Medical Science, or a Bachelor of Arts degree in Chemistry with a specialization in Medical Science. These programs are discussed in the School of Sciences section of this catalog.

A unique 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.

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, or phone 618-474-7170.

# GRADUATE SCHOOL

The Graduate School, which offers programs in 33 disciplines leading to 10 Master's degrees and 2 Specialist degrees, enrolls 20 percent of all the students at the University. Degrees, majors, and specializations are listed below. For information about admission to the Graduate School, students should contact Graduate Admissions, Rendleman Hall, room 1207.

## MASTER OF ARTS

Art Therapy Counseling  
Biological Sciences  
Economics and Finance  
English/American and English Literature  
English/Teaching English as a Second Language  
English/Teaching of Writing  
Geographical Studies  
History  
Psychology/Clinical-Adult  
Psychology/General-Academic  
Psychology/Industrial-Organizational  
Sociology  
Speech/Speech Communication

## MASTER OF BUSINESS ADMINISTRATION

Business Administration  
Business Administration/Management Information Systems

## MASTER OF FINE ARTS

Art Studio

## MASTER OF MARKETING RESEARCH

## MASTER OF MUSIC

Music/Music Education  
Music/Music Performance

## MASTER OF PUBLIC ADMINISTRATION

## MASTER OF SCIENCE

Biological Sciences  
Chemistry  
Civil Engineering

Computing and Information Systems

Economics and Finance

Electrical Engineering

Environmental Sciences/General

Environmental Sciences/Science

Geographical Studies

Mass Communications

Mathematics

Mechanical Engineering

Nurse Practitioner

Nursing/Anesthesia

Nursing/Community Health

Nursing/Medical-Surgical

Nursing/Psychiatric-Mental Health

Physics

Psychology/Community-School

Speech/Speech Pathology

## MASTER OF SCIENCE IN ACCOUNTANCY

## MASTER OF SCIENCE IN EDUCATION

Educational Administration

Elementary Education

Instructional Technology

Kinesiology

Secondary Education with teaching fields in:

Art

Biology

Business

Chemistry

English

Foreign Languages

Geography

History

Mathematics

Physics

Political Science

Reading

Science

Speech Communication

Special Education

## MASTER OF SOCIAL WORK

## SPECIALIST

Educational Administration

School Psychology

## UNIVERSITY FACILITIES

The buildings on the central campus of the University, arranged around the William J. Stratton Quadrangle, are convenient to one another. Designed as an integral unit, all have common architectural features - courts, terraces, balconies - but each is planned for specific uses.

### ART & DESIGN BUILDING

The art & 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.

### FOUNDERS HALL AND ALUMNI HALL

Founders Hall and Alumni Hall are north of Peck Hall. The 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 contain lecture halls, instructional laboratories, and conference rooms.

### DUNHAM HALL

The glass front of this building wraps around the two-story lobby of the University Theater, where television cameras have filmed student and faculty productions. The structure houses the Mass Communications, Music, and Theater and Dance departments and the broadcasting studios of WSIE-FM. In 1995 an addition was opened to house the Music department. The University's central computer installation and Information Technology Offices also are housed in this building.

### ENGINEERING BUILDING

In winter 1997, funds were approved by the Illinois Legislature and Governor to construct a new building

north of the Art and Design Building to house School of Engineering programs. The building is expected to be available for use in 2000, and will include laboratories, classrooms and faculty and department offices.

### EARLY CHILDHOOD CENTER

The Early Childhood Center is located on the northwestern edge of the central academic core of campus. The facility is designed to provide early childhood education for the pre-school children of members of the SIUE community. The Early Childhood Center also provides school age child care programs at the Cougar Village Apartments.

### LOVEJOY LIBRARY

The Lovejoy Library building houses most of the University's print, microform, audio visual and online materials and features extensive study areas for patrons. The University's textbook rental service is located on the lower level. A small auditorium, used for musical performances, movies and lectures, is on the lower level.

### JAMES F. METCALF STUDENT EXPERIMENTAL THEATER

This facility, named for a former budget director at the University, is just northwest of the main core. It includes dressing rooms, storage, and a main stage area with a seating capacity of up to 200 people.

### PECK HALL

The first building opened on campus is named for John Mason Peck, an early pioneer and educator in this region. Peck founded Shurtleff College in Alton, Illinois, now the site of the School of Dental Medicine. Peck Hall is home for the College of Arts and Sciences, the Anthropology Teaching Museum, the Communication Laboratory, a micro computer laboratory, and laboratories for foreign language instruction. The offices of Academic Counseling and Advising, Instructional Services, and the Special Services

Program are also located in this building. Two of the wings, opening from a center court, are used for classrooms; the third is used for faculty offices.

### **RELIGIOUS CENTER**

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.

### **JOHN S. RENDLEMAN HALL**

The administration building, named for the University's first President, contains offices of the University administration. The Chancellor, the Provost and Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration and Vice Chancellor for Student Affairs, as well as Admissions, Records, the Service Center, the Bursar, Student Financial Aid, Continuing Education, University Housing Contract Office and Parking Services are located in Rendleman Hall. Health Service, Fast Copy, and a branch of the United States Postal Service are on the lower level.

### **SCIENCE LABORATORY BUILDING**

Sciences laboratories for research and instruction in biology, chemistry, and physics; engineering laboratories; and mathematics and academic computer facilities are located in the Science Laboratory Building.

### **STUDENT FITNESS CENTER**

The Student Fitness Center was opened for use in the spring of 1993 and expanded in 1999. The facility, which is totally dedicated to student recreational use, includes four multipurpose courts, an elevated jogging track, weight training room facilities, an aerobics room, and a wellness center designed to provide health and fitness assessment and prescription.

### **WOODLAND HALL AND PRAIRIE HALL**

Prairie Residence Hall located south of the central academic core, is designed to house 500 first-year students. Student residential areas are designed in

clusters with two student rooms sharing a common bath. The facility includes an open access computer laboratory, study areas, meeting rooms, laundry facilities, and recreational and activity space. Woodland Residence Hall is located immediately north of Prairie Hall. It has the same floor plans and facilities, but is home to new and continuing undergraduates.

### **MORRIS UNIVERSITY CENTER**

Morris University Center, named after Delyte W. Morris, president of Southern Illinois University from 1948-1970, is home to many activities and services. The Information Center, located in this building, assists persons who have questions about the University. The Center provides dining facilities for students, faculty, and guests. It also offers recreational facilities, including a 16-lane bowling alley, table tennis, billiards room, and a card and game lounge. Other amenities include the bookstore, barber and beauty shop, ATM, conference rooms, and an art gallery. Dances, movies, various entertainment programs, and other functions are held in the ballroom.

### **SAM M. VADALABENE CENTER FOR HEALTH, RECREATION, AND PHYSICAL EDUCATION**

The University's multi-purpose facility for campus-wide recreation and sports, both intramural and intercollegiate, is located on the north edge of the central academic core. The building includes a swimming pool, racquetball courts, a 33,000 sq. ft. multipurpose room, locker/shower facilities, and rooms for gymnastics, dance, combative, and weight lifting sports. Laboratories, classrooms, and offices for the Athletics staff and the Department of Kinesiology and Health Education.

### **OTHER FACILITIES**

Additional facilities such as the Counseling Center, the School of Engineering Administrative Offices and Electrical Engineering Department in the 200 University Park Building, the Supporting Services Building, the Clifford H. Fore Environmental Resources Training Center, the School of Dental Medicine at Alton, and the East St. Louis Center are located away from the academic core.

# UNIVERSITY POLICIES

## 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 Equal Opportunity Programs Office.

## EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Southern Illinois University Edwardsville is committed to equal educational and employment opportunity and affirmative action. SIUE administers its academic programs without regard to race, ethnicity, color, sex, creed or religion, national origin, age, sexual orientation, disability, veterans' status, or other categories prohibited by law. In addition, it is the policy of SIUE to make reasonable efforts to accommodate qualified individuals with special needs.

The University complies in letter and spirit with federal and state legislation, which includes but is not limited to, Titles VI and VII of the Civil Rights Act of 1964, Executive Order 11246, the Equal Pay Act, the Age Discrimination in Employment Act, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act, Titles VII and VIII of the Public Health Service Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, and the Illinois Human Rights Act. Inquiries regarding equal opportunity and affirmative action should be directed to the Assistant to the Chancellor for Equal Opportunity Programs.

Students who wish to discuss sexual harassment should contact the Office of the Assistant Provost for Cultural and Social Diversity.

## 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 Admissions and Records.

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, home town address and phone number, date of birth, major field of study, classification, current attempted 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.

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. The social security number generally is



used as the student identification number to avoid the assignment of a similar but University-originated number. Students retain the social security number or the University-originated number for the duration of their affiliation with the University. Social security numbers or University-originated numbers will be used to identify the permanent records of students, such as registration, program changes, transcript requests, and certification requests. 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, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one's own. Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation.

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 Office of Admissions and Records, and in the Office of the Dean, School of Dental Medicine.

#### **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 what commonly is referred to as a "computer virus".)
2. **Aggravated Computer Tampering.** This offense occurs when Computer Tampering has the intended effect of: (a) disruption of or interference 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 complete text of the *Computer Crime Prevention Law* is available for examination in the Office of Information Technology 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 [www.siu.edu/~botlegis/policies/chapter5j.html](http://www.siu.edu/~botlegis/policies/chapter5j.html). Additionally, SIUE has a computer usage policy governing computer access privileges granted to students.

### **CAMPUS SECURITY**

Southern Illinois University Edwardsville complies with the Student Right to Know and Campus Security Act. Pursuant to the Act, the University annually publishes a report informing prospective and current students and employees about security policies, the responsibility for and means of reporting crimes, security of facilities, drug and alcohol assistance programs, security-related information, and crimes reported and arrests at the University in prior years.

### **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**

#### **LEGAL AUTHORITY**

HR 6, The Higher Education Reauthorization Act of 1998, as amended, 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.

### **ALCOHOL AND CONTROLLED SUBSTANCE**

#### **PARENTAL NOTIFICATION**

Recognizing that the provisions of the, The Higher Education Reauthorization Act of 1998 are 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 in the following circumstances.

- In cases of repeated violations of campus disciplinary rules regarding the use or possession of alcohol or a controlled substance.
- In cases of major violations of University disciplinary rules regarding alcohol or controlled substances which result in the student being placed on disciplinary probation or suspension.

#### **EXCEPTION**

Students under the age of 21 years found responsible of minor first time infractions of campus disciplinary rules relating to the use or possession of alcohol or controlled substances will be notified that any future infraction will result in the notification of their parents or legal guardian. At the discretion of the Chancellor or Chancellor's designee, however, a parent *may* be notified of a student's first time infraction depending on the nature and circumstances surrounding to the student's violation of University disciplinary rules.

### **NOTIFICATION OF STUDENTS INVOLVED IN VIOLENT CRIME**

Recognizing that the provisions of the Act are permissive rather than compulsory, Southern Illinois University Edwardsville will upon appropriate request and a final disposition of the judicial process, release the name, violation committed, and sanction imposed of those students found guilty of a crime of violence. 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.

# OFFICERS AND FACULTY OF THE UNIVERSITY

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## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE FACULTY

ABRAHAM, Ronald D., Music, M.M., 1987, University of Wisconsin-Milwaukee  
AHLBRAND, William P., Curriculum and Instruction, Ph.D., 1968, Washington University  
AHMED, Marcus Milton., Educational Leadership, Ph.D., 1992, Loyola University  
ALKIN, Oktay, Electrical Engineering, Ph.D., 1986, University of Alabama  
ANDERSON, Daniel J., Art & Design, M.F.A., 1970, Cranbrook Academy of Art  
ANDERSON, Thomas P., Mechanical and Industrial Engineering, Ph.D., 1961, Northwestern University  
ANDRIS, James F., Educational Leadership, Ph.D., 1974, Indiana University  
ANTHONY, Paul, Lovejoy Library, M.B.A., 1983, University of Missouri, St. Louis  
AUBUCHON, Betty L., School of Nursing, Ph.D., 1990, University of Texas  
AULT, David E., Economics, Ph.D., 1969, University of Illinois  
AXTELL, Ralph William, Biological Sciences, Ph.D., 1958, University of Texas  
BACCUS, Gynelle, School of Nursing, Ph.D., 1992, Southern Illinois University at Carbondale

- BADEN, Donald James, Curriculum and Instruction, Ed.D., 1973, University of Houston  
 BAICH, Annette, Biological Sciences, Ph.D., 1960, University of Oregon  
 BAIER, Marjorie, School of Nursing, Ph.D., 1995, Saint Louis University  
 BAILEY, Martha B., Political Science, Ph.D., 1992, University of Maryland  
 BAKER, John A.W., Health Recreation & Physical Education, Ph.D., 1979, University of Iowa  
 BAKER, Nora, Mass Communications, M.S., 1983, Southern Illinois University at Edwardsville  
 BARKER, John A., Philosophical Studies, Ph.D., 1967, Tulane University  
 BARLOW, Hugh D., Sociology, Ph.D., 1973, University of Texas at Austin  
 BARROW, Jane A., Art and Design, M.F.A., 1990, Indiana University-Bloomington  
 BARTELS, Lynn, Psychology, Ph.D., 1991, University of Akron  
 BEAMAN, Margaret, School of Nursing, Ph.D., 1987, University of Illinois, Chicago  
 BEHM, Kathlyn Faye, Lovejoy Library, M.L.S., 1991, University of Missouri, Columbia  
 BELL, Doris E., School of Nursing, Ph.D., 1979, Saint Louis University  
 BELL, John, Music, Ed.D., 1986, University of Illinois  
 BENDER, Lewis G., Public Administration and Policy Analysis, Ph.D., 1977, University of Georgia  
 BENGTSON, Harlan H., Civil Engineering, Ph.D., 1971, University of Colorado  
 BERNAIX, Laura, School of Nursing, Ph.D., 1995, Saint Louis University  
 BHARATI, Rakesh, Finance, Ph.D., 1991, Indiana University, Bloomington  
 BLAIN, Robert R., Sociology, Ph.D., 1967, University of Massachusetts  
 BOCK, Douglas B., Management Information Systems, Ph.D., 1987, Indiana University  
 BODAPATI, S. Narayan, Construction, Ph.D., 1969, Manchester University England  
 BOEDEKER, Richard R., Physics, Ph.D., 1959, Saint Louis University  
 BOLLINI, Raghupathy, Electrical Engineering, Ph.D., 1971, Purdue University  
 BOLYARD, Mark, Biological Sciences, Ph.D., 1989, University of North Carolina, Chapel Hill  
 BORSA, John, Educational Leadership, Ph.D., 1974, Saint Louis University  
 BOSSE, Roberta B., English Language and Literature, Ph.D., 1971, Saint Louis University  
 BOYD, Mary Ann, School of Nursing, Ph.D., 1977, Saint Louis University; D.N.S., 1986, Indiana University  
 BRAUNDMEIER, Arthur J., Physics, Ph.D., 1970, University of Tennessee  
 BRIMER, Richard W., Special Education, Ph.D., 1978, University of Missouri  
 BROWN, Robin, Art and Design, M.F.A., 1973, Rochester Institute of Technology  
 BROWN, Stephen, M., Music, M.Mus., 1970, Southern Illinois University at Edwardsville  
 BROWN, Venessa, Social Work, Ph.D., 1994, Clark Atlanta University  
 BROWNE, Dallas, Anthropology, Ph.D., 1983, University of Illinois, Champaign  
 BRUGAM, Richard B., Biological Sciences, Ph.D., 1975, Yale University  
 BRYAN, Virginia R., Chemistry, Ph.D., 1968, University of Minnesota  
 BUENO, Julian L., Foreign Languages and Literature, Ph.D., 1979, Texas Technical University  
 BUENO, Kathleen A., Foreign Languages and Literature, Ph.D., 1991, Saint Louis University  
 BUKALSKI, Peter J., Mass Communications and Theater and Dance, Ph.D., 1975, Ohio State University  
 BUSH, Richard D., Public Administration and Policy Analysis, Ph.D., 1983, University of Illinois  
 CALCAGNO, Philip M., Lovejoy Library, M.L.S., 1969, University of Illinois  
 CARLISLE, Linda V., Lovejoy Library, M.S., 1985, University of Illinois  
 CARR, T.R., Public Administration and Policy Analysis, Ph.D., 1980, University of Oklahoma, Norman  
 CARSTENS-WICKHAM, S. Belinda, Foreign Languages & Literature, Ph.D., 1980, University of North Carolina  
 CARVER, M. Robert Jr., Accounting, Ph.D., 1980, University of Missouri, Columbia  
 CATALDI, Suzanne, Philosophical Studies, Ph.D., 1991, Rutgers University  
 CHA-JUA, Sundiata, Historical Studies, Ph.D., 1993, University of Illinois, Champaign  
 CHANGAR, Jerilynn, Art and Design, Ph.D., 1987, Washington University  
 CHEESEBORO, Anthony, Historical Studies, Ph.D., 1993, Michigan State University  
 CHEN, Ching-Chih, Historical Studies, Ph.D., 1973, Harvard University  
 CHEN, Jen Shiun, Electrical Engineering, Ph.D., 1983, Ohio State University

- CHOW, Hau Cheung, Physics, Ph.D., 1977, University of British Columbia
- CINGOLANI, Judith, Social Work, Ph.D., 1991, Saint Louis University
- CLEMENT, Jacquelyn M., School of Nursing, Ph.D., 1983, The University of Texas at Austin
- COAN, Darryl, Music, Ed.D., 1992, University of Illinois
- COCUZZA, Peter, Theater and Dance, M.F.A., 1986, Ohio University
- COOPER, Cynthia, Mass Communications, Ph.D., 1995, University of Tennessee, Knoxville
- COOPER, Mary A., Mathematics and Statistics, D.Sc., 1970, Washington University
- CORR, Charles Anthony, Philosophical Studies, Ph.D., 1966, Saint Louis University
- COSTIGAN, Michael, Accounting, Ph.D., 1985, Saint Louis University
- COVINGTON, Nelda Kay, Health, Recreation, and Physical Education, Ph.D., 1986, Texas Woman's University
- CROOKS, Steven, Educational Leadership, Ph.D., 1995, Arizona State University
- CROSS, William B., Civil Engineering, M.S.E., 1991, John Hopkins University
- DANLEY, John R., Philosophical Studies, Ph.D., 1977, University of Rochester
- DAUS, Catherine S., Psychology, Ph.D., 1994, Purdue University
- DECOTEAU, Pamela, Art and Design, Ph.D., 1975, University of Wisconsin
- DEMENESES, Mary R., School of Nursing, Ed.D., 1982, Northern Illinois University
- DENBY, Robert V., English Language and Literature, Ph.D., 1974, University of Illinois
- DENNY, Sidney G., Anthropology, Ph.D., 1972, Southern Illinois University at Carbondale
- DENUE, Gary N., Lovejoy Library, M.S.L.S., 1968, SUNY College at Geneseo
- DETOYE, Lela, Curriculum and Instruction, Ed.D., 1989, Southern Illinois University at Edwardsville
- DICKMAN, Therese Z., Lovejoy Library, M.A.L.S., 1984, University of Michigan
- DIXON, Robert, Chemistry, Ph.D., 1993, University of Pittsburgh
- DONNELLY, Brian, Public Administration and Policy Analysis, Ph.D., 1978, University of Georgia
- DRESANG, Paul A., Art and Design, M.F.A., 1975, University of Minnesota
- DRUCKER, Mark L., Public Administration and Policy Analysis, M.B.A., 1971, Harvard University
- EATON, Renee L., Music, Ph.D., 1994, University of Florida
- EDER, Douglas J., Biological Sciences, Ph.D., 1973, Florida State University
- EDMONDS, Radcliffe G. Jr., Economics, Ph.D., 1979, University of Michigan
- EFFROS, Bonnie, Historical Studies, Ph.D., 1994, University of California, Los Angeles
- EHRlich, Martha J., Art and Design, Ph.D., 1981, Indiana University
- EILERS, James E., Chemistry, Ph.D., 1971, Case Western Reserve University
- ELLIOTT, Donald S. Jr., Economics, Ph.D., 1976, University of Minnesota
- ENEYO, Emmanuel S., Mechanical and Industrial Engineering, Ph.D., 1991, Purdue University, West Lafayette, Indiana
- ENGEL, George L., Electrical Engineering, D.Sc., 1990, Washington University
- ENGELMAN, Dixie A., Speech Pathology and Audiology, M.A., 1973, Southern Illinois University at Edwardsville
- FARLEY, Alice Hall, English Language and Literature, Ph.D., 1979, Brown University
- FARLEY, John E., Sociology, Ph.D., 1977, University of Michigan
- FARRELL, John V., Political Science, Ph.D., 1975, University of Iowa
- FEARING, Arleen D., School of Nursing, Ed.D., 1995, Illinois State University
- FEENEY, Martha J., Lovejoy Library, M.L.S., 1967, Pratt Institute
- FERGUSON, Eva D., Psychology, Ph.D., 1956, Northwestern University
- FIELDS, Gregory P., Philosophical Studies, Ph.D., 1994, University of Hawaii at Manoa
- FINKELSTEIN, Marvin, Sociology, Ph.D., 1984, Michigan State University
- FONSECA, Elizabeth, Foreign Languages and Literature, Ph.D., 1982, University of Iowa
- FRICK, Carole C., Historical Studies, Ph.D., 1995, University of California, Los Angeles
- FUNK, Allison, English Language and Literature, M.F.A., 1978, Columbia University
- GALLAGHER, William, Curriculum and Instruction, Ph.D., 1989, University of California, Los Angeles
- GIACOBBE, Ralph, Marketing, Ph.D., 1991, Arizona State University
- GIPE, Thomas D., Art and Design, M.F.A., 1972, Southern Illinois University at Edwardsville
- GODHWANI, Arjun, Electrical Engineering, Ph.D., 1972, University of Arkansas



- GOLDSMITH, Malcolm D., Health, Recreation, and Physical Education, Ph.D., 1978, Southern Illinois University at Carbondale
- GRANT, Samuel B. Jr., Historical Studies, Ph.D., 1968, University of Michigan
- GRICE, James, Psychology, Ph.D., 1995, University of New Mexico
- GRIFFEN, Toby D., Foreign Languages and Literature, Ph.D., 1975, University of Florida
- GRIVNA, William J., Theater and Dance, M.F.A., 1978, University of Minnesota
- GU, Kegin, Mechanical and Industrial Engineering, Ph.D., 1988, Georgia Institute of Technology
- HAFER, Rik W., Economics, Ph.D., 1979, Virginia Polytechnic Institute and State University
- HAHS, Sharon K., Chemistry, Ph.D., 1974, University of New Mexico
- HAKEEM, M.A., Physics, Ph.D., 1960, Louisiana State University
- HAMER, Jennifer, Sociology, Ph.D., 1995, University of Texas at Austin
- HAMRICK, William S., Philosophical Studies, Ph.D., 1971, Vanderbilt University
- HANDEL, Warren H., Sociology, Ph.D., 1972, University of California, Santa Barbara
- HANNA, Steven J., School of Engineering, Ph.D., 1968, Purdue University
- HANSEN, Julia, Lovejoy Library, M.A.L.S., 1973, Rosary College
- HANSEN, Stephen L., Ph.D., 1978, University of Illinois, Chicago
- HARRISON, Jean M., Speech Pathology and Audiology, Ed.D., 1996, Southern Illinois University at Edwardsville
- HASTY, Marilyn L., Mathematics and Statistics, Ph.D., 1986, Southern Illinois University at Carbondale
- HAVIS, Barbara J., Curriculum and Instruction, M.Ed., 1966, University of Missouri
- HAYDON, Ricky, Music, M.Mus., 1987, Southern Illinois University at Edwardsville
- HENDERSON, George A., Physics, Ph.D., 1970, Georgetown University
- HILL, Roger C., Physics, Ph.D., 1969, California Institute of Technology
- HINSON, James M., Music, D.M., 1995, Florida State University
- HIRSCH, Maurice L. Jr., Accounting, Ph.D., 1977, Washington University
- HO, Allan B., Music, Ph.D., 1984, University of Kentucky
- HO, Chung wu, Mathematics and Statistics, Ph.D., 1970, Massachusetts Institute of Technology
- HOGUE, Debra Reichert, Speech Pathology and Audiology, Ed.D., 1985, Southern Illinois University at Edwardsville
- HOLDEN, Lyman S., Mathematics and Statistics, Ph.D., 1966, Ohio State University
- HOSTETLER, Dennis W., Public Administration and Policy Analysis, Ph.D., 1974, University of Iowa
- HOUPI, James L.J., Biological Sciences, Ph.D., 1989, University of California, Berkeley
- HULL, Gary L., Educational Leadership, Ph.D., 1972, Michigan State University
- HUNSLEY, James, Chemistry, Ph.D., 1970, Michigan State University
- JACKSON, James, Special Education, Ph.D., 1991, Southern Illinois University at Carbondale
- JAROSZ, Krzysztof M., Mathematics and Statistics, Ph.D., 1982, Warsaw University
- JARRELL, J. Calvin, Theater and Dance, M.F.A., 1980, University of Oklahoma
- JEWETT, Thomas O., Curriculum and Instruction, Ph.D., 1985, Saint Louis University
- JOHNSON, Charlotte, Lovejoy Library, M.A., 1975, University of Wisconsin
- JOPLIN, Janice R., Management, Ph.D., 1994, University of Texas
- KAIKATI, Jack G., Marketing, Ph.D., 1976, Florida State University
- KARACAL, Seref C., Mechanical and Industrial Engineering, Ph.D., 1991, Oklahoma State University
- KARIMPOUR, Rahim G., Mathematics and Statistics, Ph.D., 1977, University of Oregon
- KECK, Pamela J., Chemistry, Ph.D., 1988, Pennsylvania State University
- KHAZAELI, Sadegh, Chemistry, Ph.D., 1982, Michigan State University
- KIM, Sang-Ki, Philosophical Studies, Ph.D., 1973, State University of New York
- KIMBALL, Stanley B., Historical Studies, Ph.D., 1960, Columbia University
- KING, Thomas E., Accounting, Ph.D., 1973, University of California at Los Angeles
- KISSMAN, Kris, Social Work, Ph.D., 1986, University of Texas, Arlington
- KITZ, Dennis J., Biological Sciences, Ph.D., 1980, University of Iowa
- KLEIN, Nicole, Health, Recreation and Physical Education, Ph.D., 1995, University of Texas
- KLEINMAN, Kenneth M., Psychology, Ph.D., 1967, Washington University
- KLEPPER, Robert, Management Information Systems, Ph.D., 1973, University of Chicago
- KLORER, Patricia, Art and Design, Ph.D., 1996, Union Institute

- KOEHNKE, Dianne, Curriculum & Instruction, Ph.D., 1992, Saint Louis University
- KORAK, John, Music, M.M., 1993, University of North Texas
- KRAJNIAK, Kevin G., Biological Sciences, Ph.D., 1990, University of Florida, GA
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- KRISTOFF, Larry D., Health, Recreation, and Physical Education, M.A., 1969, Southern Illinois University at Carbondale
- KROHN, Emily J., Psychology, Ph.D., 1980, Saint Louis University
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- KUTAN, Ali, Economics, Ph.D., 1990, Arizona State University
- LAGARCE, Raymond F., Marketing, Ph.D., 1971, University of Missouri, Columbia
- LAMOTHE, Alison, Foreign Languages and Literature, Ph.D., 1995, University of Massachusetts
- LAMP, Robert E., Psychology, Ph.D., 1966, Washington University
- LASHLEY, Felissa L., School of Nursing, Ph.D., 1973, Illinois State University
- LAWRENCE, Edwin G., Philosophical Studies, Ph.D., 1972, University of Wisconsin
- LEDZEWICZ, Urszula, Mathematics and Statistics, Ph.D., 1984, University of Lodz-Poland
- LEE, Heungsoon F., Mechanical and Industrial Engineering, Ph.D., 19X9, University of Michigan
- LEVIN, Stanford L., Economics, Ph.D., 1974, University of Michigan
- LIN, An-Yhi, Economics, Ph.D., 1967, Iowa State University
- LIN, Chiang, Civil Engineering, Ph.D., 1984, University of Kentucky
- LIVINGSTON, Marilyn, Computer Science, Ph.D., 1966, University of Alberta
- LOVATA, Linda M., Accounting, Ph.D., 1983, Indiana University
- LOX, Curt L., Health, Recreation and Physical Education, Ph.D., 1994, University of Illinois
- LU, Chunqing, Mathematics and Statistics, Ph.D., 1986, State University of New York, Buffalo
- LUEDKE, George C. Jr., Health, Recreation, and Physical Education, D.P.Ed., 1982, Indiana University
- LUTZ, Nancy M., Anthropology, Ph.D., 1986, University of California, Berkeley
- LYNCH, James M., Marketing, Ph.D., 1984, University of Texas, Austin
- MABUNDA-TEMPLE, Gladys, School of Nursing, Ph.D., 1996, Saint Louis University
- MACKIE, Wade C., Theater and Dance, Ph.D., 1972, Indiana University
- MALONE, Robert R., Art and Design, M.F.A., 1958, University of Chicago
- MANN, J. Debbie, Foreign Languages and Literature, Ph.D., 1987, University of Florida
- MARKOWITZ, Linda, Sociology, Ph.D., 1995, University of Arizona
- MARTELL, Kathryn, Management, Ph.D., 1989, University of Maryland, College Park
- MARTIN, Barbara C., School of Nursing, Ed.D., 1987, Southern Illinois University at Edwardsville
- MAURER, Lynn M., Political Science, Ph.D., 1995, Ohio State University
- MAYNARD, Riley, Mass Communications, Ph.D., 1995, Saint Louis University
- McCLEAREY, Kevin E., Speech Communication, Ph.D., 1979, University of Kansas
- McCLURE, James R., Chemistry, Ph.D., 1978, University of Missouri
- McCOMMAS, Steven A., Biological Sciences, Ph.D., 1982, University of Houston
- McREYNOLDS, Janet K., University Services to East St. Louis, Ph.D., 1971, Southern Illinois University at Carbondale
- MEISEL, John B., Economics, Ph.D., 1978, Boston College
- MEYER, Valerie E., Curriculum and Instruction, Ph.D., 1980, Southern Illinois University at Carbondale
- MEYERING, Sheryl L., English Language and Literature, Ph.D., 1986, Michigan State University
- MICHLITSCH, Joseph F., Management, Ph.D., 1980, University of Minnesota
- MILLER, C. Robert, Lovejoy Library, Mus.Ed.M., 1972, Southern Illinois University at Edwardsville
- MILLETT, Richard L., Historical Studies, Ph.D., 1966, University of New Mexico
- MISHRA, Michael, Music, M.M., 1991, University of Missouri, Kansas City
- MITCHELL, Sylvia I., School of Nursing, M.S.N., 1972, Saint Louis University
- MORGAN, Susan M., Civil Engineering, Ph.D., 1995, Clemson University
- MORRISON, Frederick M., Foreign Languages and Literature, Ph.D., 1984, University of Michigan
- MUNSHAW, Joe A., Speech Communication, Ph.D., 1972, University of Missouri

- MURPHY, Patrick D., Mass Communications, Ph.D., 1996, Ohio University
- MYERS, Paulette K., Art and Design, M.F.A., 1973, Washington University
- NABE, Clyde M., Philosophical Studies, Ph.D., 1975, Purdue University
- NALL, Susan M.W., Curriculum and Instruction, Ph.D., 1975, Saint Louis University
- NAVIN, John C., Economics, Ph.D., 1992, Michigan State University
- NEATH, Andrew A., Mathematics & Statistics, Ph.D., 1994, University of California
- NELSON, Charles E., Educational Leadership, Ph.D., 1970, Southern Illinois University at Carbondale
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- NEWTON, Marguerite A., School of Nursing, Ph.D., 1992, Saint Louis University
- NOEL, Fred J. III, Lovejoy Library, M.S., 1975, Southern Illinois University at Edwardsville
- NORDHAUSER, Norman E., Historical Studies, Ph.D., 1970, Stanford University
- NORE, Ellen, Historical Studies, Ph.D., 1980, Stanford University
- O'BRIEN, Leah C., Chemistry, Ph.D., 1987, University of Arizona, Tucson
- O'GORMAN, Gerald, English Language and Literature, Ph.D., 1973, Saint Louis University
- ODEMERHO, Francis, Geography, Ph.D., 1982, Clark University
- ORTEGREN, Alan K., Accounting, Ph.D., 1982, University of Arkansas, Fayetteville
- OWENS, James L., Curriculum and Instruction, Ph.D., 1972, University of Illinois
- PAL, Alexander, Mathematics and Statistics, Ph.D., 1968, Courant Institute of Mathematical Sciences
- PALLEMANS, Geert S., Foreign Language and Literature, Ph.D., 1992, Florida State University
- PANAHSIAHI, Nader, Civil Engineering, Ph.D., 1987, Cornell University
- PANNIRSELVAM, Gertrude, Management, Ph.D., 1995, Arizona State
- PARASHAK, Sharyl, Art and Design, A.T.M., 1984, College of Notre Dame
- PARISH, James L., Mathematics and Statistics, Ph.D., 1985, University of Chicago
- PARKER, Nancy R., Biological Sciences, Ph.D., 1965, University of Texas
- PARMAN, Craig Edward, Physics, Ph.D., 1992, University of Minnesota
- PARTHASARATHY, Terala, Speech Pathology and Audiology, Ph.D., 1987, University of Texas, Dallas
- PATRICK, Timothy B., Chemistry, Ph.D., 1967, West Virginia University
- PATTY, Delbert L., Curriculum and Instruction, Ed.D., 1965, Ball State University
- PAXSON, Thomas D. Jr., Philosophical Studies, Ph.D., 1970, University of Rochester
- PEARSON, Randall, Geography, Ph.D., 1993, Indiana State University
- PERKINS, Laura L., Speech Communication, Ph.D., 1989, University of Missouri, Kansas City
- PERRY, Linda W., Music, D.M.A., 1994, University of Illinois
- PERRY, Richard Kent, Music, D.M.A., 1970, University of Illinois
- PHILLIPS, Paul H., Mathematics and Statistics, Ph.D., 1968, Ohio State University
- PIERCE, Rex G., Civil Engineering, B.S., 1965, Southwest Missouri State
- POGATSHNIK, Gerald J., Physics, Ph.D., 1986, University of Connecticut
- POLITE, Mary M., Educational Leadership, Ph.D., 1989, Illinois State University
- POMERANTZ, Andrew M., Psychology, Ph.D., 1970, Indiana University
- POPP, Jerome A., Educational Leadership, Ph.D., 1966, St. Louis University
- PORTWOOD, Shirley J., Historical Studies, Ph.D., 1982, Washington University
- PRINCE, Alice R., Health Recreation & Physical Education, Ph.D., 1984, Southern Illinois University, Carbondale
- PURO, Marsha B., Accounting, Ph.D., 1973, University of Pittsburgh
- PYNES, Joan Ellen, Public Administration and Policy Analysis, Ph.D., 1988, Florida Atlantic University
- RAGEN, Brian Abel, English Language and Literature, Ph.D., 1987, Princeton University
- RAPP, Randy, Construction, MSCE, 1983, University of Missouri, Rolla
- REDMOND, Eugene B., English Language and Literature, M.A., 1966, Washington University
- REED, Bradford, Accounting, Ph.D., 1995, University of Arizona, Tucson
- REGULUS, Thomas A., Social Work, Ph.D., 1982, University of Michigan
- REUTERMAN, Nicholas, Psychology, Ph.D., 1968, University of Colorado
- RICHARDSON, Betty H., English Language and Literature, Ph.D., 1968, University of Nebraska
- RIGDON, Steven E., Mathematics and Statistics, Ph.D., 1985, University of Missouri, Columbia
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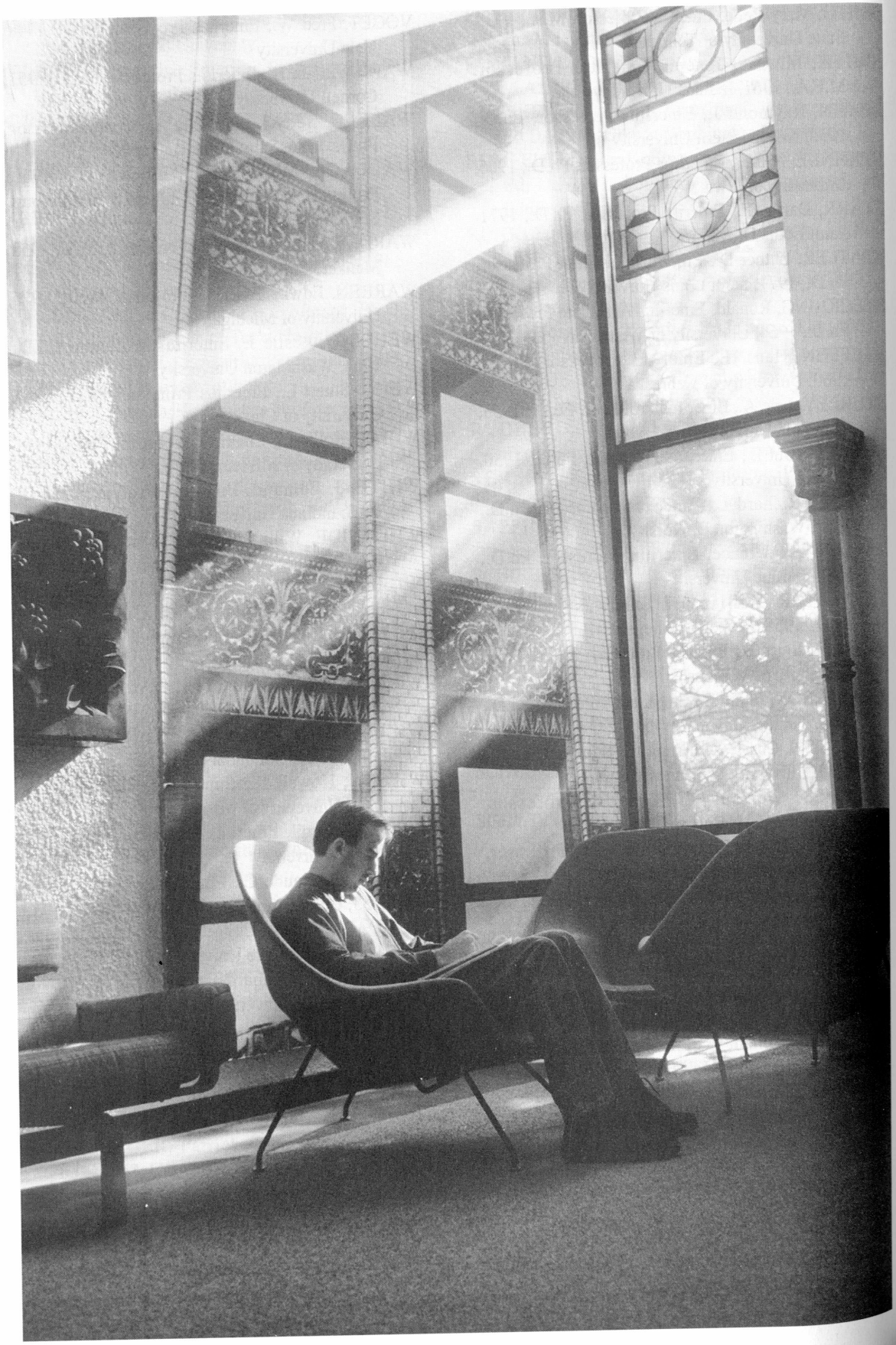
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- WARD, William G., Emeritus Professor, M.S., 1958, Mankato State College
- WARREN, Edwin, Emeritus Professor, Ph.D., 1976, University of Michigan
- WEHLING, Leslie J., Emeritus Professor, Ed.D., 1964, Washington University
- WEISS, Stuart L., Emeritus Professor, Ph.D., 1961, University of Chicago
- WHITE, Hollis L., Emeritus Professor, Ph.D., 1951, University of Missouri
- WHITE, J. Edmund, Emeritus Professor, Ph.D., 1958, Indiana University
- WHITESIDE, William, Emeritus Professor, Ph.D., 1969, Southern Illinois University, Carbondale
- WILBRAHAM, Antony C., Emeritus Professor, Ph.D., 1965, Royal Institute of Chemistry
- WILEY, W. Deane, Emeritus Professor, Ph.D., 1966, Claremont Graduate School
- WILLIAMS, Ollie Mae, Emerita Professor, B.L.S., 1942, Emory University
- WILLIAMSON, Ramon N., Emeritus Professor, Ed.D., 1963, Columbia University
- WILSON, Howell K., Emeritus Professor, Ph.D., 1964, University of Minnesota
- WINTER, Kamil, Emeritus Professor, Ph.D., 1963, Prague University
- WITTIG, Gertraude C., Emerita Professor, Ph.D., 1955, University-West Germany
- WOODARD, James P., Emeritus Professor, D. Mus., 1966, Florida State University
- YARBROUGH, Ronald E., Emeritus Professor, Ph.D., 1972, University of Tennessee
- ZAHALSKY, Arthur C., Emeritus Professor, Ph.D., 1963, New York University
- ZANGER, Jules, Emeritus Professor, Ph.D., 1954, Washington University





## ABBREVIATIONS USED IN COURSE DESCRIPTIONS

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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
[SKILLS]	Skills Course
[Dist. FAH]	Distribution Fine Arts and Humanities
[Dist. NSM]	Distribution Natural Sciences and Mathematics
[Dist. SS]	Distribution Social Sciences
[IC]	International Culture
[IGR]	Intergroup Cultural Relations
[II]	International Issues
[IS]	Interdisciplinary Studies

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, [Dist. SS, 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, [Dist. SS, (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, then both parts fulfill the requirements that are indicated.

There are some cases in which 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

Institutional credit is given for zero-level Academic Development courses (AD065-AD095). Such credit may not be used for graduation, and letter grades are not calculated in the grade point average.

### 065-3 MATHEMATICS AND PRE-COLLEGE ALGEBRA.

Application problems involving real numbers, fractions, percents, decimals; first degree equations and inequalities, absolute value, operations with polynomials, factoring, operations with rational expressions. Credit not to be counted for graduation. Letter grades not to be counted in grade point average. Four contact hours.

### 075-3 BEGINNING/INTERMEDIATE ALGEBRA.

Linear and quadratic equations and inequalities, absolute value, polynomials, factoring, rational expressions, graphing linear equations, radicals, complex numbers, systems of linear equations, conic sections, application. Credit not to be counted for graduation. Letter grades not counted in grade point average. Five contact hours.

### 080-2 to 5 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.

Course 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.

### 090-2 to 5 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.

### 092-3 BASIC WRITING II.

Process writing of multi-paragraph essays reflected by metacognitive skills and the ability to work with abstract topics. Credit not to be counted for graduation. Letter grades not counted in grade point average. Four contact hours.

### 095-3 INTERMEDIATE ALGEBRA.

Exponents, polynomials, factoring, linear and quadratic equations and inequalities, rational expressions, radicals, complex numbers, graphing linear equations, systems of linear equations, applications. Credit not counted toward graduation. Letter grades not counted in grade point average. Four contact hours.

### 115-1 STUDY SKILLS.

Improve study behaviors and attitudes through academic goal setting, study systems, notetaking techniques, test taking strategies, time management, classroom communication and problem solving. Two contact hours.

### 116-1 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.

### 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 resumes, interviewing skills and networking techniques.

## ACCOUNTING

### 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, sophomore standing.

### 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 nonaccounting majors. Credit not acceptable for the Bachelor of Science in Accountancy. Prerequisites: 200, MS 251.

### 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. Prerequisites: 200 with grade of B or better, GBA 300 or concurrent enrollment, junior standing.

### 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. Prerequisites: 301 with grade of C or better, GBA 300.

### 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. Prerequisite: Acct 302 with a grade of C or better.

### 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, GBA 300, MS 251, junior standing.

**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, GBA 300.

**315-3 ACCOUNTING SYSTEMS.**

Accounting systems, concepts, design, information needs and flows; special emphasis on internal control. Prerequisites: 301 with grade of C or better, GBA 300.

**321-3 INTRODUCTION TO TAXATION.**

Survey of federal tax laws applicable to individuals, corporations, estates, trusts. Prerequisites: Acct 210 or concurrent enrollment in Acct 301.

**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: GBA 300, junior standing.

**390-1 to 3 INTERNSHIP IN ACCOUNTING.**

On-the-job professional experience with public accounting firms, industrial firms, governmental agencies. By arrangement. Cases, papers. Prerequisites: 301 with grade of B or better, consent of department chairperson.

**401-3 ADVANCED FINANCIAL ACCOUNTING.**

Accounting principles, procedures related to special entities, including governmental units and multi-corporate entities; foreign transactions; primary emphasis on business combinations and consolidated financial statements. Prerequisites: 302, good standing in accountancy program, or consent of accountancy program director.

**422-3 ADVANCED TAXATION.**

Application of federal tax laws to tax planning opportunities; fundamentals of tax research. Prerequisites: 321 with grade of C or better, good standing in accountancy program, or consent of accountancy program director.

**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.

**490-1 to 6 INDEPENDENT STUDY IN ACCOUNTING.**

Topical areas in greater depth than regularly titled courses; individual or small group readings or research projects. May be repeated to a maximum of 6 hours so long as no topic is repeated. Prerequisites: consent of instructor and department chairperson, good standing in accountancy program.

**ADULT EDUCATION****490-3 INTRODUCTION TO ADULT AND CONTINUING EDUCATION.**

Nature of the field and major areas of professional practice, basic concepts, issues, various program areas, institutional settings.

**495-1 to 6 SELECTED TOPICS.**

Varied content related to adult and continuing education. Offered from time to time as need exists and as faculty interest and time permits.

**AEROSPACE STUDIES****101-2 THE AIR FORCE TODAY.**

Study of Air Force and ROTC; mission and organization, officership and professionalism, military customs and courtesies, officer opportunities, group leadership problems. Leadership Laboratory mandatory for AFROTC cadets. Classroom activity, two hours per week; Leadership Laboratory two hours per week, each semester.

**102-2 THE AIR FORCE TODAY.**

Continuation of 101.

**201-2 THE AIR FORCE WAY.**

Discussion of Air Force heritage, leaders, Quality Air Force, ethics and values, leadership, group leadership problems, and communication skills. Leadership Laboratory mandatory for Air Force ROTC cadets. Classroom activity, two hours per week; Leadership Laboratory two hours per week, each semester.

**202-2 THE AIR FORCE WAY.**

Continuation of 201.

**301-3 AIR FORCE LEADERSHIP AND MANAGEMENT.**

Development of understanding of managerial and leadership responsibilities. Basic Concepts of individual motivation; organizational dynamics; leadership. Three hours lecture per week; laboratory two hours per week, each semester.

**302-3 AIR FORCE LEADERSHIP AND MANAGEMENT.**

Continuation of 301.

**401-3 PREPARATION FOR ACTIVE DUTY.**

National security process, regional studies, advanced leadership ethics, Air Force doctrine. The military as a profession, officership, military justice, civilian control of military, preparation for active duty, and current issues. Continued emphasis on communication skills. Leadership Laboratory mandatory. Classroom activity, three hours per week; Leadership Laboratory two hours per week, each semester. NOT FOR GRADUATE CREDIT.

**402-3 PREPARATION FOR ACTIVE DUTY.**

Continuation of 401. Prerequisite: AS 401. NOT FOR GRADUATE CREDIT.

**ANTHROPOLOGY****111-3 INTRODUCTION TO ANTHROPOLOGY.**

[INTRO, IC] [IAI Course No. S1 900N] Examines physical and cultural evolution and life-style of people around the world as a means to better understand ourselves. Uses museum materials and audiovisual resources for illustration.

**301-3 LANGUAGE AND CULTURE.**

[Dist. SS, IC] 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.



**305-3 PEOPLE AND CULTURE OF NORTH AMERICA.**

[Dist. SS, IGR] Origins of native North Americans; diversity in social, economic, political, and religious aspects of Native American cultures prior to Euroamerican domination.

**306-3 PEOPLE AND CULTURE OF ASIA.**

[Dist. SS, IC] Geography, history, cultural and social organization of peoples of Asia.

**307-3 PEOPLE AND CULTURE OF LATIN AMERICA AND THE CARIBBEAN.**

[Dist. SS, IC] Social and cultural aspects of contemporary Mexico, Central America, South America, the Caribbean in historical and environmental context.

**310-3 PEOPLE AND CULTURE OF AFRICA.**

[Dist. SS, 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.**

[Dist. SS, IGR] Black family, religion, and political movements within American society. Historical experiences, social institutions and cultural developments of Black Americans, political responses to oppression.

**312-3 CONTEMPORARY AMERICAN INDIANS.**

[Dist. SS, IGR] Contemporary American Indians as minority groups; their unique position in the United States; economic, political, legal, religious, and other problems they face today. Prerequisites: 305.

**313-3 WOMEN IN CROSS-CULTURAL PERSPECTIVE.**

[Dist. SS, 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.

**325-3 ARCHAEOLOGICAL METHOD AND THEORY.**

[Dist. SS] Major historical developments in Old and New World archaeology; basic methods and current theoretical approaches to data analysis, cultural resource management.

**331-3 WORLD PREHISTORY.**

[Dist. SS, IC] Cultural developments of the Paleolithic through Mesolithic in the Old World and early Native American prehistory.

**332-3 ORIGINS OF OLD WORLD CIVILIZATION.**

[Dist. SS, IC] An overview of the rise of civilization. Neolithic beginnings to development in Mesopotamia, Egypt, India and China. Mediterranean cultures (Minoan, Mycenaean, Greek, Etruscan, Roman) also included.

**333-3 ORIGINS OF NEW WORLD CIVILIZATION.**

[Dist., SS, II] Origins, development of New World Civilizations emphasizing Olmec, Mayan, Teotihuacan, Toltec, Aztec, and Andean cultures. Spanish conquest of Aztecs and Incas.

**335-3 HISTORICAL ARCHAEOLOGY.**

[Dist. SS] Current methods and theoretical approaches of historical archaeology. Archaeological case studies illustrating the cultural development of historic period groups and communities. Prerequisite: ANTH 111.

**350-3 ANTHROPOLOGY IN CONTEMPORARY LIFE.**

[Dist. SS, II] Current issues from anthropological perspective: ethnicity and religious divisions, world hunger, concepts of health and medicine, other uses of anthropology for practical

**365-4 HUMAN ORIGINS.**

[Dist. NSM] Basic principles of human evolution, primates and fossil records. Mechanisms of evolution and human osteology. Three hours lecture, one hour lab per week.

**373-3 to 6 INTRODUCTION TO ETHNOGRAPHIC FIELD METHODS.**

[Dist. SS] Research design, interviewing, participant observation, data analysis. Ethical and practical problems of ethnographic fieldwork. Directed field research in settings chosen by instructor. Prerequisite: 111 or consent of instructor.

**375-3 to 6 INTRODUCTION TO ARCHAEOLOGICAL FIELD METHODS.**

[Dist. SS] Students participate in site location, survey and evaluation techniques, excavation strategies and methods, recording, laboratory methods and interpretation. Emphasizes learning through participation in excavations. Prerequisites: 111 and consent of instructor.

**400-3 CULTURAL ANTHROPOLOGY.**

[Dist. SS, IC] Historical development of concept of culture. Current issues in studying culture, writing ethnographies, applying anthropological understandings. Cross-cultural study of selected components of culture. NOT FOR GRADUATE CREDIT. Prerequisites: 111.

**401-3 ANTHROPOLOGICAL LINGUISTICS.**

[Dist. SS] 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. Prerequisites: 301 or consent of instructor.

**402-3 LANGUAGE AND GENDER IN CROSS-CULTURAL PERSPECTIVE.**

[Dist. SS, IGR] (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.**

[Dist., SS, IC] Origins and evidence for art in early human history. Graphic and plastic arts, ethnomusicology, choreology, folklore among selected non-Western cultures. NOT FOR GRADUATE CREDIT. Prerequisites: 111.

**407-3 PRIMATOLOGY.**

[Dist. NSM] Primate evolution, behavior (ethology), physiology, ecology. Development of locomotion, other motor skills, evolution of the brain, primate communication, associated cognitive processes. NOT FOR GRADUATE CREDIT. Prerequisite: 111.

**408-3 HISTORY OF ANTHROPOLOGICAL THOUGHT.**

[Dist. SS] Historical development of the discipline. Major schools of thought and important shifts in theory, method, problem definition. Readings of selected classics and contemporary thought. NOT FOR GRADUATE CREDIT. Prerequisite: 400; junior standing or consent of instructor

**410-3 ANTHROPOLOGY OF RELIGION.**

[Dist. SS, IC] Religion as one aspect of culture. Historical and contemporary perspectives on religion in a variety of cultures. NOT FOR GRADUATE CREDIT. Prerequisite: 111 or consent of instructor.



**411-3 URBAN ANTHROPOLOGY.**

[Dist. SS, 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 TECHNOLOGY (MUSEOLOGY).**

[Dist. SS] Historical development of museums as institutions; dynamics of shifting roles, functions, philosophies, and continuing education. Practical experience in developing and constructing exhibits. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**426-3 FAMILY AND KINSHIP IN CROSS-CULTURAL PERSPECTIVE.**

[Dist. SS, IC] (Same as WMST 426) History and cross-cultural perspectives on kinship and family. Studies a variety of family experiences through readings, speakers, and discussions. NOT FOR GRADUATE CREDIT. Prerequisite: 111 or consent of instructor.

**432a-3 THE PREHISTORY OF ILLINOIS.**

[Dist. SS] 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, and displays in Anthropology Teaching Museum. NOT FOR GRADUATE CREDIT.

**432b-3 SOUTHWESTERN ARCHAEOLOGY.**

[Dist. SS] Prehistoric-historic cultural developments in southwestern United States emphasizing Pueblo culture, Mogollon and Hohokam cultures, the Mesoamerican base, theory, analogy in archaeological reasoning. NOT FOR GRADUATE CREDIT. Prerequisite: 331 or consent of instructor.

**435-3 AMERICAN MATERIAL CULTURE.**

[Dist. SS] Theories and methods of material culture analysis illustrated through studies of historic and modern American ceramics, architecture, cemeteries, and landscapes. Living history and museological interpretations are examined. Prerequisite: Anth 111.

**452-3 POLITICAL ANTHROPOLOGY.**

[Dist. SS, II] Cross-cultural comparison of political systems emphasizing non-European peoples. Functional relations between politics and society, growth of political complexity; systems of authority/leadership. NOT FOR GRADUATE CREDIT. Prerequisite: junior standing or consent of instructor.

**470-3 to 9 SPECIAL TOPICS IN ANTHROPOLOGY.**

[Dist. SS] 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 ADVANCED ETHNOGRAPHIC FIELD METHODS.**

[Dist. SS] Advanced opportunities for supervised ethnographic fieldwork in settings chosen by instructor. Research proposal development, data analysis, interpretation, presentation. NOT FOR GRADUATE CREDIT. Prerequisite: 373 or consent of instructor.

**475-3 ADVANCED ARCHAEOLOGICAL FIELD METHODS.**

[Dist. SS] New techniques for data recovery. Opportunities to develop specialized capabilities in ancillary methods including photography, mapping, faunal, floral, and ceramic analysis. NOT FOR GRADUATE CREDIT. Prerequisite: 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 ASSIGNMENTS.**

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****111-3 INTRODUCTION TO ART.**

[INTRO] Visual arts: painting, sculpture, architecture, related media. Intended to cultivate discrimination in viewing and understanding works of art. NOT FOR MAJOR CREDIT.

**112a-d-3 each BASIC 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.

**113-3 AVOCATIONAL CERAMICS.**

Ceramics for non-art majors. May be repeated to a maximum of 6 hours. NOT FOR MAJOR CREDIT.

**202a-f-3 each FOUNDATION STUDIO.**

(a) Sculpture: Welding, casting, wood construction; (b) Printmaking: Relief, intaglio. (c) [Dist. FAH] Ceramics: Glazing, firing; (d) Painting: Oils; (e) Drawing: Composition, figure; (f) Weaving/Textiles: Off-loom, dying, fibers. Need not be taken in sequence. Prerequisite: sophomore standing or consent of instructor.

**202g-3 INTRODUCTION TO METALSMITHING.**

Introduction to aesthetic and technical pursuits of contemporary jewelry and metalsmithing at beginning level. Prerequisite: sophomore standing or consent of instructor.

**225a,b-3 each THE HISTORY OF WORLD ART.**

[Dist. FAH, IC] Major periods and styles. (a) (IAI Course No. F1 908) From prehistory through the Renaissance; (b) (IAI Course No. F1 908) 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.

**301 STILL PHOTOGRAPHY I.**

[Dist. FAH] Introduction to black-and-white photography, including basic theory and practice: photographic vision, camera controls, film processing, darkroom printing.

**302-3 STILL PHOTOGRAPHY II.**

Black-and-white photography, including intermediate theory and practice: photographic vision, camera controls, film processing, darkroom printing. Prerequisite: 301.

**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. Prerequisite: 202c.

**309-3 to 6 WATERCOLOR.**

Introduction to water color and other aqueous media with emphasis on traditional and modern techniques; awareness of materials available. May be repeated for a maximum of 9 hours. Prerequisites: 202-6, including 202d.

**310-3 to 6 PAINTING METHODS.**

Intensive study of painting as medium of expression. Individual rather than group problems engaged. May be repeated to a maximum of 9 hours. Prerequisite: 202-6, including 202d.

**311-3 GRAPHIC DESIGN I.**

Introduction to visual communication theory and practice: elements and principles of perception and design, typography, symbols, desktop design. Prerequisite: 112b.

**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.

**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 instructor.

**326-3 to 6 STUDIO II.**

Studio coursework based on content not included in other art studio course offerings. No more than 3 hours per semester without written approval. May be repeated for a maximum of 9 hours. Prerequisite: consent of instructor.

**331-3 to 6 ADVANCED DRAWING.**

Technical and conceptual study of human figure and other subject matter with emphasis on content in development of individual compositions. May be repeated for a maximum of 9 hours. Prerequisite: 9 hours of drawing.

**341-3 CARTOONING AND ILLUSTRATION.**

Cartooning and development of graphic story. Lettering techniques, photomechanical processes, preparation of artwork for reproduction. Story and advertising illustration. Illustration

**358-3 RELIEF PRINTING PROCESSES.**

Includes traditional and experimental methods with woodcut, linocut, monoprint, various materials, color techniques. Prerequisite: 202b.

**359-3 INTAGLIO PROCESSES.**

Hard and soft-ground etching, lift grounds, relief etching, engraving, drypoint, aquatint, colorgraphs, color techniques. Prerequisite: 202b.

**360-3 LITHOGRAPHIC PROCESSES.**

Stone and plate lithography with focus on crayon, wash, transfer, and color techniques. Prerequisite: 202b.

**361-3 UNIQUE PRINTS.**

Various methods of printing "one-of-a-kind" prints, e.g. monotypes and monoprints. Prerequisite: 202b.

**364-3 CURRICULUM DEVELOPMENT IN ELEMENTARY AND SECONDARY ART EDUCATION.**

Curricular models used in art education; construction of sample art curriculum for given levels. Prerequisite: 289 and junior standing or consent of instructor.

**365-3 ART EDUCATION IN THE SECONDARY SCHOOLS.**

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.

**384-3 to 6 FIBERS.**

Techniques and aesthetic concerns in papermaking, feltmaking, dyeing, surface design, weaving, basketry. Mixed media approach emphasis. May be repeated for a maximum of 9 hours. Consent of instructor if taking more than 3 hours per semester. Prerequisite: 202f.

**386-3 to 6 METALSMITHING II.**

Advanced metal fabrication, forging, forming, surface embellishments, centrifugal casting stone settings, bowl raising. May be repeated to a maximum of 9 hours. Prerequisite Art 202g.

**393-3 to 6 SCULPTURE.**

Exploration of contemporary sculpture making with emphasis on development of techniques and ideas. May be repeated for a maximum of 9 hours. Prerequisite 202a

**401-3 to 6 RESEARCH IN PAINTING.**

Advanced problems in painting. May be repeated for a maximum of 9 hours. Prerequisite: 309-9 and/or 310-9.

**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. Prerequisite 393-9.

**405-1 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: candidate for B.A., B.F.A., or M.F.A.

**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 teachers. Prerequisite: 300a, student teaching, or consent of instructor.

**410-2 to 6 RESEARCH IN PRINTMAKING I.**

Advanced work in traditional or experimental methods. Portfolio development. May be repeated for a maximum of 12 hours. Prerequisite: 202b.

**412-3 RESEARCH IN GRAPHIC DESIGN.**

Directed practicum in advanced client-based desktop design and publishing. May be repeated for a maximum of 9 hours. Prerequisite: 312.

**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. Prerequisite: ART 412 or equivalent or permission of the instructor.

**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.

**418-3 to 6 BLACKSMITHING.**

Traditional methods of forming metal using forge, anvil, and hammer. Emphasis on utilizing skills to create hand forged utilitarian objects and contemporary sculptural objects. May be repeated for a maximum of 9 hours. Prerequisite: 393 or consent of instructor.

**420-3 to 6 ADVANCED CERAMICS.**

Supervised research in specific ceramic areas of technical and aesthetic interests. May be repeated to a maximum of 9 hours. Prerequisite: 305-6, consent of instructor or graduate status.

**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. Prerequisite: 302.

**424a,b-3 each BAROQUE AND ROCOCO ART.**

[Dist. FAH, IC] (a) Visual arts of Southern Europe during 17th and 18th centuries; (b) Visual arts of Northern Europe during 17th and 18th centuries. Prerequisite: 225a,b or consent of instructor.

**430-3 to 6 STUDIES IN ART I.**

Advanced work in any studio area or art education. May be repeated for a maximum of 9 hours. No more than 3 hours per semester without written approval. Prerequisite: 325-9.

**441-3 to 6 STUDIO IN DRAWING.**

Advanced research drawing experiences emphasizing individually realized content through development of compositions. May be repeated to a maximum of 12 hours. Prerequisite: senior or graduate standing, 331-9.

**447a,b-3 each ANCIENT ART.**

[Dist. FAH, IC] Art and architecture from prehistory through Rome. (a) Prehistoric to Greek late archaic; (b) Greek high Classic to Rome. Prerequisite: 225a,b or consent of instructor.

**448a,b-3 each EARLY CHRISTIAN AND MEDIEVAL ART.**

[Dist. FAH, IC] (a) Early Christian, Byzantine, and Early Medieval art up to the 10th century; (b) Romanesque and Gothic art. Prerequisite: 225a,b or consent of instructor.

**449a,b-3 each RENAISSANCE ART.**

[Dist. FAH, 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. Prerequisite: 225a,b 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.**

[Dist. FAH] Museum ethics, collections policies, security, administration and organization, public law, sources of funding, grant preparation. Prerequisite: junior standing or consent of instructor.

**454-3 CURATORSHIP: EXHIBITION MANAGEMENT AND DESIGN.**

[Dist. FAH] Exhibition design, preparation, labeling, security, hanging and display techniques and construction, lighting, traffic flow, docent training. Prerequisite: 453.

**455-3 DOCUMENTATION OF COLLECTIONS.**

[Dist. FAH] Accessioning and deaccessioning processes, research, collection management, use of computers, narrative, photo-documentation. Prerequisite: 453.

**468a,b-3 each PRIMITIVE ART: THE AMERICAS.**

[Dist. FAH], [(a)IC] Arts of indigenous societies of the Americas presented in cultural and geographical sequence, ancient to 19th century. (a) Precolumbian art; (b) North American Indian art. Prerequisite: 225a,b or consent of instructor.

**469a,b-3 each PRIMITIVE ART: AFRICA AND OCEANIA.**

[Dist. FAH, 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. Prerequisite: 225a,b or consent of instructor.

**470-3 TOPICS IN ART HISTORY.**

[Dist. FAH] 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. Prerequisite: 6 hours of art history and/or consent of instructor.

**473a,b-3 each WOMEN IN ART.**

[Dist. FAH, 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. Prerequisite: 225a,b or consent of instructor.

**480a,b-3 each AMERICAN ART.**

[Dist. FAH] Art and architecture of North America from early 17th century to the present. (a) From Colonial Period through the Civil War; (b) From Reconstruction to the present. Prerequisite: 225a,b or consent of instructor.

**481a,b-3 each MODERN ART.**

[Dist. FAH] Principal movements and theories of 19th and 20th century art. (a) Nineteenth-century art; (b) From 1901 to the present. Prerequisite: 225a,b or consent of instructor.

**483-3 RESEARCH IN ART HISTORY.**

[Dist. FAH] 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 and/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.

**486-3 to 6 RESEARCH IN METALSMITHING.**

Concentrated research in advanced metalsmithing techniques and concepts. May be repeated to a maximum of 12 hours. Prerequisite: 386 or consent of instructor.

**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: by permit only.

**499-2 to 6 SENIOR THESIS EXHIBITION.**

Nature of final thesis determined according to student's major studio area and directed by student's major advisor and committee. Consists of thesis exhibition and written statement of artistic intent. B.F.A. candidates only. Prerequisite: senior standing.

**BIOLOGY****111-3 CONTEMPORARY BIOLOGY.**

[INTRO] 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.**

[Dist. NSM] 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.**

[Dist. NSM] 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.

**203-3 HUMAN SEXUALITY AND REPRODUCTION.**

[Dist. NSM] Sexual anatomy and physiology, normal and abnormal embryonic and fetal development, pregnancy and birth, birth control, sexual relationships, attitudes, behavior, sexual diseases and disorders. Prerequisite: 111 or equivalent.

**205-3 HUMAN DISEASES.**

[Dist. NSM] 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

**220-4 GENETICS.**

[Dist. NSM] 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.**

[(b) Dist. NSM] 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) college chemistry; (b) 240a.

**250-3 BACTERIOLOGY.**

[Dist. NSM] 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, CHEM 120a or equivalent.

**319-4 CELL AND MOLECULAR BIOLOGY.**

[Dist. NSM] 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 and 121 with grade of C or better and concurrent enrollment in or completion of organic chemistry (CHEM 241a,b or equivalent).

**325-3 EMBRYOLOGY.**

[Dist. NSM] Gametogenesis, fertilization, cleavage, differentiation, morphogenesis in animals with emphasis on vertebrates. Three lectures per week. Prerequisites: 120, 121, 220, and 319.

**327-3 EVOLUTION.**

[Dist. NSM] 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, 220, and 319.

**332-3 BASIC BIOCHEMISTRY.**

[Dist. NSM] Relation between structure and function of biologically important macromolecule. Nucleic acids, proteins, carbohydrates. Emphasis on regulation of metabolism, biosynthesis, degradation. Three lecture hours per week. Prerequisite: CHEM 241.

**335-3 INTRODUCTION TO IMMUNOLOGY.**

[Dist. NSM] Anatomical, cellular, and biochemical aspects of the immune response. Immune mechanisms in transplantation, infectious disease, autoimmune disease. Prerequisites: 220, consent of instructor.

**337-4 ANIMAL HISTOLOGY.**

[Dist. NSM] 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.

**340-4 PHYSIOLOGY.**

[Dist. NSM] 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, 121, 220, and 319.

**350-4 MICROBIOLOGY.**

[Dist. NSM] Structure, metabolism, and genetics of bacteria and bacteriophages. Role of bacteria in disease, biotechnology, and the environment. Prerequisites: 120, 121, 220, 319, and CHEM 121b.

**351-4 DIAGNOSTIC MICROBIOLOGY.**

[Dist. NSM] Methods for isolating pathogenic bacteria and determining significant properties and immunological features. Two lectures and two-hour laboratories per week. Prerequisite: 350.

**365-4 ECOLOGY.**

[Dist. NSM, 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.

**414-4 MOLECULAR BIOLOGY LABORATORY.**

[Dist. NSM] Enzyme activity measurements. Purification of proteins, nucleic acids, lipids, carbohydrates. Isolation and characterization of cell organelles. Centrifugation, chromatography, gel and agarose electrophoresis. Students will be expected to present written reports of their work. NOT FOR GRADUATE CREDIT. Prerequisite: 332 or 430.

**415a-3 TECHNIQUES IN CELL AND TISSUE CULTURE.**

[Dist. NSM] Eukaryotic cell tissue culture, with consideration of growth, differentiation, metabolism and transformation of cells in culture. Introduction to theory, techniques in cell culture. One lecture and one laboratory per week. Prerequisites: junior standing, consent of instructor. Prerequisite: 319.

**415b-3 LABORATORY IN CELL AND TISSUE CULTURE.**

[Dist. NSM] Independent supervised projects in cell culture, growth, differentiation, metabolism and transformation of cells in culture. Methods, applications, tissue culture, eukaryotic cell techniques. Two laboratories per week. Prerequisites: 415a or concurrent enrollment, consent of instructor.

**417-4 QUANTITATIVE METHODS IN EXPERIMENTAL BIOLOGY.**

Conceptual treatment emphasizes theory and common intermediate-level techniques seen in biological literature. Practical experience using spreadsheet and statistical software. Prerequisites: BIOL 220, STAT 244 or 410, CS 108 or CMIS 108, or equivalent, or consent of instructor.

**418a-3 RECOMBINANT DNA.**

[Dist. NSM] 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.

**418b-3 RECOMBINANT DNA LABORATORY.**

[Dist. NSM] 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, consent of instructor.

**421-3 HUMAN GENETICS.**

[Dist. NSM] Human genetics, human chromosomes; Mendelian characters in man, genetic inference, pedigrees, twins, populations-mutation-genetics of races; genetics and medicine. Prerequisites: 220.

**430a,b-3 each BIOCHEMISTRY AND MOLECULAR BIOLOGY.**

(a) [Dist. NSM] 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, CHEM 241.

**431-3 CELLULAR AND MOLECULAR BASES OF MEDICINE.**

[Dist. NSM] Causes, treatment, and detection of human diseases, as studies from cellular and molecular levels. Prerequisite: 430.

**432-5 ADVANCED CELL BIOLOGY.**

[Dist. NSM] 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.**

[Dist. NSM] 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 recommended.

**438-3 PROTEINS.**

[Dist. NSM] Physical and chemical properties of structural and enzymatic proteins, isolation, primary, secondary, tertiary and quaternary properties. Evolution of proteins. NOT FOR GRADUATE CREDIT. Prerequisites: biochemistry.

**439-2 NUCLEIC ACIDS.**

Physical, chemical and biological properties of nucleic acids in terms of their structure and function. Primary, secondary and tertiary structure. NOT FOR GRADUATE CREDIT. Prerequisite: biochemistry

**441-3 ADVANCED PHYSIOLOGY.**

[Dist. NSM] 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.

**444a-3 NEUROBIOLOGY.**

[Dist. NSM] 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: human or animal physiology; calculus or physics.

**444b-1 NEUROBIOLOGY LABORATORY.**

Introduction to neurophysiological research. Demonstrations include electrical recording, drug reactions, brain dissection, stereotaxis, histology. NOT FOR GRADUATE CREDIT. Prerequisite: 444a or concurrent enrollment.

**450-3 SCIENCE, GENDER AND RACE.**

[Dist. NSM, IGR] (Same as WMST 450) Current social issues and historical perspectives of science, especially biology, and its medical and technical applications, as they relate to gender and race. Prerequisite: junior standing.



**451-3 MICROBIAL PATHOGENESIS.**

[Dist. NSM] Analysis of mechanisms of pathogenesis employed by bacteria, fungi, protozoans and viruses, including discussion of transmission, invasion, colonization, virulence factors, pathology, epidemiology, and treatment. NOT FOR GRADUATE CREDIT. Prerequisite: 350.

**452-3 MOLECULAR GENETICS.**

[Dist. NSM] 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.

**455-3 VIROLOGY.**

[Dist. NSM] Biochemical and physical structure of viruses and their mode of replication in infected cells, including latency and viral oncogenesis. NOT FOR GRADUATE CREDIT. Prerequisites: biochemistry or organic chemistry; 350; 332 or 430 or CHEM 241.

**461-3 PLANTS AND ENVIRONMENT.**

[Dist. NSM] Environmental affects on plant growth, reproduction and distribution. Adaptive responses to environmental stress examined and measured. Two lectures and one laboratory per week. NOT FOR GRADUATE CREDIT. Prerequisites: 472, consent of instructor.

**462-3 BIOGEOGRAPHY.**

[Dist. NSM] Past and present spatial relationship of plants and animals. Speciation, dispersal and variation are addressed. NOT FOR GRADUATE CREDIT. Prerequisite: 365.

**464-3 APPLIED ECOLOGY.**

[Dist. NSM] Topics relevant to man's interaction with his environment including nutrient cycles, water pollution, food resources, biotic diversity, population dynamics. Prerequisite: 365.

**465-3 AQUATIC ECOSYSTEMS.**

[Dist. NSM] (Same as ENVS 465) Biogeochemistry of, community structure of, man's impact on aquatic systems throughout the world, including lakes, streams, oceans. Laboratory: local freshwater communities. Two lectures, one three-hour laboratory per week. Weekend field trips may be required. Prerequisites: 220 and 365 or consent of instructor.

**466-3 TERRESTRIAL ECOSYSTEMS.**

[Dist. NSM] (Same as ENVS 466) Community structure, biogeochemistry and historical development of terrestrial ecosystems. Two lectures, one three-hour laboratory per week. Weekend field trips may be required. Prerequisite: 220.

**470-4 FIELD BIOLOGY.**

[Dist. NSM] 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.

**471-4 PLANT SYSTEMATICS AND TAXONOMY.**

Examination of basic processes in vascular plant evolution. Local flora characteristics and identification. Three lectures and one, two-hour lab per week. Prerequisites: BIOL 120, 121, 220, and 319.

**472-4 TOPICS IN PLANT PHYSIOLOGY.**

[Dist. NSM] 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.

**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 or consent of instructor.

**485-4 ICHTHYOLOGY.**

[Dist. NSM] Relationships, ecology, distribution, behavior, anatomy of fishes. Emphasis on local fauna. Two lectures and 2 laboratories per week. Saturday field trips required. Prerequisite: 120, 121 or consent of instructor.

**486-4 HERPETOLOGY.**

[Dist. NSM] Living and fossil amphibians and reptiles, evolution, relationships, morphology, behavior. Two lectures and 2 laboratories per week. Saturday field trips required. Prerequisites: 120, 121 or consent of instructor.

**488-4 MAMMALOLOGY.**

[Dist. NSM] Morphology, systematics, natural history, taxonomy, evolution of living and fossil mammals. Two lectures and 2 laboratories per week. Prerequisites: 120, 121, or consent of instructor.

**491a-u-1 to 4 READINGS IN BIOLOGY.**

(a) Anatomy; (b) Behavior; (c) Biochemistry; (d) Botany; (e) Cell biology; (f) Developmental biology; (g) Ecology; (h) Endocrinology; (i) Entomology; (j) Evolution; (k) Genetics; (l) Immunology; (m) Microbiology; (n) Parasitology; (o) Physiology; (p) Research methods; (q) Ultrastructure; (r) Zoology; (s) Virology; (t) History of biology; (u) Biology and human welfare. Supervised readings in specialized areas. No credit toward minor in biology. May be repeated to a maximum of 8 hours credit. 491a-u are graded pass/no 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. Prerequisite: junior standing.

**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. Prerequisite: junior standing.

**493a-w-2 to 8 RESEARCH IN BIOLOGY.**

(a) Anatomy; (b) Behavior; (c) Biochemistry; (d) Botany; (e) Cell biology; (f) Developmental biology; (g) Ecology; (h) Endocrinology; (i) Entomology; (j) Evolution; (k) Genetics; (l) Immunology; (m) Microbiology; (n) Parasitology; (o) Physiology; (p) Research methods; (q) Ultrastructure; (r) Zoology; (s) Virology; (t) History of biology; (u) Biology and human welfare; (v) Ichthyology; (w) Fishery biology. 493a-w are graded pass/no credit. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**494-3 METHODS OF TEACHING BIOLOGY IN THE SECONDARY SCHOOL.**

[Dist. NSM] Methods in biology secondary education. Planning and presenting lectures and laboratories, education software, pertinent teaching materials, and discussion of controversial topics in the classroom. NOT FOR GRADUATE CREDIT. Prerequisites: junior or senior standing, 2.5 G.P.A. in biology, 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.

**495g-n-1 to 12 CLINICAL TOPICS IN CYTOTECHNOLOGY.**

Hospital based lecture at an accredited and affiliated school of cytotechnology. (g) Introduction to Cytology; (h) Neoplasia; (i) Processing Laboratory; (j) Respiratory and Oral Cytology; (k) Effusion and CSF Cytology; (l) GI, GU, Breast and FNA Cytology; (m) Scientific Method and Literature; (n) Advanced Practices in Cytology. May be repeated to a maximum total of 36 hours. NOT FOR GRADUATE CREDIT. Prerequisite: acceptance for clinical education into an affiliated school of cytotechnology.

**496-2 to 4 TOPICS IN BIOLOGY.**

In-depth examination of an area of Biological Sciences. May be repeated to a maximum of 4 hours so long as no topic nor professor is repeated. NOT FOR GRADUATE CREDIT. Prerequisite: 220.

**497-2 SENIOR ASSIGNMENT.**

Demonstration of proficiency in biological sciences. NOT FOR GRADUATE CREDIT. Prerequisite: senior standing

**BUSINESS EDUCATION****250-3 CONSUMER INCOME MANAGEMENT.**

Personal financial management including credit, investments, government services, insurance, budgeting, and consumer/government agencies. The role of the consumer in the marketplace is emphasized.

**300-1 KEYING/TYPING PROFICIENCY.**

Demonstration of keying skills for data entry and typewriting with concepts for correspondence, tables, manuscripts. Pass/Fail grade assigned. Prerequisite: typing skill of at least 40 wpm.

**305-3 BUSINESS WRITING.**

(Same as ENG 491) Technical communications, professional correspondence, reports, proposals, descriptions, and evaluations; word processing and graphics software. Prerequisites: ENG 102, junior standing; no experience with software or computers required.

**350-3 INFORMATION SYSTEMS METHODS.**

Methods of teaching information systems. Cognitive and psychomotor learning theories, unit and lesson plan development, test construction, evaluating pupil performance, curriculum development, and microteaching. Prerequisites: 300, CI 200, EDUC 305 and one semester of post-secondary typing, keyboarding, or word processing; CMIS 108 & 342.

**351-3 BASIC BUSINESS AND ACCOUNTING METHODS.**

Methods of teaching basic business and accounting. Concepts, cognitive and affective learning theories, unit and lesson plan development, test construction and evaluation, microteaching, curriculum development, and integration. Prerequisites: 250, ECON 112, ACCT 210, CI 200, and EDUC 305.

**365-2 COMPUTERIZED ACCOUNTING.**

Using the computer to process data for accounting applications. Practice set used to demonstrate computers and accounting concepts. Prerequisites: 351, ACCT 201, CMIS 342.

**400-3 OFFICE MANAGEMENT.**

Administrative support areas in the office environment with emphasis on current technology and support functions. APPROVED FOR GRADUATE CREDIT. Prerequisites: MGMT 340 and CMIS 342.

**414-3 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL EDUCATION PROGRAMS.**

Program philosophy and objectives plus student selection and evaluation, job analysis, curriculum, advisory committees, instructional systems, especially individualized methods.

**415-3 SUPERVISED WORK EXPERIENCE.**

Principles and problems in identifying and evaluating career-related work experiences in vocational education. NOT FOR GRADUATE CREDIT. Prerequisites: 414, consent of instructor and program director.

**416-3 COOPERATIVE COORDINATION TECHNIQUES.**

Development of techniques for initiation, implementation, and operation of cooperative work coordination program, including student diagnosis and evaluation, community relations and program evaluation. Prerequisite: 414, consent of instructor and program director.

**490a-1 to 3 INDEPENDENT STUDY IN BUSINESS EDUCATION.**

Research, readings, and advanced work in business subject content with relationship to teaching that content. May be repeated to a maximum of 6 hours. NOT FOR GRADUATE CREDIT. Prerequisites: consent of instructor and program director.

**490b-3 ADVANCED SHORTHAND TOPICS.**

Research and reading in advanced shorthand topics. NOT FOR GRADUATE CREDIT. Prerequisites: 1 year of shorthand, consent of instructor, chairperson, and program director.

**CHEMISTRY****111-3 CONTEMPORARY CHEMISTRY.**

[INTRO] [IAI Course No. P1 903] Non-mathematical 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. Three lecture hours and one problem session per week. Prerequisite: AD 095 or equivalent.

**120a,b-3 each GENERAL, ORGANIC, AND BIOLOGICAL CHEMISTRY.**

[a] [IAI Course No. P1 902] INTRO, (b) Dist. NSM] 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.

**121a,b-4 each GENERAL CHEMISTRY.**

[(a) INTRO or Dist. NSM] [IAI Course No. P1 902], [(b) Dist. NSM] University-level modern chemistry for science and engineering 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 or 113; high school algebra; (b) 121a.

**124a,b-1 each GENERAL ORGANIC, AND BIOLOGICAL CHEMISTRY LABORATORY.**

[(a) INTRO] 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.

**125a,b-1 each GENERAL CHEMISTRY LABORATORY.**

[Dist. NSM] 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.

**241a,b-3 each ORGANIC CHEMISTRY.**

[Dist. NSM] 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.**

[Dist. NSM] 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.

**361a,b-3 each PHYSICAL CHEMISTRY.**

[Dist. NSM] 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 151 or 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 required to submit written report at end of the semester. Prerequisites: C average in chemistry courses, prior arrangement with faculty member.

**411-3 INORGANIC CHEMISTRY.**

[Dist. NSM] Modern inorganic chemistry including bonding theory, symmetry and group theory, stereochemistry of complex ions, 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. Six laboratory hours per week. NOT FOR GRADUATE CREDIT. Prerequisite: 411.

**419-1-3 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.**

[Dist. NSM] 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.**

[Dist. NSM] 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.**

[Dist. NSM] Emphasis on monofunctional compounds. Topics not covered in elementary courses. Three lecture hours per week. Prerequisite: 241b.

**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.**

[Dist. NSM] Life processes at molecular level. (a) Structure and function of biomolecules; (b) Intermediary metabolism, transmission of hereditary information. Must be taken in sequence. Prerequisite: 241b.

**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: 245b, concurrent enrollment in 451a.

**459-1 to 3 SPECIAL TOPICS IN BIOCHEMISTRY.**

Selected 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.**

[Dist. NSM] Injurious effects of chemicals that enter biologic species, factors that influence effects. Detection of hazardous conditions, treatment of effects. Prerequisite: senior standing.

**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.

**CIVIL ENGINEERING****198-0 CIVIL 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 ENGINEERING COOPERATIVE EDUCATION I.**

Supervised work experience with agency, firm, or organization which employs engineers. First work period of five year academic/work experience program. Prerequisite: consent of engineering co-op advisor.

**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.

**244-4 ENGINEERING MECHANICS**

(Same as ME 244) Static equilibrium conditions for external and internal force and moment systems, dynamics of rigid-body planar motion. Prerequisite: PHYS 211a.

**298-0 CIVIL 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: CE 198.

**299-0 ENGINEERING COOPERATIVE EDUCATION II.**

Supervised work experience with agency, firm, or organization which employs engineers. Second work period of five year academic/work experience program. Prerequisite: consent of engineering co-op advisor.

**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, CE 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). Prerequisites: upper-division civil engineering standing, 242, or consent of instructor.

**330L-1 ENGINEERING MATERIALS LABORATORY.**

Laboratory determination of material properties and mixing design of concrete. Prerequisite: concurrent enrollment in 330 or consent of instructor.

**340-3 STRUCTURAL ANALYSIS I.**

Beams, trusses and frames. Influence lines, energy methods, flexibility method, displacement method. Prerequisites: upper-division civil engineering standing, 242 or consent of instructor.

**354-3 INTRODUCTION TO GEOTECHNICAL ENGINEERING.**

Introduction to Geotechnical Engineering. Basic geological principles for engineering design; soil classification, water in soils, effective stress, shear strength and soil compressibility. Prerequisites: Upper-division civil engineering standing, 242, 315 or consent of instructor.

**354L-I SOIL MECHANICS LABORATORY.**

Laboratory and field experiments in soil mechanics. Prerequisite: concurrent enrollment in 354 or consent of instructor.

**376-3 TRANSPORTATION ENGINEERING.**

Planning and design of air, highway, rail, water, and pipeline transportation facilities (geometric and structural). Prerequisite: upper-division civil engineering standing, 354 or concurrent enrollment, or consent of instructor.

**380-3 INTRODUCTION TO ENVIRONMENTAL SCIENCE AND ENGINEERING.**

Application of principles of chemistry, physics, biology, mathematics to engineered systems for water purification, wastewater treatment, air pollution control, solid waste management. Prerequisites: upper-division civil engineering standing, 315, or consent of instructor.

**392-1 to 5 READINGS IN CIVIL ENGINEERING.**

Supervised reading in selected subjects in civil engineering. Prerequisites: upper-division civil engineering standing and consent of department chairperson.

**398-0 CIVIL 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: CE 298.

**399-0 ENGINEERING COOPERATIVE EDUCATION III.**

Supervised work experience with agency, firm, or organization which employs engineers. Third work period of five year academic/work experience program. Prerequisites: consent of engineering co-op advisor.

**412-3 GROUNDWATER HYDROLOGY.**

(Same as GEOG 412 and ENVS 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: 310, CHEM 113 or equivalents or consent of instructor.

**415L-I 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, 380, 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 and groundwater hydrology. NOT FOR GRADUATE CREDIT. Prerequisites: upper-division civil engineering standing, 315, 354 or concurrent enrollment, STAT 380, or consent of instructor.

**427-3 KNOWLEDGE-BASED SYSTEMS.**

(Same as IE 427, ECE 427, and ME 427.) Engineering-oriented perspective on artificial intelligence (AI) technology. General AI concepts, 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.

**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, 354, 442, or concurrent enrollment, or consent of instructor.

**440-3 STEEL DESIGN.**

Fundamentals of structural steel design. Familiarization with steel design codes. NOT FOR GRADUATE CREDIT. Prerequisites: upper-division civil engineering standing, 330 or concurrent enrollment, 340, or consent of instructor.

**441-3 DESIGN OF TIMBER STRUCTURES.**

Design and analysis of timber structures. Introduction to timber design code. Prerequisites: upper-division civil engineering standing, CE 440, 445, or concurrent enrollment, or consent of instructor.

**442-3 CONCRETE STRUCTURES.**

Introduction to design of reinforced concrete structural elements with emphasis on strength design, code requirements. NOT FOR GRADUATE CREDIT. Prerequisites: upper-division civil engineering standing, 330 or concurrent enrollment, 340.

**443-3 DESIGN OF MASONRY STRUCTURES.**

Design and analysis of masonry structures. Introduction to masonry design codes. Prerequisites: upper-division civil engineering standing, 442, 445 or concurrent enrollment.

**444-3 ADVANCED MECHANICS OF DEFORMABLE BODIES.**

Energy principles and their application, problems in plane stress and strain; beams on elastic foundations; theories of failure, plates and shells. Prerequisite: upper-division civil engineering standing or consent of instructor.

**445-3 STRUCTURAL ANALYSIS II.**

Analysis of indeterminate two- and three-dimensional trusses and frames, with emphasis on matrix methods, computer techniques. Prerequisite: 340 or consent of instructor.

**446-3 ADVANCED CONCRETE DESIGN.**

Advanced topics in reinforced concrete design, design of prestressed concrete beams, code design requirements. Prerequisites: upper-division civil engineering standing, 442, 445, or consent of instructor.



**452-3 VIBRATIONS.**

(Same as ME 452) Vibration of single and multi-degree of freedom systems; natural frequencies and modes; vibration isolation; structural response to ground excitation. Prerequisites: ME 262, MATH 305.

**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.

**470-3 STRESS ANALYSIS AND DESIGN.**

(Same as ME 470) Three dimensional torsion and bending; stress and strain transformations; yield criteria and plasticity theory; finite element method; case studies and engineering design. Prerequisite: 242; ME 370 or equivalent.

**470L-1 STRESS LABORATORY.**

(Same as ME 470L) Determination of stress and strain using strain gauging and optical methods; measurement of fracture toughness, combined loading. Prerequisites: 242, or consent of instructor.

**473-3 TRANSPORTATION SITE SELECTION.**

Engineering techniques for transportation site selection, route surveying, photogrammetry, geometric design criteria, engineering controls and constraints. Laboratory included. Prerequisites: upper-division civil engineering standing, 354, 376, or consent of instructor.

**475-3 URBAN TRANSPORTATION.**

Systems engineering and determinate models for traffic generation, distribution assignment; analysis and traffic engineering procedures as applied to urban transportation planning and design. Prerequisites: upper-division civil engineering standing, 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. Prerequisites: upper-division civil engineering standing, 473, or consent of instructor.

**480-3 ENVIRONMENTAL ANALYSIS.**

Analytical methods for examining water, soil, and air. Source of parameters, laboratory methods and limitations, data analysis, correlation of parameters with environmental effects. Two one-hour lectures and a one-hour laboratory per week. 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 AND ADVANCED WASTEWATER TREATMENT DESIGN.**

Design of water treatment and advanced wastewater treatment processes with emphasis on chemical and physical processes. Prerequisites: upper-division civil engineering standing, 380, or consent of instructor.

**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 that 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: consent of instructor.

**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, 354, 376, 380 and either 440 or 442, or consent of instructor.

## COMPUTER MANAGEMENT AND INFORMATION SYSTEMS

**108-3 COMPUTER CONCEPTS AND APPLICATIONS.**

[SKILLS] 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.

**260-3 COBOL PROGRAMMING.**

Business-oriented computer programming using listings, computations, comparisons, tables/arrays, files. Students apply logical methods to the design of programs. Prerequisites: CS 140 (or a previous course in computer programming).

**270-3 STRUCTURED SYSTEMS ANALYSIS.**

Structured tools and techniques as used in business systems analysis and design. Prerequisite: CMIS 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. Prerequisites: CMIS 142 and 270.

**310-3 COMPUTER USER SUPPORT.**

Overview of the 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 network setting. Prerequisites: CMIS 142 and 270.

**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. Prerequisites: 108, GBA 300 or concurrent enrollment in GBA 300.

**450-3 DATABASE DESIGN.**

Basic concepts/terminology of relational models with emphasis on current technology and business applications including SQL. Prerequisites: CMIS 270 or concurrent enrollment in CMIS 270.

**460-3 ADVANCED PROGRAMMING.**

Advanced programming/design for file processing to include the design, writing, debugging, and processing of computer programs. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**464-3 APPLIED OPERATING SYSTEMS.**

Operating systems and attendant control languages from the user's viewpoint with emphasis on sophistication levels and hardware support configurations. Prerequisite: CMIS 260.

**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: CMIS 450.

**470-3 STRUCTURED SYSTEMS DESIGN.**

Structured systems design methodologies, including process-oriented, data structure-oriented, information-oriented techniques. NOT FOR GRADUATE CREDIT. Prerequisites: CMIS 270, 450.

**472-3 END USER SYSTEMS DEVELOPMENT.**

Use of decision support tools to design and implement information systems. Prerequisite: CMIS 342.

**474-3 EDP AUDITING CONTROLS AND CONCEPTS.**

Procedures, controls, standards, and audit trails necessary for information systems operation. Prerequisites: CMIS 342, ACCT 210.

**488-3 to 6 INFORMATION SYSTEMS INTERNSHIP.**

Application of tools from information systems program to an organization under supervision with written report of experiences. May be repeated to a maximum of 6 hours provided the experiences are not repeated. Prerequisites: consent of instructor and internship company.

**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 instructor, chairperson, and program director.

**495-3 to 6 SEMINAR: INFORMATION SYSTEMS.**

Current issues related to business aspects dealing with information systems. May be repeated to a maximum of 6 hours if topics differ. Prerequisite: consent of instructor.

## COMPUTER SCIENCE

**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 MIS 108, but not for both. Prerequisite: two years of college preparatory mathematics in high school.

**140-3 INTRODUCTION TO COMPUTING I.**

Programming course that assumes basic computer literacy. Introduces the C++ language and basic problem solving. Two lecture hours and two laboratory hours per week. Prerequisites: MATH120 or three years of college-preparatory mathematics in high school.

**141-3 INTRODUCTION TO FORTRAN.**

Programming course which assumes no prior experience with computers. Introduces FORTRAN language and use of UNIX. Prerequisite: MATH 151 or concurrent enrollment.

**150-3 INTRODUCTION TO COMPUTING II.**

Algorithmic problem solving with a modern programming language (C++). Language syntax; basic design methods; algorithms; abstraction. Two lecture hours and two laboratory hours per week. Prerequisite: 140.

**240-3 INTRODUCTION TO COMPUTING III.**

Basic software engineering concepts, elementary data structures and algorithms, fundamentals of object-oriented programming. Three lecture hours and two hours of lab a week.

**250-3 ALGORITHMS AND DATA STRUCTURES.**

Considers appropriate choice of data structures, comparisons of algorithms, recursive algorithms, complexity, introduction to parallel algorithms. Two lecture hours and two laboratory hours per week. Prerequisites: 240, Math 130 or Math 150.

**275-3 INTERACTION PROGRAMMING.**

Characteristics and structure of major graphical user interface environment, event-driven programming, introduction to database concepts and programming. Three hours lecture and two hours lab. Prerequisite: 150.

**312-3 INTRODUCTION TO COMPUTER ORGANIZATION AND ARCHITECTURE.**

Processor, memory and I/O structure of computer systems; register-level architecture of typical processor; data representations; common I/O devices; loaders, linkers, assemblers, compilers. Two lecture hours and two laboratory hours per week. Prerequisite: 151.

**314-3 OPERATING SYSTEMS.**

Application program interface; structure and implementation of simple operating system; file systems, concurrent processes, I/O management, memory management, virtual memory. Two lecture hours and two laboratory hours per week. Prerequisites: 240, 312.

**321-3 HUMAN-COMPUTER INTERACTION DESIGN.**

Design of interactions between people and computers. Conceptual models, design methods, evaluation, and ethical concerns. Software design project. Two hours lecture, two hours design discussion. Prerequisite: 275.

**325-3 SOFTWARE ENGINEERING.**

Design of large software systems. Emphasis on problem solving concepts in context of software life cycle, requirements, specifications, verification, validation issues. Ethical issues considered. Prerequisite: 320.

**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. Two lecture hours and two laboratory hours per week. Prerequisites: 312 and 320.

**390-3 TOPICS IN COMPUTER SCIENCE.**

Selected topics in computer science. May be repeated to a maximum of 6 hours for different topics. Prerequisite: by permit only.

**402-3 C++ PROGRAMMING.**

Algorithmic problem solving with a modern programming language (C++). Language syntax; basic design methods; algorithms; abstraction. Two lecture hours and two laboratory hours per week.

**403-3 PROGRAMMING TECHNIQUES.**

Basic software engineering concepts, elementary data structures and algorithms, fundamentals of object-oriented programming. Three lecture hours and two laboratory hours per week.

**404-3 SCIENTIFIC COMPUTATION.**

Survey of computer system hardware and software with focus on scientific computation issues, architecture, data communications, operating systems, software development practices. Two lecture hours and two laboratory hours per week. Prerequisites 151, 403 or consent of instructor.

**406-3 SCIENTIFIC VISUALIZATION.**

Computer graphics techniques for understanding and interpreting results of computations which involve large data sets. Assumes no prior experience with computer graphics. Two lecture hours and two laboratory hours per week. Prerequisites: 404, MATH 135, MATH 250, or consent of instructor.

**407-3 ADA PROGRAMMING.**

Emphasis on features which make language unique, e.g. packages, exception handling, generics, tasking. Does not assume prior knowledge of the ADA language. Prerequisite: 250 or consent of instructor.

**416-3 HIGH-PERFORMANCE COMPUTER SYSTEMS.**

Overview of scientific supercomputing, floating-point arithmetic issues, high-performance architectures, software engineering tools for scientific computing, code optimization, benchmarking, support for visualization. Prerequisites: 314 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 or consent of instructor.

**425-3 SOFTWARE PROJECT DEVELOPMENT.**

Team development of a software product. Selected topics in software development will be studied to complement team projects. Prerequisites: 325 or consent of instructor.

**434-3 DATABASE MANAGEMENT SYSTEMS.**

Database management system concepts, models, languages. Data models including entity and relationship, network, hierarchical, relational; relational design; specific examples. Prerequisite 320 or consent of instructor.

**438-3 ARTIFICIAL INTELLIGENCE.**

History and survey of field. Topics include heuristic search, natural language, knowledge representation, machine learning, expert systems, neural networks, use of logic. Prerequisites: 250 or consent of instructor.

**444-3 PARALLEL COMPUTING.**

Fundamental issues such as architectural classifications and models of parallel computation; algorithm design, analysis, and implementation on currently available parallel computers. Prerequisites: 312 and 320 or consent of instructor.

**447-3 DISTRIBUTED SYSTEMS.**

Survey of networks, distributed computation, and distributed data concepts; system structure, communication protocols, distributed computation coordination, distributed data management. Two lecture hours and two laboratory hours per week. Prerequisites: 314 or consent of instructor.

**454-3 THEORY OF COMPUTATION.**

Theoretical foundations of computer science including theory of automata, pushdown automata, Turing machines, formal languages. Prerequisite: 250 or consent of instructor.

**456-3 ALGORITHMS AND COMPLEXITY.**

Complex algorithms and data structures with introduction to complexity theory and approximation algorithms for NP-complete problems. Prerequisite: 250 or consent of instructor.

**482-3 COMPUTER GRAPHICS.**

Review of basic graphics material; mathematics for modeling curves and surfaces, and performing transformations; algorithms for scan-conversion, clipping, hidden component removal, rendering. Prerequisites: 312, 320, MATH 135 and 151; or consent of instructor.

**490-3 TOPICS IN COMPUTER SCIENCE.**

Selected topics in computer science. May be repeated to a maximum of 6 hours for different topics. Prerequisite: permit required.

**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.

**498-1 SENIOR PROJECT PREPARATION.**

Basic techniques of planning, research and project presentation. Students develop and present proposal to department faculty. NOT FOR GRADUATE CREDIT. Usually, student enrolls in this course one semester before enrolling in 499. Prerequisite: 325.

**499-3 SENIOR PROJECT.**

Student executes project planned in 498. Completed project presented to department faculty. NOT FOR GRADUATE CREDIT. Prerequisites: approval of project in 498, consent of department chair, senior standing, completion of general education skills and introductory courses, and completion of one of 314 or 330 as well as two computing elective courses.

## CONSTRUCTION

**120-1 INTRODUCTION TO CONSTRUCTION.**

Survey of construction industry; typical employment opportunities; history; current development.

**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 advisor.

**201-3 CONSTRUCTION MATERIALS.**

Introduction to typical materials including asphalt, concrete, plastic, wood, steel, glass. Examination of molecular structure and factors affecting strength. Prerequisite: CHEM 120a.

**202-3 CONSTRUCTION METHODS.**

Methods and equipment for handling and storage of materials. Construction procedures used with these materials. Prerequisite: 120, MATH 125.

**264-4 CONSTRUCTION SURVEYING.**

Surveying techniques for construction, including the theory, equipment and field techniques necessary for typical construction layout.

**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 advisor.

**301-4 SOILS.**

Physical properties and behavior of soils; classification and testing, basic hydraulic and hydrological concepts. Effect of water on construction. Prerequisite: CE 242.

**321-3 ELECTRICAL SYSTEMS.**

Basic electrical theory; electrical systems and distribution for facilities and during construction, safety, wiring, and energy consumption. Prerequisite: PHYS 211a.

**332-3 MECHANICAL SYSTEMS/HVAC.**

Mechanical heating, air conditioning, ventilation systems. Requirements during construction; construction installation; for completed facility. Prerequisite: PHYS 211a.

**341-3 PLANS AND SPECIFICATIONS.**

Reading and interpreting plans and specifications. Standard construction specifications and standard procedures. Take-off method from plans and specifications. Prerequisites: 202, 264, CE 242, and concurrent enrollment in 201.

**351-3 CONCRETE AND FORMWORK.**

Analysis of statically determinate structures. Design considerations for structural concrete, design codes. Formwork analysis and design. Prerequisite: CE 242.

**352-3 INTRODUCTION TO STEEL STRUCTURES.**

Design of structural steel elements, design codes. Emphasis on connections and erection techniques. Prerequisite: CE 242.

**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 advisor.

**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, CE 242, CMIS 108, Senior standing or consent of instructor.

**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.

**441-3 SITE INVESTIGATION.**

Introduction to Engineering Geology. Use of existing documents and maps in investigation. Geophysical surveying. NOT FOR GRADUATE CREDIT. Prerequisite: 301.

**451-4 ESTIMATING AND BIDDING.**

Procedures to cost estimate and price construction projects. Work quantity take-off; computer applications; cost analysis; productivity; profitability. NOT FOR GRADUATE CREDIT. Prerequisites: 341, CE 242, senior standing or consent of instructor.

**452-4 CONSTRUCTION MANAGEMENT.**

Professional aspects of construction management. Management techniques, quality control, safety, time and cost management. NOT FOR GRADUATE CREDIT. Prerequisites: 403, 451.

**461-3 MATERIALS SAMPLING AND TESTING.**

Procedures and methods for evaluating material and procedures of construction. NOT FOR GRADUATE CREDIT. Prerequisite: senior standing or consent of instructor.

**462-3 CONSTRUCTION EQUIPMENT.**

Construction equipment with methods for selection and evaluation of performance. Basic principles to determine size and energy requirements. Prerequisites: senior or graduate Standing and 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.

**475-3 SENIOR SEMINAR.**

Labor relationship, structure of construction companies, permits, bonding, safety advanced topics. Guest lectures from construction industries and allied fields. NOT FOR GRADUATE CREDIT. Prerequisite: 403, 451.

**495-2 to 9 TOPICS IN CONSTRUCTION.**

Selected topics of special interest in construction. Topics selected jointly by student and faculty. NOT FOR GRADUATE CREDIT. Prerequisites: senior standing and consent of department chairperson.

**CULTURE, IDEAS AND VALUES****115-6 FRESHMAN SEMINAR: CULTURE, IDEAS AND VALUES**

[Skills] 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 presentday. 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

### 200-2 INTRODUCTION TO EDUCATION.

Assessment of teaching as a career through personal observations and discussion of schools, teacher's roles, teaching as a profession. Off-campus visits to schools required outside class time. Prerequisites: student must have accumulated 30 semester hours and have 2.5 GPA.

### 201-3 UNDERSTANDING THE PRE-PRIMARY CHILD.

Characteristics of infants, toddlers, and young children (birth through six); study and observation in formal and informal settings.

### 314-3 ELEMENTARY SCHOOL METHODS.

Current educational theory and practice; processes and underpinnings of teaching and learning in elementary education. Prerequisite: Admission to the elementary education program.

### 315a-2 METHODS OF TEACHING IN SECONDARY SCHOOLS.

Teaching skills for secondary students focusing on effective teaching research and its application to the secondary classroom. Prerequisites: 200, consent of adviser, admission to program, EDUC 305; EDFD 380; and EDUC 381 are pre- or corequisites.

### 315b-2 METHODS OF TEACHING IN SECONDARY SCHOOLS.

Teaching skills for secondary students focusing on participate observation skills, model teaching, discipline techniques, content teaching. Prerequisites: 315a or HED 460.

### 317-3 PRE-KINDERGARTEN METHODS.

Instructional strategies appropriate for preschool children, with emphasis on interrelatedness of sensorimotor, conceptual, and social development. Prerequisite: 201.

### 323-3 LITERACY DEVELOPMENT IN THE EARLY YEARS.

Literacy development, birth through age 8, with emphasis on designing appropriate reading and writing experiences for young children. Field Placement required. Taken concurrently with CI 317 in Field I for Early Childhood. Prerequisite: CI 201.

### 337-3 READING IN THE ELEMENTARY SCHOOLS.

Factors that condition reading; grade placement of aims and materials; diagnostic and remedial treatment, methodology. Field experiences in public schools required. Prerequisites: 314, 413, admission to elementary education program and concurrent enrollment in other field 1 courses.

### 338-3 CORRECTIVE PROCEDURES IN READING.

Techniques and materials for diagnosing and correcting reading disabilities; meeting instructional needs of each individual. Field experiences in public schools required. Prerequisites: 314, 337, completion of field experience 1, concurrent enrollment in other field 2 courses.

### 343-3 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.

Organization of materials; techniques of presentation and evaluation; use of audio, visual and computer aids for Social Studies instruction. Field experiences in public schools required. Prerequisites: 314, admission to program and concurrent enrollment in field 1 courses.

### 352a-t-5 to 12 STUDENT TEACHING-SECONDARY.

Practice teaching in the secondary schools. Prerequisite: 200. Registration by permit only.

### 407-3 THE MIDDLE AND JUNIOR HIGH SCHOOL.

Theoretical background and evolving trends in middle and junior high education; curriculum review; learning theories and methods of practice and management techniques. Prerequisite: Educ 405.

### 410-3 PRINCIPLES OF EARLY CHILDHOOD EDUCATION.

Examination of national and local programs in Early Childhood Education with overview of issues, trends, and research.

### 412-3 EARLY CHILDHOOD CURRICULUM.

Theory, design, organization, interpretation, and evaluation of early childhood curriculum. Prerequisites: 317 or 530 or consent of instructor.

### 413-3 CHILDREN'S LITERATURE.

Types of literature, analysis of literary qualities, selection and presentation of literature for children. Prerequisites: 200, admission to program or graduate standing.

### 415-3 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL.

Strategies for promoting children's mathematical growth; methodology and materials including the use of the computer; strategies for evaluating and encouraging achievement and thinking skills. Prerequisites: 314, completion of field 1 courses, concurrent enrollment in field 2.

### 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 CI 201 or 410, or consent of instructor.

### 420-3 DEVELOPMENT AND TRENDS IN EARLY CHILDHOOD EDUCATION.

History, philosophy, and current trends underlying strategies for teaching the young child. Prerequisite: 201 or 410.

### 421-3 CHILD, FAMILY AND COMMUNITY RELATIONSHIPS.

Parent involvement strategies; insights from community agency personnel pertaining to goals of early childhood; elementary and secondary programs. Prerequisite: 201, 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. Prerequisite: 201, 410.

### 425-3 READING AND WRITING METHODS FOR MIDDLE AND UPPER GRADES.

Adjusting instruction and materials to developmental needs; integrating reading and writing with content instruction; assessing learners' progress. Prerequisite: 337 or 440 or 505.

### 433a-m-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. Each segment carries 3 credit hours and each segment may be repeated to a maximum of 9 hours. Prerequisite: consent of instructor.



**440-3 TEACHING READING IN THE SECONDARY SCHOOL.**

Methodology for junior and senior high schools; developmental and corrective reading programs; appraisal of reading abilities; methods and materials of instruction.

**442-3 SCIENCE IN THE ELEMENTARY SCHOOL.**

Content and methods for teaching elementary school science. Field experiences in public schools required. Prerequisites: completion of Field Experience 1, concurrent enrollment in field 2. Registration by permit only.

**445-3 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.**

Theory, practice, development, and evaluation of materials in teaching language arts other than reading. Field experiences in public schools required. Prerequisites: 314, concurrent enrollment in field experience 1 courses. Registration by permit only.

**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. Prerequisites: 12 hours of early childhood course work including 317 or 530. Registration by permit only.

**451a-3 to 10 ELEMENTARY STUDENT TEACHING.**

Application of theory to practice of teaching. NOT FOR GRADUATE CREDIT. Prerequisite: Completion of field 2. Registration by permit only.

**451b-3 to 6 ELEMENTARY STUDENT TEACHING: ART.**

Practice of teaching art in elementary school. NOT FOR GRADUATE CREDIT. Prerequisite: registration by permit only.

**451c-3 to 6 ELEMENTARY STUDENT TEACHING: MUSIC.**

Practice of teaching music in elementary school. NOT FOR GRADUATE CREDIT. Prerequisite: registration by permit only.

**451d-3 to 12 ELEMENTARY STUDENT TEACHING: PHYSICAL EDUCATION.**

Practice of teaching physical education in elementary school. NOT FOR GRADUATE CREDIT. Prerequisite: registration by permit only.

**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. Prerequisites: completion of field experience 1 and 2; concurrent enrollment in 12 hours of 450 or 451a. Registration by permit only.

**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.

**481-3 DRUG USE AND ABUSE.**

Approaches to drug and alcohol prevention education focusing on identifying the problems of alcohol and drug misuse and abuse in school settings.

**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.

**495-1 to 6 SELECTED TOPICS.**

Varied content; offered as need exists and as faculty interest and time permit. Prerequisite: consent of instructor.

**DANCE****114-3 MOVEMENT FUNDAMENTALS.**

[Dist. FAH] 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.**

[Dist., FAH] Developing skills in perception and rapid translation of ideas into dance. 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.

**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 and consent of instructor.

**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. Prerequisite: 211a,b, or consent of instructor.

**320-2 RHYTHMIC STRUCTURE AND ANALYSIS.**

Analysis and use of rhythms and compositional forms of music for dance. Prerequisites: 210a,b, and consent of instructor.

**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. Prerequisite: 310a,b, or consent of instructor.

**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. Prerequisite: 311a,b, or consent of instructor.

**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.

**420b-2 DANCE COMPOSITION II.**

In-depth development of movement themes for duet, trio, and larger groups. NOT FOR GRADUATE CREDIT. Prerequisite: 420a.

**430-2 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). NOT FOR GRADUATE CREDIT. Prerequisites: 210a,b, 310a,b, and consent of instructor.

**431-2 DANCE FOR CHILDREN.**

Methods and material for teaching creative movement and dance technique to children. NOT FOR GRADUATE CREDIT. Prerequisites: 214, 320 and consent of instructor.

**432-2 DANCE PEDAGOGY AND METHODOLOGY.**

Principles and methodologies of dance instruction. NOT FOR GRADUATE CREDIT. Prerequisites: 214, 320 and consent of instructor.

**440-3 HISTORY OF DANCE.**

[Dist. FAH] Development of dance prior to and during the 20th century. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**450-3 SENIOR PROJECT.**

[Dist. FAH] Choreographic project involving complete development and presentation of dance idea or research project in dance theory or history. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**460-1 to 2 PERFORMANCE/CHOREOGRAPHY.**

[Dist. FAH] 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.

**470-1 to 2 INDEPENDENT STUDY IN DANCE.**

[Dist. FAH] Supervised study for upper level students in dance, choreography, or performance. May be repeated to a maximum of 8 hours. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**DEANS' SCHOLARS****120-1 to 9 DEANS' SCHOLARS HONORS 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 Deans' Scholars Coordinator.

**220-1 to 9 DEANS' SCHOLARS HONORS 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 Deans' Scholars Coordinator.

**320-1 to 9 DEANS' SCHOLARS HONORS 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 Deans' Scholars Coordinator.

**420-1 to 9 DEANS' SCHOLARS HONORS 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 Deans' Scholars Coordinator.

**EARTH SCIENCE****111-3 INTRODUCTION TO PHYSICAL GEOLOGY AND GEOGRAPHY.**

[INTRO] [IAI Course No. P1 905] Physical geology and geography of the solid Earth. Hydrologic system, weathering, soils, landforms, sedimentary rocks. Tectonic system, magmatism, igneous rocks, crustal deformation, metamorphism.

**ECONOMICS****111-3 PRINCIPLES OF MACROECONOMICS.**

[INTRO] [IAI Course 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.**

[Dist.SS] [IAI Course 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.**

[Dist.SS] Analysis of economic developments from colonial times to present; evolution of industrial and financial sectors; changing role of government. Prerequisites: 111, 112.

**241-3 CONTEMPORARY ECONOMIC ISSUES.**

[Dist.SS] Application of principles to contemporary policy issues such as inflation, unemployment, international trade, the environment, government regulation. Topics to vary with instructor. May be repeated with approval of Economics Chairperson to a maximum of 6 hours. Prerequisites: 111, 112.

**301-3 INTERMEDIATE MICROECONOMIC THEORY.**

[Dist.SS] 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.

**302-3 INTERMEDIATE MACROECONOMIC THEORY.**

[Dist.SS] Roles of good markets and financial markets in the determination of national income and inflation; economic growth and business cycles; fiscal and monetary policy. Prerequisites: 111, 112.

**325-THE ECONOMICS OF CRIME AND THE CRIMINAL JUSTICE SYSTEM.**

Application of economic analysis to criminal behavior. Topics include: measurement and impact of crime, organized crime, cost-benefit analysis of police protection, prisons and "victimless" crime. Prerequisites: 112 or junior standing or instructor permission.

**327-3 SOCIAL ECONOMICS: ISSUES IN INCOME, EMPLOYMENT AND SOCIAL POLICY.**

[Dist.SS, 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.

**331-3 LABOR ECONOMICS.**

[Dist.SS] An analysis of labor force participation, employment, wage determination, economic stability; investment in human capital; trade unionism; collective bargaining; public policy. Prerequisites: 111, 112.

**343-3 FINANCIAL INSTITUTIONS, MONEY, AND THE ECONOMY.**

[Dist.SS] Development, structure and function of financial institutions with special emphasis on US banking system; regulation; money and economic activity; role of Federal Reserve. Prerequisites: Econ 111, 112 or consent of instructor.

**345-3 ECONOMICS OF THE PUBLIC SECTOR: NATIONAL.**

[Dist.SS] 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.**

[Dist.SS, 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: 111, 112.

**415-3 INTRODUCTION TO ECONOMETRICS.**

(Same as Fin 415) Univariate distributions and their empirical simulations. Hypothesis testing and predicting with OLS regression. Estimation with violations of classical assumptions. Multicollinearity problems, dummy variables, model specification. Prerequisite: MS 251 or equivalent.

**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, judgemental, econometric, and Box-Jenkins techniques. Satisfies research requirement for business programs. Prerequisites: 111, 112, MS 251 or equivalent; or ECON 518 and MS 502 or equivalent.

**423-3 HISTORY OF ECONOMIC THOUGHT.**

[Dist.SS] Economic ideas and their influence on contemporary economic theory and policy from ancient philosophers to neoclassicism. Prerequisites: 111, 112.

**425-3 ECONOMIC SYSTEMS.**

[Dist.SS] An analysis of relationship between relative scarcity of resources and property rights; reward structure and allocation of resources; government's role. Prerequisites: 111, 112.

**435-3 COMPETITION AND PUBLIC POLICY.**

[Dist.SS] Economic implications of alternative market structures. Investigation of impact of concentration, economies of scale, advertising, and conglomerates on business and society. Prerequisite: 301 or 518, or consent of instructor.

**437-3 HEALTH ECONOMICS.**

[Dist.SS] Economic concepts and methods are applied to the analysis of markets for health care and health insurance and to alternative health care systems. Prerequisite: 112 or equivalent.

**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.

**441-3 FINANCIAL MARKETS.**

(Same as Fin 441) Functions and practices of domestic and international debt markets; recent structural changes. Asset securitization relationships across financial markets. Management of financial intermediaries. Prerequisites: Fin 420 or Fin 320.

**445-3 ECONOMICS OF THE PUBLIC SECTOR: STATE AND LOCAL.**

[Dist.SS] Public expenditure and taxation; intergovernmental fiscal relations; budgeting; grants; public choice. Prerequisites: 111 and 112 or consent of instructor.

**450-3 INTERNATIONAL FINANCE.**

[IC] (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 420.

**461-3 INTERNATIONAL TRADE THEORY AND POLICY.**

[Dist.SS, II] Theory of causes and composition of trade; comparative advantage, tariff and nontariff barriers to trade, economic integration, commercial policy. Prerequisite: 301 or 518, or consent of instructor.

**463-3 INTRODUCTION TO ECONOMIC DEVELOPMENT AND GROWTH.**

[Dist.SS, II] Problems and policies of economic development and growth of countries or regions. Balanced and unbalanced growth; forward and backward linkages; international trade; foreign investment. Prerequisites: 111, 112.

**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.

**491-1 SENIOR PROJECT.**

Writing assignment to fulfill senior assignment. Economics majors must take 491 or 492. Graded; grade of C or higher required for major. NOT FOR GRADUATE CREDIT. Prerequisite: senior standing.

**492-3 SENIOR HONORS THESIS.**

Senior honors thesis to fulfill senior assignment. Economics majors must take 491 or 492. Graded; grade of C or higher required for major. NOT FOR GRADUATE CREDIT. Prerequisites: GPA of 3.3 in Economics, GPA of 3.0 overall, senior standing, permission of chairperson and thesis advisor.

**EDUCATIONAL LEADERSHIP****305-3 EDUCATIONAL PSYCHOLOGY.**

Human learning and development as applied to school environment. Emphasis on cognitive process; cognitive development; behavior; classroom evaluation.

**381-1 EDUCATION IN A MULTICULTURAL SOCIETY.**

Introduction to pluralism in America and the multicultural educational programs that will enhance cultural relationships in school. Concurrent enrollment in EDFD 380 required.

**405-3 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: Educ 305, EDFD 380, 381, or graduate standing.

**ELECTRICAL & COMPUTER ENGINEERING****198-0 ELECTRICAL 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 ELECTRICAL 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 advisor.

**210-3 INTRODUCTION TO ELECTRICAL CIRCUITS.**

DC and AC steady-state circuit analysis. Loop and nodal analysis, network theorems, phasors, complex power, single-phase and three-phase circuits. Prerequisites: PHYS 211a, MATH 250 or concurrent enrollment.

**211-4 CIRCUIT ANALYSIS II.**

Time-domain transient analysis, complex frequency, frequency response, two-port networks, Laplace Transform techniques, impulse response and convolution. Three hours lecture and one 3-hour laboratory per week.

**298-0 ELECTRICAL 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.

**299-0 ELECTRICAL 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 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 3-hour laboratory per week. Prerequisites: 211 (or equivalent) with minimum grade of C.

**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 3-hour laboratory per week. Prerequisites: 326 or consent of instructor.

**340-3 ENGINEERING ELECTROMAGNETICS.**

Introduction to engineering electromagnetics. Includes vector analysis, electrostatics, magnetostatics, time-harmonic fields, electromagnetic wave propagation, transmission lines, waveguides, antennas. Prerequisite: 211 (or equivalent) with a grade of C or better.

**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 lecture hours and one 3-hour laboratory per week.

**351-3 SIGNALS AND SYSTEMS.**

Basics of continuous and discrete signals and systems. Convolution, Fourier analysis, filtering, modulation and sampling, Z-transforms. Prerequisites: 211 (or equivalent) with grade of C or better.

**352-3 STOCHASTIC PROCESSES.**

Probability, random variables, stochastic processes; power spectrum of stationary random signals, noise spectrum. Response of linear systems to random inputs. Optimum filtering. Prerequisite: 351 or consent of instructor.

**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: 351 or consent of instructor.

**375-3 INTRODUCTION TO COMMUNICATIONS.**

Fourier analysis, filtering and signal distortion, spectral density and correlation, digital coding and analog waveforms, intersymbol interference, amplitude modulation, frequency modulation, and digital modulation. Prerequisite: 351.



**382-4 DIGITAL SYSTEMS DESIGN.**

Concepts and design of digital and computer circuitry; binary number systems; study of microprocessors and assembly language programming. Laboratory exercises involve circuit implementation and programming. Three lecture hours and one 3-hour lab per week. Prerequisite: 326 or consent of instructor.

**398-0 ELECTRICAL 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.

**399-0 ELECTRICAL 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 advisor.

**404-3 ELECTRICAL ENGINEERING DESIGN.**

Several group paper designs and seminars selected from various areas in electrical engineering. Preliminary design of student's capstone design project. NOT FOR GRADUATE CREDIT. Prerequisite: 327, 351, 382 and senior standing in electrical engineering or consent of instructor.

**405-2 ELECTRICAL 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: 404 or consent of instructor.

**427-3 KNOWLEDGE-BASED SYSTEMS.**

(Same as CE/IE/ME 427) Engineering-oriented perspective on artificial intelligence (AI) technology. General AI concepts specifically knowledge-based (expert) systems applied to engineering problem-solving. Prerequisites: CS 140 or 141 or equivalent, senior standing, consent of instructor.

**428-3 ANALOG FILTER DESIGN.**

Fundamentals of active filter synthesis; first and second order circuit synthesis; standard low pass filters: Butterworth, Chebyshev, Inverse Chebyshev, Cauer, Bessel; frequency transformations; sensitivity analysis. NOT FOR GRADUATE CREDIT. Prerequisites: 327 and 365 or consent of instructor.

**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: consent of instructor.

**436-3 DIGITAL SIGNAL PROCESSING.**

Discrete-time signals and systems; sampling; z-transforms; discrete Fourier transform; design and implementation of digital filters. Two hours lecture and one laboratory session per week. Prerequisite: 351 or consent of instructor.

**437-3 DSP DESIGN PROJECTS.**

DSP design concepts. DSP processors and development platforms. TMS320C30 architecture and instruction set. Design and implementation of digital filters. Sample applications. Prerequisite: 351.

**438-3 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: 351 or consent of instructor.

**439-3 COMPUTER VISION.**

Image formation, geometrical and topological properties of binary images, image filtering, boundary detection, image segmentation, introduction to pattern recognition. Two hours lecture and one laboratory session per week. Prerequisite: 351 or consent of instructor.

**445-3 POWER DISTRIBUTION SYSTEM.**

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: 341 or consent of instructor.

**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. Prerequisites: 341 or consent of instructor.

**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: 340, 351 or consent of instructor.

**455-3 SYSTEM MODELING AND OPTIMIZATION.**

Mathematical modeling of engineering systems; dynamic response of electrical and mechanical systems; optimization models in electrical engineering. Prerequisite: 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: electrical engineering major, 365, or consent of instructor.

**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. Prerequisite: ME 450 or ECE 365.

**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. Prerequisite: consent of instructor.

**475-3 COMMUNICATION SYSTEMS.**

Noise effects in communication systems. Review of random processes. Noise modeling. Noise effects in amplitude, angle, pulse-code and delta modulations. Baseband and passband pulse transmissions. Prerequisites: 375, or consent of instructor.

**481-3 MICROCONTROLLERS.**

Microcontroller use in variety of real-time data transduction and control applications. Students build hardware interfaced to computer using programs they write. Two hours lecture and two 3 hour lab sessions per week. Prerequisite: 382 or consent of instructor.



**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: 382 or consent of instructor.

**483-3 COMPUTER DESIGN.**

Computer architecture concepts. Implementation of arithmetic processing and control units. Introduction to parallel processing. Two hours lecture and one laboratory session per week. Prerequisite: 382 or consent of instructor.

**484-3 VLSI/CAD DESIGN.**

Discussion of CMOS circuits, MOS transistor theory, CMOS processing technology, circuit characterization and CMOS circuit and logic design. Prerequisites: 326, 483.

**491-1 to 4 ELECTRICAL ENGINEERING PROJECT.**

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. Prerequisite: upper-division Electrical Engineering standing and consent.

**492-2 to 6 ELECTRICAL ENGINEERING PROJECT.**

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: electrical engineering major and consent of instructor.

**ENGLISH****100-1 WRITING LAB.**

Self-instructional materials for improvement of writing skills; tutorial assistance in composing papers, reports, or theses. Word processors available. Not for English major or minor credit. May be repeated for a total of 2 credit hours.

**101-3 ENGLISH COMPOSITION.**

[SKILLS] [IAI Course No. C1 900] Instruction and practice in expository writing, including the paragraph and short essay.

**101n-3 ENGLISH COMPOSITION: NON-NATIVE SPEAKERS.**

[SKILLS] 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.**

[SKILLS] [IAI Course No. C1 901] Instruction and practice in expository writing, including the essay and research paper. Prerequisite: a grade of C or higher in 101.

**102n-3 ENGLISH COMPOSITION: NON-NATIVE SPEAKERS.**

[SKILLS] Instruction and practice in expository writing, including the essay and research paper. NOTE: Admission only by permit from foreign student adviser or instructor. Prerequisite: 101.

**111-3 INTRODUCTION TO LITERATURE.**

[INTRO] [IAI Course No. H3 900] Representative works in world drama, fiction, and poetry. Development of appreciation of literature by understanding themes, purposes, techniques, history. Prerequisite: 101.

**201-3 INTERMEDIATE COMPOSITION.**

[Dist.FAH] Practice in clear, direct, error-free writing of expository themes; emphasis on organization, rhetorical strategies, and audience. Prerequisite: 102.

**202-3 STUDIES IN DRAMA.**

[Dist.FAH] [IAI Course 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.**

[Dist.FAH] [IAI Course No. H3 903] Reading and discussion of selected examples of British and American poetry, recent and traditional.

**204-3 STUDIES IN FICTION.**

[Dist.FAH] [IAI Course 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 AFRICAN-AMERICAN LITERATURE.**

[Dist.FAH, IGR] From 1700's to present: slave narratives, classic political speeches and sermons, poetry, fiction, drama.

**207-3 LANGUAGE AWARENESS.**

[Dist.FAH] Introductory course in the nature of language. Focus on English language: what language is and how people use it.

**208-3 SURVEY OF BRITISH LITERATURE: BEGINNINGS TO 1789.**

[Dist.FAH] [IAI Course No. H3 912] Major works and authors such as Beowulf, Chaucer, Spenser, Shakespeare, Milton, Donne, Jonson, Dryden, Pope, Swift, and Johnson.

**209-3 SURVEY OF BRITISH LITERATURE: 1789 TO PRESENT.**

[Dist.FAH] [IAI Course No. H3 913] Major works and authors such as Blake, Wordsworth, Mill, Dickens, the Brownings, Shaw, Lawrence, Stoppard, and Lessing.

**211-3 SURVEY OF AMERICAN LITERATURE FROM COLONIAL TIMES TO THE CIVIL WAR.**

[Dist.FAH] [IAI Course No. H3 914] Major and minor works and authors from the Colonial, Revolutionary, and Romantic periods, including writers such as Bradstreet, Poe, Melville, Hawthorne, and Whitman.

**212-3 SURVEY OF AMERICAN LITERATURE FROM THE CIVIL WAR TO MODERN TIMES.**

[Dist.FAH] [IAI Course No. H3 915] Major and minor works and authors since the later nineteenth century, including writers such as Dickinson, Frost, O'Neill, Porter, Wright, and Cather.

**301-3 BASIC LITERARY CRITICISM AND SCHOLARSHIP.**

[Dist.FAH] Terminology, theories, and practice of literary criticism. Application of elementary research methods in criticism.

**303-3 LITERARY MASTERPIECES: ANCIENT AND MEDIEVAL.**

[Dist.FAH] Selected major works (read in English) beginning with the Greek and Roman traditions and concluding with the Middle Ages.

**304-3 LITERARY MASTERPIECES: RENAISSANCE THROUGH MODERN.**

[Dist.FAH, IC] Selected major works (read in English) of European literature from the 14th century to the present.

**306-3 INTRODUCTION TO THE BIBLE.**

[Dist.FAH] 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.

**307-3 INTRODUCTION TO SHAKESPEARE.**

[Dist.FAH] [IAI Course No. H3 905] Shakespeare's life; the Elizabethan theater; representative plays and poems.

**308-3 DETECTIVE FICTION.**

[Dist.FAH] Development of detective short story and novel from nineteenth-century beginnings to the present.

**309-3 POPULAR LITERATURE.**

[Dist.FAH] Development of literary sub-genres which have influenced popular culture. Topics vary. Prerequisites: 101, 102.

**310-3 CLASSICAL MYTHOLOGY AND ITS INFLUENCE.**

[Dist.FAH] Major Greek and Roman myths: origin, nature, interpretations, and use in the modern world.

**340-3 LITERATURE OF THE THIRD WORLD.**

[Dist.FAH, IC] Third World literature from antiquity to present; social, political, historical, and philosophical problems reflected in literature.

**341-3 THE AFRICAN-AMERICAN WOMAN IN AMERICAN LITERATURE.**

[Dist.FAH, IGR] [IAI Course No. H3 910D] (Same as WMST 341) Poems, novels, short stories, essays, dramas, biographies, and appropriate historical documents, portraying roles of African-American women in America.

**342-3 AFRICAN-AMERICAN FICTION.**

[Dist.FAH, IGR] Study of representative major African-American fiction by authors such as Baldwin, Ellison, Walker, and Wright.

**369-3 GRAMMATICAL ANALYSIS.**

Grammatical analysis of formal spoken and written English sentences. Prerequisite: junior standing.

**370-3 FUNDAMENTALS OF THE ENGLISH LANGUAGE: SOUND PATTERNS AND WORD CONSTRUCTION.**

[Dist.FAH] Production of English sounds, intonation patterns, and word formations; dialectal variations; relationship of sounds to spelling. For language, speech, education majors, and all foreign students. Prerequisite: junior standing.

**392-3 FICTION WRITING.**

[Dist.FAH] Short story writing, with special emphasis on plot, point of view, description, dialogue, and other elements in the rhetoric of fiction. Workshop format. Prerequisites: 101 or 102; sophomore standing.

**393-3 POETRY WRITING.**

[Dist.FAH] Writing of poetry and study of poetic fundamentals, including form, imagery, figurative language, and speaker. Workshop setting for critiques of student work. Prerequisites: 101 or 102; sophomore standing.

**400-3 PRINCIPLES OF LINGUISTICS.**

[Dist.FAH] 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. Prerequisite: junior standing or consent of instructor.

**402-3 LINGUISTICS AND LITERATURE.**

[Dist.FAH] Ways in which linguistic analysis (such as sounds, grammatical and syntactic structures, and meaning) illuminate literary texts. Recommended for interested students in any discipline. Prerequisite: junior standing or consent of instructor.

**403-3 HISTORY OF THE ENGLISH LANGUAGE.**

[Dist.FAH] Historical survey of major phonological and grammatical changes in English language from its Indo-European antecedents to the present. Prerequisite: junior standing or consent of instructor.

**404-3 CHAUCER: CANTERBURY TALES.**

[Dist.FAH] The Canterbury Tales read in Middle English. Prerequisite: junior standing or consent of instructor.

**406-3 OLD ENGLISH LANGUAGE.**

[Dist.FAH] Sounds, grammar, and vocabulary of the Old English Language, including readings in Old English poetry and prose. Prerequisite: junior standing or consent of instructor.

**408-3 PHONOLOGICAL ANALYSIS.**

[Dist.FAH] Principles of linguistic analysis and interpretation as applied to sound systems of language. Prerequisite: 400 recommended; junior standing or consent of instructor.

**409-3 SYNTACTIC ANALYSIS.**

[Dist.FAH] Principles of syntactic analysis and interpretation as applied to clause and sentence level structures. Prerequisite: junior standing or consent of instructor.

**413-3 SPENSER.**

[Dist.FAH] Reading and analysis of The Faerie Queene, The Shepherdes Calendar, Amoretti, and other poems. Prerequisite: junior standing or consent of instructor.

**418-3 DISCOURSE ANALYSIS.**

[Dist.FAH] Aspects of text meaning as reflection of relationships between sentences and their discourse context. Prerequisite: junior standing or consent of instructor.

**421-3 POETRY AND PROSE OF THE MEDIEVAL PERIOD.**

[Dist.FAH] Verse romances, lyric poetry, drama, various English prose and poetic works from 1066-1500. Works of Chaucer excluded. Prerequisite: junior standing or consent of instructor.

**422-3 POETRY AND PROSE OF THE RENAISSANCE.**

[Dist.FAH] Early Modern English (1500-1600); works by Skelton, Wyatt, Surrey, More, Gascoigne, Spenser, Sidney. Dramatic works of Marlowe and Shakespeare excluded. Prerequisite: junior standing or consent of instructor.

**423-3 POETRY AND PROSE OF THE 17TH CENTURY.**

[Dist.FAH] Literature 1600-1660, including Donne, Jonson, Bacon, Burton, Browne, Milton. Dramatic works of Shakespeare excluded. Prerequisite: junior standing or consent of instructor.

**424-3 PROSE AND POETRY OF THE RESTORATION AND 18TH CENTURY.**

[Dist.FAH] Literature 1660-1784, including Johnson, Pope, Swift, and Boswell. Prerequisite: junior standing or consent of instructor.

**426-3 POETRY AND PROSE OF THE ROMANTIC PERIOD.**

[Dist.FAH] Literature and its revolutionary socio-historical context 1780-1832: Blake, the Wordsworths, Coleridge, Byron, the Shelleys, Keats, Lamb, other prose writers. Prerequisites: junior standing and one prior 200-400 level literature course.

**427-3 POETRY AND PROSE OF THE VICTORIAN ERA.**

[Dist.FAH] Representative poetry and prose (excluding novels) by authors such as Tennyson, the Brownings, Arnold, Carlyle, Ruskin, the Pre-Raphaelites. Prerequisite: junior standing or consent of instructor.

**428-3 BRITISH POETRY AND PROSE OF THE MODERN ERA.**

[Dist.FAH] Representative poetry and short prose by authors such as Hardy, Housman, Hopkins, Yeats, Woolf, Sitwell, World War I poets, Auden, Larkin, Hughes. Prerequisite: junior standing or consent of instructor.

**431-3 MAJOR AMERICAN WRITERS OF THE 19TH CENTURY.**

[Dist.FAH] Short prose by such authors as Emerson, Melville, Hawthorne, Poe, Crane, and Twain. Prerequisite: junior standing or consent of the instructor.

**432-3 MAJOR AMERICAN WRITERS OF THE 20TH CENTURY.**

[Dist.FAH] Short prose by authors such as James, Cather, Faulkner, O'Connor, Hemingway, Fitzgerald, and Wright. Prerequisite: junior standing or consent of instructor.

**434-3 AMERICAN POETRY TO 1900.**

[Dist.FAH] Works by colonial and 19th century American poets; includes the Puritans, Longfellow, Bryant, Poe, Emerson, Whitman, Dickinson. Prerequisite: junior standing or consent of instructor.

**435-3 AMERICAN POETRY FROM 1900 TO 1950.**

[Dist.FAH] Major trends and schools in modern poetry. Poems by authors such as Robinson, Frost, Pound, Eliot, Moore, Cummings, H.D., Stevens, Roethke, Lowell, Bishop, Wilbur. Prerequisite: junior standing or consent of instructor.

**437-3 AMERICAN DRAMA.**

[Dist.FAH] Selected texts from the emergence of the American theatre to the present. Prerequisite: junior standing or consent of instructor.

**439-3 AMERICAN NOVEL TO EARLY 20TH CENTURY.**

[Dist.FAH] Emergence of native themes, characters, styles. Representative authors including Tyler, Brown, Cooper, Hawthorne, Melville, Stowe, James, Crane, Twain, Wharton, Howells, Dreiser. Prerequisite: junior standing or consent of instructor.

**440-3 AMERICAN NOVELS FROM EARLY TWENTIETH CENTURY TO 1950.**

[Dist.FAH] Literary trends and historical backgrounds of modern fiction beginning with Henry James and ending with such writers as Hemingway, McCullers, and Wright.

**441a,b-3 each CONTEMPORARY AMERICAN LITERATURE.**

[Dist.FAH] A survey of major works and important movements from 1950 to the present with an emphasis on current writers. Different semesters cover a) poetry or b) fiction. Prerequisites: junior standing or consent of instructor.

**454-3 18TH CENTURY NOVEL.**

[Dist.FAH] Representative novelists such as Defoe, Richardson, Fielding, Smollett, Sterne, Austen. Prerequisite: junior standing or consent of instructor.

**455-3 VICTORIAN NOVEL.**

[Dist.FAH] Representative romantic and realistic novels including works by authors such as Dickens, Thackeray, Eliot, the Brontës, Trollope, Hardy. Prerequisite: junior standing or consent of instructor.

**456-3 20TH CENTURY BRITISH NOVEL.**

[Dist.FAH] Survey of major British novelists from 1900 to present: Joyce, Lawrence, Conrad, selected contemporary authors. Prerequisite: junior standing or consent of instructor.

**460-3 ELIZABETHAN AND JACOBEAN DRAMA.**

[Dist.FAH] Renaissance England, including Marlowe, Jonson, and others such as Beaumont and Fletcher, Middleton, Tourneur, and Webster (excluding Shakespeare). Prerequisite: junior standing or consent of instructor.

**461-3 RESTORATION AND 18TH CENTURY DRAMA.**

[Dist.FAH] Representative plays from 1660 to 1800 by Etherege, Wycherley, Congreve, Dryden, Goldsmith, Sheridan. Prerequisite: junior standing or consent of instructor.

**462-3 MODERN BRITISH AND CONTINENTAL DRAMA.**

[Dist.FAH, IC] European drama since 1870; includes Ibsen, Chekhov, Wilde, Shaw, Brecht, Pirandello. Prerequisite: 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: 400; 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.

**471a,b-3 each SHAKESPEARE.**

[Dist.FAH] (a) Comedies and histories, Comedies such as A Midsummer Night's Dream, Merchant of Venice, Twelfth Night; histories such as Richard III, Richard II, Henry IV (Part I), Henry V. (b) Tragedies and non-dramatic works, Tragedies such as Romeo and Juliet, Hamlet, Othello, King Lear, Macbeth, Antony and Cleopatra; non-dramatic poetry including The Rape of Lucrece and sonnets. Prerequisite: 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.

**473-3 MILTON.**

[Dist.FAH] Paradise Lost and other works such as Samson Agonistes, Paradise Regained, Lycidas, Comus, and selected prose. Prerequisite: 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.

**475-3 LITERATURE FOR ADOLESCENTS.**

Study of teen novels and multicultural literature by male and female authors for young adult audiences.

**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 567.

**478-3 STUDIES IN WOMEN, LANGUAGE, AND LITERATURE.**

[Dist.FAH, 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: junior standing or consent of instructor.

**485-3 METHODS OF TEACHING ENGLISH.**

Objectives, methods, materials, tests, and programs of English instruction in middle, junior, and senior high schools. Course normally prior to CI 315a,b and CI 352. Prerequisite: junior standing or consent of instructor.

**490-3 ADVANCED COMPOSITION.**

[Dist.FAH] 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. Prerequisite: 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. Prerequisites: 102, junior standing; no experience with software or computers is required.

**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: 392 or consent of instructor.

**493-3 ADVANCED POETRY WRITING.**

Advanced workshop in writing poetry. Includes readings in contemporary poetry. Prerequisite: 393 or consent of instructor.

**494-3 LITERARY EDITING.**

Principles of literary editing, primarily of fiction and poetry. Prerequisites: 101, 102; junior standing or consent of instructor.

**495-3 HISTORY OF CRITICAL THEORY.**

[Dist.FAH] Major critical theories from Plato to the present, including practice in writing criticism. Prerequisite: junior standing.

**496-3 SCHOLARLY AND CRITICAL EDITING.**

Editorial preparation of copy for scholarly and critical journals in English language and literature. Prerequisites: 101, 102, and junior standing.

**498-3 TUTORIAL IN CREATIVE WRITING.**

Independent study designed primarily for students who have taken 300 or 400-level courses in creative writing. May be repeated once for credit. NOT FOR GRADUATE CREDIT. Prerequisites: 101 or 102; 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: adviser's approval.

**ENVIRONMENTAL STUDIES****404-3 REGIONAL ENVIRONMENT PLANNING.**

(Same as GEOG 404) Interrelationships between regions, environments, and planning. Prerequisite: senior standing or consent of instructor.

**411-3 HYDROLOGY.**

[Dist.NSM] (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.**

[Dist.NSM] (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.

**426-3 ENVIRONMENTAL GEOCHEMISTRY.**

[Dist.NSM] Study of exogenic environment as a geochemical system, natural circulation of water, sediment, carbon, sulfur, nitrogen, and phosphorus; assessment of human activities on these cycles. Prerequisites: GEOG 310, CHEM 113 or equivalents or consent of instructor.

**465-3 AQUATIC ECOSYSTEMS.**

[Dist.NSM] Biogeochemistry of, community structure of, man's impact on aquatic systems throughout the world, including lakes, streams, oceans. Laboratory: local freshwater communities. Two lectures, one three-hour laboratory per week. Weekend field trips may be required. Prerequisite: BIOL 220.

**466-3 TERRESTRIAL ECOSYSTEMS.**

[Dist.NSM] Community structure, biogeochemistry and historical development of terrestrial ecosystems. Two lectures, one three-hour laboratory per week. Weekend field trips may be required. Prerequisite: BIOL 220.

**473-3 OCCUPATIONAL HEALTH.**

[Dist.NSM] Concepts and details regarding occupational health. Prerequisite: at least one year of College chemistry.

**475-3 CHEMICAL SAFETY MANAGEMENT.**

[Dist.NSM] Concepts and details regarding safe use and handling of chemicals as recommended by safety professionals. Prerequisite: at least one year of College chemistry.

**480-3 ANALYSIS OF ENVIRONMENTAL CONTAMINANTS.**

[Dist.NSM] Theory and application of procedures used in the separation, detection, identification, and quantitation of contaminants in environmental and biological samples. Prerequisite: at least one year of chemistry.

**FINANCE****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: GBA 300 (or concurrent enrollment), ACCT 210, MS 251.

**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 111, 112.

**415-3 INTRODUCTION TO ECONOMETRICS.**

(Same as ECON 415) Univariate distributions and their empirical simulations. Hypothesis testing and predicting with OLS regression. Estimation with violations of classical assumptions. Multicollinearity problems, dummy variables, model specifications. Prerequisite: MS 251 or equivalent.

**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 111, 112 and MS 251 or equivalent; or ECON 518 and MS 502 or equivalent.

**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. Prerequisite: 320 or ACCT 312.

**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. Prerequisite: 320 or 420.

**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. Prerequisite: FIN 320 or FIN 420.

**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. Prerequisite: 320.

**440-3 FINANCIAL INSTITUTIONS.**

Financial management of financial institutions; commercial banks, S&L's, insurance companies; other financial institutions. Asset and liability management. Prerequisite: 320.

**441-3 FINANCIAL MARKETS.**

(Same as ECON 441) Functions and practices of domestic and international debt markets; recent structural changes. Asset securitization, relationships across financial markets. Management of financial intermediaries. Prerequisites: FIN 420 or FIN 320.

**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. Prerequisite: Fin 320.

**460-3 CORPORATE FINANCIAL ANALYSIS AND STRATEGY.**

In-depth analysis of financial data and stock prices. Study the relationship among financial markets, financial strategy, and welfare of corporate stake holders. Prerequisite: Fin 420.

**470-3 SPORT FINANCIAL MANAGEMENT.**

Financial issues relevant to sports industry. Applying financial analysis in decision making.

**480-3 CASES AND PROBLEMS IN CORPORATE FINANCE.**

Use case analyses to study financial concepts and techniques; topics included: investment decisions, mergers and acquisitions, long-term and short-term financing. Prerequisite: Fin 420.

**490-1 INDEPENDENT STUDY IN FINANCE.**

Individual, in-depth investigation of topics of interest to student. Readings or research completed under faculty supervision. Prerequisites: consent of instructor and department chairperson.

## FINE ARTS AND COMMUNICATIONS

**350-1 to 4 SPECIAL TOPICS IN FINE ARTS AND COMMUNICATIONS.**

[Dist.FAH] Topics in areas not offered in departmental curricula with emphasis on interdisciplinary studies. Varied content. May be repeated to a maximum of 12 hours. Prerequisite: consent of instructor.

**450-1 to 4 SPECIAL TOPICS IN FINE ARTS AND COMMUNICATIONS.**

[Dist.FAH] Topics in areas not offered in departmental curricula with emphasis on interdisciplinary studies. Varied content. May be repeated to a maximum of 12 hours. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**495-1 to 12 INTERNSHIP IN FINE ARTS AND COMMUNICATIONS.**

[Dist.FAH] 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

**106-3 WORD ANALYSIS: LATIN AND GREEK ROOTS.**

[SKILLS] Analytic reasoning and logic based upon linguistic word-elements and syntax, practical application to vocabulary building.

**111-a-3 INTRODUCTION TO FOREIGN STUDIES.**

(French) [INTRO, 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) [INTRO, 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) [INTRO, IC] 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.

**121-3 LEARNING ANOTHER LANGUAGE.**

[Dist.FAH] Systematic methods for learning foreign language presented through lectures and practical exercises.

**230-3 FOUNDATIONS OF CELTIC CULTURE.**

[Dist.FAH] Overview of ancient Celtic culture from its beginnings to its decline.

**330-3 CELTIC CULTURE: MYTHOLOGY AND RELIGION.**

[Dist.FAH] Ancient Celtic divinities and mythology, Druidism, and Christianity.

**345-3 to 9 LITERATURE IN TRANSLATION.**

[Dist.FAH] Works of major authors. For major or minor credit in FL; term paper required in target language. May be repeated to a maximum of 9 hours provided that no topic is repeated.

**390-3 READINGS.**

[Dist.FAH] 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.**

[Dist.FAH] 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.**

[Dist.FAH] 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.**

[Dist.FAH] Comparative or contrastive linguistics, advanced methodology and techniques. In-depth study of foreign cultures, travel-study abroad. Supervised projects in foreign studies. May be repeated to a maximum of 6 hours provided that no topic is repeated. Prerequisite: advanced or graduate standing.

**FOUNDATIONS OF EDUCATION****355-3 PHILOSOPHY OF EDUCATION.**

Examination of function of education in connection with principles of justice, equity, freedom.

**380-2 FOUNDATIONS OF EDUCATION.**

Function of schooling in social context with emphasis on issues related to gender, social class, ethnicity. Prerequisite: junior standing or above, or admission to a major program. Concurrent enrollment in EDUC 381 required.

**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.

**490-3 INTERCULTURAL STUDIES IN EDUCATION.**

Selected aspects of cultural and educational patterns in their social matrix; field studies, conferences, lectures, or seminars. May be repeated to a maximum of 6 hours so long as target culture for study is not repeated. Prerequisite: junior standing.

**FRENCH****101-4 ELEMENTARY FRENCH.**

[SKILLS] Listening, speaking, reading, and writing. Culture of French-speaking countries. Lab included.

**102-4 ELEMENTARY FRENCH.**

[SKILLS, IC] Continuation of 101. Lab included. Prerequisite: 101 or placement testing.

**104-8 ELEMENTARY FRENCH.**

[SKILLS, 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.**

[Dist.FAH] 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.**

[Dist.FAH] [IAI Course No. H1 900] Continuation of 201. Lab included. Prerequisite: 201 or placement testing.

**220-3 INTERMEDIATE FRENCH CONVERSATION.**

[Dist.FAH] Practice intermediate-level conversation. Focus on pronunciation and fluency. Prerequisite: 102 or placement testing.

**301-4 ADVANCED FRENCH.**

[Dist.FAH] In-depth grammar review. Composition and conversation. Lab included. Prerequisite: 202 or consent of instructor.

**302-4 ADVANCED FRENCH.**

[Dist.FAH] Selected topics in grammar, readings, and composition. Lab included. Prerequisite: 301 or consent of instructor.

**304-3 INTERPRETATION.**

[Dist.FAH] 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.**

[Dist.FAH] Articulatory exercises to acquire correct pronunciation; difficulties encountered by speakers of American English. Prerequisite: 202 or consent of instructor.

**311-3 CONTEMPORARY FRANCE.**

[Dist.FAH, IC] Significant aspects of French culture. Prerequisite: 202 or consent of instructor.

**351-3 SURVEY OF FRENCH LITERATURE: MIDDLE AGES THROUGH CLASSICISM.**

[Dist.FAH, 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.**

[Dist.FAH, IC] Representative prose, poetry, drama; 18th through 20th centuries. Prerequisite: 202 or consent of instructor.

**353-3 SURVEY OF THE FRENCH NOVEL.**

[Dist.FAH, 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.**

[Dist.FAH] 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.**

[Dist.FAH, 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.**

[Dist.FAH, 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.**

[Dist.FAH, 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.**

[Dist.FAH] 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.**

[Dist.FAH] Major and typical works.

**456-3 SEMINAR ON WOMEN WRITERS.**

[Dist.FAH, 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.**

[Dist.FAH, IC] Literature of various French-speaking nations. Taught in English. For credit in FL, term paper written in French.

**461-3 FRENCH STYLISTICS.**

[Dist.FAH] 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.

**499-3 READINGS IN FRENCH.**

[Dist.FAH] 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****300-3 FOUNDATIONS OF BUSINESS KNOWLEDGE.**

[IS] Importance of liberal arts and sciences perspectives to understanding business issues demonstrated through readings and case analyses; overview of business curriculum; reinforcement of essential skills. Prerequisites: completion of 42 hours, including: ENG 101 AND 102, SPC 104 OR 105, CMIS 108, PHIL 106, ECON 112, POLS 112 and one of the following: HIST 111B, HIST 112B, HIST 352b, HIST 354b, HIST 356b, HIST 358, HIST 360b, HIST 413, HIST 415, HIST 416, HIST 460, or HIST 461. Business minors must have completed ECON 112 and the Constitution and General Education requirements.

**398-0 to 9 BUSINESS INTERNSHIP.**

Faculty supervised and evaluated work activity with agency, firm or organization, providing a learning environment in which theoretical models are implemented in various business disciplines. Students will receive a grade of pass or no credit.

**399-0 to 9 BUSINESS COOPERATIVE EDUCATION.**

Supervised work experience with agency, firm, or organization which uses business skills. Students will receive a grade of pass or no credit.

**400-3 BUSINESS AND SOCIETY.**

External social, legal, economic, political, and ethical environments of modern business. Emphasis on global marketplace and their implications for organizations and individuals. NOT FOR GRADUATE CREDIT. Prerequisites: 300, international requirements for business program, and at least 82 complete hours of course work.

**489-1 to 15 STUDY ABROAD.**

Participation in School's 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. Prerequisites: GBA 300, appropriate language competency, and approval by Director of Exchange Programs.

**490-2 ANALYTICAL THINKING AND WRITING.**

Student to demonstrate senior-level analytical thinking and writing skills through submission of assigned work. Grade of C or better in all assignments required to graduate from School of Business. NOT FOR GRADUATE CREDIT. Prerequisites: 300, senior standing.

**490a-2 RESEARCH IN ACCOUNTING.**

Capstone accounting course. Brings together knowledge that students have gained throughout the program including financial and managerial accounting, taxation, systems, and auditing. Assignments in this course fulfill the School of Business research requirement and the senior assignment requirement. Prerequisite: good standing in the Accountancy program and consent of the program director.

**495-1 to 3 LEADERSHIP EXPERIENCE PROJECT.**

Apply leadership skills by initiating, planning, and implementing solutions to campus and community problems. NOT FOR GRADUATE CREDIT. Prerequisite: MGMT 341.

## GEOGRAPHY

**111-3 INTRODUCTION TO HUMAN GEOGRAPHY.**

[INTRO, IC] [IAI Course No. S4 900N] Geographic principles underlying the location and distribution of people and their activities in relation to the environment.

**200-3 ECONOMIC GEOGRAPHY.**

[Dist.SS, II] [IAI Course No. S4 903N] Spatial patterns and distribution of economic activities, interaction processes, location theory.

**201-3 GEOGRAPHY OF CULTURAL REGIONS.**

[Dist.SS, IC] Survey of major world areas in terms of population, settlement, and related human occupancy patterns.

**202-3 RESOURCE USE AND MANAGEMENT.**

[Dist.NSM] Fundamentals of basic physical resource utilization; application of environmental conservation and preservation principles.

**210-3 PHYSICAL GEOGRAPHY.**

[Dist.NSM] [IAI Course No. P1 909] Distribution and interrelation of Earth's physical elements. Selected topics include geodesy, climatology/meteorology, landforms.

**211-3 METEOROLOGY.**

[Dist.NSM] 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.**

[Dist.SS] 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.

**300-3 GEOGRAPHY OF WORLD POPULATION.**

[Dist.SS, II] Analysis of distribution, density, and migration of people; related demographic theories dealing with environment and various socio-economic aspects.

**310-3 PHYSICAL GEOLOGY.**

[Dist.NSM] Composition and structure of the Earth; physical and chemical processes responsible for modifying the Earth and its surface. Laboratory. Prerequisites: ESCI 111 or equivalent.

**312-3 PETROLOGY AND STRUCTURAL GEOLOGY.**

Description, classification, origin of igneous rocks and geologic structures. Field trip required. Laboratory. Prerequisite: 310, MATH 120 or equivalent, or consent of instructor.

**314-3 CLIMATOLOGY.**

[Dist.NSM] Survey of climatic controls and elements, classification systems, and distribution of resultant climatic regions. Relationships between climatic elements and landforms. Prerequisite: ESCI 111.

**315-3 GEOMORPHOLOGY.**

[Dist.NSM] Processes and structures influencing the shape of the Earth's surface. Prerequisite: ESCI 111.

**320-3 CARTOGRAPHY.**

[Dist.NSM] 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.

**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.**

[Dist.SS, 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**

[Dist.SS, 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.**

[Dist.SS, 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.**

[Dist.SS, 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.**

[Dist.SS, 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.**

[Dist.SS] Cultural and physical factors related to distribution, interrelations, and internal spatial organization of cities. Prerequisite: 200.

**401- GEOGRAPHY OF DEVELOPMENT.**

[Dist.SS, II] Analysis of development in world regions including More Developed Countries and Less Developed Countries. Emphasize theories of development and issues associated with various levels of development. Prerequisite: 111 or consent of instructor.

**402-3 THE CULTURAL LANDSCAPE.**

[Dist.SS] Identification and analysis, both objective and subjective, of the earth as transformed by human action with emphasis on the contemporary situation. Field trip.

**410-3 SOILS.**

[Dist.NSM] 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 ENVS 411) [Dist.NSM] Hydrologic cycle, major stream systems, uses of water resources and their relationships to quality and future supplies. Prerequisite: ESCI 111 or consent of instructor.

**412-3 GROUNDWATER HYDROLOGY.**

(Same as CE 412 and ENVS 425) [Dist.NSM] Study of groundwater: occurrence, physical and chemical properties, flow and flow system modeling, relation to rock structure and lithology, contamination of groundwater resources. Prerequisites: 310, CHEM 113 or equivalents or consent of instructor.

**413-3 ENVIRONMENTAL GEOCHEMISTRY.**

(Same as ENVS 426) [Dist.NSM] Study of exogenic environment as a geochemical system, natural circulation of water, sediment, carbon, sulfur, nitrogen, and phosphorus; assessment of human activities on these cycles. Prerequisites: 310, CHEM 113 or equivalents or consent of instructor.

**418-3 GEOGRAPHIC INFORMATION SYSTEMS (GIS).**

[Dist.NSM] Concepts, basic theory and principles of GIS using both raster and vector data models in a PC environment. Prerequisite: consent of instructor.

**420-3 QUANTITATIVE TECHNIQUES.**

[Dist.NSM] Quantitative techniques used in solving geographic problems. Emphasis is on descriptive, inferential and bivariate statistics. Prerequisite: college algebra or consent of instructor.

**422-3 REMOTE SENSING AND DIGITAL IMAGING PROCESSING.**

[Dist.NSM] Concepts of remote sensing including air-photo interpretation, digital image preprocessing, and classification of satellite-based imagery. Prerequisite: ESCI 111 or equivalent.

**423-3 COMPUTER MAPPING.**

[Dist.NSM] 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).**

[Dist.NSM] 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).**

[Dist.NSM] In-depth study of cell-based (raster) GIS concepts. Includes the development of cell-based GIS models for addressing environmentally-related issues. Prerequisite: MATH 120 or 125, GEOG 418 or consent of instructor.

**426-3 FIELD STUDY.**

[Dist.NSM] Field investigation of physical and cultural features of the environment. Prerequisite: advanced standing or consent of instructor.

**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.

**428-3 TRAVEL STUDY COURSE.**

Enrichment through travel, supervised study, and readings on areas visited.

**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.

**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. Prerequisite: consent of adviser and instructor.

## GERMAN

**101-4 ELEMENTARY GERMAN.**

[SKILLS] Listening, speaking, reading, and writing. Culture of German-speaking countries. Lab included.

**102-4 ELEMENTARY GERMAN.**

[SKILLS, IC] Continuation of 101. Lab included. Prerequisite: 101 or placement testing.

**104-8 ELEMENTARY GERMAN.**

[SKILLS, 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.**

[Dist.FAH] 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.**

[Dist.FAH] [IAI Course No. H1 900] Continuation of 201. Lab included. Prerequisite: 201 or placement testing.

**220-3 INTERMEDIATE GERMAN CONVERSATION.**

[Dist.FAH] Practice in intermediate-level conversation. Focus on pronunciation and fluency. Prerequisite: 102 or placement testing.

**301-4 ADVANCED GERMAN.**

[Dist.FAH] In-depth grammar review. Composition and conversation. Lab included. Prerequisite: 202 or placement testing.

**302-4 ADVANCED GERMAN.**

[Dist.FAH] Selected topics in grammar, readings, and composition. Lab included. Prerequisite: 301 or consent of instructor.

**303-3 GERMAN LANGUAGE STRUCTURE.**

[Dist.FAH] Technical aspects of German language. Prerequisite: 202 or consent of instructor.

**304-3 GERMAN IN COMMERCE AND GOVERNMENT.**

[Dist.FAH] 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.**

[Dist.FAH, 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.**

[Dist.FAH, IC] Selected readings, literary and cultural background. Prerequisite: 202 or consent of instructor.

**352-3 SURVEY OF GERMAN LITERATURE: REALISM TO THE PRESENT.**

[Dist.FAH, IC] Selected readings, literary and cultural background. Prerequisite: 202 or consent of instructor.

**353a-c-3 each SURVEY OF A GERMAN GENRE.**

[Dist.FAH, 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.**

[Dist.FAH] 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.**

[Dist.FAH] Everyday business practices in Germany. Specialized vocabulary, correspondence, cultural background. NOT FOR GRADUATE CREDIT. Prerequisite: 301 or consent of instructor.

**411-3 GERMAN CIVILIZATION.**

[Dist.FAH, IC] German-speaking areas of the world; anthropological and social aspects of various cultures. Prerequisite: senior standing in German.

**452-3 FAUST.**

[Dist.FAH, 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.**

[Dist.FAH, 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.

**499-3 READINGS IN GERMAN.**

[Dist.FAH] Selected areas of German language, literature, and culture. Individual work or small groups supervised by one or more members of German faculty. Prerequisites: senior standing and consent of instructor.

**GREEK****101-4 INTRODUCTION TO GREEK.**

[SKILLS] 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.**

[SKILLS, IC] Continuation of 101. Lab included. Prerequisite: 101.

**201-4 INTERMEDIATE GREEK.**

[Dist.FAH] Development of reading facility. Reading of selected masterpieces in history, poetry, and philosophy. Lab included. Prerequisite: 102 or equivalent.

**202-4 INTERMEDIATE GREEK.**

[Dist.FAH] [IAI Course No. H1 900] Continuation of 201. Lab included. Prerequisite: 102 or equivalent.

**499a-f-4 each READINGS IN ANCIENT GREEK.**

[Dist.FAH] (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.

**GUIDANCE****400-3 EDUCATIONAL MEASUREMENTS.**

Philosophy and techniques with emphasis in statistical foundations; test construction; use of teacher-made tests and standardized tests. NOT FOR GRADUATE CREDIT.

**HEALTH EDUCATION****201-3 HEALTHFUL LIVING.**

Personal and community health; scientific health information as a basis for developing wholesome health attitudes and practices.

**205-3 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.

**250-3 MOOD MODIFIERS.**

Drug and non-drug alternatives that modify mood and behavior; factors influencing use, psychological effects, legal control, and teaching strategies. Prerequisite: 201 or consent of instructor.

**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.



**313-3 PRINCIPLES OF ACCIDENT PREVENTION.**

Accident causation and related safety procedures including home, school, occupations, and recreational. Methods of safety education.

**334-2 FIRST AID.**

American National Red Cross Advanced First Aid course. Leads to Advanced First Aid and Cardio-Pulmonary Resuscitation (CPR) certification.

**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. Prerequisite: 201 or consent of instructor.

**355-3 COMMUNITY HEALTH.**

Role of community agencies and organizations in health promotion. Relationships of local, state and national health agencies; examination of health educators's role. Prerequisite: 201 or consent of instructor.

**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. Prerequisite: 201 or consent of instructor.

**390-3 THEORY OF PRACTICE IN COMMUNITY HEALTH EDUCATION.**

Explores basic community organization, educational and theoretical concepts and methodologies of professional practice in community health education. Prerequisite: 205 and 355, or consent of instructor.

**391-3 PROGRAM PLANNING AND EVALUATION IN HEALTH EDUCATION.**

Principles and approaches to planning; implementing and evaluating health education programs. Identification and utilization of selected models and assessment strategies. Prerequisite: 390.

**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.

**405-3 HEALTH BEHAVIOR AND COUNSELING.**

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. Prerequisite: 205 or consent of instructor.

**410-3 ENVIRONMENTAL HEALTH EDUCATION.**

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. 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. 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. 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. Prerequisite: 302 or consent of instructor.

**455-3 INTRODUCTION TO EPIDEMIOLOGY AND BIOSTATISTICS.**

Causes, prevention, control of communicable, chronic and degenerative diseases in various community settings. Examination of statistical measures and methods for organizing vital statistics. NOT FOR GRADUATE CREDIT. Prerequisite: 201 and 355, or consent of instructor.

**460-3 METHODS AND MATERIALS IN SECONDARY SCHOOL HEALTH EDUCATION.**

Fundamental processes in teaching health education at secondary level. NOT FOR GRADUATE CREDIT. Prerequisites: 201, 205, and junior status 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. Prerequisite: 201 or consent of instructor.

**463-3 CONSUMER HEALTH.**

Consumer health issues related to individual, community, and society. NOT FOR GRADUATE CREDIT.

**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. Prerequisites: 201 or consent of instructor, Interdisciplinary Studies 342 is recommended.

**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. 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. 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. Prerequisites: 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. 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. 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.

**499-3 to 12 FIELD STUDY IN HEALTH EDUCATION.**

Supervised experiences in health agencies, clinics, government agencies and other professional settings. May be repeated to a total of 15 hours. NOT FOR GRADUATE CREDIT. Prerequisite: Consent of instructor and Program Coordinator.

## HISTORY

**111a,b-3 each INTRODUCTION TO THE HISTORY OF WESTERN CIVILIZATION.**

[INTRO, Dist.SS, (a)IC [IAI Course No. S2 902], (b)II [IAI Course 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.**

[Dist.SS, (a) [IAI Course No. S2 912N] IC, (b) [IAI Course No. S2 913N] II] (a) Topics in world civilization before 1500; (b) Topics in world civilization 1500 to the present.

**113-3 SURVEY OF ANCIENT HISTORY.**

[Dist.SS, IC] Western civilization from its origins to 285 A.D. Includes history of Ancient Near East, Greece and Rome.

**114-3 SURVEY OF MEDIEVAL HISTORY.**

[Dist.SS, IC] The Middle Ages from 285 A.D. to 1500 A.D. History of Medieval Europe, its civilization and interaction with the non-European world.

**130-3 HISTORY OF BLACK AMERICA.**

[Dist.SS, IGR] Social, economic, and political experience from colonial era to present; African antecedents.

**200-3 UNITED STATES HISTORY AND CONSTITUTION: TO 1877.**

[Dist.SS] [IAI Course No. S2 900] Political, social, economic and constitutional development. Meets Constitution requirement.

**201-3 UNITED STATES HISTORY AND CONSTITUTION: 1877-PRESENT.**

[Dist.SS] [IAI Course No. S2 901] Political, social, economic and constitutional development. Meets Constitution requirement.

**300-1 to 3 SPECIAL TOPICS.**

[Dist.SS] 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.

**303-3 HISTORY OF THE ANCIENT NEAR EAST.**

[Dist.SS, IC] Ancient Near East to 330 B.C.

**304-3 HISTORY OF GREECE.**

[Dist.SS, IC] From origins of ancient Greece to 30 B.C.

**306a,b-3 each HISTORY OF ROME.**

[Dist.SS, (a,b)IC] (a) Republic from origins to 30 B.C.; (b) Principate, 30 B.C.- 476 A.D.

**308a-3 IMPERIUM AND CHRISTIANITY: WESTERN EUROPE 300-1000 CE.**

[Dist.SS, 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 CE.**

[Dist.SS, 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.**

[Dist.SS] General theory of magic; history of magic and witchcraft in the western world.

**314-3 HISTORY OF FEMINIST THOUGHT.**

[Dist.SS, 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.**

[Dist.SS, IC] Religious institutions, ideas and practices in European history from antiquity to the present.

**318a,b-3 each HISTORY OF RUSSIA.**

[Dist.SS, (a)IC, (b)II] (a) 1800-1914: Late Empire.; (b) Russia since 1914.

**320-3 THE RENAISSANCE IN EUROPE.**

[Dist.SS] 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.**

[Dist.SS] History of sixteenth-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.**

[Dist.SS, IC] People, movements, and ideas leading to formation of Italian nation; Italy in the world wars and thereafter.

**330-3 HISTORY OF ILLINOIS.**

[Dist.SS] Political, social, economic and cultural history from earliest times to present.

**334a,b-3 each THE WESTWARD MOVEMENT IN AMERICAN HISTORY.**

[Dist.SS] Immigration, settlements, exploitation of American land since European conquest; influence on national, economic, political, cultural and social policies. (a) To 1845; (b) Since 1845.

**338-3 THE CIVIL WAR AND RECONSTRUCTION.**

[Dist.SS] Narrative and interpretation of the era 1850-1877; causes of the war, major military campaigns and Reconstruction.

**340-3 BLACK FREEDOM MOVEMENT, 1955-75.**

[Dist.SS, 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.

**342-3 HISTORY OF RELIGION IN AMERICA.**

[Dist.SS] Religious institutions, ideas and practices in American history.

**344a,b-3 each HISTORY OF AMERICAN DIPLOMACY.**

[Dist.SS] 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.**

[Dist.SS] 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.**

[Dist.SS, (a)[IAI Course No. S2 906N] IC, (b) [IAI Course 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 ARAB WORLD.**

[Dist.SS, (a)IC, (b)II] (a) Early Islamic civilization, 570-1500; (b) The Islamic Middle East from 1500 to modern times.

**356a,b-3 each HISTORY OF CHINA.**

[Dist.SS, (a)IC, (b)II] (a) Ancient times to 1644. (b) Modern China: 1644 to present.

**358-3 HISTORY OF JAPAN.**

[Dist.SS, II] Ancient times to present. Emphasis on feudal traditions, response to Western impact, modern transformation.

**360a,b-3 each HISTORY OF LATIN AMERICA.**

[Dist.SS, (a) [IAI Course No. S2 910N] IC, (b) [IAI Course 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.**

[Dist.SS] Selected topics such as biography of a major figure; recent themes in world history; etc. May be repeated to a maximum of 9 hours provided no topic is repeated.

**401-2 HISTORICAL RESEARCH.**

Rules of historical research applied to a selected topic. Required of all undergraduate students with major in history. Prerequisite: 301.

**404a,b-3 each TOPICS IN MEDIEVAL SOCIAL, RELIGIOUS AND INTELLECTUAL HISTORY.**

[Dist.SS, (a,b)IC] Historiographical problems in the evaluation of medieval society, culture and ritual: (a) 400-1000 C.E.; (b) 1000-1500 C.E.

**406-3 AGE OF ABSOLUTISM AND ENLIGHTENMENT.**

[Dist.SS, IC] Rise of the modern state and influence of the Enlightenment in France, Spain, Prussia, Austria, and Russia, 1648-1789.

**408a-c-3 each HISTORY OF ENGLAND: 1509 TO PRESENT.**

[Dist.SS, (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.**

[Dist.SS] 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.**

[Dist.SS, IC] Passing of feudalism in France; background and development of the revolutionary movement and the Napoleonic period.

**413-3 HISTORY OF MODERN FRANCE.**

[Dist.SS, II] Political, social, intellectual, and economic history of France from 1815 to present.

**415-3 MODERN GERMAN HISTORY.**

[Dist.SS, 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.**

[Dist.SS] 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.**

[Dist.SS] 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.**

[Dist.SS, (a)IC, (b)II] (a) Renaissance to French Revolution; (b) French Revolution to present.

**422a-c-3 each LATE MODERN EUROPE.**

[Dist.SS, (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.

**424-3 TOPICS IN EAST EUROPEAN HISTORY.**

[Dist.SS, II] Selected topics such as the rise of nationalism, World War I, the Cold War, etc..

**426-3 TOPICS IN RUSSIAN AND SOVIET HISTORY.**

[Dist.SS, 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.

**428-3 TOPICS IN EUROPEAN WOMEN'S HISTORY.**

[Dist.SS, 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.**

[Dist.SS] Founding of colonies in British America and their development to 1763.

**431-3 AMERICAN REVOLUTION AND CONSTITUTION.**

[Dist.SS] Conflicting forces and events that led to the American Revolution, and to the Constitution. Meets Constitution requirement.

**432-3 EARLY AMERICAN REPUBLIC: 1789-1845.**

[Dist.SS] Incorporating perspectives of ethnicity, gender, and social groupings; a topical approach to social, economic and political issues in the United States. Prerequisite: 200 or consent of instructor.

**434a,b-3 each TWENTIETH CENTURY AMERICAN HISTORY.**

[Dist.SS] 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.

**436-3 HISTORY OF THE SOUTH.**

[Dist.SS] Survey of regional themes from colonial times to present.

**438a,b-3 each INTELLECTUAL HISTORY OF THE UNITED STATES.**

[Dist.SS] By examining individual thinkers presenting diverse perspectives the course takes a topical approach to social thought in the United States. (a) to 1860; (b) 1860 to present. Prerequisites: (a) 200, (b) 201; or consent of instructor.

**440-3 WOMEN IN AMERICAN SOCIAL HISTORY.**

[Dist.SS, 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.**

[Dist.SS, IGR] Social, economic, and political history. Emphasizes community life and development, as well as race relations.

**443-3 ORIGINS OF THE AMERICAN CIVIL WAR.**

[Dist.SS] An examination of the origins of the sectional crisis and the causes of the American Civil War.

**446a,b-3 each UNITED STATES MILITARY HISTORY.**

[Dist.SS] Topics such as the role of the President as commander-in-chief, the military and foreign policy, the military on the frontier, etc. (a) History of the military from colonial period to 1900; (b) U.S. military in the 20th century.

**454-3 HISTORY OF THE ARAB-ISRAELI CONFLICT.**

[Dist.SS, II] Origins and development of Zionism and Palestinian Nationalism. Relations between Israel, Palestinians and the Arab States.

**460-3 HISTORY OF MEXICO.**

[Dist.SS, II] Mexican history from the winning of independence to present. Special attention will be devoted to relations with the U.S.

**461-3 CENTRAL AMERICA AND THE CARIBBEAN IN THE 20TH CENTURY.**

[Dist.SS, II] History of Haiti, Cuba, Jamaica, Panama, Nicaragua, Costa Rica, and Guatemala; emphasis on ethnic and cultural diversity and role of the U.S. in the region.

**HUMANITIES****150-1 BASICS OF ESPERANTO.**

Introductory vocabulary and grammar of International Language developed by Zamenhof.

**310a,b-3 each ESPERANTO.**

[Dist.SS, II] Reading, writing, speaking, and understanding International Language developed by Zamenhof. Must be taken in sequence.

**400-3 SYMPOSIUM IN THE HUMANITIES.**

[Dist.SS] 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 instructor.

**450-3 CHILDREN AND DEATH.**

[Dist.SS] Mortality, dying, bereavement as related to childhood and adolescence; socio-cultural and developmental context; guidelines and resources for caregivers, counselors, educators, parents.

**460-3 HOSPICE.**

[Dist.SS] Hospice philosophy and programs of care for dying persons and their families both before and after death.

**470-3 LOSS, GRIEF, AND BEREAVEMENT.**

[Dist.SS] Detailed study of pre-death and post-death experiences of grief and mourning.

**490-1 to 3 TOPICS IN DEATH AND DYING.**

Specified topics in depth; varied content; may be repeated to a maximum of 12 hours without repetition of topic.

**INDUSTRIAL ENGINEERING****106-3 ENGINEERING PROBLEM SOLVING.**

[Skills] 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. Prerequisites: approval is required to enroll.

**198-0 INDUSTRIAL 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 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 engineering and consent of the chairperson/program director.

**298-0 INDUSTRIAL 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 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 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 140 or CS 141, 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 INDUSTRIAL ENGINEERING.**

Selected topics in probability and statistical methods with their application in design and analysis of production, manufacturing, and quality control systems. Prerequisites: STAT 380 or equivalent and upper-division standing in industrial engineering or consent of instructor.

**370-3 MANUFACTURING PROCESSES.**

Properties of engineering metals and alloys, heat treatment, measurement and inspection, casting, forging, metal cutting, nontraditional machining processes, cutting tools. Prerequisites: Upper-division standing in industrial engineering and consent of instructor.

**392-3 to 6 READINGS IN INDUSTRIAL ENGINEERING.**

Supervised reading in selected industrial engineering topics. Prerequisites: Junior standing in industrial engineering and consent of instructor.

**398-0 INDUSTRIAL 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 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 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: Knowledge of FORTRAN, 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: CS 140, CS 141 or equivalent, senior standing or consent of instructor.

**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. NOT FOR GRADUATE CREDIT. Prerequisite: STAT 380 and upper-division standing in industrial engineering 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. NOT FOR GRADUATE CREDIT. Prerequisite: 451 and upper-division standing in industrial engineering 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 STAT 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 STAT 480.

**464-3 APPLICATIONS OF OPERATIONS RESEARCH.**

Applications of operations research through use of cases. Cases are equivalent to those normally experienced by beginning professionals. NOT FOR GRADUATE CREDIT. Prerequisites: 365, 415, 468 and upper-division standing in industrial engineering.

**465-3 DESIGN AND CONTROL OF QUALITY SYSTEMS.**

(Same as STAT 488). Quality design by experimental design, determination of process capability, quality control using statistical control charts, acceptance sampling. MAY NOT BE USED FOR GRADUATE CREDIT IN THE SCHOOL OF ENGINEERING. Prerequisite: 365 or STAT 480.

**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. INDUSTRIAL ENGINEERING MAJORS MUST ENROLL IN 468. Prerequisites: 365 or 461.

**470-3 MANUFACTURING SYSTEMS.**

Design and analysis of manufacturing systems including automated flow lines, assembly systems, material handling systems. Group technology, fundamentals of CAD/CAM/CAPP, numerical control, steady state optimal control. NOT FOR GRADUATE CREDIT. Prerequisites: 365, 370 and upper-division standing in industrial engineering or consent of instructor.



**476-3 ROBOTICS AND AUTOMATED SYSTEMS.**

(2 hours lecture, 2 hours laboratory) Application of robot theory integrated with automated manufacturing systems. Emphasis on design laboratory exercises. Prerequisites: 470; CS 141 or equivalent; and senior standing in industrial engineering and 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. NOT FOR GRADUATE CREDIT. Prerequisites: 365, 415, 451, and upper-division standing in industrial engineering or consent of instructor.

**484-4 FACILITIES ANALYSIS AND DESIGN.**

Theory and Methods of Facilities layout and planning. Senior design project requiring the integration of available resources to achieve an effective facility design. NOT FOR GRADUATE CREDIT. Prerequisite: senior standing in industrial engineering or consent of instructor.

**490-3 INDUSTRIAL ENGINEERING DESIGN.**

Individual laboratory projects of a research, design, or development nature which apply to engineering systems. NOT FOR GRADUATE CREDIT. Prerequisites: Senior standing in industrial engineering and consent of instructor.

**492-3 SPECIAL TOPICS IN INDUSTRIAL ENGINEERING.**

Selected topics of current interest in industrial engineering and related fields. May include individual research projects for students with honors standing. NOT FOR GRADUATE CREDIT. Prerequisites: Senior standing in industrial engineering and consent of instructor.

## INSTRUCTIONAL TECHNOLOGY

**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 TEACHER MADE MATERIALS.**

Development of instructional materials which integrate various media. Emphasis on teacher-made materials, visual communication, computer graphics.

**442-3 MEDIA SELECTION.**

Evaluative analysis and criteria for selecting aids and reviewing sources. Includes principles and theory of selection, assessment and policy for media selection, and collection development.

**443-3 INSTRUCTIONAL MEDIA FOR CHILDREN AND YOUNG ADULTS.**

Media for preschool children and young adults. Includes comparison and evaluation of major writers, artists, illustrators and designers of media, and identification of established genres.

**447-3 BASIC REFERENCE SOURCES.**

Selection, evaluation and application of basic reference collection for today's informational needs. Includes encyclopedias, dictionaries, atlases, subject resources, and data bases for information retrieval.

**448-3 INTRODUCTION TO CATALOGING AND CLASSIFICATION.**

Principles and systems used in utilization of media and library materials. Includes AACR2, Dewey Decimal Classification, subject headings, filing, on-line computer technology.

**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. Prerequisite: Basic computer literacy.

**482-3 INSTRUCTIONAL SOFTWARE DESIGN.**

Design principles for computer-based instruction, emphasizing systematic analysis; current design issues; development techniques.

**485-3 COMPUTER PROGRAMMING AND INSTRUCTION.**

Issues in teaching and learning computer programming: instructional techniques; cognitive outcomes related to critical thinking and problem solving; curriculum integration.

**486-3 COMPUTER NETWORKS IN EDUCATION.**

Local area and wide area networks designed for educational settings, including curriculum, classroom configurations, instructional management, telecommunications, and available resources.

**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

**GBA 300-3 FOUNDATIONS OF BUSINESS KNOWLEDGE.**

See General Business Administration (GBA) for full course description.

**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 multi-disciplinary, team-taught introduction to modern nations of Latin America and Caribbean emphasizing history, literature, political economy, geography, anthropology. (Anthropology/Foreign Languages/Educational Leadership/History)

**328-3 HISTORY AND SCIENCE.**

[IS or Dist.NSM] Development of scientific questions in historical perspectives, relation of scientific concepts to development of culture, Ancient Greece to present. May count toward fulfillment of Interdisciplinary or Distribution Natural Science and Mathematics requirement, but not both. (History/Physics).

**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)

**335-3 EARLY ILLINOIS: ITS LAND AND PEOPLE.**

[IS] Geology and geography of prehistoric/historic Indian cultures and European settlement before 1818. Use of visual materials demonstrate relationships between people and their physical environment. (Anthropology/Geography/History).

**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)

**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)

**353-3 REPRESENTING WOMEN'S BODIES 300-1500.**

[IGR, II] (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, IC, 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: EUROPEAN REFUGEES, AMERICAN SCIENCE, AND THE BOMB.**

[IS, IGR, 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] Examines the interactions between technological advances and public policy initiatives, their causes and effects, their costs and benefits. Prerequisite: junior standing.

**377-3 THE ARTS AND THE FRENCH REVOLUTION.**

[IC, IS, II] Brings together political, philosophical, and social history with cultural world of art, music and drama. Center of focus is the French Revolution of 1789. (History/Music).

**380-3 SONG AND POETRY.**

[IS, II] 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.

**386-3 CYBERARTS: EXPLORING FINE ARTS AND COMPUTER TECHNOLOGY.**

[IS, II] Explores relationships between the arts and computer technology. Investigates uses of technology in graphics, music, video, and literature; considers impact of the arts on technology. Computer lab work. (Theater and Dance/Computer Science). Prerequisites: CS 108, CMIS 108, or equivalent, and junior standing.

**388-3 ART AND POLITICS IN 19TH CENTURY FRANCE.**

[IS, II] 19th century France is shattered by industrialization, urbanization, commercialization. Course describes way art and politics put world back together or escape from it.

**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).

**ITALIAN****101-4 ELEMENTARY ITALIAN.**

[Skills] Listening, speaking, reading and writing within context of Italian culture. Lab Included.

**102-4 ELEMENTARY ITALIAN.**

[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.**

[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.**

[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.

**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 through KIN 270 open to all students regardless of major.

**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 the 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 AND 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 through 307 intended only for those students with declared major or minor in Kinesiology and the coaching minor. Each course includes development of skill techniques, teaching progressions, and related concepts pertaining to activity identified in the title.

**300-1 STRENGTH TRAINING AND FITNESS.****301-2 AQUATIC ACTIVITIES AND LIFETIME LEISURE PURSUITS.****302-1 EDUCATIONAL RHYTHMS.****303-2 ARCHERY, BADMINTON, AND BOWLING.****304-2 GOLF, TENNIS, AND RACQUETBALL.****305-2 TRACK AND FIELD, WRESTLING AND FIELD SPORTS.****306-1 TUMBLING AND GYMNASTICS.****307-2 BASKETBALL, SOCCER, AND VOLLEYBALL.****315-3 HOMOKINETICS I.**

Structural and functional basis of human performance. Prerequisite: BIOL 111.

**316-3 HOMOKINETICS II.**

Mechanics applied to physical performance; analysis of specific performance skills and application to instructional process. Two hours lecture and two hour laboratory per week. Prerequisite: 315 or consent of instructor.

**318-2 BASIC CONCEPTS OF KINESIOLOGY.**

Guiding principles, history, and philosophy of the discipline.

**320-3 MOTOR LEARNING AND DEVELOPMENT.**

Exploration of cognitive and neurophysiological processes associated with skill acquisition and motor performance during the maturational sequences of the child's total development.

**325-2 PSYCHOMOTOR PROGRAMMING FOR SPECIAL POPULATIONS.**

Survey of various types of exceptionalities; stresses instructional strategies, curriculum design, and relevant methods of mainstreaming in psychomotor setting.

**330-3 CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION.**

Understanding needs and interests of children; stressing relevant modes of instruction; exploration of divergent and convergent teaching approaches.

**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.

**332-2 DEVELOPMENTAL AND SELF-TESTING ACTIVITIES.**

Movement skill activities and analysis related to motor learning theories including challenge activities such as stunts, apparatus, and combatatives. Prerequisite: 330.

**333-2 RHYTHMICAL ACTIVITIES FOR CHILDREN.**

Developmentally appropriate rhythmical patterns including fundamental, creative, and interpretive movements and singing games. Prerequisite: 302 and 330.

**334-2 LOW ORGANIZED AND LEAD-UP GAMES.**

Selection and planning of games involving sport skills and modified game play; includes games appropriate for indoor and outdoor settings. Prerequisite: 330.

**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 AND 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.

**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. Prerequisite: declared major in Kinesiology or coaching minor.

**410-3 EXERCISE FOR SPECIAL POPULATIONS.**

Overview of the benefits of fitness and rehabilitation programs for special populations including the elderly, pregnant women, the obese, and individuals with chronic diseases.

**412-3 BODY COMPOSITION.**

An overview of the theories and application of body composition assessment. Prerequisite: 420.

**414-3 EXERCISE ADHERENCE.**

An overview of the major determinants and consequences of exercise adherence and its impact on public health.

**416-3 EXERCISE ASSESSMENT AND PROGRAMMING.** Introductory course to the theoretical and practical concepts of exercise assessment, interpretation, and prescription. NOT FOR GRADUATE CREDIT. Prerequisite: 420.

**420-3 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.

**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. Prerequisites: 315, 370, and 420.

**430-2 MEASUREMENT AND EVALUATION IN KINESIOLOGY.** Design and analyze tests for the learning domains; determination of appropriate criteria for student evaluation. Introduction to educational statistics.

**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.

**440-2 PSYCHOLOGICAL PERSPECTIVES OF KINESIOLOGY.** Focuses on psychological aspects of human behavior; special emphasis is on the impact of motor performance and learning of motor skills. Prerequisite: PSYC 111.

**445-2 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.

**450-2 CULTURAL PERSPECTIVES OF KINESIOLOGY.** Basic theoretical and applied aspects of the social science of physical activity with special emphasis on American cultural considerations. Prerequisite: SOC 111.

**455-0 SENIOR PROFESSIONAL SEMINAR.** In-depth consideration of selected issues related to teaching physical education. Professional expectations; ethics; legal responsibility; other key concerns included. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**460-3 INTERNSHIP IN EXERCISE AND WELLNESS.** Supervised placement in professional settings appropriate to student interests. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**461-1 FIELD EXPERIENCE IN SECONDARY PHYSICAL EDUCATION.** Provides opportunities for observing, assisting, planning, teaching, and evaluating with experienced secondary physical education teachers. May be repeated to a maximum of 2 hours. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**462-1 FIELD EXPERIENCE IN ELEMENTARY PHYSICAL EDUCATION.** Opportunities for observing, assisting, planning, teaching, and evaluating experienced elementary physical education teachers. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**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.

**490-1 to 4 SELECTED TOPICS IN APPLIED KINESIOLOGY.** Theory and practice in topical areas such as exercise physiology; biomechanics; skill teaching; and fitness assessment. May be repeated so long as topic is not duplicated.

**499-1 to 4 INDIVIDUAL RESEARCH.** Selection, investigation, and writing of research paper under supervision of instructor. Prerequisite: consent of instructor.

## LATIN

**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 Course 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.

## LIBERAL STUDIES

**199-0 LIBERAL STUDIES COOPERATIVE EDUCATION.** Supervised work activity with agency, firm or organization, providing a learning environment in which theoretical models are implemented in the student's career area of interest. Students will receive a grade of pass or no credit. Prerequisite: consent of the dean.

**299-0 LIBERAL STUDIES COOPERATIVE EDUCATION.** Supervised work activity with agency, firm or organization, providing a learning environment in which theoretical models are implemented in the student's career area of interest. Students will receive a grade of pass or no credit. Prerequisite: consent of the dean.



**300-1 to 3 STUDENT COLLOQUIUM.**

Student initiated, student developed, student conducted colloquium. Innovative and experimental participating course on approved topics not otherwise available. Prerequisites: sophomore standing, approval by the Dean of the College of Arts and Sciences.

**399-0 LIBERAL STUDIES COOPERATIVE EDUCATION.**

Supervised work activity with agency, firm or organization, providing a learning environment in which theoretical models are implemented in the student's career area of interest. Students will receive a grade of pass or no credit. Prerequisite: consent of the dean.

**400-1 to 6 SENIOR PROJECT IN LIBERAL STUDIES.**

Individually designed and supervised project, such as an internship, research/creative project, comprehensive exam, participatory seminars, etc. NOT FOR GRADUATE CREDIT. Prerequisites: senior standing, consent of instructor, adviser, and program director.

## MANAGEMENT

**242-3 CONTRACTS AND AGENCY LAW.**

Fundamentals of contract formation. Agency or employment law; relationship between employer and employee; OSHA and EEOC matters. Prerequisite: sophomore standing.

**340-3 PRINCIPLES OF MANAGEMENT.**

Introduction to management process. Importance of management to success of organizations; history of management; organizations as systems; decision-making; planning systems; organizational structure/design; control systems; managing human resources. Prerequisites: GBA 300 (or concurrent enrollment), ACCT 200.

**341-3 ORGANIZATIONAL BEHAVIOR AND INTERPERSONAL SKILLS.**

Knowledge and skill in application of behavioral science concepts to interpersonal; small group; intergroup; organizational-system issues. Prerequisite: 340.

**430-3 HUMAN RESOURCE MANAGEMENT.**

Knowledge of the fundamentals of human resource management. Focus on theory, practice and trends in development and effective utilization of human resources in organizations. Prerequisite: 341 or consent of instructor.

**438-3 PROFESSIONAL SEMINAR IN HUMAN RESOURCE MANAGEMENT.**

Advanced seminar in human resource management. Focus on contemporary issues in the area of personnel and human resource management. Prerequisite: 430 or consent of instructor.

**439-3 HUMAN RESOURCE SELECTION AND COMPENSATION MANAGEMENT.**

Theory and practice of recruitment; placement; planning; selection. Development and administration of compensation and benefits programs. Special attention given to current issues. Prerequisite: 430 or consent of instructor.

**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. Prerequisites: completion of BSBA core requirements or concurrent enrollment in final core requirements and consent of instructor.

**451-3 MANAGING ORGANIZATIONAL CHANGE AND INNOVATION.**

Knowledge of organizational change with emphasis on diagnostic skills necessary for effective management of planned organizational change. Individual and group leadership approaches to increase effectiveness. Prerequisite: 341 or consent of instructor.

**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. Prerequisite: 341 or consent of instructor.

**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. Prerequisite: 341 or consent of instructor.

**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. Prerequisite: 475.

**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. Prerequisite: 341 or consent of instructor.

**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. Prerequisite: 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 and consent of instructor.

## MANAGEMENT SCIENCE

**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: MATH 120 or College Algebra.

**312-3 STATISTICAL ANALYSIS OF BUSINESS PROBLEMS.**

Business applications of intermediate statistical techniques, including multivariate regression; emphasizes sample design, data collection and analysis; uses computer software. Prerequisite: 251. Satisfies research requirement for business programs.

**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. May be repeated by permission to a maximum of 3 hours. Prerequisite: consent of instructor and department chairperson.

**MARKETING****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: GBA 300 (or concurrent enrollment).

**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.

**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. Prerequisite: 300.

**470-3 SPORT MARKETING.**

Sport marketing mix decisions from perspective of organizations that offer sports-related products and those that use sport to promote other products and services. Prerequisite: 300 or consent of the instructor.

**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. Prerequisite: 377.

**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, performance appraisal. Prerequisite: 377.

**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. Prerequisite: 377.

**475-3 CONSUMER BEHAVIOR.**

Consumer motivation, buying behavior, cultural forces, information processing, product diffusion. Explanatory theories and product development. Prerequisite: 377.

**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. Prerequisite: 300.

**478-3 INTERMEDIATE MARKETING RESEARCH.**

Marketing research project planning and development. Emphasis on 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; non-profit marketing; other significant topics. May be repeated up to a maximum of 6 hours as long as no topic is repeated. Prerequisites: 377 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 or equivalent, senior standing.

**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. Prerequisite: consent of instructor and department chairperson.

**MASS COMMUNICATIONS****150-3 PROCESS AND EFFECTS OF MASS MEDIA.**

[Dist.FAH] Development of the mass media and their effect on our society. Focus on growth, structure, and impact of these industries on the United States and other world cultures.

**201-3 MEDIA SYSTEMS.**

[Dist.FAH] Analysis of mass media focusing on technological, economic, governmental, and societal impact.

**202-3 WRITING FOR THE MEDIA.**

[Dist.FAH] 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.**

[Dist.FAH] 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 or concurrent enrollment.

**204-3 VISUAL PRODUCTION FOR THE MEDIA.**

[Dist.FAH] Planning and realization of single and multi-camera productions; studio techniques; linear and non-linear video editing. Emphasis on composition, aesthetics and storytelling. Prerequisite: 203.

**321-3 SPECIALIZED AND CREATIVE WRITING FOR PUBLICATION.**

[Dist.FAH] Feature writing. Advanced experience reporting and writing for newspapers, magazines, public relations, and corporate and institutional publications. Observational, experiential techniques. Prerequisite: 202.

**322-3 LANGUAGE AND STYLE OF WRITING FOR THE MEDIA.**

[Dist.FAH] 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 THE EDITING AND PUBLISHING FUNCTION.**

[Dist.FAH] 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.**

[Dist.FAH] 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.**

[Dist.FAH] Examines regulation, media and methods, including research, copywriting and analysis of appeals and messages in advertising.

**331-3 ELECTRONIC MEDIA PERFORMANCE.**

[Dist.FAH] 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.**

[Dist.FAH] 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.

**333-3 ADVANCED VIDEO WRITING AND PRODUCTION.**

[Dist.FAH] 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.**

[Dist.FAH] 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/or consent of instructor.

**335-3 EVOLUTION OF ENTERTAINMENT TELEVISION.**

[Dist.FAH] 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 VISUAL MEDIA ANALYSIS.**

[Dist.FAH] Evaluation of illustration and photography for publication and for motion imagery (film-video). Values, language, philosophy, style and standards based on artistic vision, audience expectations, and distribution constraints.

**342-3 PHOTOJOURNALISM AND DIGITAL IMAGERY.**

[Dist.FAH] Production and analysis of news and feature photographs using 35mm cameras. Visualization, editing, and shooting assignments with black and white film, covering film processing, digital conversion and image processing. Prerequisite: 202.

**351-3 WOMEN IN MASS COMMUNICATIONS.**

[Dist.FAH, 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.**

[Dist.FAH] Development of American mass media. Struggle for freedom. Outstanding communicators, institutions. Social, political, technological influences.

**401-3 MEDIA LAW AND POLICY.**

[Dist.FAH] U.S. Constitution, federal, state law related to mass media. Congress and public policy. Research paper/case study required. Prerequisite: Senior standing.

**402-3 MEDIA ADMINISTRATION.**

[Dist.FAH] Management responsibilities, challenges, and expectations in the professional environment, i.e. promotions, rating, programming. Research paper required. Prerequisites: upper-class standing in Mass Communications major or consent of instructor.

**403-3 MEDIA CRITICAL THEORY.**

[Dist.FAH] 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.**

[Dist.FAH] Processes and practices in copy preparation, layout design, and commercial production. NOT FOR GRADUATE CREDIT. Prerequisite: 325.

**422-3 WRITING FOR THE CORPORATE AND INSTITUTIONAL MARKET.**

[Dist.FAH] Reporting, writing, editing information, opinion, other presentations for publicity, publications, annual reports, public relations in general. Study of corporate publications.

**423a,b-3 each ADVANCED TOPICS IN WRITING FOR THE MEDIA.**

[Dist.FAH] Advanced theory and practice of writing for the print and visual media. a) Dramatic Writing, b) Other Topics.

**424-3 THE LITERATURE OF JOURNALISM.**

[Dist.FAH] 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 NONBROADCAST VIDEO.**

[Dist.FAH] 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 and/or consent of instructor.

**441-3 MULTIMEDIA USE IN MASS MEDIA.**

[Dist.FAH] 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: 204 or consent of instructor.

**442-3 SPECIAL STUDIES IN VISUAL COMMUNICATIONS.**

Special independent study in visual communications combining theory and practice. NOT FOR GRADUATE CREDIT.

**451-3 RESEARCH METHODS IN MASS MEDIA.**

[Dist.FAH] Examination of traditional and emerging concepts of research. Extensive use of survey instruments, evaluation and special applications to mass media. Individual and group research projects. Prerequisites: senior standing or consent of instructor.

**452-3 MEDIA TECHNOLOGY IN THE USA.**

[Dist.FAH] 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.**

[Dist.FAH, II] Study of world media systems in industrialized and emerging nations, open vs. closed societies, use and impact of new technology in international communication systems.

**454-3 DOCUMENTARY MEDIA.**

[Dist.FAH] Historical, cultural and artistic evolution of documentary film and video making; (roots of documentary filmmaking, direct cinema, cinema verite, ethnography, TV documentaries, "documentary.") Prerequisite: 204

**471-3 SPECIAL TOPICS IN MASS MEDIA.**

[Dist.FAH] 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.

**481-3 INTERNSHIP/SENIOR ASSESSMENT.**

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. Prerequisite: consent of instructor.

**MATHEMATICS****106-3 DEDUCTIVE REASONING AND PROBLEM SOLVING.**

[SKILLS] 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 THE NATURE OF MATHEMATICS I.**

[INTRO] Broad view of mathematics: problem solving, sets, systems of numeration, real number system, algebra, computers. Prerequisites: one and one-half years of high school algebra and one year of geometry, or equivalent.

**112-3 THE NATURE OF MATHEMATICS II.**

[Dist.NSM] Continuation of 111: consumer mathematics, mathematical systems, geometry, probability, statistics. Prerequisite: 111 or consent of instructor.

**120-3 COLLEGE ALGEBRA.**

[Dist.NSM] Cartesian coordinates, graphing, lines, parabolas, functions, inverses, rational functions, exponential and logarithmic functions, roots of polynomials, systems, matrices, determinants, counting rules, induction, binomial theorem. Prerequisites: one and one-half years of high school algebra or 095 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.**

[Dist.NSM] Trigonometric functions and their applications, inverse trigonometric functions, trigonometric identities and equations, laws of sines and cosines, complex numbers and deMoivre's theorem. Prerequisites: 6 semesters of high school mathematics, or 120 with a C or better.

**130-4 INTRODUCTION TO CALCULUS.**

[Dist.NSM] Fundamental concepts of differential/integral calculus: partial derivatives, Lagrange multipliers. Emphasis on computations/applications. May not be taken for credit by students in Science or Engineering. Prerequisites: 6 semesters of high school mathematics or 120 with grade of C or higher.

**135-1 ELEMENTARY VECTOR ALGEBRA.**

[Dist.NSM] Systems of linear equations, row reduction, determinants, Cramer's rule, vectors in planes and spaces, dot and cross products, lines and planes in three-dimensional space. This course may not be taken for credit by students who have completed MATH 152 with a D or better.

**140-3 CALCULUS I: PART I.**

[Dist.NSM] Fundamental concepts of calculus: limits, continuity, derivatives. Mean value theorem for derivatives. Applications of differentiation. Math 140 and 141 may be used in place of Math 150. Prerequisites: 7 semesters of high school mathematics or 120 and 125 with grades of C or better.

**141-3 CALCULUS I: PART II.**

[Dist.NSM] Integration, area under a curve, applications. Inverse functions, including exponential, logarithmic, and inverse trigonometric functions. Math 140 and 141 may be used in place of Math 150. Prerequisites: Math 140 with a grade of C or better.



**150-5 CALCULUS I.**

[Dist.NSM] [IAI Course No. M1 900] Fundamental concepts of calculus: limits, continuity, derivatives. Mean Value Theorem, applications. Integrals, Fundamental Theorem of Calculus, integration techniques, applications. Prerequisites: 7 semesters of high school mathematics or 120 and 125 with grades of C or higher.

**152-5 CALCULUS II.**

[Dist.NSM] [IAI Course No. M1 900] Systems of linear equations, row deduction, determinants. Cramer's rule, vector in planes and spaces, dot and cross products, lines and planes in three-dimensional space. Transcendental functions, techniques of integration, improper integrals, sequences and series, Taylor's theorem. Prerequisites: 150 with a grade of C or higher.

**160-5 HONORS CALCULUS I.**

[Dist.NSM] 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.**

[Dist.NSM] 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.**

[Dist.NSM] Concepts and techniques essential to mathematics and computer science: logic, methods of proof, sets, relations, induction and recursion, simple counting techniques. Prerequisite: CS 140 or 141.

**250-4 CALCULUS III.**

[Dist.NSM] [IAI Course No. M1 900] Vector-valued functions. Calculus of several variables: partial derivatives, total differential, gradient, extrema. Multiple and iterated integrals. Theorems of Green, Stokes, and Gauss. Prerequisite: 152.

**300-3 HISTORY OF MATHEMATICS FROM ANTIQUITY TO DESCARTES.**

[Dist.NSM] The development of mathematics from antiquity through the development of analytic geometry. Prerequisite: 125.

**305-3 DIFFERENTIAL EQUATIONS I.**

[Dist.NSM] First order ordinary differential equations, linear ordinary differential equations of higher order, systems of first order linear equations, applications. Prerequisite: 250 and PHYS 211a.

**311-3 THE TEACHING OF SECONDARY MATHEMATICS.**

[Dist.NSM] 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.**

[Dist.NSM] Divisibility, primes, numerical functions, congruences, introduction to coding theory, continued fractions, rational approximations. Prerequisite: 125.

**320-3 INTRODUCTION TO ALGEBRAIC STRUCTURES.**

[Dist.NSM] Basic definitions, examples, and properties of algebraic structures: properties of numbers, modular arithmetic; introduction to groups, rings, and fields. Prerequisite: 223.

**321-3 LINEAR ALGEBRA I.**

[Dist.NSM] Systems of linear equations matrices and determinants; Vector spaces and linear transformations. Eigenvalues, eigenvectors, diagonalization of a symmetric matrix. Prerequisites: 135, 152.

**340-3 THEORY OF INTEREST.**

[Dist.NSM] Measures of interest, annuities, yield rates, amortization schedules and sinking funds, economic rationale for interest, stochastic approaches to interest. Prerequisite: 152.

**350-3 INTRODUCTION TO ANALYSIS.**

[Dist.NSM] 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: 250 and 223.

**365-3 NUMERICAL METHODS.**

[Dist.NSM] Taylor's theorem. Error analysis. Solutions of equations of one variable. Interpolation and polynomial approximation. Numerical integration and differentiation. Direct methods for solving linear systems. Students may not receive credit for both MATH 365 and 465. Prerequisite: 150.

**400-3 DEVELOPMENT OF MODERN MATHEMATICS.**

[Dist.NSM] The development of mathematics since the discovery of calculus. Prerequisites: 152 and 223.

**416a-i-2-6 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 6 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.**

[Dist.NSM] 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 or consent of instructor.

**421-3 LINEAR ALGEBRA II.**

[Dist.NSM] Advanced study of vector spaces: Cayley-Hamilton Theorem, minimal and characteristic polynomials, eigenspaces, canonical forms, Lagrange-Sylvester Theorem, applications. Prerequisites: 223, 250, 321 or consent of instructor.

**423-3 COMBINATORICS AND GRAPH THEORY.**

[Dist.NSM] 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, some knowledge of programming is recommended.



**435-3 FOUNDATIONS FOR EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY.**

[Dist.NSM] 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, or consent of instructor.

**437-3 DIFFERENTIAL GEOMETRY.**

[Dist.NSM] Curve theory, surfaces in 3-dimensional space, fundamental quadratic forms of a surface, Riemannian geometry, differential manifolds. Prerequisite: 250.

**450a,b-3 each REAL ANALYSIS.**

[Dist.NSM] (a) Euclidean and metric spaces, sequences and functions in Euclidean spaces, differentiation of functions of several variables; (b) Riemann and Lebesgue integrals, measure and probability. Fourier series, differential forms, Stoke's Theorem. Prerequisites: (a) 250, 321, 350. (b) 450a.

**451-3 INTRODUCTION TO COMPLEX ANALYSIS.**

[Dist.NSM] 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.

**461-3 ENGINEERING MATHEMATICS I.**

[Dist.NSM] Review of ordinary differential equations. Laplace transforms, difference equations, z-transform, Fourier series and transform, discrete transform, fast Fourier transform. Prerequisite: 305 or consent of instructor.

**462-3 ENGINEERING MATHEMATICS II.**

[Dist.NSM] Review of matrix algebra, systems of linear equations, determinants, eigenvalues, eigenvectors. Numerical methods for linear algebra. Numerical differentiation and integration. Interpolation and approximation. Numerical methods for differential equations. Prerequisite: 305 or 461 or consent of instructor.

**464-3 DIFFERENTIAL EQUATIONS II.**

[Dist.NSM] Introduction to partial differential equations, first order linear equations, Fourier series and integrals, wave equation, heat equation, Laplace equation, Sturm-Liouville theory. Prerequisites: 250 and 305.

**465-3 NUMERICAL ANALYSIS.**

[Dist.NSM] 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.

**466-3 NUMERICAL LINEAR ALGEBRA WITH APPLICATIONS.**

[Dist.NSM] 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: 135, 250, 305, 321, CS 140 or 141.

**495a-g-3 each INDEPENDENT STUDY.**

[Dist.NSM] 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.**

The nature of mathematics. 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****198-0 MECHANICAL 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 MECHANICAL 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 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 which uses engineers. Intended for students who have part-time cooperative experience jobs. Limited to students enrolled in more than 6 credit hours. Prerequisite: ME 198.

**299-0 MECHANICAL 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 standing in mechanical engineering and consent of engineering co-op advisor.

**310-3 THERMODYNAMICS I.**

Classical thermodynamics: properties of pure substances, ideal gas law, work and heat, first and second laws, entropy, Rankine cycle; introduction to heat transfer. 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.

**312L-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. Prerequisite: 315 and concurrent enrollment in 312.

**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, ME 310 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.

**350L-1 DYNAMICS LABORATORY.**

Use of transducers and instruments for dynamical signals; testing and measurement techniques for dynamics and vibrations of mechanical systems. Prerequisite: 350 or concurrent enrollment.

**370-3 MATERIALS ENGINEERING.**

Atomic, molecular and crystalline structures; effect of micro- and macro-structure on properties; equilibrium and non equilibrium multiphase systems; metallic, ceramic and polymeric materials. Prerequisite: 310, CE 242.

**380-3 DESIGN OF MACHINE ELEMENTS.**

Stress and deformation; buckling; failure theories for static and fatigue loading; design of gears, shafts and other. Prerequisite: CE 242.

**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: ME 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: 312, 315.

**412-3 ENERGY CONVERSION SYSTEMS.**

Theory, analysis and design of static and dynamic energy conversion devices; including thermoelectrics, magnetohydrodynamics, electrohydrodynamics, fuel cells. NOT FOR GRADUATE CREDIT. Prerequisites: 312, 315.

**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 330.

**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.

**427-3 KNOWLEDGE-BASED SYSTEMS.**

(Same as CE 427, ECE 427, and IE 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.

**433-3 FUZZY LOGIC AND APPLICATIONS.**

(Same as ECE 433) Fundamentals of fuzzy sets, basic operations, fuzzy arithmetic, and fuzzy systems. Examples of applications in various fields of engineering and science. Prerequisite: 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: 456

**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.

**456-3 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. APPROVED FOR GRADUATE CREDIT. Prerequisites: CE 210, ME 262 and 315, Math 305.

**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 NONDESTRUCTIVE EVALUATION METHODS.**

Nondestructive evaluations methods for engineering materials. Ultrasonic inspection for defect detection, weld inspection, plus methods of dye penetrate, 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.

**470L-1 STRESS LABORATORY.**

(Same as CE 470L). Determination of stress and strain using strain gauging and optical methods; measurement of fracture toughness; combined loading. Prerequisites: 370, 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.

**480-3 MECHANICAL ENGINEERING DESIGN.**

Problem solving methodology used in design, analysis and synthesis of mechanical and thermal systems; concepts of optimization and computer simulation of systems. NOT FOR GRADUATE CREDIT. Prerequisite: 380 and corequisite 350.

**492-3 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****120-2 INTRODUCTION TO MILITARY SCIENCE.**

Introduction to contemporary military issues and the role of the U.S. Army in national defense systems. Review of time management, goal setting, and motivational leadership.

**121-2 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.

**220-3 APPLIED MILITARY SKILLS.**

Detailed instruction and practical exercises in military writing, briefing, and decision-making. Extensive instruction and practice in the reading and use of maps and compasses.

**221-3 SMALL 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.

**320-3 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, and offensive tactics.

**321-3 SMALL-UNIT TACTICS.**

Review of skills, techniques, and concepts required by the small-unit combat leader: troop-leading procedures, fire-control skills, tactical analysis, and defensive tactics.

**420-3 MILITARY ADMINISTRATION.**

Examination of organization, responsibilities, administration, and management of the military unit staff. Explores practical aspects of military law and how it influences leadership. NOT FOR GRADUATE CREDIT.

**421-3 ETHICS AND THE MILITARY PROFESSION.**

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.

**MUSIC****111-3 INTRODUCTION TO MUSIC HISTORY/LITERATURE.**

[INTRO] [IAI Course No. C1 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. Must be taken in sequence.

**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.**

[Dist.FAH] 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.**

[Dist.FAH] 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.**

[Dist.FAH] 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, permit 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. 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. 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	i. Saxophone	q. Voice
b. Viola	j. Percussion	r. Organ
c. Cello	k. Piano	s. Harpsichord
d. String Bass	l. Horn	t. Harp
e. Flute	m. Trumpet	u. Guitar
f. Oboe	n. Trombone	w. Conducting
g. Clarinet	o. Tuba	x. Accompanying
h. Bassoon	p. Baritone	

**141, 241, 341, 441 d-u-2 or 4 each PRIVATE APPLIED MUSIC: JAZZ.**

Individual instruction in performance of various jazz styles. Offered at four levels in areas listed. Credit is given at 2 or 4 hours on each level. Students majoring in performance usually take 4 hours. (441 NOT FOR GRADUATE CREDIT.) Prerequisites: for 141, admission as a Music major and audition; for higher levels, two semesters at previous level on same instrument, or permit required.

d. Jazz Bass	k. Jazz Piano	q. Jazz Voice
i. Jazz Saxophone	m. Jazz Trumpet	u. Jazz Guitar
j. Jazz Percussion	n. Jazz Trombone	

**144-1 UNIVERSITY SINGERS.**

University singers perform music suitable for chamber choir and large chorus (they often collaborate with other university choral organizations). May be repeated. Open to all students.

**146-1 GOSPEL CHOIR.**

Rehearsal and performance of gospel style music. This course provides a curricular experience for students who wish to develop their skills and expand their knowledge in this type of art form. May be repeated.

**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.

**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 permit required.

**222-1 UNIVERSITY BAND.**

Wind/Percussion ensemble. No audition required.

**225a,b-4 each THEORY OF MUSIC.**

[Dist.FAH] Advanced harmonic techniques, modulation, altered chords, chromatic harmony, counterpoint, introduction to contemporary harmonic principles. Must be taken in sequence. Prerequisites: 111, 125b.

**230-1 BEGINNING IMPROVISATION.**

Theory and techniques, functional harmony, melodic form, special scales, tune studies, ear training, development of style. Prerequisite: permit required.

**231a,b-1 each JAZZ KEYBOARD THEORY.**

Jazz harmonic structures, using piano as means of expression and standard jazz tunes as practice materials. Must be taken in sequence.

**233-1 JAZZ GUITAR ENSEMBLE.**

May be repeated. Prerequisite: permit required.

**240-2 or 4 PRIVATE APPLIED MUSIC.**

See 140.

**241-2 or 4 PRIVATE APPLIED MUSIC: 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.**

[Dist.FAH] Music methods for the elementary classroom teacher. Not for music education major: (see 301a).

**301a-c-2 each MUSIC EDUCATION.**

Teaching music: (a) Elementary; (b) Mid-level; (c) Senior high. May be taken in any sequence. For music concentration only. Prerequisite: 225b.

**309a,b -3 each ORCHESTRATION.**

[Dist.FAH] Writing for orchestral instruments. Must be taken in sequence. Prerequisite: 225b or permit required.

**312a,b -3 each COMPOSITION.**

[Dist.FAH] Original composition. Prerequisite: 225 or permit required.

**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 SYMPHONIC BAND.**

May be repeated. Prerequisite: by audition.

**326a,b -3 each ANALYSIS.**

[Dist.FAH] Important musical forms and styles. Must be taken in sequence. Prerequisite: 225b.

**330-1 INTERMEDIATE IMPROVISATION.**

[Dist.FAH] Theory and techniques, functional harmony, melodic form, special scales, tune studies, ear training, development of style. Prerequisite: permit required.

**331a,b-1 each JAZZ KEYBOARD THEORY.**

[Dist.FAH] Jazz harmonic structures, utilizing piano as means of expression and standard jazz tunes as practice materials. Must be taken in sequence. Prerequisite: 231b or permit required.

**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.

**337-2 EVOLUTION OF JAZZ STYLES.**

For music majors. Historical research and analysis of particular styles of jazz innovators.

**338-3 JAZZ.**

[Dist.FAH] Jazz forms and styles: development, illustrations, performance.

**340-2 or 4 PRIVATE APPLIED MUSIC.**

See 140.

**341-2 or 4 PRIVATE APPLIED MUSIC: 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.

**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: permit required.

**357a,b-3 each HISTORY OF WESTERN MUSIC.**

[Dist.FAH] (a) [IAI Course No. F1 901] Antiquity through early classic period (b) [IAI Course No. F1 902] classic period to the present. Must be taken in sequence. Prerequisites: a)111 and 225b or permit required, b) 357a.

**365-1 PIANO ENSEMBLE.**

Vocal and instrumental accompanying, chamber music 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.

**395a,b-3 each MUSIC MERCHANDISING.**

[Dist.FAH] 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. Prerequisite: junior standing.

**401-2 PSYCHO-PHYSIOLOGY OF MUSIC.**

Human capacities, their relationship to musical potentials and development. Acoustical foundations of music. Prerequisite: permit 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 permit required.

**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 permit required.

**412a,b -3 each COMPOSITION.**

[Dist.FAH] Original composition. Must be taken in sequence. Prerequisite 312b or permit required.

**413a,b-2 each PIANO LITERATURE.**

(a) Baroque to early Romantic; (b) Romantic and Contemporary. Prerequisite: 357b or permit required.

**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.

**422-1 WIND ENSEMBLE.**

May be repeated. NOT FOR GRADUATE CREDIT. Prerequisites: by audition, concurrent enrollment in 222 or 322.

**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. NOT FOR GRADUATE CREDIT. Prerequisite: 225b and 330b or equivalent.

**433-1 CONCERT JAZZ BAND.**

May be repeated. 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 analog and digital recording studios: microphones, equalization, MIDI and computer assisted recording and mixing. Hands-on training using 4 and 16 track recording formats. Prerequisite: permit required.

**440-2 or 4 PRIVATE APPLIED MUSIC.**

See 140. Prerequisite: 225b.



**441d-u-2 or 4 PRIVATE APPLIED MUSIC: JAZZ.**

Individual instruction in performance of various jazz styles. Offered at four levels in areas listed. Credit is given at 2 or 4 hours on each level. Students majoring in performance usually take 4 hours. Prerequisites: two semesters of 341 on the same instrument or consent of instructor.

d. Jazz Bass	k. Jazz Piano	n. Jazz Trombone
i. Jazz Saxophone	m. Jazz Trumpet	u. Jazz Guitar
j. Jazz Percussion		

**442a,b -3 each COUNTERPOINT.**

[Dist.FAH] Eighteenth century counterpoint and their influence on subsequent musical styles. Prerequisite: 225b or permit required.

**444-1 CONCERT CHORALE.**

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.**

[Dist.FAH] (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 for total of 6 hours credit. Prerequisite: senior standing.

**477-1 SIUE CAMERATA.**

May be repeated. NOT FOR GRADUATE CREDIT. Prerequisite: by audition.

**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.

**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 of full-time work experience with music industry under supervision of faculty and/or person in music industry. NOT FOR GRADUATE CREDIT. Prerequisite: Music 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****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.

**203-3 LIFE SPAN DEVELOPMENTAL CONCEPTS.**

Developmental study of the person from conception to senescence. Physiological, psychological, and social development emphasized. Prerequisite: general psychology or consent of the instructor.

**204-3 INTRODUCTORY CONCEPTS OF PROFESSIONAL NURSING PRACTICE.**

Introduction to the art and science of nursing and the health care delivery system. Focuses on the concepts of protective mechanisms, metabolism, perception. Prerequisites: admission to School of Nursing; concurrent enrollment in or completion of 214.

**214-4 PROFESSIONAL NURSING PROCESSES I: NURSING PROCESS AND HEALTH ASSESSMENT.**

Emphasizes process of assessing, diagnosing, planning, implementing, and evaluating as a framework for providing care; skills necessary to perform basic assessment of individual clients presented. Prerequisites: admission to School of Nursing; concurrent enrollment in or completion of 204.

**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.

**300-3 NURSING MANAGEMENT OF DRUG THERAPY.**

Explores pharmacologic classifications, kinetics, effects, interactions, side effects. Includes introduction to nursing care aspects related to drug therapy. Prerequisites: completion of BIOL 240b; concurrent enrollment in or completion of 305, 350, 351.

**305-4 CONCEPTUAL BASIS I: STRATEGIES FOR PROMOTING AND RESTORING HEALTH ACROSS THE LIFESPAN.**

Strategies for promoting and restoring health in the adult/child clients. Includes the concepts of mobility, metabolism, regulatory and protective mechanisms, fluid dynamics, oxygenation. Prerequisites: completion of Semester 4 nursing courses.

**306-3 CONCEPTUAL BASIS II: STRATEGIES FOR PROMOTING AND RESTORING HEALTH OF CHILD-BEARING FAMILIES.**

Strategies related to the care of the childbearing family. Discusses women's health care and the concept of sexuality. Prerequisites: completion of Semester 5 nursing courses.

**308-1 to 8 SPECIAL TOPICS IN NURSING.**

Selected topics of special interest, such as complex physiologic/psychologic concepts, transcultural nursing, nursing history, policy formation, legal aspects of nursing practice, gerontological nursing. Prerequisites: completion of semester 5 nursing courses.

**309-3 COMPUTER APPLICATIONS IN NURSING.**

Elective. Emphasis on microcomputers to support nursing information-processing tasks. Prerequisite: Introductory computer course or equivalent experience or consent of instructor.

**315-3 PROFESSIONAL NURSING PROCESSES II: TEACHING/LEARNING, MANAGEMENT, RESEARCH, AND THE NURSING PROCESS.**

Introduces the professional nursing processes of teaching/learning, research, and management. Includes selected nursing theorists' views of the nursing process. Prerequisites: completion of Semester 4 nursing courses or RN licensure.

**316-2 PROFESSIONAL NURSING PROCESSES III: ISSUES IN PROFESSIONAL NURSING.**

Discusses legal, ethical, economic, political, and social factors as they relate to the professional nursing processes. Prerequisites: completion of PHIL 320, semester 5 nursing courses; RN students must have completed PHIL 320, 315, 335.

**326-3 CONCEPTUAL BASIS III: STRATEGIES FOR PROMOTING AND RESTORING MENTAL HEALTH.**

Strategies related to clients along the mental health/mental illness continuum. Includes the concept of perception, crisis theory, therapeutic group process. Prerequisites: completion of Semester 5 nursing courses.

**335-3 PROFESSIONAL NURSING PROCESSES I: NURSING PROCESS AND HEALTH ASSESSMENT.**

Focuses on components of nursing process: assessing, diagnosing, planning, implementing, and evaluating as a framework for providing care. Reviews basic physical assessment skills across the life span. Prerequisites: FOR REGISTERED NURSES ONLY; admission to the School of Nursing; completion of Introductory General Education courses and School of Nursing prerequisites.

**350-3 NURSING PRACTICUM I: APPLICATION OF STRATEGIES FOR PROMOTING AND RESTORING HEALTH IN THE ADULT CLIENT.**

Application of strategies for promoting and restoring health in the adult client. Concepts of mobility, metabolism, fluid dynamics, oxygenation, regulatory and protective mechanisms are considered. Prerequisites: completion of Semester 4 nursing courses; concurrent enrollment in 351 and concurrent enrollment in or completion of 305, 315.

**351-2 PSYCHOMOTOR NURSING SKILLS I.**

Practice and performance of nursing skills in simulated settings. Focuses on protective mechanisms, mobility, oxygenation, fluid dynamics, metabolism. Prerequisites: completion of Semester 4 nursing courses; concurrent enrollment in 350 and concurrent enrollment in or completion of 305, 315.

**360-2 NURSING PRACTICUM II: APPLICATION OF STRATEGIES FOR PROMOTING AND RESTORING HEALTH OF CHILD-BEARING FAMILIES.**

Application of strategies related to the child-bearing family. Includes nursing actions associated with women's health care and the concept of sexuality. Prerequisites: completion of Semester 5 nursing courses; concurrent enrollment in or completion of 306.

**362-2 NURSING PRACTICUM III: APPLICATION OF STRATEGIES FOR PROMOTING AND RESTORING MENTAL HEALTH.**

Application of therapeutic strategies with clients at various stages of the mental health/mental illness continuum. Prerequisites: completion of Semester 5 nursing courses; concurrent enrollment in or completion of 326.

**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.

**407-4 CONCEPTUAL BASIS IV: STRATEGIES FOR PROMOTING AND RESTORING HEALTH ACROSS THE LIFESPAN.**

Strategies for promoting and restoring health in adult/child client. Includes concepts of regulatory and protective mechanisms, oxygenation, metabolism, fluid dynamics, mobility. NOT FOR REGISTERED NURSES. NOT FOR GRADUATE CREDIT. Prerequisites: completion of Semester 6 nursing courses.

**408-4 CONCEPTUAL BASIS V: STRATEGIES FOR PROMOTING HEALTH IN THE COMMUNITY.**

Focuses on health promotion of families, groups and communities. NOT FOR GRADUATE CREDIT. Prerequisites: completion of Semester 7 nursing courses.

**417-3 PROFESSIONAL NURSING PROCESSES IV: NURSING RESEARCH AND THEORY.**

Emphasizes research process and relationship of research to nursing theory and practice. Includes in-depth discussion of selected nursing theorists. NOT FOR GRADUATE CREDIT. Prerequisites: undergraduate statistics, 214 or 335, 315.

**418-3 PROFESSIONAL NURSING PROCESSES V: MANAGEMENT AND ROLE TRANSITION IN NURSING.**

Assists in transition to the professional nursing role. Theories of organization, management, leadership, change. NOT FOR REGISTERED NURSES. NOT FOR GRADUATE CREDIT. Prerequisites: completion of Semester 7 nursing courses.

**428-2 SEMINAR: SYNTHESIS OF NURSING KNOWLEDGE.**

Critical and analytical study of selected topics related to nursing knowledge and practice. NOT FOR GRADUATE CREDIT. Prerequisites: completion of Semester 7 nursing courses; concurrent enrollment in or completion of other Semester 8 nursing courses.

**437-3 PROFESSIONAL NURSING PROCESSES V: MANAGEMENT AND DIMENSIONS OF ROLE CHANGE IN NURSING.**

Concepts and theories of organization, management, leadership, change, group process, role change. NOT FOR GRADUATE CREDIT. Prerequisite: FOR REGISTERED NURSES ONLY; completion of Semester 6 nursing courses.

**455-3 NUTRITIONAL HEALTH IN SCHOOLS.**

Nutritional needs of school-aged children and adolescents, including obesity and diabetes. Positive nutritional health interventions in school and community by school nurse and other health professionals. Prerequisite: consent of instructor.

**470-4 NURSING PRACTICUM IV: APPLICATION OF STRATEGIES FOR RESTORING HEALTH ACROSS THE LIFESPAN.**

Applications of strategies for restoring health in the adult/child client. Concepts of regulatory and protective mechanisms, fluid dynamics, metabolism, oxygenation, mobility. NOT FOR REGISTERED NURSES. NOT FOR GRADUATE CREDIT.

**471-2 PSYCHOMOTOR NURSING SKILLS II.**

Practice and performance of advanced nursing skills in simulated settings. Focuses on the concepts of oxygenation, fluid dynamics, metabolism, mobility. NOT FOR GRADUATE CREDIT. Prerequisites: completion of Semester 6 nursing courses; concurrent enrollment in 407, 470 or completion of 407.

**473-3 NURSING PRACTICUM: MANAGEMENT AND ROLE CHANGE.**

Application of theories of organization; management, leadership, change in a variety of settings. NOT FOR GRADUATE CREDIT. Prerequisites: completion of Semester 6 nursing courses; concurrent enrollment in or completion of 417, 437. FOR REGISTERED NURSES ONLY.

**480-4 NURSING PRACTICUM V: APPLICATION OF STRATEGIES FOR PROMOTING HEALTH IN THE COMMUNITY.**

Application of nursing strategies which promote health. Focuses on health needs of families, groups, and communities in a variety of settings. NOT FOR GRADUATE CREDIT. Prerequisites: completion of Semester 7 nursing courses; concurrent enrollment in or completion of 408.

**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 EDUC 305, SPE 400; completion of or concurrent enrollment in EDFD 380.

**498-1-6 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****440-3 OPERATIONS RESEARCH: DETERMINISTIC MODELS.**

(Same as IE 415) Linear programming, problem formulation, simplex algorithm, transportation and network problems, duality theory, sensitivity theory. Prerequisite: knowledge of FORTRAN, MATH 250, or consent of instructor.

**441-3 OPERATIONS RESEARCH: STOCHASTIC MODELS.**

(Same as IE 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.

**442-3 OPERATIONS RESEARCH: SIMULATION.**

(Same as IE 468) Design of simulation models using a high-level simulation programming language. Applications in production, inventory, queuing, other models. Prerequisite: 441 or IE 365, FORTRAN programming skills.

**495-3 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.

**PHILOSOPHY****106-3 CRITICAL THINKING.**

[SKILLS] [IAI Course 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.**

[INTRO] [IAI Course No. H4 900] Eras, branches, and problems of philosophy, including metaphysics; theory of knowledge; ethics.

**213-3 INTRODUCTION TO DEDUCTIVE LOGIC.**

[Dist.FAH] Formal techniques for analyzing correct deductions. Propositional, syllogistic, class, and predicate logic with quantifiers: applications to philosophical problems.

**233-3 PHILOSOPHIES AND DIVERSE CULTURES.**

[Dist.FAH, IC] [IAI Course 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.**

[Dist.FAH, IC] Major thinkers and movements from c. 600 BCE to c. 300 BCE.

**301-3 MEDIEVAL WESTERN PHILOSOPHY.**

[Dist.FAH, IC] Major thinkers and movements from c. 4th century through 16th century.

**302-3 CLASSICAL MODERN WESTERN PHILOSOPHY.**

[Dist.FAH, IC] Major thinkers and movements from c. 17th and 18th centuries.

**303-3 NINETEENTH CENTURY WESTERN PHILOSOPHY.**

[Dist.FAH, IC] Major thinkers and movements of 19th century.

**304-3 TWENTIETH CENTURY WESTERN PHILOSOPHY.**

[Dist.FAH, IC] Major thinkers and movements of 20th century.

**306-3 AMERICAN PHILOSOPHY.**

[Dist.FAH] Major thinkers and movements; e.g., Puritanism, revolution and democracy, transcendentalism, pragmatism, Royce, Santayana, Whitehead, and contemporary criticism.

**307-3 PRAGMATISM.**

[Dist.FAH] Representative thinkers of this contemporary perspective on life, reality, and American culture, such as Pierce, James, Dewey, Mead.

**308-3 TWENTIETH CENTURY EUROPEAN PHILOSOPHY.**

[Dist.FAH, 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.**

[Dist.FAH] Representative thinkers of analytic movement, such as Frege, Moore, Russell, Ryle, Wittgenstein, and others.

**310-3 THEORIES OF KNOWLEDGE.**

[Dist.FAH] Conceptions, sources, limits, and methods of knowing.

**314-3 PHILOSOPHY OF SCIENCE.**

[Dist.FAH] Investigation of the nature and methods of physical and social science, and their importance for individuals and society.

**320-3 ETHICS.**

[Dist.FAH] [AIA Course No. H4 904] Theories of virtue, obligation, and value; discussions of individual and social morality.

**321-3 ETHICS IN THE MEDICAL COMMUNITY.**

[Dist.FAH] Ethical issues arising in health care contexts and practices.

**323-3 ENGINEERING, ETHICS, AND PROFESSIONALISM.**

[Dist.FAH] 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.**

[Dist.FAH] Significance of art as human activity; nature and standards as evidenced in problems of criticism; relation of art to theory and knowledge.

**326-3 THE AESTHETICS OF FILM.**

[Dist.FAH] Film theory, criticism, and major genres of film.

**330-3 METAPHYSICS.**

[Dist.FAH] Problems such as personal identity, mind-body relationship, causality, nature of reality.

**333-3 PHILOSOPHY OF RELIGION.**

[Dist.FAH] [AIA Course 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.**

[Dist.FAH, IC] [AIA Course No. H5 904N] Historical and comparative study, particular attention to such non-Christian faiths as Hinduism, Buddhism, Confucianism, Taoism, and Islam.

**335-3 CHINESE PHILOSOPHY.**

[Dist.FAH, IC] Historical development from Confucius and Lao Tzu to Mao Zedong.

**340-3 SOCIAL AND POLITICAL PHILOSOPHY.**

[Dist.FAH] Philosophical problems of social and political theory and conduct.

**343-3 PHILOSOPHY OF LAW.**

[Dist.FAH] Basic theories of law and discussion of legal problems in contemporary society, such as rights, justice, responsibility, punishment.

**344-3 SOCIALISM AND SOCIAL DEMOCRACY.**

[Dist.FAH, II] Classical theories of socialism, such as those of Marx, Engels, Lenin, and Trotsky, and theories of Social Democracy.

**345-3 PHILOSOPHICAL CONCEPTIONS OF WOMEN.**

[Dist.FAH] (Same as WMST 345) Theories of the nature and role of women as expounded by philosophers past and present.

**346-3 SOCIAL PHILOSOPHIES OF THE WOMEN'S MOVEMENT.**

[Dist.FAH, 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.**

[Dist.FAH, IGR] Philosophical foundations of racial and racist thought in America from the fifteenth century to the present.

**411-3 SYMBOLIC LOGIC.**

[Dist.FAH] Symbols as tools for analysis and deduction; truth tables, Boolean expansions, propositional calculus and quantifiers, logic of relations; logistic systems.

**440-3 CLASSICAL POLITICAL THEORY.**

[Dist.FAH, 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.**

[Dist.FAH, 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.

**481-3 MEDIA ETHICS.**

[Dist.FAH] 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 SPECIAL PROBLEMS.**

Seminar for qualified seniors and graduate students to pursue specific topics in depth. Varied content. May be repeated to a maximum of 12 hours so long as no topic is repeated. Prerequisite: 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.

## PHYSICS

**111-3 CONCEPTS OF PHYSICS.**

[INTRO] [AIA Course No. P1 900] Motion, matter, electricity, magnetism, optics, atoms. Prerequisite: satisfaction of high school math requirements for entering freshmen.



**112-1 CONCEPTUAL PHYSICS LABORATORY.**

[INTRO NSM] Weekly introductory laboratory dealing with mechanics, heat, electricity, sound and light. Emphasis placed on measurements and data analysis. Prerequisites: concurrent enrollment in 111.

**119-3 PREPARATION FOR COLLEGE AND UNIVERSITY PHYSICS WITH LABORATORY.**

[Dist.NSM] Computation in physics, scientific notation, significant figures; units, dimensional analysis; vector algebra, scalar and vector quantities in physics. Includes laboratory, data analysis, graphing, report writing.

**206a,b-5 each COLLEGE PHYSICS.**

[(b) Dist.NSM] 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. Prerequisites: (a) MATH 120; (b) 206a.

**211a,b-4 each UNIVERSITY PHYSICS.**

(a) [INTRO] [IAI Course No. P2 900] (b)[Dist.NSM] Calculus-based course designed to meet needs of engineering and science students. (a) Kinematics; dynamics; planar motion; work and energy; momentum; rotational motion: oscillations, gravitation, waves; (b) heat; kinetic theory of gases; thermodynamics, electric charge; electric fields; Gauss' law; potentials; circuits; magnetic fields; electromagnetic waves. Prerequisites: (a) MATH 152 or concurrent enrollment and concurrent enrollment in 212a; (b) 211a and concurrent enrollment in 212b.

**212a,b-1 each UNIVERSITY PHYSICS LABORATORY.**

(a) [IAI Course No. P2 900L]. Physics measurements; data analysis and presentation, error analysis. (a) Velocity; acceleration; moments; potential; kinetic and heat energy; simple harmonic motion; (b) Additional experiments in classical mechanics, electromagnetism, electrical measurements; simple circuits; optics. Prerequisites: (a) concurrent enrollment in 211a; (b) 212a, concurrent enrollment in 211b.

**302-4 MODERN PHYSICS.**

[Dist.NSM] Physical optics; special relativity; photoelectric effect. Planck's radiation theory, Compton effect. Matter waves, uncertainty principle, Schrodinger solutions for confined particles, hydrogen atom; atomic, nuclear and solid-state physics. Prerequisites: 211b, MATH 250.

**303-3 THERMAL PHYSICS.**

[Dist.NSM] Introduction to thermodynamics; fluids; kinetic theory; statistical distribution functions; applications. Prerequisites: 211b, MATH 250.

**308-4 INTRODUCTION TO CLASSICAL MECHANICS.**

[Dist.NSM] Newtonian particle mechanics including oscillations, non-inertial frames, central forces, many-particle systems, rigid bodies and vibrating systems. Prerequisites: 211b, MATH 250.

**310-3 OPTICS.**

[Dist.NSM] Nature of light; photometric quantities; geometrical optics; interference and diffraction; polarization; introduction to lasers; optical properties of materials. Includes weekly two-hour lab. Prerequisites: 302, MATH 250.

**312-2 INTERMEDIATE PHYSICS LABORATORY.**

Experimental methods in modern physics: modern experimental techniques computer-aided data acquisition; numerical methods; detectors and sensors; data and error analysis. Prerequisites: 302 or concurrent enrollment.

**318-3 THEORY AND APPLICATIONS OF ELECTRONIC MEASUREMENTS.**

[Dist.NSM] Principles of modern electronic measurements and computer interfacing techniques. Transistor circuits; digital electronics; op amps; sensors; digital/analog and analog/digital conversions; computer aided data acquisition. Includes weekly two-hour laboratory. Prerequisite: 212b.

**320-3 SPECIAL RELATIVITY.**

[Dist.NSM] Michelson-Morley experiment; Lorentz transformation; relativistic concepts of space and time; relativistic kinematics and dynamics; relativistic view of electricity and magnetism. Prerequisite: 302.

**350-3 ENERGY AND THE ENVIRONMENT.**

[Dist.NSM] [AIA Course 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.

**351-3 MUSIC AND ACOUSTICS.**

[Dist.NSM] [IAI Course 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.

**352-3 PHYSICS OF MODERN SOUND REPRODUCTION.**

[Dist.NSM] [IAI Course No. P1 901L] Equipment and principles of operation: speakers; microphones; amplifiers; tuners; magnetic and optical recording. Includes two-hour biweekly laboratory.

**355-3 LIGHT AND COLOR.**

[Dist.NSM] [IAI Course 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.

**356-3 ASTRONOMY.**

[Dist.NSM] [IAI Course No. P1 906] Introduction to astronomical observation; time, seasons; light; telescopes; planetary motion; solar system; stellar structure, classification, evolution; star clusters; nebulae; galaxies; cosmology. Supplemental night viewing sessions.

**375-1 SEMINAR.**

Selected topics in theories and applications. May be repeated to a maximum of 3 hours provided that no topic is repeated. Pass/No Credit only. Prerequisite: consent of instructor.

**390-3 JUNIOR PHYSICS HONORS.**

[Dist.NSM] 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.

**405a,b-3 each INTRODUCTION TO ELECTROMAGNETIC FIELD THEORY.**

[Dist.NSM] Vector treatment of the theory. (a) Electrostatics in vacuum and in matter; steady currents. (b) Magnetism; magnetic materials; electromagnetic radiation. Prerequisites: (a) 308, MATH 305; (b) 405a.



**415a,b-3 each WAVE MECHANICS AND ATOMIC PHYSICS.**

[Dist.NSM] (a) Foundations of quantum mechanics: wave functions; expectation values; operators; Schrodinger 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.

**417-3 NUCLEAR PHYSICS.**

[Dist.NSM] Applications of wave mechanics to the study of the atomic nucleus: scattering theory; nuclear forces; nuclear models; nuclear reactions. Prerequisite: 415b.

**419-4 INTRODUCTION TO THEORETICAL PHYSICS.**

[Dist.NSM] Mathematical techniques: vectors; tensors; matrices; differential equations; special functions; boundary value problems; other selected topics. Prerequisites: 302, MATH 305.

**420-2 to 3 SPECIAL EXPERIMENTAL PROJECT.**

Individual experimental investigation of a topic to be agreed upon with an instructor. May be repeated for a maximum of 6 hours provided that no experiment is repeated. Prerequisite: 308 and consent of instructor.

**421-2 to 3 SPECIAL THEORETICAL PROJECT.**

Individual investigation of a topic to be agreed upon with an instructor, using mathematical techniques and often involving systematic library research and computer use. May be repeated for a maximum of 6 hours provided that no topic is repeated. Prerequisite: 308 and consent of instructor.

**450-3 SOLID-STATE PHYSICS.**

[Dist.NSM] Crystal structures and binding; lattice vibrations; electronic states; band theory of solids; semiconductors; optical properties of solids; other selected topics. Prerequisite: 415a or concurrent enrollment.

**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 that no topic is repeated. Prerequisite: consent of instructor.

**490-3 SENIOR PHYSICS HONORS.**

[Dist.NSM] 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 SECONDARY SCHOOLS.**

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 MAJOR OR GRADUATE CREDIT.

**495-3 PHYSICS HONORS THESIS.**

Research project directed by student's Physics Honors Program adviser, the results to be written up in the form of a thesis and presented at a departmental seminar. NOT FOR GRADUATE CREDIT. Prerequisites: 390, 405a, 415a.

**POLITICAL SCIENCE****111-3 INTRODUCTION TO POLITICAL SCIENCE.**

[INTRO, II] [IAI Course 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.**

[Dist.SS] [IAI Course No. S5 900] Principles and practices of American political systems, constitutions, governmental institutions, political parties, interest groups, elections. Public participation; resultant policies. Meets Constitution requirement.

**300-3 INTRODUCTION TO POLITICAL ANALYSIS.**

[Dist.SS] Survey of models and quantitative techniques for organizing and analyzing data about politics; emphasis on applications; use of appropriate computer programs.

**310-1 to 4 READINGS IN POLITICAL SCIENCE.**

Individualized instruction through specialized program designed by instructor and student. Normal assignment 1000 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.**

[Dist.SS] 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.**

[Dist.SS] 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.**

[Dist.SS] 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.**

[Dist.SS] 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.**

[Dist.SS] 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.

**345-3 PARTIES & INTEREST GROUPS.**

[Dist.SS] 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.**

[Dist.SS] 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 POLITICAL SYSTEMS OF WESTERN EUROPE.**

[Dist.SS, II] Britain, France, Germany; Comparative analysis, historical development, constitutional foundations, political cultures, governmental processes, political participation and dynamics, problems and prospects. Prerequisite: 111 or consent of instructor.

**351-3 EASTERN EUROPEAN POLITICAL SYSTEMS IN TRANSITION.**

[Dist.SS, II] Historical development, political culture, governmental processes, political participation, problems and prospects. Prerequisite: 111 or consent of instructor.

**355-3 POLITICAL SYSTEMS OF LATIN AMERICA.**

[Dist.SS, 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.**

[Dist.SS, 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.**

[Dist.SS, II] [IAI Course No. S5 904N] Past and contemporary nationstate system; foreign policy behavior and processes, power, national interests, war, international law, organizations, economy, global problems and prospects. Prerequisite: 111 or consent of instructor.

**385-3 INTRODUCTION TO POLITICAL THEORY.**

[Dist.SS] 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.**

[Dist.SS] 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.**

[Dist.SS] Development, organization, and operation of federal court system. Roles and powers of courts, judges, juries, and prosecutors. Prerequisite: 112 or consent of instructor.

**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.

**424-3 ADMINISTRATIVE LAW.**

[Dist.SS] Principles of administrative law in United States; extent of and limitations on powers of government regulatory agencies. Prerequisite 112.

**429-1 to 3 TOPICS IN PUBLIC ADMINISTRATION.**

[Dist.SS] 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.

**445-3 VOTING AND ELECTIONS.**

[Dist.SS] 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.**

[Dist.SS] 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.**

[Dist.SS, 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.**

[Dist.SS, 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.**

[Dist.SS, 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.**

[Dist.SS, 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.

**484-3 CLASSICAL POLITICAL THEORY.**

[Dist.SS, 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.**

[Dist.SS, 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.**

[Dist.SS] Major issues in political theory or works of one major political thinker. Prerequisite: 385 or consent of instructor.

**495-3 CONSTITUTIONAL LAW I.**

[Dist.SS] Analyzes Supreme Court decisions dealing with powers of national government and relationships between states and national government, particularly taxing, spending, regulating interstate commerce. Prerequisite: 390 or consent of instructor.

**496-3 CONSTITUTIONAL LAW II.**

[Dist.SS] 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.

**499-3 TOPICS IN PUBLIC LAW.**

[Dist.SS] 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

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**315-3 PRODUCTION AND OPERATIONS MANAGEMENT.**

Operations management in manufacturing and services; forecasting, planning and controlling materials and capacity; MRP II; JIT; project management; quality control; productivity improvement. Prerequisite: MS 251.

**461-3 PRODUCTION PLANNING AND CONTROL.**

Long range and aggregate planning; master scheduling; rough cut capacity planning; MRP; CRP; lead time management; production activity control, sequencing, line balancing. Prerequisites: 315, MS 251.

**462-3 INVENTORY MANAGEMENT.**

Aggregate inventory management, joint replenishment, discrete lot sizes; inventory constraints; distribution; DRP; push and pull systems; projecting inventory investment, purchasing, just-in time approach. Prerequisites: 315, MS 251.

**463-3 QUALITY MANAGEMENT AND WORLD CLASS MANUFACTURING.**

Process flows, group technology; flexible manufacturing systems, computer integrated manufacturing, total quality management; relationship of improved quality to increase productivity; statistical process control, quality costs. Prerequisites: 315, MS 251.

**468-3 POM POLICY/STRATEGY.**

Operations strategy and corporate objectives; major operations management strategic decisions; operations/manufacturing structure; focused factory, strategy/technology interface; multinational environment. Prerequisites: 315, MS 251.

**490-1 to 6 INDEPENDENT STUDY IN PRODUCTION AND OPERATIONS MANAGEMENT.**

Topical areas in greater depth than regularly titled courses permit. Individual or small group readings of projects. May be repeated by permission to a maximum of 6 hours. Prerequisite: consent of instructor and department chairperson.

## PSYCHOLOGY

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**111-3 FOUNDATIONS OF PSYCHOLOGY.**

[INTRO] [IAI Course No. S6 900] History; psychological methods and techniques; biological foundations of behavior; learning; motivation; development; personality; social; psychopathology.

**201-6 CHILD PSYCHOLOGY.**

[Dist.SS] [IAI Course No. S6 903] Biological and psychological development of child from birth through puberty. Prerequisite: 111.

**203-3 ADOLESCENT PSYCHOLOGY.**

[Dist.SS] Biological and psychological development of adolescent; relationship between childhood development and adolescent behavior. Prerequisite: 111.

**204-3 ADULT DEVELOPMENT AND AGING.**

[Dist.SS] [IAI Course No. S6 905] Examination of psychological and psychosocial factors in development throughout adulthood; myths and realities of aging. Prerequisite: 111.

**205-3 PSYCHOLOGY OF PERSONAL ADJUSTMENT.**

[Dist.SS] Personal adjustment; stages of psychosocial development; marriage and family relationships; stress and coping. Prerequisite: 111.

**206-3 SOCIAL PSYCHOLOGY.**

[Dist.SS] [IAI Course 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.

**211-3 INTRODUCTION TO STATISTICS.**

[Dist.SS] Methods for organizing, presenting, describing, and interpreting data as applied to psychological research, e.g., correlation; inference; hypothesis testing. Prerequisite: 111 for majors and minors, consent of instructor for others.

**212-4 METHODS OF PSYCHOLOGICAL INQUIRY.**

[Dist.SS] Laboratory and field techniques psychologists use to study behavior. Includes data collection, analyses, and preparing research reports. Three lecture hours and two laboratory hours per week. Prerequisite: grade of C or better in 211 for psychology majors; consent of instructor for non-majors.

**308-3 SOCIAL PSYCHOLOGY OF NONVERBAL BEHAVIOR.**

[Dist.SS] Nonverbal behavior in human social setting. Prerequisite: 111.

**310-3 EXPERIMENTAL PSYCHOLOGY: SOCIAL/PERSONALITY.**

[Dist.SS] Principles of experimental research and its application to area of social and personality psychology. Prerequisites: 206, 212.

**311-3 EXPERIMENTAL PSYCHOLOGY: LEARNING.**

[Dist.SS] Conditioning, memory, forgetting. Students design and conduct experiments. Lecture and laboratory. Prerequisites: 111, 211, 212.

**312-3 EXPERIMENTAL PSYCHOLOGY: PERCEPTION.**

[Dist.SS] Structure and operation of sensory systems and perceptual processes. Psychophysical methods including Theory of Signal Detectability. Lecture and laboratory. Prerequisite: grade of C or better in 212.

**313-3 MOTIVATION.**

[Dist.SS] Biological, social, and psychological variables influencing the activation, direction, and maintenance of behavior. Students design and conduct experiments. Lecture and laboratory. Prerequisites: 111, 211, 212.

**314-3 PHYSIOLOGICAL PSYCHOLOGY.**

[Dist.SS] 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.**

[Dist.SS] Psychological principles and methods of analysis applied to problems in contemporary work settings. Prerequisite: 111.

**374-3 ORGANIZATIONAL PSYCHOLOGY.**

[Dist.SS] Relationship between organizational functioning and job satisfaction; motivation; performance; psychological climate in work setting. Prerequisite: 320 or consent of instructor.

**404-3 CONTEMPORARY THEORIES OF LEARNING, PERCEPTION AND MOTIVATION.**

[Dist.SS] Review of relevant research literature in memory; motivation; information processing. Prerequisite: one of 311, 312, 313, or consent of instructor.

**405-3 PSYCHOLOGY OF GENDER.**

[Dist.SS, IGR] (Same as WMST 405.) Psychological and cultural history of gender; changing sex roles; socialization; sexuality; issues related to mental health, stereotyping, cognition. Prerequisite: 111.

**409-3 HISTORY AND SYSTEMS.**

[Dist.SS] Important antecedents of contemporary scientific psychology; issues, conceptual development, major schools and systems. Prerequisites: junior or senior standing; 111, 211, 212; or consent of instructor.

**414-3 ALTERED STATES OF CONSCIOUSNESS.**

[Dist.SS] Principles of sensation, perception, and neuropsychology applied to phenomena of normal and altered states of consciousness. Prerequisite: 111.

**420-3 BEHAVIOR MODIFICATION.**

[Dist.SS] 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.**

[Dist.SS] Principles of psychological measurement, test construction and evaluation; problems in assessment and prediction. Prerequisite: 211.

**430-3 APPLIED BEHAVIORAL ANALYSIS.**

[Dist.SS] Applying behavior management principles to human behavior; reinforcement, shaping, stimulus control, fading and punishment in laboratory and applied settings. Prerequisite: 420.

**431-3 PSYCHOPATHOLOGY.**

[Dist.SS] Classification, description, etiology, and treatment of disorders of personality organization and behavioral integration. Prerequisite: 111.

**437-4 PSYCHOLOGICAL INTERVIEWING.**

[Dist.SS] Tactics, techniques, and strategies for listening; probing; question forms; branching and funneling through reading, lecture, and videotaped practice and feedback. Prerequisites: 205 or 206, or consent of instructor.

**440-3 THEORIES OF PERSONALITY.**

[Dist.SS] Review and critical evaluation of major theories and supporting evidence. Prerequisite: 111.

**442-3 ADLERIAN PSYCHOLOGY: THEORY AND APPLICATION.**

[Dist.SS] 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.

**461-3 ADVANCED SOCIAL PSYCHOLOGY.**

[Dist.SS] 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.

**462-3 PSYCHOLOGY OF CRIMINAL BEHAVIOR.**

[Dist.SS] Examination of psychological factors which contribute to crime and delinquency; consideration of psychological principles and factors operative in justice system. Prerequisite: 206 or consent of instructor.

**465-3 GROUP DYNAMICS AND INDIVIDUAL BEHAVIOR.**

[Dist.SS] Small group interaction, including topics of group structure and function; group problem-solving, leadership, etc. Prerequisite: 111.

**468-3 PSYCHOLOGY OF HUMAN SEXUALITY.**

[Dist.SS] Psychological aspects of human sexuality; pre-adulthood sexuality; adult sexuality; sex roles; special forms of sexual expression; sexual dysfunction. Prerequisite: 111.

**473-3 PERSONNEL PSYCHOLOGY.**

[Dist.SS] Psychological principles and techniques used in job selection, placement, training, employee evaluation. Prerequisite: PSYC 320 or MGMT 341.

**487-3 PSYCHOLOGY OF AGING.**

[Dist.SS] 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.

**488-3 COMPUTER SOFTWARE FOR PSYCHOLOGICAL RESEARCH.**

[Dist.SS] Using computer as tool in psychological research, including data management; statistical analysis; research writing. Prerequisite: 211, 212, or consent of instructor.

**491-1 to 6 RESEARCH IN PSYCHOLOGY.**

[Dist.SS] 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.**

[Dist.SS] 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.**

[Dist.SS] 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.

**495-1 to 3 SEMINAR: SELECTED TOPICS.**

[Dist.SS] Offered occasionally when needed. May be repeated to a maximum of 9 hours so long as no topic is repeated. Prerequisite: consent of instructor.

**497-1 to 3 HONORS SEMINAR IN PSYCHOLOGY.**

Varied topics offered occasionally when needed. May be repeated to a maximum of 6 hours as long as no topic is repeated. NOT FOR GRADUATE CREDIT. Prerequisite: admission to Psychology Honors Academy.

**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

**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 PAPA 420 or 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 or consent of instructor.

**499-1 to 3 SEMINAR IN PUBLIC ADMINISTRATION.**

[Dist.SS] Intensive study of selected topic. May be repeated to a maximum of 6 hours provided no topic is repeated. Topics chosen by department to supplement regular course offerings.

## RECREATION

**300-3 INTRODUCTION TO RECREATION AND LEISURE.**

History, philosophy, economics, concepts, values, functions of recreation and leisure. Exploration of professional recreation field.

**312-3 to 4 DAYCAMP/PLAYGROUND LEADERSHIP.**

Field experiences at approved recreational sites under professional supervision. Prerequisites: 300, 320, and consent of instructor.

**320-3 PROGRAMS IN RECREATION.**

Principles, standards, organization conducive to comprehensive program development. Prerequisite: 300 or concurrent enrollment.

**348-3 RECREATION LEADERSHIP.**

Leadership functions and skills related to recreational settings. Situational approach to leadership styles.

**349-2 CAMPING EDUCATION.**

Basics of resident camps, administration, physical design, equipment, program, personnel, purposes, traditions, possibilities, health, safety.

**365-3 ORGANIZATION AND ADMINISTRATION OF COMMUNITY RECREATION.**

Facilities, equipment, finance, promotion, personnel practices, purchasing, maintenance, policies.

**389-3 to 4 AFFILIATION IN RECREATION.**

Practicum for majors. Observe and assist in approved program under professional supervision. Prerequisites: junior standing, consent of instructor.

**400-3 RECREATIONAL PLANNING AND DESIGN.**

General features, special requirements, principles, standards for areas and facilities. NOT FOR GRADUATE CREDIT. Prerequisite: 320

**410-3 PROBLEMS IN RECREATION.**

Economic, political, sociological, psychological issues; case studies, decision making, problem solving. NOT FOR GRADUATE CREDIT.

**420-3 PARKS AND RECREATION LEGAL LIABILITY.**

Local, state, federal statutes pertaining to public and quasi-public agencies. Emphasis on legal liability and risk management. NOT FOR GRADUATE CREDIT.

**470-12 INTERNSHIP IN RECREATION.**

Culminating experience in approved agency under professional supervision. NOT FOR GRADUATE CREDIT. Prerequisites: 389, senior standing, and consent of instructor.

## RUSSIAN

**101-4 ELEMENTARY RUSSIAN.**

[SKILLS] Listening, speaking, reading, and writing within context of Russian culture. Lab included.

**102-4 ELEMENTARY RUSSIAN.**

[SKILLS, IC] Continuation of 101. Lab included. Prerequisite: 101.

**104-8 ELEMENTARY RUSSIAN.**

[SKILLS, 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.**

[Dist.FAH] 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.**

[Dist.FAH] [IAI Course No. H1 900] Continuation of 201. Lab included. Prerequisite: 201 or consent of instructor.

**220-3 INTERMEDIATE RUSSIAN CONVERSATION.**

[Dist.FAH] Practice in intermediate-level conversation. Focus on pronunciation and fluency. Prerequisite: 102 or equivalent.



**499-3 READINGS IN RUSSIAN.**

[Dist.FAH] 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****341-3 FOUNDATIONS OF SCIENCE.**

[Dist.NSM] General background in science: biology, chemistry, physics. Laboratory emphasis on process skills, hands-on activities, and science projects suitable for elementary children. Prerequisites: junior standing and consent of instructor.

**401-2 to 4 SELECTED CONCEPTS 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. Prerequisites: two years of college science and mathematics.

**405-2 to 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. Prerequisites: 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. Prerequisites: 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: one college level chemistry course.

**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. Prerequisites: two years of college science and mathematics.

**431-2 to 4 SELECTED TOPICS IN EARTH AND ENVIRONMENTAL SCIENCES.**

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.

**435-2 to 4 SELECTED TECHNIQUES IN EARTH AND ENVIRONMENTAL SCIENCES.**

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 SCHOOLS.**

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.

**452-1 to 4 SPECIAL TOPICS IN TEACHING SCIENCE IN 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: two years of college science and mathematics.

**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: two years of college science and mathematics.

**SOCIAL SCIENCES****200-3 FOUNDATIONS OF SOCIAL SCIENCE.**

[Dist.SS] Analysis of the concepts and methodologies of selected Social Science disciplines appropriate for teachers.

**SOCIAL WORK****200-4 FOUNDATIONS OF SOCIAL WORK I.**

[Dist.SS] Structure, knowledge base and issues of social work as a profession. Emphasis on service values and ethics. Three hours class and forty hours in social services.

**201-4 FOUNDATIONS OF SOCIAL WORK II.**

[Dist.SS] Analysis of factors in development of social policies, services and social work. Functions of major service systems. Three hours class and forty hours fieldwork. Prerequisites: 200, HIST 111b, ECON 111.

**301-3 SOCIETAL RESPONSES TO HUMAN NEEDS.**

Description and analysis of human needs and problems on individual and collective levels; relationships between conceptualizations of problems/needs and society's responses to them.

**302-3 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I.**

Psychological and sociological perspectives on human functioning, with social work applications to individuals, families and groups; special emphasis on developmental perspectives and human diversity. Prerequisites: 200, BIOL 111, PSYC 111 or SOC 111 or ANTH 111.

**303-3 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II.**

Psychological and sociological perspectives on human functioning, with social work applications to organizations and communities; special emphasis on cultural diversity. Prerequisites: 200, BIOL 111, HIST 111b, PSYC 111 or SOC 111 or ANTH 111.

**315-4 SOCIAL WORK PRACTICE I.**

Problem-solving model for generalist practice; application to working with individuals. Beginning skills for lab. Three hours class, plus weekly lab. Prerequisites: 200, PSYC 111 or SOC 111 or ANTH 111.

**316-4 SOCIAL WORK PRACTICE II.**

Applications of generalist practice principles and selected practice models to social work with groups and families. Three hours class, continuation of lab. Prerequisite: 315.

**386-2 AIDS: SOCIAL AND PSYCHOLOGICAL ISSUES.**

Social responses and services for persons who are HIV-positive and persons living with AIDS; disease processes and needs of clients.

**387-2 SEXUAL DIVERSITY: ISSUES FOR SOCIAL WORK.**

[IGR] Examination of alternative expressions of sexuality; gender identity issues; impact of social norms on clients, programs, practitioners. Special emphasis on working with gay/lesbian clients. Prerequisite: 201.

**388-2 SUBSTANCE ABUSE.**

Types of substance abuse; implications for practice and impact on clients in a variety of fields of social work. Basic intervention principles for the helping professions.

**395-1 to 6 INDEPENDENT STUDY IN SOCIAL WORK.**

To be arranged with member of social work faculty prior to registration. Open to social work majors only. Prerequisites: 200, 201, junior or senior standing, consent of instructor.

**400-3 SOCIAL WORK PRACTICE III.**

Applications of generalist practice principles and selected practice models to social work with organizations and communities. NOT FOR GRADUATE CREDIT. Prerequisites: 200, 201, 303, 316.

**401-3 SOCIAL WELFARE POLICY ANALYSIS.**

Selected models of policy analysis with applications to social welfare issues. Special emphasis on legislative processes. NOT FOR GRADUATE CREDIT. Prerequisites: 201, 301, POLS 342 or ECON 327.

**482-5 FIELD INSTRUCTION I.**

With 483, two consecutive semesters of directed practicum consisting of a minimum of 400 hours in approved social service setting. Weekly seminars on campus. Social work majors only. NOT FOR GRADUATE CREDIT. Prerequisites: 400 or concurrent enrollment, completion of 300-level program requirements, and consent of Practicum Coordinator.

**483-5 FIELD INSTRUCTION II.**

Continuation of 482. NOT FOR GRADUATE CREDIT. Prerequisite 482.

**484-2 SOCIAL SKILLS INTERVENTION METHODS.**

Use of educational formats in the helping professions to teach or enhance social skills; manage life transitions. NOT FOR GRADUATE CREDIT. Prerequisite: 316.

**485-2 AIDS: ISSUES FOR SOCIAL WORK.**

Continuation of 386 with professional applications. Practice and policy issues in working with HIV-positive clients, persons living with AIDS, companions and families. NOT FOR GRADUATE CREDIT. Prerequisite: 386

**486-2 PERSPECTIVES ON HUMAN DIVERSITY.**

[Dist.SS, IGR] Use of fiction and non-fiction to illustrate and compare characteristics and perspectives of diverse populations by reason of race, ethnicity, gender, life-style, etc. NOT FOR GRADUATE CREDIT.

**487-2 SOCIAL WORK PRACTICE WITH INVOLUNTARY AND RESISTANT CLIENTS.**

Examines factors and characteristics which lead to resistance in a variety of fields of practice; examines issues of social control, and practice approaches. NOT FOR GRADUATE CREDIT. Prerequisite: 315 or consent of instructor.

**488-2 SOCIAL WORK PRACTICE MODELS.**

Survey of theories of models of change used in social work practice with individuals and families in social work settings. NOT FOR GRADUATE CREDIT. Prerequisites: 315, 316.

**489-2 ALTERNATIVE VISIONS OF SOCIAL DEVELOPMENT.**

[Dist.SS] Examination of current trends and social issues in light of utopian and dystopian literature. NOT FOR GRADUATE CREDIT.

**495-2 SPECIAL TOPICS IN SOCIAL WORK.**

Topics not included in regular course offerings. Topic and prerequisites specified in semester course schedule. May be repeated to a maximum of 6 hours with different topics. NOT FOR GRADUATE CREDIT.

**SOCIOLOGY****111-3 INTRODUCTION TO SOCIOLOGY.**

[INTRO] [IAI Course 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.**

[Dist.SS] Communication, specialization, reciprocity, conflict resolution. Families, feudalism, cities, nations. Capitalism, socialism, communism, corporations, cooperatives. Learning formats: games, role playing, discussions, lectures.

**201-3 CRIMINAL JUSTICE**

[INTRO] Introduction to the system of criminal justice including police, courts and corrections; includes group learning exercises. Prerequisite: 111.

**300-3 SOCIAL PROBLEMS.**

[Dist.SS] [IAI Course 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.

**304-3 RACE AND ETHNIC RELATIONS.**

[Dist.SS, IGR] [IAI Course 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.**

[Dist.SS, IGR] (Same as Women's Studies 308) Sociological and feminist perspectives on women in American society with an emphasis on institutions that create, maintain, and reproduce gender and gender inequality.

**312-3 SOCIAL RESEARCH METHODS.**

[Dist.SS] Fundamentals of measurement, research design, and logic of determining cause-effect relationships. Includes experimental, survey, archival, field research methods. Interrelationships between theory and research.

**318-3 STATISTICS WITH COMPUTER APPLICATIONS.**

[Dist.SS] 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: 312 or consent of instructor.

**335-3 URBAN SOCIOLOGY.**

[Dist.SS, 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.**

[Dist.SS] Development, changing nature, and social impact of industrial organization; transition from mass production to flexible systems; employee participation and labor-management relations.

**351-3 SURVEY OF THEORY.**

[Dist.SS] Major classical theorists including Durkheim, Marx, and Weber, and contemporary schools of thought including functionalism; conflict; exchange; symbolic interaction.

**372-3 EXPLAINING CRIME.**

[Dist.SS] Examines research and theory on: causes of crime; nature, extent, types and distribution of street and white-collar crime; criminal justice policy.

**373-3 JUVENILE DELINQUENCY.**

[Dist.SS] Causes, consequences, and prevention of youthful crime; historical and contemporary issues; role of family, school, and community; sporadic and chronic delinquency; prevention, treatment, and punishment.

**390-3 to 6 SOCIOLOGICAL PERSPECTIVE.**

[Dist.SS] Topics not included in regular course offerings. May be repeated to a maximum of 6 hours provided no topic is repeated.

**391-3 MARRIAGE AND FAMILY.**

[Dist.SS] [IAI Course No. S7 902] 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.**

[Dist.SS] (Same as WMST 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.

**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.**

[Dist.SS] 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.**

[Dist.SS] Integration of individual and society; role structure and orientation to society; habits, communication, channels of meaning, emergence, presentation and defense of self.

**431-3 EMPLOYMENT AND WORKPLACE CHANGE.**

[Dist.SS] 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, 312, 318, 338, or consent of instructor.

**441-3 HEALTH, ILLNESS AND SOCIETY.**

[Dist.SS] Social determinants of sickness and death; illness as social behavior; patient-practitioner relationships, hospitals, issues in organization and delivery of health care.

**447-3 UNDERGROUND ECONOMY.**

[Dist.SS] Social organization of illegal markets, money laundering, illegal gambling, drug trafficking, estimated volume of unreported economic activities, methods of estimation.

**470-3 SOCIOLOGY OF DEVIANCE.**

[Dist.SS] Behavior such as prostitution, drug use, murder, racism, sexual variances, rape and insanity examined theoretically and empirically.

**474-3 VICTIMS AND SOCIETY.**

[Dist.SS] 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.

**481-3 POPULATION DYNAMICS.**

[Dist.SS, II] National and world population growth; death rates; the demographic transition of age and gender; life expectancy; fertility; marriage; divorce; migration; urbanization.

**490-3 SPECIAL TOPICS IN SOCIOLOGY.**

[Dist.SS] 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.**

Propose social improvement that demonstrates sociological vision and skills in written paper and oral presentation to sociology faculty. Prerequisite: sociology seniors, Soc 312, 318, 351.

**SPANISH****101-4 ELEMENTARY SPANISH.**

[SKILLS] Listening, speaking, reading, and writing. Culture of Spanish-speaking countries. Lab included.

**102-4 ELEMENTARY SPANISH.**

[SKILLS, IC] Continuation of 101. Lab included. Prerequisite: 101 or placement testing.

**104-8 ELEMENTARY SPANISH.**

[SKILLS, 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 if course will be offered.

**201-4 INTERMEDIATE SPANISH.**

[Dist.FAH] 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.**

[Dist.FAH] [IAI Course No. H1 900] Continuation of 201. Lab included. Prerequisite: 201 or placement testing.

**220-3 INTERMEDIATE SPANISH CONVERSATION.**

[Dist.FAH] Practice in intermediate-level conversation. Focus on pronunciation and fluency. Prerequisite: 102 or placement testing.

**301-4 ADVANCED SPANISH.**

[Dist.FAH] In-depth grammar review. Composition and conversation. Lab included. Prerequisite: 202 or consent of instructor.

**302-4 ADVANCED SPANISH.**

[Dist.FAH] Selected topics in grammar, readings, and composition. Lab included. Prerequisite: 301 or consent of instructor.

**303-4 INTERPRETATION.**

[Dist.FAH] 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.**

[Dist.FAH] 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.**

[Dist.FAH] Selections from publications related to professions and issues. Prerequisite: 202 or consent of instructor.

**307-3 BUSINESS SPANISH.**

[Dist.FAH] Oral and written business expression; specialized terminology and idioms. Prerequisite: 202 or consent of instructor.

**308-3 SPANISH PHONETICS.**

[Dist.FAH] Articulatory exercises to acquire correct pronunciation; difficulties encountered by speakers of American English. Prerequisite: 202 or consent of instructor.

**311-3 CONTEMPORARY SPAIN.**

[Dist.FAH, 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.**

[Dist.FAH, IC] Analysis of significant aspects of Spanish-American culture to improve intercultural understanding and develop language skills.

**351-3 SURVEY OF SPANISH LITERATURE: PENINSULAR.**

[Dist.FAH, IC] Representative prose, poetry, drama. Prerequisite: 202 or consent of instructor.

**352-3 SURVEY OF SPANISH-AMERICAN LITERATURE: COLONIAL PERIOD UNTIL THE PRESENT.**

[Dist.FAH, IC] Representative prose, poetry, drama. Prerequisite: 202 or consent of instructor.

**353-3 SURVEY OF DRAMA IN THE SPANISH LANGUAGE.**

[Dist.FAH] Selected readings, literary and cultural background. Prerequisite: 202 or consent of instructor.

**400a,b 2 each SENIOR ESSAY IN SPANISH.**

Supervised (a) research; (b) preparation of an extensive scholarly paper in Spanish. NOT FOR GRADUATE CREDIT. Prerequisite: 202.

**412a,b 3 each U.S.A. HISPANICS.**

[Dist.FAH] 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 consent of instructor.

**451-3 STUDIES IN SPANISH LITERATURE: BEGINNINGS THROUGH 17TH CENTURY.**

[Dist.FAH, IC] Literary analysis of prose, poetry, and drama, 11th through 17th centuries. NOT FOR GRADUATE CREDIT. Prerequisite: 301 or consent of instructor.

**452-3 STUDIES IN LITERATURE IN THE SPANISH LANGUAGE: 17TH THROUGH 20TH CENTURIES.**

[Dist.FAH, IC] Continuation of 451. NOT FOR GRADUATE CREDIT. Prerequisite: 301 or consent of instructor.

**453-3 SEMINAR IN HISPANIC LITERATURE.**

[Dist.FAH, IC] Critical and analytical study of masterpieces. NOT FOR GRADUATE CREDIT. Prerequisite: 301 or consent of instructor.

**454-3 to 6 SEMINAR.**

[Dist.FAH] 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 consent of instructor.

**457-3 DON QUIXOTE.**

[Dist.FAH, IC] Critical and analytical study of Cervantes' masterpiece. Prerequisite: 301 or consent of instructor.

**461-3 SPANISH STYLISTICS.**

[Dist.FAH] 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.

**471-3 SPANISH-AMERICAN LITERATURE: SHORT STORIES AND NOVEL.**

[Dist.FAH, IC] Representative works of last four decades of 20th century. NOT FOR GRADUATE CREDIT. Prerequisite: 301 or consent of instructor.



**499-3 READINGS IN SPANISH.**

[Dist.FAH] 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****400-3 THE EXCEPTIONAL CHILD.**

Psychology, identification, and methods of teaching individuals with exceptionalities, including individuals with learning disabilities.

**410a-3 PROBLEMS AND CHARACTERISTICS OF THE BEHAVIOR DISORDERED CHILD.**

Definition, screening, assessment, placement, programming, behavior management, multicultural concerns related to education of children with behavior disorders. Prerequisite: 400.

**410b-3 PROBLEMS AND CHARACTERISTICS OF THE MENTALLY RETARDED CHILD.**

Definition, screening, diagnosis, classification systems, classroom management. Educationally significant characteristics including cognitive, emotional, sociological, multicultural. Prerequisite: 400.

**410c-3 PROBLEMS AND CHARACTERISTICS OF THE GIFTED CHILD.**

Designed to assist teachers in identification of and programming for gifted/talented children. Prerequisite: 400.

**410g-3 PROBLEMS AND CHARACTERISTICS OF THE LEARNING DISABLED.**

Language, social, and educational characteristics of individuals with learning disabilities. Definition, service delivery models; multicultural concerns. Prerequisite: 400.

**410t-3 PROBLEMS AND CHARACTERISTICS OF THE TRAINABLE MENTALLY HANDICAPPED.**

Basic concepts of intelligence; psychological testing; educational assessment; causes of retardation as these concepts relate to educational and therapeutic consideration for the trainable mentally handicapped.

**411-3 ASSESSMENT OF EXCEPTIONAL CHILDREN.**

Techniques, theories, methods, instruments. Use and application of techniques to case study practices. Prerequisite: 410.

**415-3 MICROCOMPUTERS AND EXCEPTIONAL INDIVIDUALS.**

Overview of use of computers to meet unique needs of individuals with disabilities. Hardware and software adaptations. Prerequisite: 400.

**420a-3 METHODS AND MATERIALS FOR TEACHING CHILDREN WITH BEHAVIOR DISORDERS.**

Methods and materials applied in teaching and managing individuals with behavior disorders. Prerequisites: 410a, 411, class permit card.

**420b-3 METHODS AND MATERIALS IN THE EDUCATION OF THE EDUCABLE MENTALLY HANDICAPPED.**

Teaching mildly mentally handicapped in special education. Prerequisites: 410b, 411, class permit card.

**420c-3 METHODS AND MATERIALS FOR THE EDUCATION OF THE GIFTED.**

Teaching gifted children. Acceleration; enrichment; pull out programs. Prerequisite: 410c.

**420g-3 METHODS AND MATERIALS FOR TEACHING CHILDREN WITH LEARNING DISABILITIES.**

Methods and materials applied in teaching children with learning disabilities. Prerequisites: 410g, 411, class permit card.

**420t-3 METHODS AND MATERIALS IN THE EDUCATION OF THE TRAINABLE MENTALLY HANDICAPPED.**

Education and remediation processes in overall academic development of the moderate/severe mentally handicapped. Methods and materials, both commercially and teacher developed. Prerequisites: 410t, 411, class permit card.

**430-3 BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION.**

Overview of biophysical, psychodynamic, ecological, learning theories, interventions. Prerequisite: 400.

**440-3 PRESCHOOL EDUCATION FOR EXCEPTIONAL CHILDREN.**

Theories of child development as related to special education. Prerequisite: 400.

**441-3 ASSESSMENT OF PRESCHOOL EXCEPTIONAL CHILDREN.**

Instruments for assessment of academic, cognitive, perceptual-motor development. Diagnosis and remediation. Prerequisite: 440.

**450-3 INSTRUCTIONAL PROGRAMMING FOR STUDENTS WITH DISABILITIES.**

Service delivery models; principles and application of scheduling, physical environment; curricular and instructional concepts and application; integration of technology. Prerequisite: 411.

**470-3 SECONDARY SCHOOL PROGRAMMING FOR ADOLESCENTS WITH DISABILITIES.**

Organizational, administrative, and curricular adjustments needed for adolescents with disabilities. Stresses work-study programs. Prerequisite: 400.

**481-3 SEMINAR IN THE INSTRUCTION OF CHILDREN AND ADOLESCENTS WITH DISABILITIES.**

Professional, ethical, and legal concerns of assessment; instruction, evaluation, behavior management, materials, technologies. NOT FOR GRADUATE CREDIT. Prerequisite: concurrent enrollment with first 499.

**490-3 LANGUAGE DEVELOPMENT IN SPECIAL EDUCATION.**

Overview of developmental milestones of language acquisition in both normal and disabled individuals. Techniques for identification and instruction. Prerequisite: 400.

**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.

**499a-6 to 12 SPECIAL EDUCATION STUDENT TEACHING: BEHAVIOR DISORDERS.**

Teaching students with social and emotional disorders under immediate supervision of cooperating teacher and general supervision of university instructor. First student teaching experience must be 12 hours; second or third student teaching experiences for 6 hours each. NOT FOR GRADUATE CREDIT. Prerequisite: completion of all required coursework.

**499b-6 to 12 SPECIAL EDUCATION STUDENT TEACHING: EDUCABLE MENTALLY HANDICAPPED.**

Teaching students with educable mental retardation under immediate supervision of cooperating teacher and general supervision of university instructor. First student teaching experience must be 12 hours; second or third student teaching experiences for 6 hours each. NOT FOR GRADUATE CREDIT. Prerequisite: completion of all required coursework.

**499g-6 to 12 SPECIAL EDUCATION STUDENT TEACHING: LEARNING DISABILITIES.**

Teaching students with learning disabilities under immediate supervision of cooperating teacher and general supervision of university instructor. First student teaching experience must be 12 hours; second or third student teaching experiences for 6 hours each. NOT FOR GRADUATE CREDIT. Prerequisite: completion of all required coursework.

**499i-6 to 12 SPECIAL EDUCATION STUDENT TEACHING: TRAINABLE MENTALLY RETARDED.**

Teaching students with trainable mental retardation under immediate supervision of cooperating teacher and general supervision of university instructor. First student teaching experience must be 12 hours; second or third student teaching experiences for 6 hours each. NOT FOR GRADUATE CREDIT. Prerequisite: completion of all required coursework.

**SPEECH COMMUNICATION****103-3 INTERPERSONAL COMMUNICATION SKILLS.**

[SKILLS, IGR] Principles and practices of oral communication emphasizing message formation and delivery, listening, perception, awareness of verbal and nonverbal codes, and managing conflict.

**104-3 ORAL ARGUMENTATION SKILLS.**

[SKILLS] 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.**

[SKILLS] (IAI Course 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.**

[INTRO] 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 PROFESSIONAL AND TECHNICAL PRESENTATION SKILLS.**

[Dist.FAH] Developing and delivering speeches, presentations, and briefings in corporate and professional settings. Models and strategies for technical presentations and group and business meetings. Prerequisite: 104, or 105 or consent of instructor.

**201-3 SMALL GROUP COMMUNICATION.**

[Dist.FAH] 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.**

[Dist.FAH] Principles, theories, organizational skills necessary to function effectively as professionals. Topics include: motivation, goal setting, feedback, delegating, resolving conflicts.

**210-3 INTERRACIAL COMMUNICATION.**

[Dist.FAH, IGR] Personal dimensions of intergroup communication, especially the interaction of black and white Americans.

**213-3 INTRODUCTION TO PUBLIC RELATIONS.**

[Dist.FAH] Contemporary theories and practices emphasizing communication skills. Lectures, PR simulations, guest practitioners. Appropriate for majors in any academic area.

**223-3 INTERPERSONAL COMMUNICATION THEORY AND APPLICATIONS.**

[Dist.FAH] 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.

**261-3 ORAL INTERPRETATION OF LITERATURE.**

[Dist.FAH] 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.**

[Dist.FAH] 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.**

[Dist.FAH] Examination of process of experiencing meaning in messages. Opportunity to diagnose personal listening skills, learn relevant theory and models, practice 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. Prerequisite: by permit only.

**313-3 APPLIED PUBLIC RELATIONS.**

[Dist.FAH] Advanced study and application of practices introduced in 213. Emphasis on developing communication materials for PR campaigns. Prerequisite: 213.

**329-3 COMMUNICATION RESEARCH METHODS.**

[Dist.FAH] Contemporary methods applicable to analysis of human communication processes. Includes logic of research design and statistical reasoning. Practical experience with communication survey research design.

**330-4 THEORIES OF COMMUNICATION.**

[Dist.FAH] Contemporary and significant historical approaches to developing and testing theories and models of the process of human communication.

**331-3 GENDER AND COMMUNICATION.**

[Dist.FAH, 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.

**403-3 ORGANIZATIONAL COMMUNICATION THEORY AND APPLICATIONS.**

[Dist.FAH] 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.**

Transfer of student's research project or paper into oral presentation for departmental faculty/students demonstrating ability to conceptualize communication processes and deliver a professional-quality presentation. NOT FOR GRADUATE CREDIT. Prerequisites: 20 hours in speech communication, senior standing.

**410-3 RHETORICAL THEORY AND CRITICISM.**

[Dist.FAH] Classical and contemporary theories and methods for analyzing and evaluating public address and other significant forms of communication. Prerequisite: 330, or consent of instructor.

**411-3 ANALYSIS OF POLITICAL COMMUNICATION.**

[Dist.FAH] 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.**

[Dist.FAH] Strategies and critical analyses of ethical issues and approaches in the social and political atmosphere of public relations. Prerequisite: 213 or consent of instructor.

**414-3 PUBLIC RELATIONS CAMPAIGNS.**

[Dist.FAH] Development of comprehensive public relations campaign proposals and formal presentations to clients. Implementation of the proposal. Prerequisites: 313 and 329 or consent of instructor.

**419-3 SPECIAL TOPICS IN SPEECH COMMUNICATION.**

[Dist.FAH] Variable content course emphasizing pertinent contemporary communication issues. May be repeated for total of 9 hours as long as no topic is repeated. Contact Department of Speech Communication for current topic.

**423-3 HONESTY AND DECEPTION IN COMMUNICATION RELATIONSHIPS.**

[Dist.FAH] Theory and research in trust, honesty, deception, secrets and excuses. Verbal and nonverbal cues to concealment, falsification, detection apprehension, deception guilt.

**431-3 PATTERNS AND PROCESSES OF INTRAPERSONAL COMMUNICATION.**

[Dist.FAH] Inner speech, self-concept, personality, emotions, consciousness, perceptual filters, cognitive complexity, decoding stimuli, communication apprehension, other processes within the individual which affect communication behavior. Prerequisite: 330 or consent of instructor.

**433-3 LANGUAGE AND SPEECH COMMUNICATION.**

[Dist.FAH] Role and impact of language in speech communication development, processes and behavior. Relational development and conflict resulting from differences in language usage. Prerequisite: 330 or consent of instructor.

**434-3 NONVERBAL COMMUNICATION.**

[Dist.FAH] Nonverbal theories across varied contexts. Means of transmission and reception of nonverbal cues. Relationship of nonverbal and verbal behavior. Prerequisite: 330 or consent of instructor.

**435-3 ANIMAL COMMUNICATION BEHAVIOR.**

[Dist.FAH] Nature of behavior in several social species. Role of communication in defining, regulating, and maintaining social systems. Prerequisite: consent of instructor.

**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. Prerequisite: 12 hours of speech communication or consent of instructor.

**462-3 DIRECTING SECONDARY SCHOOL THEATER ARTS PROGRAMS.**

[Dist.FAH] Philosophies, principles and techniques of producing theater arts programs in the secondary school.

**464-3 FAMILY COMMUNICATION.**

[Dist.FAH] Communication functions and behavior within families which 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 Director of Internships, acceptance of organizational representative.

**SPEECH PATHOLOGY AND AUDIOLOGY****201-3 HUMAN COMMUNICATION AND ITS DISORDERS.**

Communicative disorders presented by individuals of all ages; multicultural and low incidence populations. Legal and social issues included.

**231-3 PHONETICS.**

Phonology and major dialects; description and transcription of normal, different, and disordered speech.

**312-3 NORMAL LANGUAGE AND SPEECH ACQUISITION.**

Normal development of linguistic code, including phonology, morphology, syntax, semantics, pragmatics. Prerequisites: 231, 201.

**320-3 ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS.**

Structure and functioning of normal communication system. Prerequisites: 201, 231.

**321-3 HEARING SCIENCE.**

Study of the property of sound, including theories related to auditory physiology and perception. Prerequisites: 201, 231, and 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. Prerequisites: 201, 231, 320, 321 prior or concurrent enrollment.

**400-1 to 3 INDEPENDENT STUDY IN SPEECH PATHOLOGY AND AUDIOLOGY.**

Investigative consideration of relevant topics not covered extensively in regular curriculum. 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. Prerequisites: 231, 320.

**442-3 SPEECH DISORDERS.**

Basic principles of diagnosis and intervention with individuals with vocal and fluency disorders. Prerequisites: 201, 320.

**444-3 LANGUAGE DISORDERS OF CHILDREN.**

Etiology, assessment, and intervention with infants, children, and adolescents with language disorders. Prerequisites: 312, 320.

**445-3 LANGUAGE DISORDERS OF ADULTS.**

Etiology, assessment, and intervention with individuals with acquired communication disorders. Prerequisites: SPPA 312 and 320.

**446-3 CLINICAL OBSERVATIONS AND PROCEDURES IN COMMUNICATION DISORDERS.**

Supervised clinical observation; procedures in obtaining, recording and evaluating assessment information; procedures for therapeutic intervention. NOT FOR GRADUATE CREDIT. Prerequisites: 441, 444.

**449-1 to 3 CLINICAL PRACTICE IN SPEECH PATHOLOGY.**

Supervised clinical practice. Fifteen hours of clinical activity for each hour of credit. May be repeated to a maximum of 3 hours. Graded Pass/No Credit. NOT FOR GRADUATE CREDIT. Prerequisites: 3.0 GPA, 441, 444.

**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 relating to service delivery options. NOT FOR GRADUATE CREDIT. Prerequisites: 441, 444, 445.

**452-3 CLINICAL PROCEDURES IN SPEECH PATHOLOGY AND AUDIOLOGY.**

Principles underlying clinical interview and client relationships. Therapy and procedures in obtaining, recording, and evaluating test results. Prerequisites: 441, 442, 444.

**461-3 BASIC AUDIOMETRY.**

Principles and techniques of pure tone and speech reception testing. Prerequisite: 303.

**469-1 to 3 CLINICAL PRACTICE IN AUDIOLOGY.**

Supervised clinical practice in diagnosis and therapy of hearing problems. Fifteen clock hours of clinical activity for each hour of credit. May be repeated to a maximum of 3 hours. Pass/no credit. Prerequisite: 461.

**471-3 AURAL REHABILITATION.**

Management of the hearing impaired; auditory training, speech reading, speech conservation, counseling. Prerequisite: 461.

**481-3 HEARING IN CHILDREN.**

Characteristics of different types of hearing impairment in children, current techniques of pediatric hearing assessment and remediation. Prerequisite: 303, 321 and 461.

**498-3 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION.**

Augmentive communication including manual systems, communication boards, electronic devices, computer adaptations employing words, pictures, other symbols. Evaluation, teaching strategies, system modifications. Prerequisites: 441, 444.

**499-2 SENIOR ASSIGNMENT SEMINAR.**

Analytic and critical study of topics related to research, professionalism, and practice in speech-language pathology. Prerequisites: SPPA 201, 231, 312, 320, 441, 444; concurrent enrollment in SPPA 461, 471, or 445.

**STATISTICS****107-3 CONCEPTS OF STATISTICS.**

[SKILLS] [IAI Course No. M1 902] 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 STAT 107 and STAT 244. Prerequisite: one and one-half years of high school algebra or AD 095.

**244-4 STATISTICS.**

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.

**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.

**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 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.

#### **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: MATH 250.

#### **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.

#### **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 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 or consent of instructor.

#### **484-3 RELIABILITY ENGINEERING.**

(Same as IE 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 IE 365.

#### **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. Prerequisite: 480a.

#### **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: 480a.

#### **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 or consent of instructor.

#### **488-3 DESIGN AND CONTROL OF QUALITY SYSTEMS.**

(Same as IE 465) Quality design by experimental design; determination of process capability; quality control using statistical control charts; acceptance sampling. May not be used for graduate credit in the School of Engineering. Prerequisite: 480 a,b or IE 365.

#### **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.

## **THEATER**

#### **111-3 THE DRAMATIC EXPERIENCE**

[INTRO] (IAI Course No. F1 907) Introductory course to give student understanding of how essential components of theater work together to produce dramatic experience.

#### **112a-3 ACTING I: INTRODUCTION TO ACTING.**

[Dist.FAH] Fundamentals of acting combining improvisational exercises with method approach to developing role; emphasis on relaxation, imagination, concentration, objectives. Open to non-majors.

#### **112b-3 ACTING II: CREATING A ROLE.**

[Dist.FAH] Beginning work in scene study and monologues; emphasizing serious, internal realistic acting techniques applicable to both stage and TV/film. Prerequisite: 112a.

#### **121-3 INTRODUCTION TO THEATER AND DANCE.**

An orientation to theatrical art in its social and cultural context with emphasis on analytical reading and writing and attending professional performances. Required of all majors and minors. Open to non-majors with consent of instructor.

#### **130-2 to 3 REHEARSAL AND PERFORMANCE.**

Acting practicum in stage productions developed for public performance discipline. May be repeated with consent of instructor. Prerequisite: must be cast in theater production.

#### **141-3 FILM ANALYSIS.**

[Dist.FAH] (IAI Course No. F2 905) Fundamentals of film analysis studied as skill essential to understanding of narrative visual media.

#### **150a,b,c-3 each SCENERY, COSTUMES, LIGHTING AND SOUND.**

[Dist.FAH] (a) scenery, (b) costumes and (c) lighting and sound. Designing, executing and running of technical elements used in theater productions. Introduction to theories, techniques, and tools. Laboratory work required.

#### **190-1 to 3 SPECIAL PROJECTS.**

Individual work in any area of theater. May be repeated to a maximum of 6 hours. Prerequisite: consent of instructor.

#### **195-1 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.

#### **204-3 FORMS OF DRAMATIC ACTION.**

[Dist.FAH] Principles of dramatic action as exemplified in selected plays. Relationships between theatrical process and dramatic form in tragedy and comedy.

#### **210a-3 ACTING III: COMEDY AND CHARACTERIZATION.**

[Dist.FAH] Exercises and scene work introducing external techniques for physical/vocal characterization and comedy. Prerequisites: 112a,b.



**210b-2 IMPROVISATION.**

[Dist.FAH] 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.**

[Dist.FAH] 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.**

[Dist.FAH] Basic empty-handed combat for the stage. Safety stressed and choreography explored. Weaponry may be introduced. Prerequisite: consent of instructor and good physical health.

**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.**

[Dist.FAH] 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.**

[Dist.FAH] Basic theatrical drawing-studio. Perspective rendering, drafting, water color techniques, figure drawing. Prerequisite: one year of beginning art studio or consent of instructor.

**260-3 COSTUME DESIGN.**

[Dist.FAH] 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: 150a,b and consent of instructor.

**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.

**270-3 ADVANCED LIGHTING DESIGN.**

[Dist.FAH] Lighting concepts and sensitivity to lighting environments. Lighting plans, light plots, schedules and section drawings. Laboratory work on University Theater productions required. Prerequisites 150c 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.

**309-3 MUSICAL THEATER WORKSHOP.**

[Dist.FAH] Preparation and performance of musical comedy scenes in a variety of styles: acting, singing, dancing ensemble, solo work. May be taken twice.

**310a-3 ACTING IV: PERIOD STYLES.**

[Dist.FAH] A variety of theater genres are explored through their language, physicalization, history, and dramatic literature. Scenes/monologues performed from each period/style. Prerequisites: Thea 112b and 215.

**310b-3 ACTING V: INTERNATIONAL/EXPERIMENTAL STYLES.**

[Dist.FAH, IC] Utilization of international and experimental performance techniques, designed to promote global and contemporary aesthetics and abilities. Prerequisites: junior standing in the theater and dance program and consent of instructor.

**315a-3 DIALECTS FOR THE STAGE.**

Foreign and American dialects. Scenes and monologues performed in dialect. International Phonetic Alphabet (IPA) introduced. Prerequisite: Thea 112a.

**315b-3 ADVANCED MOVEMENT.**

Character masks, neutral masks, and other movement techniques are used for characterization, awareness, body, and stage presence. Prerequisite: Thea 112b, 215.

**320-3 DIRECTING FOR THE STAGE.**

[Dist.FAH] Elements of director's craft: interpretation, composition and blocking, design and technical considerations, working with actors and directing a scene. Prerequisites: 112a, 150a or b.

**330-2 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.

**350-3 SCENE DESIGN.**

[Dist.FAH] Advanced study of rendering techniques. Design projects, critique sessions, and research techniques. May be taken twice. Prerequisite: THEA 250 or instructor consent.

**355-2 SCENE PAINTING FOR THE THEATER.**

Traditional and contemporary techniques including layout, cartooning, lining, textures, color. Studio work. Prerequisite: 150a,b recommended.

**375-2 SOUND FOR THE THEATER.**

Sound control, microphone amplification, acoustics, sound effects. Practical operation with microphones, turntables, tapedecks, and loudspeakers.

**376-1 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: 150a,b, approval of director of production, and consent of instructor.

**390-1 to 3 SPECIAL PROJECTS.**

Individual work for advanced students in any area of theater. May be repeated to a maximum of 6 hours. Prerequisite: consent of instructor.



**395-1 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.

**401a,b-3 each HISTORY OF THE THEATER.**

[Dist.FAH] Drama, performance, architecture, design, and cultural environment of (a) (IAI Course No. F1 908) Primitive, Greek, Roman, Medieval, Renaissance; (b) (IAI Course No. F1 908) Restoration, Eighteenth century, Romantic, Modern. NOT FOR GRADUATE CREDIT.

**405-1 to 3 THEATER BUSINESS MANAGEMENT PRACTICUM.**

[Dist.FAH] Principles of management systems organization and practice as applied to performing arts units. Mission development, personnel selection, funding, budgeting, promotion, operational continuity. Internship. NOT FOR GRADUATE CREDIT.

**410a-3 SENIOR ASSIGNMENT IN PERFORMANCE.**

[Dist.FAH] Supervised independent research culminating in written and performance project. NOT FOR GRADUATE CREDIT. Prerequisites: senior standing in Theater and Dance, approved project.

**410b-3 ACTING AS A CAREER.**

[Dist.FAH] 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.

**412-3 ACTING FOR TELEVISION.**

[Dist.FAH] Acting principles and techniques. Exercises, commercials, and scenes from television scripts will be videotaped and critiqued for on-camera effectiveness. NOT FOR GRADUATE CREDIT.

**420-3 PROJECTS IN DIRECTING.**

[Dist.FAH] 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. Prerequisite: 320.

**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: 250 and consent of instructor.

**455-3 SENIOR PROJECT-PORTFOLIO.**

[Dist.FAH] Advanced design projects with emphasis on research and conceptual approaches. Written assignments on production problems. Geared toward development of well-balanced professional portfolio. NOT FOR GRADUATE CREDIT. Prerequisite: consent of instructor.

**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: 260 and consent of instructor.

**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: 270 and consent of instructor.

**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: 150a,b recommended, consent of instructor.

**480-3 COMPUTERS FOR THEATER: MULTI-IMAGE PRESENTATIONS.**

[Dist.FAH] 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.

**482-3 COMPUTERS FOR THEATER: ANIMATION.**

[Dist.FAH] Computer image-making techniques as related to theater and dance. Class/lab work includes computer animation (vector, cell, "real-time"), genlock techniques, and computer generations for video enhancement. 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.

## UNIVERSITY

**112-2 THE UNIVERSITY EXPERIENCE.**

This course is built upon the 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

**200-3 ISSUES IN FEMINISM.**

[Dist.SS, Dist.FAH, IGR] Beliefs, values, and commitments of the women's movement and their implications for lives of both women and men. May count for Dist.SS or Dist.FAH but not both.

**308-3 WOMEN, GENDER AND SOCIETY.**

[Dist.SS, 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.**

[Dist.SS, 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.

**331-3 GENDER AND COMMUNICATION.**

[Dist.FAH, 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 IN AFRICAN-AMERICAN LITERATURE.**

[Dist.FAH, IGR] (Same as ENG 341) Poems, novels, short stories, essays, dramas, biographies, appropriate historical documents, portraying roles of African-American women in America.

**345-3 PHILOSOPHICAL CONCEPTIONS OF WOMEN.**

[Dist.FAH] (Same as PHIL 345) Theories of the nature and role of women as expounded by philosophers past and present.

**346-3 SOCIAL PHILOSOPHIES OF THE WOMEN'S MOVEMENT.**

[Dist.FAH, IGR] (Same as PHIL 346) Social philosophy from feminist perspective. Major theoretical works of women's movement. Prerequisite: 200 strongly recommended.

**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.**

[Dist.FAH, 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.

**353-3 REPRESENTING WOMEN'S BODIES 300-1500.**

[IS, IGR] (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.

**390-3 SPECIAL PROBLEMS.**

[Dist.FAH] 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.

**394-3 SOCIOLOGY OF THE BLACK FAMILY.**

[Dist.SS] (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 PERSPECTIVE.**

[Dist.SS, IGR] (Same as ANTH 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.

**405-3 PSYCHOLOGY OF GENDER.**

[Dist.SS, IGR] (Same as PSYC 405) Psychological and cultural history of gender, changing sex roles, socialization, sexuality, issues related to mental health, stereotyping, and cognition. Prerequisite: PSYC 111.

**426-3 FAMILY AND KINSHIP IN CROSS-CULTURAL PERSPECTIVE.**

[Dist.SS, IC] (Same as ANTH 426) History and cross-cultural perspectives on kinship and family. Studies a variety of family experiences through readings, speakers, and discussions. NOT FOR GRADUATE CREDIT.

**428-3 TOPICS IN EUROPEAN WOMEN'S HISTORY.**

[Dist.SS, 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.**

[Dist.SS, 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.

**450-3 SCIENCE, GENDER, AND RACE.**

[Dist.NSM, IGR] (Same as BIOL 450) Current social issues and historical perspectives of science, especially biology, and its medical and technical applications as they relate to gender and race. Prerequisite: junior standing.

**451-3 GENDER AND EDUCATION.**

[IGR] (Same as EDFD 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.**

[Dist.FAH, 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.**

[Dist.FAH, 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.**

[Dist.FAH, 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.

**495-1 or 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 Coordinator.

**499-3 PRACTICUM IN 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 Coordinator.

## BUILDING KEY

AD	Art & Design	RH	Rendleman Hall
AH	Alumni Hall	SC	Student Fitness Center
AL	Alton Campus	SF	Scott Air Force Base
BC	Belleville Area College	SL	Science Building
DH	Katherine Dunham Hall	SP	Sewage Plant
EC	Early Childhood Center	SS	Supporting Services
ER	Environmental Resources Training Center	TB	Metcalf Student Experimental Theater
ES	East St. Louis Center	TC	Tosovsky Center
FH	Founders Hall	T1	Cougar Village Commons Building
H/R	Heating/Refrig. Plant	UP	University Park
KS	Ralph Korte Stadium	VC	Vadalabene Center
LB	Lovejoy Library	WR	Woodland Hall
MC	Morris University Center	24	Credit Union
PH	Peck Hall	44	Tract 44
PR	Prairie Hall	60	Tract 60
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 Editing/Advertising/Marketing, RH 2215 ..... 2625/5815

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 Admissions, Graduate and International, RH 1207 ..... 3160  
 Admissions, Undergraduate, RH 1207, Coordinator, James Rotter ..... 2645  
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Sociology, Hugh Barlow, PH 1206 . . . . .	3713
Speech Communication, David B. Valley, AH 3108 . . . . .	3090
Theater and Dance, W. Craven Mackie, DH 1031 . . . . .	2773
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Chancellor, David Werner, RH 3316 .....	2475
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Laboratory Manager, Jay Patrick, SL 2205 .....	3565

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Chair, Chiang Lin, SL 0321 .....	2533
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### **COMPUTER MANAGEMENT AND INFORMATION SYSTEMS**

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### **COMPUTER SCIENCE**

Chair, Bernard Waxman, FH 2310 .....	2386
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Chair, Luke M. Snell, UP 2233 .....	2088
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**DEANS' SCHOLARS HONORS PROGRAM** (See Arts and Sciences, Business, Education, Engineering or Nursing)

**DENTAL MEDICINE, SCHOOL OF**

Dean, Patrick Ferrillo Jr., Alton, Bldg. 273 Rm. 2107 .....	474-7120
Associate Dean, Ann M. Boyle, Bldg. 273 Rm. 2203 .....	474-7125
Administrative Offices:	
Admissions and Registrar, Bldg. 273 Rm. 2300 .....	474-7170
Biomedical Library, Bldg. 277 Rm. 0007 .....	474-7277
Advanced Education Clinic, Bldg. 272 .....	474-7149
Assistant Dean for Admission and Retention, James W. DeClue, Bldg. 273 Rm. 2303 .....	474-7175
Assistant Dean for Clinical Affairs, Dennis Savoca, Bldg. 263 Rm. 1105 .....	474-7080
Clinic:	
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Cashier .....	474-7090
Dental Auxiliary Utilization - Practice Management Clinic .....	474-7141
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Growth, Development & Structure, Henry G. Elsbach, Bldg. 274 Rm. 1101 .....	474-7030
Restorative Dentistry, Martin Land, Bldg. 284 Rm. 1008 .....	474-7056
Director of Minority Affairs, Cornell C. Thomas, Bldg. 273 Rm. 2202 .....	474-7190
Director of Resource Development, Bldg. 273 Rm. 2204 .....	474-7128
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# **ENROLLMENT MANAGEMENT**

Assistant Vice Chancellor for Enrollment Management and Registrar, Christa Oxford, RH 1208 ..... 2298

# **ENVIRONMENTAL RESOURCES TRAINING CENTER**

Director, Donald M. Anderson, ER 1102 ..... 2030

# **ENVIRONMENTAL SCIENCES**

Program Director, James Houpis, SL 3316 ..... 3311

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**PHYSICS**

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# **PSYCHOLOGY**

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# **PUBLIC ADMINISTRATION AND POLICY ANALYSIS**

Chair, T. R. Carr, AH 3128 ..... 3762

# **REGISTRAR**

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**SERVICE CENTER**

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Coordinator, Systems, Steve Zika, RH 1309 .....	3869
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Executive Director, Brian Donnelly, One North Research Drive. .... 659-9300

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## NOTES

## NOTES

## NOTES





# SIUE CAMPUS MAP



## Key to the SIUE Campus

- |  |  |
|--|--|
| 1 Alumni Hall                          | 12 Religious Center  |
| 2 Art & Design Building                | 13 Rendleman Hall  |
| 3 Dunham Hall                          | 14 Science Building  |
| 4 Cougar Village                       | 15 Student Fitness Center  |
| 5 Early Childhood Center               | 16 Morris University Center                                      |
| 6 Engineering Building                 | 17 Vadabene Center for Health, Recreation and Physical Education |
| 7 Founders Hall                        | 18 Woodland Hall   |
| 8 Lovejoy Library                      | 19 Under Construction — Engineering Building                     |
| 9 Metcalf Student Experimental Theater |  |
| 10 Peck Hall                           |  |
| 11 Prairie Hall                        |  |

## PARKING LOTS

- A Special Registered Vehicles
- B University Center—Attended Pay Lot (Visitor's Parking)
- C Rendleman Hall—Metered Lot
- E Special Registered Vehicles
- VC Vadabene Center—Special Registered Vehicles and Metered Parking
- P1, P2, P3 Registered Vehicles, Faculty and Staff
- P4 Registered Vehicles for Residence Hall
- P5-P15 Registered Vehicles, Faculty, Staff and Students
- PH Registered Vehicles, Prairie Hall

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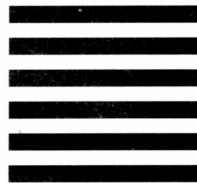
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